

PSYCHOLOGICAL FIRST AID OF BATSTATE U LEMERY STUDENT ORGANIZATIONS

KAYCEE L. CARABLE¹, ARA MAE SALIVA²,
LIZBETH C. SERRANO³, ELAINE NOREEN G. BAXA⁴

[https://orcid.org/0000-0003-3876-5411,
\[https://orcid.org/0000-0002-9619-5732, \\[https://orcid.org/0000-0002-0529-3477,
<https://orcid.org/0000-0001-6052-5405>\\]\\(https://orcid.org/0000-0002-0529-3477\\)\]\(https://orcid.org/0000-0002-9619-5732\)](https://orcid.org/0000-0003-3876-5411)

kayce.carable@g.batstate-u.edu.ph¹, aramae.saliva@g.batstate-u.edu.ph²,
lizbeth.serrano@g.batstate-u.edu.ph³, elainenoreen.baxa@g.batstateu.edu.ph⁴
Batangas State University – Lemery Campus, Lemery, Batangas, Philippines¹⁻⁴

ABSTRACT

In academe, Psychological First Aid contributes substantially to assist those with emotional distress. Its goal is to be supportive of stress-related reactions, so the researchers were prompted to assess the psychological first aid of BatState-U Lemery student organizations. To achieve the purpose, profile variables were identified in terms of age, sex, department, and college as well as the activities facilitated by student organizations that foster psychological first aid core values. Moreover, the effectiveness of the psychological first aid activities of the students' organization was also assessed in terms of contact and engagement, safety and comfort, stabilization, information gathering, current needs and concerns, practical assistance, connection with social support, information in coping and linkage with collaborative service. The significant difference in the respondent's assessment of the affected variables when grouped according to their profile was also determined. Specifically, this study utilized descriptive method research which was participated by 291 students of the said campus. The study utilized the sampling method of research and used a survey questionnaire as the main data gathering instrument through Google Forms. Data collected were tabulated, analyzed, and interpreted using statistical treatment such as weighted mean and independent t-test. Findings revealed that the majority of the respondents belonged to the age bracket of 20-22, female, and from the College of Accountancy and Business Economics. The webinar was the activity of BatStateU Lemery student organizations that mostly fostered Psychological First Aid Core Values to the students while culminating activity was least fostered. All Psychological First Aid Core values were effectively used and fostered by the student organizations of BatStateU Lemery. Consequently, there was no significant relationship between the profile of respondents in terms of age, sex, and college department in the psychological first aid core values. Thus, a strategy plan for Student Organizations and Activities (SOA) was recommended to strengthen and foster Psychological First Aid to the students.

Keywords: Psychological First Aid, School Organization, student activities

INTRODUCTION

The year 2020 has given almost all people unspeakable disasters that have tested their person. The Filipinos, specifically the

Batangueños were not spared from this. The year began with a volcanic eruption that largely impacted the province of Batangas. After that catastrophe, the Covid-19 pandemic struck, leaving a big number of people unemployed,

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

CARABLE, K.L., SALIVA, A.M., SERRANO, L.C., BAXA, E.N., *Psychological First Aid of BatState U Lemery Student Organizations*, pp. 148 - 160



schools closed indefinitely, and many people suffering from stress. To compound these inevitable circumstances, strong typhoons have ravaged the place, destroying homes, buildings, and other structures, leaving traces of destruction and woes. With the current set-up, many students have found it hard to adjust, especially when it comes to attending to their studies, that is transitioning from face-to-face to online classes. Due to these tragedies that have occurred, schools' significant role has been highlighted especially to students' mental wellbeing. As with the abrupt changes in the educational setup, students had a hard time understanding and adapting to the 'new normal.'

According to the President of the Philippine Association of State Universities and Colleges (PASUC), Dr. Tirso Ronquillo, the pandemic may hinder roughly the 44,000 undergraduate students from enrolling this year. According to the survey, almost 6,000 graduating students from 112 SUCs around the country were not able to attend this academic year. The majority were affected by economic factors, while many were also concerned about the current situation while some parents have lost their employment. (Mateo, 2020)

According to Scoth (2019), most students suffer tremendous stress, and this stress may have a substantial impact on their health, happiness, and academics. An American Psychological Association (APA) study indicated, for instance, that adolescents report stress levels similar to adults. This indicates that adolescents are under considerable chronic stress and feel they are normally able to cope with chronic stress. Hence, students are traumatized by their experiences, which may affect their daily lives at home, family relationships, and more due to various disasters.

Meanwhile, student organizations are the voice of the student body. They are individuals who can understand the students' concerns to relieve tension and alleviate trauma. Since the classes are happening online, the associations among the students also happen online, where all operations are done virtually. Student organizations practiced webinars, online contests, online consultations, and online

programs. In short, everything was all done online. Those activities will help the students to release traumatic experiences, and in which student organizations somehow use the Psychological First Aid initial actions.

The study of Relief Central (2020), Psychological First Aid is a modular method based on research for the immediate aftermath of tragedy and terrorism, for children, teenagers, adults, and families. Psychological First Aid is aimed to alleviate acute suffering produced by traumatic experiences and to encourage short- and long-term coping and adaptability.

On the other hand, according to the National Child Traumatic Stress Network (2020), the fundamental aim of PFA core actions is to provide early help within days or weeks of an occurrence. Providers should be adaptable, basing the amount of time they spend on each fundamental action on the needs and concerns of the survivors. The key skills are intended to assist survivors and responders in addressing their needs and concerns.

PFA is intended for use in a variety of environments. The eight PFA Core Actions include contact and engagement, safety and comfort, stabilization (if needed), information gathering on current needs and concerns, practical assistance, connection with social supports, information on coping, and linkage with collaborative services.

To this, the primary goal of a school organization is to provide guidance and enjoyment to students. It aids in developing students' characteristics and their ability to learn and make their school years unforgettable.

OBJECTIVES OF THE STUDY

This study ascertained the level of effectiveness of BatStateU Lemery student organizations in fostering Psychological First Aid to the students.

In accordance, it sought to answer the following: 1) identify the activities of BatStateU Lemery student organizations that foster Psychological First Aid Core Values; 2) evaluate the effectiveness of the Psychological First Aid



activities of the Student Organizations in terms of Contact and Engagement, Safety and Comfort, Stabilization;

Information Gathering on Current Needs and Concerns, Practical Assistance, Connection with Social Supports, Information on Coping, Linkage with Collaborative Services, 3) distinguish the difference on the respondents' assessment of the aforementioned variables when grouped according to their profiles, 4) propose a strategy plan that fosters Psychological First Aid intended for BatStateU Lemery student organizations.

METHODOLOGY

The study used a descriptive research method. It was conducted at Batangas State University- Lemery consisting of 1,148 students from four departments. Researchers used questionnaires as the main tool. It is the primary method for collecting data, the researchers spent time reading papers and other reports about Psychological First Aid. Additionally, the researchers' adviser provided several links and concepts on the present study that are useful in the analysis, which aided the researchers in developing a data collection instrument. Validation is necessary to ensure that respondents have accurate information. For the validation process, the researchers asked the adviser to review the questionnaire, and to ensure further its viability, the researchers also sought the assistance of the three validators, after which they made various revisions.

Additionally, 20 students from Batangas State University Lemery were chosen as preliminary-survey respondents since they were not included in the actual survey. The questionnaire was tested for its reliability, having a result that was excellent, with a reliability score of 0.982, indicating that the questionnaire is reliable.

Afterward, the researchers sent a letter to BatState-U Lemery's Campus Director, requesting supplementary data such as the number of enrolled students and a list of students' names for the Academic Year 2020-2021. With the use of Raosoft calculator, it determined 289 as the sample size used in the actual survey with a 95 percent confidence level.

After such construction and validation, the researchers utilized the Proportionate Stratified Random Sampling to decide how many respondents would respond to the questionnaire in each college department and used systematic sampling to select the names of respondents who will answer the survey questionnaire. The result showed that the College of Accountancy Business Economics (CABE) needs 210 respondents while the College of Information Technology (CIT) needs 37 students; the College of Teacher Education (CTE) needs 30 respondents, and in College of Informatics, Computing Science (CICS) needs 14 students. The questionnaire was disseminated using Google forms so the researchers prepared a letter of request for the Campus Director of BatState-U Lemery to allow the students to answer the said questionnaire.

The researchers used the Likert-type scale, which was used in the form of a checklist format, which resulted in determining the average of each answer from the questionnaires from lowest to highest or vice-versa. Likewise, the researchers used scoring on the questionnaire evaluation section to identify how likely the respondents were into PFA with the activities of student organizations in Batangas State University-Lemery. Correlated to this, the Likert Scale used the Four-Part Scale with 4 as the highest and 1 as the lowest. It was assigned with the following values: 4 – Highly Effective, 3 – Effective, 2 – Least Effective, and 1 – Less Effective to determine the degree of effectiveness.

The researchers distributed the questionnaire to all year levels of BatState-U Lemery students after it was reviewed and revised. A letter describing the study's purpose was included with the questionnaire. The questionnaire was tallied, categorized, and tabulated after the data was obtained. After that, the statistician classified the data collected and treated it with statistical tools.

RESULTS AND DISCUSSION

After the data were tabulated, statistically treated, analyzed, and interpreted, the following findings are formulated.



1. Profile of Respondents

Table 1
Distribution of Respondents in terms of their Age

Age bracket	Frequency	Percentage
17-19	116	39.86
20-22	170	58.41
23-25	3	1.03
Above 26	2	0.69
Total	291	100

The age distribution of the respondents is shown in Table 1. According to the table, respondents between the ages of 20 and 22 had a frequency of 58.41 percent. This was followed by the age bracket of 17-19, which received 39.86 percent, and the age bracket of 23-25, which gained 1.03 percent. Lastly, the ages ranging above 26 got a frequency of 0.69 percent.

In summary, the majority of the respondents were between the ages of 20 and 22. So, most of the respondents were K-12 graduates. The likelihood of them was high because they got two more years of high school, where the percent of them were between the ages of 19 and 20 when they started college.

According to Jong Sun Lee et al., (2017), the participants in a preliminary evaluation of the training outcomes of a didactic and simulation-based psychological first aid program in students and school counselors in South Korea ranged in age from 18 to 36 years old. However, neither the main effect of age nor the interaction effect of group and time was important. As a result, it was discovered that the age of the students has little bearing on a student organization's role.

Table 2
Distribution of Respondents in terms of their Sex

Sex	Frequency	Percentage
Male	92	31.62
Female	199	68.38
Total	291	100

Table 2 shows that females-dominated the male respondents with a total number of 199 equivalent to a percentage of 68.38. Male got number a portion of 31.62 percent.

According to the World Health Organization (2016) anyone, regardless of age, gender, social class, or other factors, can benefit from PFA. PFA, on the other hand, will not be desired or required by everyone. Males and women, on the other hand, encounter distinct sorts of trauma, both in private life and at work such as police officers, (Meer et al.), with women being exposed to more high-impact trauma like sexual trauma than men, and at a younger age.

Table 3
Distribution of Respondents in terms of their Department/College

Department/college	Frequency	Percentage
College of Teacher Education	30	10.3
College of Information and Computing Sciences	14	4.8
College of Industrial Technology	37	12.7
College of Accountancy Business Economics	210	72.2
Total	291	100

The respondents were classified based on the department/college to which they belong. College of Teacher Education got a frequency of 30 with a percentage of 10.3%; CICS got a frequency of 14 and a percentage of 4.8%. Meanwhile, CIT got a frequency of 37 and a percentage of 12.7%, and CAFE got a frequency of 210 and a percentage of 72.2%. According to the institution's registrar's records, 835 of the 1148 students enrolled at the university are from the CAFE department.

2. Student Organizations Activities that foster Psychological First Aid Core Values

Webinar/Seminar gathered a frequency of 243 and a percentage of 83.51%, Mass (Virtual) had a frequency of 206 and a



percentage of 70.79%, Contest gathered a 137 response and a percentage of 47.08%,

Table 4
Activities of the Student's Organization that Foster Psychological First Aid Core Values

Activities	F	%
Webinar/Seminar	243	83.51
Mass	206	70.79
Contest	137	47.08
Orientations	203	69.76
Outreach Program	101	34.71
Culminating Activity	97	33.3
Sportsfest	112	38.49
Assistance Program	99	34.03
Community	112	38.49
Engagement Programs (Acquaintance/Farewell)	99	34.09

Orientation obtained a 203 response with a percentage of 69.76%, Outreach Program had a 101 response from the respondents and obtained a percentage of 34.71%, Culminating Activities had a frequency of 97 and a percentage of 33.33%, Sports fest activity gathered a 112 response and 38.49% as its percentage, while Assistance Program obtained a 99 response from the respondents with a percentage of 34.03%, and Community Engagement Program had a frequency of 112 and a percentage of 38.49%. And lastly, the Acquaintance/Farewell Party gathered a frequency of 99 and a percentage of 34.03%. Thus, at these trying times, webinar/seminar is the most conducted activity on the campus that fosters PFA values among the activities organized by the student organization of BatStateU Lemery. It conforms with Panigrahi that encapsulated those seminars and workshops are important for students in higher education because they provide encouragement and motivation. Students will be encouraged to investigate new areas connected to the topic because of talking and learning about it. With good direction from professors and professionals, students will be inspired to research and discover new topics. Based on the current student leaders at the aforementioned campus, webinars are the most appropriate activity to engage in during this epidemic

because screens are the only way to contact students and it is also a tangible activity.

3. Effectiveness of Psychological First Aid Activities of the Student Organizations

3.1. In terms of Contact and Engagement

Table 5
Psychological First Aid activities in Terms of Contact and Engagement

Contact and Engagement	W. M	V.I
1. Being approachable and responsive.	3.47	Effective
2. Communicating with etiquette	3.42	Effective
3. Giving accurate advice.	3.37	Effective
4. Establishing good communication	3.40	Effective
5. Helping to reach out relatives and friends.	3.25	Effective
6. Possessing a good attitude	3.50	Highly Effective
7. Giving comfort.	3.19	Effective
8. Engaging in real-world health activities.	3.19	Effective
9. Gaining practical experience.	3.25	Effective
10. Feeling of belongingness.	3.30	Effective
Composite Mean	3.33	Effective

The first core value is Contact and Engagement, and the respondents agreed that the members of the student organizations (leaders, advisers, members) possess a good attitude that enabled them to establish a good relationship with them, expressed in the highest weighted mean of 3.50 with a verbal interpretation of Highly Effective. This finding was strengthened by the study of Scott and shared that getting active in school groups and clubs can be a great way to combat college loneliness. Joining an exercise class, striking up a conversation with someone who passes on campus, or taking advantage of the various social options available on campus that can



connect students with people who could become lifelong friends. It can be difficult to put oneself as a student, but having friends to study with, workout with, commiserate with, and party with can help ease a lot of college stress.

However, students can easily recover from any stress because student leaders give comfort in providing psychological needs, and are engaged in real-world health activities in collaboration with a student organization or another agency, institution, or department such as Red Cross, municipal health center, obtained the least weighted mean of 3.19 and a verbal interpretation of Effective.

According to Loon et al. (2019), adolescence is a time of increasing stress sensitivity, which puts adolescents at risk for mental health issues like burnout, depression, anxiety, and externalizing difficulties. Early intervention and low-threshold treatment for psychological needs may be able to prevent this abnormal development. Schools can be a valuable resource for identifying and addressing psychological issues. The purpose of this protocol is to outline the design of a study that will assess the effectiveness of low-threshold school-based skills-training programs in boosting the mental health of teenagers, as well as analyze moderators of effectiveness.

Evidently summing it up, the majority of the students of BatStateU Lemery are effectively establishing a good relationship with members of student organizations because members possess a good attitude towards others. They lead with the right attitude.

3.2. in terms of Safety and Comfort

The next core value is Safety and Comfort. Findings revealed that the student organizations could make the school environment safe and conducive to learning opportunities. Every polite action of the student organizations was evident. Students who felt safe in the environment they occupied with the members obtained a weighted mean of 3.41 and a verbal interpretation of Effective.

According to Fisher (2013) there are many benefits of joining a student organization. A heightened sense of belonging that comes from meeting like-minded colleagues, as well as working

for professional and personal goals outside of academia, are important aspects of organizational participation.

Table 5
Psychological First Aid activities in terms of Safety and Comfort

Safety and Comfort	W.M	V.I.
1. Assessing the physical and emotional needs	3.32	Effective
2. Making environment safe and conducive in learning opportunities	3.41	Effective
3. Hearing the problems	3.26	Effective
4. Playing an important role for the safety of the training	3.43	Effective
5. Showing polite action	3.41	Effective
6. Involving in the public awareness campaign	3.40	Effective
7. Accommodating comfortably	3.31	Effective
8. Developing communication skills	3.36	Effective
9. Feeling safe in the environment	3.41	Effective
10. Feeling trusted	3.35	Effective
Composite Mean	3.37	Effective

The item that got the least number of responses was that student organization officers and advisers heard my problems and took appropriate action to give solutions/suggestions to the expected problems with a weighted mean of 3.26 and a verbal interpretation of Effective.

Generally, the assessment resulted in Psychological First Aid activities in terms of safety and comfort is effective with a 3.37 weighted mean. It implies that student organizations of BatStateU Lemery are effectively conducting activities that ensure safety and comfort. According to Moyer (2015), clinical studies that have shown that emotional support can increase survival, improve psychological function, and improve immune system function have largely addressed critics of the need for emotional support.



3.3. in terms of Stabilization

Table 6

Psychological First Aid activities in terms of Stabilization

Stabilization	WM	VI
1. Perceiving in encountering challenges in their lives.	3.44	Effective
2. Managing the emotions.	3.46	Effective
3. Promoting stress-free and refreshing activities.	3.40	Effective
4. Giving inspiring words.	3.45	Effective
5. Able to broaden my learnings.	3.23	Effective
6. Having a good break.	3.27	Effective
7. Enjoying the programs.	3.96	Effective
8. Recognized by the organization.	3.19	Effective
9. Respected by the members of the student organization.	3.41	Effective
10. Receiving words of encouragement.	3.34	Effective
Composite Mean	3.36	Effective

As clearly shown in the table above, the whole strand scored a composite mean of 3.36 and verbal interpretation of effective in stabilization. This explains that stabilization is effectively provided as assessed by the respondents. This agrees with the idea of Meerson (2018), that tranquility is a mental state that people should all strive for — an inner location where anxiety, concern, excitement, and troubles were lessened. Its advantages include feeling more in charge of emotions and life, higher breathing capacity, the ability to hear own thoughts, the ability to regain creative flow, improved communication, and improved health.

Students enjoyed the programs that the student organizations have conducted as it served as past time after rigid classes scored a weighted mean of 3.96 and interpreted as Effective. In stabilization, recognizing the members in their contribution to the organization obtained a least weighted mean of 3.19, and a verbal interpretation of Effective.

Thus, it implies that student organizations of BatStateU Lemery is effectively crafting relevant and enjoyable activities, plan, or projects for the students. These activities help the students to cope up and attain good stabilization of emotional and mental health.

3.4. In terms of Information Gathering on Current Needs and Concerns

Table 7

Psychological First Aid activities in terms of Practical Assistance

Information Gathering: Current Needs and Concerns	WM	VI
1. Encouraging to have more positive activities.	3.45	Effective
2. Receiving assistance from guidance counselors, clergy, and other medical professionals.	3.19	Effective
3. Receiving training on leadership skills.	3.15	Effective
4. Being heard as a member of the organization.	3.13	Effective
5. Safekeeping the personal information and actions.	3.37	Effective
6. Being assisted in handling things independently.	3.24	Effective
7. Referring to other partnered agencies.	3.24	Effective
8. Being updated on the current happenings in school.	3.41	Effective
9. Attending psychological first aid programs/activities.	3.19	Effective
10. Addressing the concerns.	3.30	Effective
Composite Mean	3.27	Effective

For Information Gathering on Current Needs and Concerns, student organizations encourage students to do more positive activities for themselves. It obtained a weighted mean of 3.45 and a verbal interpretation of Effective. According to Sontag-Padilla et al. (2018), the activities of student peer organizations can improve college student mental health attitudes and perceived knowledge while also dramatically increasing helping actions. Such organizations can supplement more traditional initiatives and play an important role in improving the mental health climate on campus.

Being heard as a member of the organization got a weighted mean of 3.13 and was interpreted as Effective. Dorozhkina (2016), posited that the working model of student government allows for the consideration of student opinions when arranging and organizing sporting, cultural, and



educational activities, making these events more appealing to the target community – students. According to one of the current student leaders on the campus, student comments, recommendations, and even personal difficulties are extremely significant to the organization since they can serve as the foundation for the activities they will perform.

Indeed, the activities of BatStateU Lemery student organizations effectively encourage the students to have more positive activities for themselves. Positivity for positive outcomes.

3.5. In terms of Practical Assistance

Table 8
Psychological First Aid activities in terms of Practical Assistance

Practical Assistance	WM	VI
1. Responding on surveys.	3.45	Effective
2. Receiving information an updates.	3.40	Effective
3. Posting shoutouts in the fre wall, suggestion box, and th like.	3.25	Effective
4. Providing suggestions on th challenges and problems.	3.37	Effective
5. Availing services offered b the organization.	3.30	Effective
6. Enhancing my decisior making skills.	3.39	Effective
7. Staying optimistic.	3.37	Effective
8. Staying confident.	3.35	Effective
9. Feeling trusted.	3.33	Effective
10. Training to have a sense c professionalism.	3.31	Effective
Composite Mean	3.35	Effective

For Practical Assistance, the aspect that obtained the highest weighted mean of 3.45 and was interpreted as Effective was responding to the organization's survey for their training/personal needs. Survey research, as shared by Jones, is a unique approach to acquiring information from a big cohort. Surveys provide several advantages, including a large population and hence increased statistical power, the ability to collect vast volumes of data, and the availability of validated models.

Students are free to post their feelings like shoutouts in the free wall, suggestion box, and the like has a weighted mean of 3.25 and a verbal interpretation of Effective. To add, a student of the university stated that having a free wall, the

suggestion made their heavy sentiments lighter and that it made their opinions more fun by allowing everyone to read them.

Indeed, it is effective that the majority are responding to the organization’s survey for training/personal needs. This implies that BatStateU Lemery student organizations’ actions have a significant impact on the actions that they have done or will perform.

3.6. In terms of Connection with Social Supports

Table 9
Psychological First Aid activities in terms of Connection with Social Supports

Connection with Social Support	WM	VI
1. Learning to cope in positiv ways.	3.44	Effective
2. Having opportunities for range of social suppo activities.	3.39	Effective
3. Freely state my concern without hesitation.	3.31	Effective
4. Boosting my confidence.	3.38	Effective
5. Playing a part of th solution for they solicit m opinion/ suggestions.	3.31	Effective
6. Receiving regular service from the organization.	3.16	Effective
7. Having their strategic pla to reach out my primar relatives.	3.27	Effective
8. Partaking in the polic making.	3.23	Effective
9. Assuring to provide th good services to us.	3.40	Effective
10. Joining the health an fitness activities.	3.25	Effective
Composite Mean	3.31	Effective

In Connection with Social Supports, According to Hall (2012), students can retain relationships with those who share their professional interests through engagement in organizations; create stronger mentorship ties with their teachers through engagement in organizations; and improve their ability to think critically, plan effectively, and make decisions through engagement in groups. Simmons elicited that student involvement helps students complete their degrees. Students might benefit



from ongoing participation and networking to successfully navigate their college experience.

It can also be drawn from the table that students can cope up in positive ways with the help of student organization’s advice and information obtaining the highest weighted mean of 3.44 and interpreted as effective. This was in consonance with the idea of Tenhouse (2021), that because one of the primary goals of extracurricular activities on college and university campuses is to build a well-rounded individual, the many experiences these activities provide have a favorable impact on students' emotional, intellectual, social, and interpersonal development. Because student organizations are open to giving different services like campaigns for fundraising and etc., and they were reliable to provide good services scored a weighted mean of 3.40, and were interpreted as effective.

Nevertheless, least of the students agreed that they received regular services from the organization with a weighted mean of 3.16 and interpreted as Effective.

As a result, most of the students can cope up in positive ways with the help of the student organization’s support, advice, and assistance. Student organization of BatStateU Lemery leads to a more positive attitude on life.

3.7. in terms of Information on Coping

For Information on Coping, students were aware of the disaster risk reduction by the management having a weighted mean of highest mean of 3.39 and a verbal interpretation of Effective. According to the Readiness and Emergency Management (REMS) (2019), for school PFA was a five-step program that instructs educators on how to communicate with students and peers who have been affected by a catastrophe or disaster. Each stage was designed to assist teachers in reducing stress and facilitating the return of students and peers to the classroom.

The steps were based on a cognitive learning paradigm that helps people express their feelings and experiences, provides support and encouragement, engages users in practical problem solving, models calm and hopeful

behavior, and teaches others about how traumatic stress impacts human behavior.

Table 10
Psychological First Aid activities in terms of Information on Coping

Information on Coping	WM	VI
1. Attending seminars on psycho-social debriefing.	3.20	Effective
2. Clarifying the trauma/stress experience.	3.27	Effective
3. Receiving flyers on relaxation techniques.	3.04	Effective
4. Explaining the objectives and offered services every organization provides.	3.31	Effective
5. Getting rid of developmental issues by socializing with my co-members.	3.17	Effective
6. Developing the skills in presenting and implementing ideas.	3.33	Effective
7. Giving talk on leadership.	3.12	Effective
8. Attending forum on stress relief.	3.18	Effective
9. Having awareness on disaster risk reduction.	3.39	Effective
10. Taking time out with multiple stress.	3.32	Effective
Composite Mean	3.23	Effective

Nevertheless, receiving flyers on relaxation techniques to cope up with such stress or trauma got the least weighted mean of 3.04 and a verbal interpretation of Effective.

Overall, student organizations of BatStateU Lemery make the students aware of the disaster risk reduction and help to further develop the skills for personal and professional aspects which are all reflected from the activities they conduct on the campus as information coping.



3.8. In terms of Linkages with Collaborative Services

For the last PFA core value, which is the Linkage with Collaborative Service, the findings revealed that most of the students developed new relationships and gained emotional intelligence. They developed leadership and life skills that helped them become more effective in the classroom and team projects with a weighted mean of 3.39 and interpreted as Effective.

Table 11
Psychological First Aid activities in terms of Linkage with Collaborative Services

Linkage with collaborative service	WM	VI
1. Connecting with the available services	3.35	Effective
2. Being assisted by the Guidance counselor	3.25	Effective
3. Attending workshops/seminars	3.26	Effective
4. Contacting the officers as the when needed	3.23	Effective
5. Considering the student's reaction regarding the suggested referral	3.23	Effective
6. Participating in activities and be included in a diverse group of people	3.32	Effective
7. Learning different cultural backgrounds	3.33	Effective
8. Gaining many opportunities.	3.34	Effective
9. Developing relationships and gain emotional intelligence.	3.39	Effective
10. Developing leadership and life skills	3.39	Effective
Composite Mean	3.31	Effective

According to Pankow (2014), leadership is a process that starts from the inside out. Before they started leading others, the finest leaders focused on personal and character development. The best way to learn leadership traits is to put them into practice. Take on leadership responsibilities in student organizations, student government, or the community to start.

However, students can contact the officers as they are continuously available or reachable when

needed. The student organization hears them since they considered the student's reaction regarding the suggested referral, got a least weighted mean of 3.23 and a verbal interpretation of Effective.

Therefore, student organizations of BatStateU Lemery in terms of Linkage with Collaborative Services were effective and it was more into developing leadership and life 'skills.

4. Significant Difference on the Respondent's Assessment of the Aforementioned Variables When Grouped According to their Profile

Table 12
The difference in the assessment of the Respondents in terms of their Age

Variables	p-values	Computed f-values	Decision on Ho	Verbal Interpretation
Contact and Engagement	.069	2.389	Failed to Reject Ho	Not Significant
Safety and Comfort	.561	.687	Failed to Reject Ho	Not Significant
Stabilization	.379	1.032	Failed to Reject Ho	Not Significant
Information Gathering: Current Needs and Concerns	.57	.671	Failed to Reject Ho	Not Significant
Practical Assistance	.287	1.263	Failed to Reject Ho	Not Significant
Connection with Social Support	.68	.504	Failed to Reject Ho	Not Significant
Information on Coping	.464	.856	Failed to Reject Ho	Not Significant
Linkage with collaborative service-	.795	.342	Failed to Reject Ho	Not Significant

Table 12 exhibits the significant difference in the assessment of the respondents in terms of their age. Respondents' conformity on the contact and engagement, safety and comfort, stabilization, information gathering, current needs and concerns, practical assistance, connection with social support, information in coping, and linkage with collaborative service got p-values higher than the level of significance of 0.05. This only pertains to a decision that the results failed to reject the null hypothesis and



therefore, it was verbally interpreted not significant.

On the contrary, according to National Child Traumatic Stress Network (2020), PFA is a modular, evidence-based strategy to assist children, adolescents, adults, and families in the aftermath of a disaster or terrorist attack. As a result, each age group needs a different form of intervention. However, because the students were of comparable ages and were all adults, their responses to the questionnaire were nearly comparable.

Table 13
Difference in the assessment of the Respondents in terms of their Sex

Variables	p-value	Computed t values	Decision on Ho	Verbal Interpretation
Contact and Engagement	.13	-1.517	Failed to Reject Ho	Not Significant
Safety and Comfort	.27	-1.114	Failed to Reject Ho	Not Significant
Stabilization	.06	-1.887	Failed to Reject Ho	Not Significant
Information Gathering: Current Needs and Concerns	.17	-1.374	Failed to Reject Ho	Not Significant
Practical Assistance	.14	-.984	Failed to Reject Ho	Not Significant
Connection with Social Support	.32	-.588	Failed to Reject Ho	Not Significant
Information on Coping	.56	-.253	Failed to Reject Ho	Not Significant
Linkage with collaborative service-	.80	-1.431	Failed to Reject Ho	Not Significant

Table 13 presents the difference in the respondents' assessment of the variables when grouped according to their sex. It is clear that the p-values of variables are all higher than 0.05, this shows that the respondents' assessment did not differ when they were grouped according to their sex.

The result connotes that PFA provided children, women, and men with favorable psychosocial advantages, indicating that PFA contributed to safety, reduced distress, ability to

engage in calming techniques and support each other, and a higher sense of control and hopefulness, despite their difficult circumstances.

In relation, Schafer and Snider, (2016) during a crisis, Psychological First Aid (PFA) is the recommended immediate psychological reaction. Following the Gaza (2014) to learn more about PFA in Gaza, World Vision held Focus Group Discussions with PFA providers, Gazan women, men, and children, as well as a Key Informant Interview with a PFA trainer.

Table 14
Difference in the assessment of the Respondents in terms of their Department/College

Variables	p-value	Computed values	Decision on Ho	Verbal Interpretation
Contact and Engagement	.68	.386	Failed to Reject Ho	Not Significant
Safety and Comfort	.972	.028	Failed to Reject Ho	Not Significant
Stabilization	.944	.057	Failed to Reject Ho	Not Significant
Information Gathering: Current Needs and Concerns	.944	.058	Failed to Reject Ho	Not Significant
Practical Assistance	.746	.294	Failed to Reject Ho	Not Significant
Connection with Social Support	.993	.007-	Failed to Reject Ho	Not Significant
Information on Coping	.794	.231	Failed to Reject Ho	Not Significant
Linkage with collaborative service-	.799	.225	Failed to Reject Ho	Not Significant

The above table presents the difference in the assessment of respondents in terms of their departments. As reflected, p- values are all higher than 0.05.

Hence, there is no significant difference in the assessment of respondents in terms of their departments.

5. Proposed Strategy Plan to Foster Psychological First Aid.

Based on the result of the study, the researchers crafted a strategy plan for Student Organization and Activities (SOA). It includes



making of emergency cards, a monthly consultation meeting for the improvement of student and student organizations activity, sharing of 10% budget for student assistance, student leaders training about the nature of psychological first aid and collaboration with other related organizations.

CONCLUSIONS

Majority of the respondents belonged to the age bracket of 20-22, females, and from the College of Accountancy and Business Economics. Webinar/Seminar is the activity of student organizations of BatStateU Lemery that mostly fostered Psychological First Aid Core Values to the students while culminating activity least fostered it. All the Psychological First Aid Core values are effectively used and fostered by the student organizations of BatStateU Lemery. There is no significant relationship between the profile of respondents in terms of age, sex, and college department in the psychological first aid core values. The researchers proposed a strategy plan for Student Organizations and Activities (SOA) to strengthen and foster Psychological First Aid of BatStateU Lemery students.

RECOMMENDATIONS

Consult with the SOA authorities for additional suggestions on how to improve the strategic plan before it will be implemented. Conduct study-related research employing various criteria on variables.

REFERENCES

Collins, S., Vance, A., (2019). 40 organizations release privacy principles for student safety. <https://studentprivacycompass.org/schoolsafetyprinciples/>

Dorozhkina E.M., Zaitsevaa, E.V., Tatarskikh, B.Y. (2016). Impact of student government bodies on students' professional development. Russian State Vocational Pedagogical University, Russia; Samara State University of Economics, Russia. <https://www.iejme.com/download/impact-of-student-government-bodies-on-students-professional-development.pdf>

Fisher, E., (2013). Why you should join a student organization. University of Houston. <https://www.egr.uh.edu/news/201308/why-you-should-join-student-organization>

Hall, D., (2012). Using student-based organizations within a discipline as a vehicle to create learning communities. Wiley Periodicals, Inc. A Wiley Company, p. 71–84. <https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.20037>

Jones, T.L., Baxter, M.A.J. Khanduja, V., (2013). A quick guide to survey research. National Center for Biotechnology Information, U.S. National Library of Medicine. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3964639/>

Lee, J.S., You, S., Choi, Y.K., Youn, H.Y., (2017). A preliminary evaluation of the training effects of a didactic and simulation-based psychological first aid program in students and school counselors in South Korea. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0181271>

Loon, V., Creemers, H., Vogelaar, S., Saab, N., Miers, A., Westenberg, M., Asscher, H., (2019). The effectiveness of school-based skills training programs promoting mental health in adolescents: a study protocol for a randomized controlled study. BMC Public Health. <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-019-6999-3>

Mateo, J., (2020). 44,000 College students may be unable to enroll. The Philippine Star. <https://www.philstar.com/headlines/2020/09/23/2044468/44000-college-students-may-be-unable-enroll>

Meerson, S., CHWC, CBT, et al. (2018). 6 benefits of being calm. thrive global. <https://thriveglobal.com/stories/6-benefits-of-being-calm-3/>

Moyer, J.H., (2015). The benefits of emotional support. <https://www.jenniferhmoyer.com/blog/2015/5/12/f5b3pgy6hw90fm9dn2tl8l2zclboxy>

Padilla, L.S., Dunbar, M., Ye, F., Rachana Seelam, S.A., Stein, B., (2018). Strengthening college

students' mental health knowledge, awareness, and helping behaviors: The impact of active minds, a peer mental health organization. 57(7), pp. 500-507. [https://www.jaacap.org/article/S0890-8567\(18\)30224-7/pdf](https://www.jaacap.org/article/S0890-8567(18)30224-7/pdf)

Pankow, D., (2014). Top 10 things you can learn in college outside of the classroom. Presence a Modern Campus Company. <https://www.presence.io/blog/top-10-things-you-can-learn-in-college-outside-of-the-classroom/>

Readiness and Emergency Management for Schools. (2019). 10 tips for teaching the psychological first aid model for K-12 education agencies. https://rems.ed.gov/docs/PFA_10_Tips_508C.pdf

Relief Central (2020). Psychological First Aid (PFA). https://relief.unboundmedicine.com/relief/view/PTSD/1230010/all/Introduction_and_Overview

Schafer, A., Snider, I., Sammour, R., (2016). A reflective learning report about the implementation and impacts of Psychological First Aid (PFA) in Gaza. Disaster Health. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5314942/>

Scott, E., (2019). How to reduce stress in college. very well mind. <https://www.verywellmind.com/college-life-how-to-reduce-stress-3145176>

Tenhouse. (2021). College extracurricular activities. impact on students, types of extracurricular activities. <https://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html>

The National Child Traumatic Stress Network. (2020). About PFA. <https://www.nctsn.org/treatments-and-practices/psychological-first-aid-and-skills-for-psychological-recovery/about-pfa>

World Health Organization. (2016). Psychological first aid for all supporting people in the aftermath of crisis events. World Mental Health Day. https://www.who.int/mental_health/world-mental-health-day/ppt.pdf

AUTHORS' PROFILE

Lizbeth C. Serrano, is a graduating student of Bachelor of Technical Vocational Teacher



Education in Batangas State University – Lemery Campus. Vice President of External Affairs of the Supreme Student Council and Buss. Manager of Multi-Faith Ministry at the said university.

Kayce L. Carable, is a graduating student of Bachelor of Technical Vocational Teacher Education in Batangas State University – Lemery Campus.



Ara Mae Saliva, is a graduating student of Bachelor of Technical Vocational Teacher Education in Batangas State University – Lemery Campus.



Elaine Noreen G. Baxa, is an instructor at Batangas State university Lemery Campus, she is also the head of Development and External Affairs and adviser of Multi-Faith Ministry, a campus-based organization on the campus.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).