



FLOURISHING OF SCIENCE, TECHNOLOGY AND SOCIETY STUDENTS IN BAGUIO CENTRAL UNIVERSITY DURING THE PANDEMIC

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Abstract: This study focused on flourishing of students enrolled in Science, Technology and Society of Baguio Central University. Specifically, the study sought to answer the following questions about the levels of flourishing of the students according to gender and age, as well as the levels of flourishing of the students enrolled in the six colleges of the university. The descriptive survey design of research was used in gathering data. The respondents of the study were 146 students. The findings of the study revealed the following: first, the average weighted means of 5.59, 5.63, 5.46, and 5.86 were the responses of the 19, 20, 21, and 22 year old students, respectively, to the flourishing scale; second, the average weighted means of 5.64 and 5.55 were the responses of the female and male students, respectively, to the flourishing scale; and third, the average weighted means of 5.50, 5.73, 5.86, 5.36, 5.39, and 5.69 were the responses of the College of Business Administration, College of Criminology, College of Engineering, College of Hotel and Tourism Management, College of Nursing, and College of Teacher Education and Liberal Arts to the flourishing scale. The conclusions drawn from the findings were the following: first, Science, Technology and Society students from the six colleges of Baguio Central University from 19-22 years old manifest high levels of flourishing; second, male and female Science, Technology and Society students from the six colleges of Baguio Central University manifest high levels of flourishing; and third, Science, Technology and Society students from the six colleges of Baguio Central University show high levels of flourishing.

Keywords: flourishing, Science, Technology and Society, students, pandemic

Introduction

Flourishing is defined as a positive psychological state characterized by positive emotions, engagement, positive relationships, meaning and accomplishments with various positive work/life outcomes (Van Zyl and Stander, 2019).

In the study of psychology and sustainability, males showed a higher level of flourishing than females using the Flourishing Scale (Callea, et al., 2018).

One study found that flourishing and happiness increase with age. 216 Italian participants ranging from 15 – 66 years old answered the Flourishing Scale (Callea, et al., 2018).

Flourishing students were less likely to procrastinate, had higher levels of self-control, adopted a mastery-approach towards their goals and reported higher levels of academic performance (Van Zyl and Stander, 2019). The authors suggested that students should be equipped with the necessary skills that would enhance flourishing early in their academic careers.

One of the topics covered by Science, Technology and Society is on Human Flourishing in relation to science and technology. This topic revolves on the satisfaction of mankind with the knowledge and tools that he invented over time. It leads the students to the realm of flourishing since technology helps man work better, faster and produce much more than before.

However, technology has changed over time due to the changing needs of man, more so during this time of pandemic. We use technology for communication and every aspect of our life. But not everybody can afford technology. Added to these would be the restrictions imposed in various places to prevent the spread of the Covid-19 disease. These have made life harder for many and have affected flourishing. This is why the researchers decided to determine the levels of flourishing among students who have enrolled in the course, Science, Technology and Society.

This study would enlighten the university counselors, faculty, staff, friends and parents alike whether or not the students are flourishing in their programs. The research would provide a basis to reach out to the languishing and encourage the flourishing students. It would greatly help each college to know whether the students enrolled in their programs are students who would be productive citizens when they graduate.

Review of Related Literature

The genesis of flourishing as a general concept is tied to Aristotelian philosophical thought, and *eudaimonia* or happiness. (Cheer, 2020). Moreover, Aristotle considers virtuousness tied to morality and how to live a good life with the resultant outcome to flourish.

According to Van Zyl and Stander (2021), flourishing has become an integrative theory which combines various theorems and approaches into a single multidimensional approach towards understanding and developing top-end happiness. There are two main approaches towards the conceptualization of flourishing: Keyes' *mental health continuum* and Seligman's *flourishing*. Both approaches agree that flourishing can be defined as living in an optimal range of human functioning, a life that is filled with goodness, generativity, personal growth and resilience (Van Zyl and Stander, 2021).

Corey Keyes (2005) stated that flourishing as a syndrome of subjective well-being which combines feeling good (emotional well-being) with positive functioning (psychological and social well-being). He emphasized the importance of social well-being. This refers to the quality of the relationships one has with others, including positive appraisals of others and believing that one is making a constructive contribution to the larger system. (Van Zyl and Stander, 2021)

Studies on Keyes' conceptualization of flourishing showed that higher levels of flourishing had positive life and work outcomes, such as lower levels of absenteeism, higher levels of self-determination, internal motivation to perform, increased levels of academic performance, lower levels of procrastination, increased energy, self-control and an increase in the experience of satisfying careers. Moreover, patients with higher levels of flourishing tend to recover faster from illness and are less likely to fall into a relapse (Van Zyl and Stander, 2021).

Martin Seligman developed another model of human flourishing built upon his original conceptualization of authentic happiness. Seligman said that individuals are at their

happiest/flourishing when they have PERMA. PERMA is an acronym that stands for Positive emotion, Engagement, positive Relationships, Meaning and Accomplishments. Positive emotion refer to emotions relating to the enjoyment of the here and now; Engagement is being highly involved in the activities of one's life; Positive relationships are the most influential component in human happiness and well-being; Meaning is concerned with a feeling that one is connected to something larger than one's self; and, Accomplishments or achievements which refer to the mastery of a particular domain at the highest level possible (Van Zyl and Stander, 2021). Facilitating the development of these components through career development strategies is imperative for enhancing individual well-being and organizational performance (Van Zyl and Rothman, 2012).

A career is a course of events which builds up an individual's life or the total constellation of roles individuals play over the course of their life time. Research argues that higher levels of career uncertainty, job/occupational dissatisfaction and lack of meaning in work are strongly correlated with heightened levels of psychological and physical distress. This is why carer development interventions, aimed at flourishing, be implemented during late adolescence to early adulthood in order to ensure that individuals have the necessary skills and abilities to cope with work-related demands from an early age (Van Zyl and Stander, 2021).

The Theories of Keyes (*mental health continuum*) and Seligman (PERMA) were integrated in the discussion in the study.

Methodology

Quantitative design specifically descriptive survey method was used in determining the levels of flourishing among Science, Technology and Society students. The participants of the study were the 146 students purposively taken, of Baguio Central University, Baguio City, Philippines for Academic Year 2020- 2021. Purposive sampling method was used.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

Conclusions

The following are the conclusions of the study:

1. Science, Technology and Society students from the six colleges of Baguio Central University from 19-22 years old manifest high levels of flourishing. The 19-year-old students believe that they are competent and capable in the activities that are important to them, they lead a purposeful and meaningful life, and they are optimistic about their future, while the 20-22-year-old students are optimistic about their future.

2. Male and female STS students from the six colleges of Baguio Central University manifest high levels of flourishing. The female students are optimistic about their future; they are competent and capable in the activities that are important to them; and they contribute to the happiness and well-being of others. On the other hand, the male students believe that they are competent and capable in the activities that are important to them.

3. Science, Technology and Society students from the six colleges of Baguio Central University show high levels of flourishing.

The breakdown is as follows: students from the College of Business Administration are optimistic about their future and believe that people respect them. Students from the College of Criminology are competent and capable in activities that are important to them; and, they are optimistic about their future. Students from the College of Engineering actively contribute to the happiness and well-being of others, and they are competent and capable in the activities that are important to them.

Students from the College of Hotel and Tourism Management believe that they are good people and live a good life; they actively contribute to the happiness and well-being of others; and, that people respect them. Students from the College of Nursing are optimistic about their future, and believe that they are competent and capable in the activities that are important to them. Students from the College of Education and Liberal Arts believe that they lead a purposeful and meaningful life; and, they are optimistic about their future.

Recommendations

The study offers the following suggestions:

1. The teachers are encouraged to provide more group activities for the students in order to address their needs for socialization in each subject that they enrolled in.
2. The different clubs and organizations of the different colleges are encouraged to be mobilized and continued thru online events to help students display their talents and abilities.
3. Participatory online programs should be encouraged for students to partake in.
4. Online promotions and posters on student services and opportunities are encouraged to be posted so that students are made aware of it and can participate.

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