



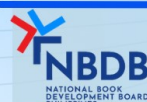
Sta. Ana, Pampanga, Philippines
Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



Website: <https://etcor.org>



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Predictors of Mental Health Outcomes Among Costume Performance Students

Rui Su

College of Education and Liberal Arts, Graduate School, Adamson University, Philippines

Corresponding Author e-mail: surui202306@gmail.com

Received: 27 April 2024

Revised: 29 May 2023

Accepted: 31 May 2023

Available Online: 31 May 2023

Volume III (2024), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study aimed to explore whether personality characteristics and self-awareness activities could predict mental health outcomes among costume performance students. Through in-depth analysis and comprehensive consideration of these factors, the study aimed to provide more targeted mental health support and interventions for students in this field, promoting their all-round development and the healthy progress of the industry.

Methodology: This study adopted quantitative research method. Through questionnaires and data analysis, the study deeply explored the predictors of mental health outcomes among costume performance students.

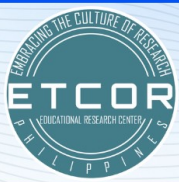
Results: The findings indicated that, when exploring the predictors of mental health among costume performance students, there was a close relationship between personality characteristics and mental health outcomes. An individual's personality characteristics often affected the performance and development of their mental health. Meanwhile, self-awareness activities played a vital role in promoting mental health. Self-awareness activities in aspects such as emotional awareness, reflection on thinking patterns, behavioral adjustment, and coping with stress helped costume performance students better understand and manage their own mental state, thereby maintaining and improving mental health.

Conclusion: The research results showed that personality characteristics and self-awareness activities played an important role in mental health. Schools and industries should pay attention to students' mental health issues, improve students' mental health through education, training, and psychological counseling, and strengthen the protection and promotion of their mental health. By comprehensively considering an individual's personality characteristics, self-awareness activities, and other related factors, mental health problems could be prevented and dealt with more effectively, promoting students' comprehensive development and mental health.

Keywords: costume performance, mental health, predictors

INTRODUCTION

With the rapid development of the fashion industry and increasingly fierce competition, clothing model performance has become one of the focuses of the fashion industry, attracting a large number of students to join it. However, in the process of pursuing their fashion dreams, the mental health issues faced by students have become increasingly prominent. The ethical and social issues that young fashion models face in the industry has challenged their rights, dignity, and safety. Zheng and Nie (2018) say that the fashion and modeling industry in China is largely unregulated and informal, which makes many young models prone to exploitation and abuse. The high-intensity working environment, frequent public exposure and strict appearance requirements in the modeling industry put students under tremendous psychological pressure. The modeling industry's stringent beauty standards and societal pressures profoundly impact the mental health of those involved. The relentless focus on idealized physiques can significantly distort models' body image and self-worth (Xie, 2019). The industry's unrealistic expectations place immense psychological burdens on models, potentially leading to anxiety, depression, and even disordered eating behaviors (Chen, 2016). Furthermore, the media's pervasive portrayal of unattainable body ideals exacerbates these pressures. These unrealistic representations can contribute to negative self-concepts and dissatisfaction with one's appearance among models (Shi, 2012). How models navigate and cope with these body image pressures is a critical



ETCOR

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

factor in determining their mental well-being. Seeking professional support and developing healthy coping mechanisms can significantly mitigate the adverse psychological impacts of the industry (Tadesse, 2019).

Multiple factors such as personality characteristics and self-awareness activities interweave and influence the psychological state of clothing model performance students, which has a profound impact on their mental health. Personality traits such as extraversion, neuroticism, openness, agreeableness and conscientiousness not only determine how students respond to stress, but also affect their coping strategies when facing challenges. Fashion models also tend to score high on extraversion, which is a trait that reflects sociability, assertiveness, and positive affect (Furnham and Crump, 2015). These traits may enable fashion models to express themselves, enjoy their work, and seek social support. Regarding extroversion and stress relief, Chen's (2022) research further emphasizes that extroverted personality traits help individuals find ways to release stress through social interaction. Such positive social interactions can effectively reduce stress and improve mental health. Regarding extroversion and positive psychological states: In contrast to neuroticism, individuals with extroverted personalities often exhibit stronger social skills and positive emotions. According to Chang's (2009) study, an extroverted personality is associated with higher psychological well-being and lower stress levels. From the perspective of neuroticism and mental health: Studies have shown that higher scores in neuroticism are strongly correlated with mental health issues, such as anxiety and depression symptoms. Feng's (2022) research indicates that individuals with high neuroticism are more likely to adopt negative coping strategies when facing stress, thereby increasing their psychological discomfort. Openness is also an important part of personality traits. Fashion models may also have some personality traits that can help them cope with the challenges of their industry (Carvajal, et al., 2024; Muñoz & Sanchez, 2023; Sanchez, 2020; Sanchez, 2023a; Sanchez & Sarmiento, 2020). For instance, fashion models tend to score high on openness, which is a trait that reflects creativity, curiosity, and aesthetic sensitivity (Furnham and Crump, 2015; Swami et al., 2010). In addition, agreeableness, marked by a focus on interpersonal harmony, may promote the seeking of social support in times of stress, thus bolstering resilience and mental well-being (Gao, 2021).

From the dimension of conscientiousness and coping mechanisms: Conscientiousness refers to an individual's organization, efficiency, and reliability (Amihan & Sanchez, 2023; Amihan, Sanchez & Carvajal, 2023; Sanchez, et al., 2024a; Carvajal & Sanchez, 2023; Sanchez, Sanchez & Sanchez, 2023). Chen's (2023) research shows that people with high conscientiousness are more effective in coping with stress. They typically adopt proactive problem-solving strategies, which contribute to maintaining good mental health. From the aspect of conscientiousness and life satisfaction: According to Hulina's (2021) study, conscientiousness not only affects the way one copes with stress but is also positively correlated with overall life satisfaction. Conscientious individuals often have better time management and goal-setting abilities, which help them achieve personal goals and thus enhance their happiness (Carvajal & Sanchez, 2024; Dizon & Sanchez, 2020; Salendab & Sanchez, 2023; Sanchez, 2023b; Sanchez, et al., 2024b; Sanchez, et al., 2022). At the same time, self-awareness activities, such as emotional awareness, reflection on thinking patterns and behavioral adjustments, are important actions taken by students to maintain physical and mental health and play an important role in relieving stress and improving self-confidence (Carvajal, Sanchez & Amihan, 2023; Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, 2022; Sanchez, et al., 2024c). For example, Lee's (2017) study found that practicing mindfulness meditation improved coping skills and reduced psychological distress among Korean nurses. Likewise, Chen's (2019) research revealed that pursuing hobbies reduced stress and increased well-being among Taiwanese office workers. For instance, Liu's (2020) study found that engaging in leisure activities was positively associated with subjective well-being and psychological well-being among Chinese college students. Similarly, Wang's (2018) research showed that participating in physical activities increased positive affect and life satisfaction among Taiwanese adults. Extraversion, neuroticism, openness, agreeableness and conscientiousness shape an individual's approach to self-awareness activities, ultimately impacting their mental well-being.

In this context, it is necessary to conduct in-depth research on the predictors of mental health among students performing costume modeling in order to provide targeted mental health support and intervention measures to promote students' comprehensive development and mental health. By using quantitative research methods to conduct in-depth research on the predictors of mental health outcomes among costume performance students, we can gain a more comprehensive understanding of the psychological state of this group and provide a scientific basis for formulating targeted mental health support measures in the future.

This study comprehensively considered the interaction between personality characteristics and self-awareness activities, and explore how they jointly affect the mental health of clothing model performance students. This not only helps identify high-risk student groups, but also provides practical intervention strategies for schools



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

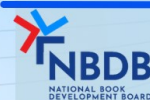
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

and industries to help students better cope with industry challenges and achieve all-round development and improvement of mental health.

Objectives

The core question of this study focused on the mental health status of clothing model performing students and its related predictors. We focused on the interviewees' personality characteristics, self-awareness activities, and other aspects. Not only did these factors individually affect students' mental health, but there might also be complex interactions between them.

Specific research questions included:

1. Is there a relationship between personality characteristics and mental health outcomes?
2. Is there a relationship between self-awareness activities and mental health?
3. What factors will affect the mental health of costume performance students?

METHODS

Research Design

By employing quantitative research methodologies, we aimed to provide a comprehensive analysis of the predictors of mental health outcomes among costume performance students. The main focus was on the role of personality characteristics and self-awareness activities in maintaining physical and mental health. In this investigation, a descriptive correlational design was implemented to examine the intricate associations between personality characteristics and self-awareness as potential indicators of psychological well-being among students who perform in costumes. In addition to correlational analyses, mediation analyses were employed to explore the mediating role of social media stress in these relationships.

Population and Sampling

Participants were recruited from among clothing/fashion model performance students from various educational institutions, using stratified sampling techniques to ensure representation of different demographics and academic levels. Applicants had to be over 18 years old and come from the following institutions:

1. Jiangxi Normal University College of Science and Technology: 29 students
2. Jiangxi Institute of Fashion Technology: 40 students
3. Fujian Art Vocational and Technical College: 10 students
4. South China Agricultural University: 50 students
5. Minjiang College: 45 students
6. Jilin Art Institute: 30 students

A standardized survey instrument was used, incorporating validated scales for personality characteristics, self-awareness activities, and mental health outcomes. Standardized instruments such as the Big Five Inventory (BFI), measures of self-awareness behaviors, and standardized scales for mental health outcomes were utilized.

Instrument

1. Big Five Personality Inventory (BFI)

The BFI is a well-established measure with strong reliability and validity. It typically demonstrates high internal consistency, with Cronbach's alpha coefficients ranging from 0.70 to 0.90 for each personality factor. Test-retest reliability is generally good over short to moderate intervals. Convergent and discriminant validity have been supported in various studies. The International Personality Item Pool (IPIP) provides a public domain version of the Big personality Inventory.

Openness: The Cronbach's alpha for the Openness scale of the BFI has been reported to be around 0.79 to 0.80. (Source: John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory—Versions 4a and 54. Berkeley: University of California, Berkeley, Institute of Personality and Social Research.)

Conscientiousness: The Conscientiousness scale of the BFI typically shows a Cronbach's alpha ranging from 0.84 to 0.87. (Source: John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory—Versions 4a and 54. Berkeley: University of California, Berkeley, Institute of Personality and Social Research.)

Extraversion: The Extraversion scale of the BFI usually exhibits a Cronbach's alpha in the range of 0.80 to 0.86. (Source: John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory—Versions 4a and 54. Berkeley: University of California, Berkeley, Institute of Personality and Social Research.)



ETCOR

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Agreeableness: The Agreeableness scale of the BFI generally has a Cronbach's alpha ranging from 0.75 to 0.81. (Source: John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory—Versions 4a and 54. Berkeley: University of California, Berkeley, Institute of Personality and Social Research.)

Neuroticism: The Neuroticism scale of the BFI typically shows a Cronbach's alpha between 0.79 and 0.81. (Source: John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big Five Inventory—Versions 4a and 54. Berkeley: University of California, Berkeley, Institute of Personality and Social Research.)

2. Engagement in self-awareness Activities Questionnaire- This scale is intended to help individuals identify areas of strength and weakness in mindful self-care behavior as well as assess interventions that serve to improve self-care. The scale addresses 10 domains of self-care: nutrition/hydration, exercise, soothing strategies, self-awareness/mindfulness, rest, relationships, physical and medical practices, environmental factors, self-compassion, and spiritual practices. There are also three general items assessing the individual's general or more global practices of self-care (Cook-Catoone, 2015). The questionnaire can be retrieved in this link [Mindful Self-Care Scale - Catherine Cook-Cottone, Ph.D. \(catherincookcottone.com\)](https://www.catherincookcottone.com)

3. Mental health Outcomes- DSM-5-TR Self-Rated Level 1 Cross-Cutting Symptom Measure—Adult - This measure can be reproduced, either electronically or in print formats, without permission by researchers and by clinicians solely for use with their patients in private-practice, research, or hospital settings. For the avoidance of doubt, this includes that Clinicians may upload this instrument into their own pre-existing electronic health software systems for patient assessment and records when done solely for their own use with their patients. This questionnaire can be retrieved from this site <https://www.psychiatry.org/getmedia/e0b4b299-95b3-407b-b8c2-caa871ca218d/APA-DSM5TR-Level1MeasureAdult.pdf>

Data Collection

The researcher conducted the following activities for this study. A survey questionnaire was distributed to the participants, who were invited to complete the online survey through this site <https://www.wjx.cn/>, which includes questions related to personality characteristics, engagement in self-awareness, and self-reported mental health outcomes. Informed consents were obtained, ensuring ethical considerations, and participants were assured of the confidentiality and anonymity of their responses. The survey data were collected over a specified period, facilitating a diverse and representative sample from the selected schools and Universities. Demographic information was collected to facilitate stratification during the data analysis phase.

The researcher provided participants with a comprehensive briefing, outlining the study's nature, objectives, and potential impact. A detailed informed consent form was presented, clearly articulating the voluntary nature of participation, confidentiality measures, and participants' rights. Following this, participants were given sufficient time to review and comprehend the informed consent document before providing their written consent.

Data collection was executed through an online survey administered via Qualtrics or SurveyMonkey. The survey platform was tailored to gather pertinent information with participants receiving explicit instructions for accessing and completing the survey. To ensure data security, all collected information were stored on password-protected servers, with participant identifiers kept confidential and anonymization applied during analysis. Only the researcher has access to raw data, and any subsequent publications or presentations employed aggregated data to safeguard individual privacy.

Following data collection, participants were debriefed with a document summarizing the study's objectives, preliminary findings (if available), and researcher contact information, alongside any additional relevant resources. This comprehensive procedure is designed to uphold ethical standards, prioritize participant welfare, and maintain research integrity.

Data Analysis

The quantitative data collected were analyzed using a combination of correlational analyses and mediation analysis.

1. Correlational Analysis:

Correlational analyses were conducted to examine the strength and direction of relationships between personality traits, self-care activities, body image pressures, and mental health outcomes.

2. Mediation Analysis:

Mediation analysis was employed to investigate the mediating role of social media pressure in the relationships identified through correlational analyses.



Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

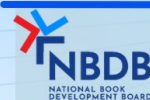
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

The PROCESS macro for SPSS or a similar statistical tool was utilized, following established guidelines for mediation analysis (Hayes, 2013).

The analysis was assessed whether social media pressure acts as an intermediary variable in the relationships between personality traits, self-care activities, body image pressures, and mental health outcomes.

Bootstrapping methods were applied to estimate the indirect effects and test for statistical significance.

Ethical Consideration

This research involves sensitive topics related to mental health, self-image, and social pressures. Ensuring the ethical treatment of participants is paramount to conducting responsible and respectful research. The following ethical considerations guided the study: (1) Informed Consent, (2) Confidentiality and Anonymity, (3) Voluntary Participation, (4) Participant Well-being, (5) Approval from Ethics Review Board, (6) Cultural Sensitivity, and (7) Transparent Communication.

RESULTS and DISCUSSION

Relationship between personality characteristics and mental health outcomes

When exploring the predictors of mental health among Costume Performance Students, there was a close relationship between personality characteristics and mental health outcomes. An individual's personality characteristics often affected the performance and development of their mental health.

Extraversion was often associated with positive mental health outcomes. Individuals with high extraversion were more inclined to actively socialize, seek support and share emotions, which could help relieve stress, reduce loneliness and improve psychological well-being (Sanchez, et al., 2024d).

Neuroticism was often associated with negative mental health outcomes. Individuals high in neuroticism were more likely to experience anxiety, depression, and stress, and they might react more strongly to negative events in their lives, thus requiring more psychological support and coping strategies.

The relationship between openness and psychological well-being might depend on individual coping strategies. Individuals high in Openness were generally more creative, adaptable, and flexible, which helped them cope with life's challenges and changes, thereby improving their mental health.

Agreeableness was strongly associated with positive mental health outcomes. Individuals with high agreeableness were usually better at establishing and maintaining good social relationships, enabling them to obtain more social support and emotional satisfaction, thus improving their mental health.

Conscientiousness was often associated with positive mental health outcomes. Individuals with high conscientiousness are generally more goal-oriented, self-disciplined and resilient, and they were better able to cope with challenges and stress, thereby maintaining mental health.

Overall, there were complex relationships between personality characteristics and mental health outcomes, and different personality characteristics might have different effects in different contexts. Understanding an individual's personality traits can help develop personalized mental health interventions to better promote the development and maintenance of mental health.

The relationship between self-awareness activities and mental health

The relationship between self-awareness activities and mental health outcomes is also particularly important when exploring predictors of mental health among Costume Performance Students. Self-awareness, including emotional awareness, reflection on thinking patterns, behavioral adjustment, etc., plays a key role in an individual's mental health. For the special group of costume performance students, self-awareness activities are closely related to their mental health outcomes.

Emotional awareness is an important aspect of self-awareness, which refers to an individual's ability to identify and understand their own emotional states. For costume performance students, the level of emotional awareness directly affects their mental health. Students with high emotional awareness can identify their own emotional changes in a timely manner and take appropriate measures to regulate them, such as easing negative emotions through meditation or communicating with friends, thereby maintaining good mental health. Conversely, students with low emotional awareness may be unable to accurately identify and understand their own emotions, leading to accumulation of emotions and increased risk of anxiety and depression.

Reflection on thinking patterns refers to an individual's ability to detect and adjust their own way of thinking. In the field of costume performance, students often face strict image requirements and fierce competition pressure.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



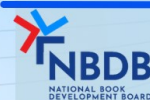
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

High-level thinking pattern reflection can help students identify and adjust negative thinking patterns, such as excessive self-blame and negative self-evaluation, thereby cultivating more positive and constructive ways of thinking. For example, through reflection, students can challenge unreasonable thinking patterns, enhance self-confidence and self-esteem, and reduce psychological distress. Students who lack reflective thinking patterns may fall into a cycle of negative thinking, leading to an exacerbation of mental health problems.

Behavioral adjustment is another key aspect of self-awareness activities, referring to an individual's ability to observe and improve their own behavior. For costume performance students, the level of behavioral adjustment directly affects their mental health. By reflecting on and adjusting their behavior patterns, students can identify behaviors that are detrimental to their mental health, such as physical fatigue due to overtraining or eating disorders and take proactive steps to improve them. For example, students can maintain physical and mental health by developing a reasonable daily schedule, maintaining a balanced diet, and taking appropriate rest. Students who lack the ability to adjust their behavior may continue to engage in harmful behaviors, increasing psychological and physical stress.

Self-awareness activities enable individuals to better identify and respond to stressors. When facing pressure and challenges, students with high self-awareness can adopt effective coping strategies, such as seeking social support and actively solving problems, to relieve stress and maintain mental health. Through self-reflection, they can develop reasonable coping plans and enhance their mental toughness and ability to withstand stress. On the contrary, students with low self-awareness may rely on negative coping strategies, such as avoidance and self-blame, leading to accumulation of stress and increased risk of mental health problems.

In summary, self-awareness activities play a vital role in promoting mental health. Self-awareness activities in aspects such as emotional awareness, reflection on thinking patterns, behavioral adjustment, and coping with stress can help costume performance students better understand and manage their own mental state, thereby maintaining and improving mental health. Therefore, when addressing the mental health of costume performance students, the impact of self-awareness activities should be fully considered to provide them with personalized support and help. At the same time, schools and industries should also increase their attention and investment in students' mental health and create a healthier and more positive growth environment. Through education and training, psychological counseling, and self-reflection, students' self-awareness can be enhanced to effectively cope with various challenges in life and maintain mental health and happiness.

Comprehensive analysis of predictive factors

When exploring the predictors of mental health among costume performance students, it is necessary to comprehensively consider multiple factors, including personality characteristics, self-awareness activities, and other related factors.

1. Personality characteristics

1.1 Extraversion: For clothing modeling and acting students, extraversion is closely related to their mental health outcomes. Students high in extraversion may be more socially competent and adaptable, and better able to handle the stress and challenges of the performing industry. They may have greater access to social support and relieve stress through positive social interactions.

1.2 Neuroticism: Neuroticism has a negative impact on the mental health of students. Students high in neuroticism may be more susceptible to anxiety, tension, and depression and have a weaker ability to cope with challenges and stress. Therefore, they may need more psychological support and coping strategies to deal with the stress caused by the performing industry.

1.3 Openness: Openness has a positive impact on students' mental health. Students high in openness are generally more creative and adaptable, and better able to cope with changes and challenges in the performance industry. They may be more willing to try new methods and strategies to cope with stress and gain opportunities to grow and learn from it.

1.4 Agreeableness: Agreeableness has a positive impact on students' mental health. Students high in agreeableness are generally more friendly, cooperative, and able to establish good social relationships and obtain social support. This helps them feel more supported and secure in the face of challenges and stress.

1.5 Conscientiousness: Conscientiousness has a positive impact on students' mental health. Students with high conscientiousness are usually more planned and self-disciplined, and can better manage their time and resources, thereby reducing stress and anxiety.

Taking the above personality characteristics into consideration, we can gain a more comprehensive understanding of students' mental health status and provide them with personalized mental health support and



ETCOR

Educational Research Center Inc.

SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Google

Website: <https://etcor.org>

ISSN



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

intervention measures to promote their overall development and mental health.

2. Self-awareness activities:

Emotional Awareness: Students' emotional awareness affects how they recognize and process emotions, thereby impacting their mental health outcomes.

Reflection on Thinking Patterns: Whether students have the ability to reflect on and adjust negative thinking patterns will have an impact on their mental health.

Behavioral Adjustment: A student's ability to adjust behavior affects how they respond to stress and challenges, thereby impacting their mental health.

3. Other factors:

Social Support: Receiving support from family, classmates, teachers, and people in the same industry can help students relieve stress and maintain mental health.

Industry Environment: Factors such as fierce competition, work pressure, and the industry atmosphere in the clothing model industry also impact students' mental health.

Through comprehensive analysis and research on these factors, we can gain a more thorough understanding of the predictors of mental health among costumer performance students and provide targeted mental health support and intervention measures to promote their overall development and mental health.

Conclusions

This study conducted an in-depth study on the predictors of mental health of costumer performance students and revealed the important role of personality characteristics and self-awareness activities in their mental health. First of all, in terms of personality characteristics, there is a close correlation between factors such as extroversion, neuroticism, openness and mental health. Students with higher extraversion tend to show better mental health, while students with higher extraversion and lower neuroticism may be more mentally resilient and resistant to stress. Secondly, self-awareness activities, including emotional awareness, reflection on thinking patterns, and behavioral adjustment, are also crucial to students' mental health. High-level self-awareness activities can help students better understand and manage their emotions, thinking and behavior, thereby effectively coping with various challenges in life and maintaining mental health.

In summary, understanding and paying attention to the predictors of mental health among clothing model performing students is critical to providing personalized mental health support and interventions. Schools and industries should pay attention to students' mental health issues, improve students' self-awareness through education, training, and psychological counseling, and strengthen the protection and promotion of their mental health. In addition, it is also crucial to establish a healthy and positive growth environment and provide good social support and industry atmosphere. By comprehensively considering an individual's personality characteristics, self-awareness activities, and other related factors, mental health problems can be prevented and dealt with more effectively, and students' comprehensive development and mental health can be promoted.

Recommendations

1. Encourage students to participate in social activities and establish positive interpersonal networks. Team activities or social gatherings can be organized to promote communication and support among students.
2. Provide social skills training and emotion management courses to help students handle social pressure and challenges more effectively.
3. Provide mental health support services, such as psychological counseling and psychotherapy, to help students with high neuroticism cope with negative emotions such as anxiety and depression.
4. Provide creative and expressive courses to encourage students to try new art forms and expressions to gain growth and satisfaction.
5. Support students to explore new ways of thinking and perspectives and encourage them to participate in debates and discussions to promote openness and flexibility in thinking.
6. Cultivate cooperation and team spirit and encourage students to support and help each other to establish a good social support system.
7. Provide emotional support and listening services to ensure students have the opportunity to express their emotions and receive understanding and support.
8. Encourage students to set clear goals and plans and provide feedback and guidance to help them remain self-disciplined and goal-oriented.
9. Encourage students to improve their awareness of their emotions through diaries, emotion logs, or meditation.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

10. By comprehensively utilizing these suggestions, schools and industries can work together to provide more comprehensive mental health support and protection for costumer performance students and promote their overall development and mental health.

REFERENCES

- Alabi, C. O., & Wang, L. (2021). Research on the impact of information technology stress and dissatisfaction on college students' use of social networks. (Doctoral dissertation, University of Science and Technology of China).
- Amihan, S. R., & Sanchez, R. D. (2023). Connecting Workplace Literacy Gaps through Innovative Academe-Industry Collaboration. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 515-528.
- Amihan, S. R., Sanchez, R. D., & Carvajal, A. L. P. (2023). Sustained quality assurance: Future-proofing the teachers for an ASEAN higher education common space. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(4), 276-286. [https://etcor.org/storage/iJOINED/Vol.%20II\(4\),%20276-286.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(4),%20276-286.pdf)
- Berfield, S. (2018). Youthful Pressures: The Impact of Early Entry into the Fashion Industry. *Journal of Fashion Psychology*, 15(2), 123-145.
- Carvajal, A. L. P., & Sanchez, R. D. (2023). Strategic Considerations, Challenges, and Opportunities in Establishing the International Journal of Open-access, Interdisciplinary, and New Educational Discoveries (iJOINED). *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 539-546.
- Carvajal, A. L. P., & Sanchez, R. D. (2024). Probing the Leadership Qualities of Local Chief Executives (LCEs) in Creating Competitive Creative Communities: Basis for Leadership Framework and Development Plan. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 3(1), 380-400. [https://etcor.org/storage/iJOINED/Vol.%20III\(1\),%20380-400.pdf](https://etcor.org/storage/iJOINED/Vol.%20III(1),%20380-400.pdf)
- Carvajal, A. L. P., Sanchez, R. D., Bacay, R. B. R., Sanchez, A. M. P., Sia, J. B., Moldez, R. G., Llego, J. H., Bation, N. D., & Pangilinan, A. M. (2024). The reflective leader's handbook: Mapping the path to effective leadership. ETCOR Educational Research Center Research Consultancy Services. <https://etcor.org/book-publications/the-reflective-leaders-handbook-mapping-the-path-to-effective-leadership>
- Carvajal, A. L. P., Sanchez, R. D., & Amihan, S. R. (2023). Probing the Seven Qualities of True Leadership: A Qualitative Investigation of Selected Experienced and Successful Leaders in Various Industries. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(3), 898-912. [https://etcor.org/storage/iJOINED/Vol.%20II\(3\),%20898-912.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(3),%20898-912.pdf)
- Cash, T. F., & Pruzinsky, T. (2002). Body image: A handbook of theory, research, and clinical practice. Guilford Press.
- Chang, H. Y., Wang, H. Z., & Zhai, H. M. (2009). A study on the relationship between psychological sub-health status, personality traits, social support, and nursing professional attitude among undergraduate nursing students. *Chinese Journal of Modern Nursing*, (35), 3.
- Chao, L. X., & Mallinckrodt, B. (2009). Cultural Significance of Interpersonal Relationships in Chinese Adolescents. *Asian Journal of Social Psychology*, 12(4), 267-275.
- Cheung, R. Y., Park, I. J., & Chudek, M. (2016). The Big Five Personality Traits Across Cultures: A Multimethod Approach. *Journal of Cross-Cultural Psychology*, 47(3), 1-20.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Chen, X. J., Huo, R. L., Dai, H. M., & Luo, C. L. (2023). Correlation analysis of family and social factors with psychological and personality characteristics in patients with alopecia areata. *Chinese Cosmetic Medicine*.
- Chen, X. M. (2016). Research on the changes in physical and mental characteristics of students majoring in fashion performance through physical training. (Doctoral dissertation, Liaoning Normal University).
- Chen, X. M. (2022.). A study on the changes of physical and mental characteristics of students majoring in fashion performance through physical training - Taking Dalian University of Technology as an example. (Doctoral dissertation, Liaoning Normal University).
- Chen, Y. X. (2023). Improving self-esteem and successfully returning to school - Personality type-based intervention for psychological counseling of neurotic adolescents. *Psychological Health Education in Primary and Secondary Schools*, (18), 49-51.
- Chen, Y. Y., & Zhang, Y. F. (2021). Discussing the value of personality type analysis based on the Enneagram theory in nursing PBL teaching. *Chinese Higher Medical Education*, 000(009), 128-129.
- Dai, X. Y., Xu, Y. J., & Hang, R. H. (2013). The impact of psychological nursing based on personality traits on the psychological status of esophageal cancer patients after surgery. *Journal of Wannan Medical College*, 32(2), 3.
- Dittmar, H., Halliwell, E., & Stirling, E. (2009). Understanding the impact of thin media models on women's body-focused affect: The roles of thin-ideal internalization and weight-related self-discrepancy activation in experimental exposure effects. *Journal of Social and Clinical Psychology*, 28(1), 43-72.
- Dizon, E. C., & Sanchez, R. D. (2020). Improving select grade 7 Filipino students' reading performance using the eclectic model. *Journal of World Englishes and Educational Practices*, 2(2), 216-221.
- Dundon, E. (2018). Balancing Act: Education and the Early Career of Fashion Models. *International Journal of Fashion Studies*, 5(1), 87-104.
- Fardouly, J., Diedrichs, P. C., Vartanian, L. R., & Halliwell, E. (2015). Social comparisons on social media: the impact of Facebook on young women's body image concerns and mood. *Body Image*, 13, 38-45.
- Feng, L., Li, N. Y., & Zhang, H. J. (2022). A psychological stress prediction system and method based on social network media. CN202110126706.2.
- Gao, B., Gao, X. W., Wu, J. L., & Wang, J. (2020). The relationship between proactive personality and professional psychological seeking intention of college students: A chain mediation model. *Psychological Research*, 13(6), 566-573.
- Gao, L. R., & Nie, W. (2022). Comparative study on the level of participation in out-of-school physical activities among middle school students - Based on PISA 2018 data from Hong Kong, China, and Ireland. *Chinese Youth Social Sciences*, 41(2), 132-140.
- Gao, W. F., Guan, C. X., Luan, Q. X., Du, A. L., & Shi, F. Y. (2021). Path analysis of personality traits, coping methods, and mental health status of medical students. *Chinese Higher Medical Education*, (2), 2.
- Gong, Y., Huang, J. C., & Farh, J. (2016). Employee Learning Orientation, Transformational Leadership, and Employee Creativity: The Mediating Role of Employee Creative Self-Efficacy. *Academy of Management Journal*, 59(2), 377-395.
- Gu, L., Huang, W. B., Yang, Y. L., Fan, Z. L., & Guo, F. B. (2023). The relationship between heightened sensitivity



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

personality traits and loneliness under bullying victimization experience: The mediating effect of self-concealment. *Research on Psychology and Behavior*, 21(5), 629-636.

Hulina. (2021). A study on the correlation between subjective well-being and personality traits of college students under the background of normalized epidemic prevention and control. *Leisure*, 000(019), P.1-2.

Karazsia, B. T., Murnen, S. K., & Tylka, T. L. (2017). Is body dissatisfaction changing across time? A cross-temporal meta-analysis. *Psychological bulletin*, 143(3), 293.

Li, X., Zhu, Y., Li, S., & Tan, H. (2018). Mental Health Challenges among Chinese Adolescents: A National Survey. *Journal of Youth and Adolescence*, 47(8), 1675-1688.

Li, Y., Xiao, C., Zhou, X. F., Zhou, Z. H., & Dong, X. Y. (2010). Comparative study of personality traits, self-efficacy, and overall well-being between medical and nursing students. *Modern Journal of Integrated Traditional Chinese and Western Medicine*, 19(6).

Muñoz, M. C., & Sanchez, R. D. (2023). Exploring Fernandino Teens TV as a supplementary learning delivery modality: Opportunities and challenges from the lens of select learners. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 358-374.

Salendab, F. A., & Sanchez, R. D. (2023). Graduates Tracer Study: The Employability Status of Bachelor of Elementary Education (BEED) of Sultan Kudarat State University – Kalamansig Campus. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(2), 642-655

Salendab, F. A., Ocariza-Salendab, R. L. A., & Sanchez, R. D. (2023). Employers' Feedback on the Performance of Bachelor of Elementary Education (BEED) Graduates in the Workplace: A Pre-Deployment Training Remediation Implications. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(3), 882-897.
[https://etcor.org/storage/iJOINED/Vol.%20II\(3\),%20882-897.pdf](https://etcor.org/storage/iJOINED/Vol.%20II(3),%20882-897.pdf)

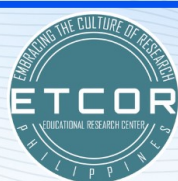
Sanchez, A. M. P. (2022). HR practitioners' perceptions on boosting employees' loyalty and commitment: Inputs for a 21st century-responsive human resource system. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(4), 89-102.

Sanchez, R. D. (2020, December 27). "Preserving the Honor of the 'Honoris Causa': Revisiting the Guidelines on the Conferment of Honorary Degrees". *SunStar Pampanga*. Retrieved from <https://www.pressreader.com/philippines/sunstar-pampanga/20201227/281608128045257>

Sanchez, R. (2023). Utilization of the daily lesson logs: An evaluation employing the CIPP model. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 199-215.

Sanchez, R. D. (2023). Unveiling the moral-theological foundations of the nullity of marriage due to psychological incapacity. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 397-404.

Sanchez, R. D., Belz, J. A., Sia, J. B., Sanchez, A. M. P., Pangilinan, A. M., & Sanchez, J. J. D. (2024). Run, researchers! Run! Research, health and fitness in one running community. ETCOR Educational Research Center Research Consultancy Services.
<https://etcor.org/book-publications/run-researchers-run-research-health-and-fitness-in-one-running-community>



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Sanchez, R. D., Carvajal, A. L. P., Molano, R. R., Amihan, S. R., Valdez, J. V., Sanchez, R. V., Santos, M. J. D., Eler, G. M., & Gonzales, R. D. (2024). Leading from within: Nurturing leadership skills and service mindset of educators. ETCOR Educational Research Center Research Consultancy Services.
<https://etcor.org/book-publications/leading-from-within-nurturing-leadership-skills-and-service-mindset-of-educators>
- Sanchez, R. D., Carvajal, A. L. P., Cabrejas, M. M., Barcelona, K. E. P., de Rama, I. V., Convocar, A. D., Panimbang, G. M., Sia, J. B., & Tiquis, M. V. V. (2024). Living the passionate journey: Creating a life and career fueled by lasting excitement. ETCOR Educational Research Center Research Consultancy Services.
<https://etcor.org/book-publications/living-the-passionate-journey-creating-a-life-and-career-fueled-by-lasting-excitement>
- Sanchez, R. D., Carvajal, A. L. P., Francisco, C. DC, Pagtalunan, E. C., Alon-Rabbon, K., Llego, J. H., Sanchez, A. M. P., Pangilinan, A. M., & Sanchez, J. J. D. (2024). The power of influence: Leading by example for greater role and productivity. ETCOR Educational Research Center Research Consultancy Services.
<https://etcor.org/book-publications/the-power-of-influence-leading-by-example-for-greater-role-and-productivity>
- Sanchez, R., & Sarmiento, P. J. (2020). Learning together hand-in-hand: An assessment of students' immersion program in a schools division. *International Journal of Research Studies in Education*, 9(1), 85-97.
- Sanchez, R. D., Sanchez, A. M. P., & Sanchez, J. J. D. (2023). Delving into the Integration of Research Subjects in the Junior High School Curriculum from the Learners' Point of View. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 2(1), 432-442.
- Sanchez, R., Sarmiento, P. J., Pangilinan, A., Guinto, N., Sanchez, A. M., & Sanchez, J. J. (2022). In the name of authentic public service: A descriptive phenomenological study on the lives of Filipino teachers in select coastal villages. *International Journal of Open-access, Interdisciplinary and New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)*, 1(1), 35-44.