Measuring the Human Condition in the Digital Age: Behavioral and Social Analytics for Well-Being, Integrity, and Growth

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Abstract

Volume 1, Number 1 inaugurates the International Journal of Behavioral and Social Analytics (IJBeSA), presenting interdisciplinary behavioral and social research anchored in rigorous measurement and transparent inference. The articles examine contemporary concerns across student, organizational, and community settings, including social media use and self-concept, introversion and passive engagement, attachment and romantic satisfaction, sleep self-monitoring and perceived sleep quality, academic dishonesty tendencies and personality traits, peer influence and personal–social competencies, task efficiency in structured environments, resilience and professional effectiveness, meaning in life and work and growth mindset, trauma-related experiences and self-repair, intimacy, identity and disclosure, and psychometric modeling of mental health risk factors. Collectively, the issue advances actionable insights for education, mental health, and practice.

Keywords: *Behavioral science; Social psychology; Mental health risk factors; Confirmatory factor analysis; Measurement validity; Mixed methods; Digital behavior; Self-monitoring; Academic integrity; Peer influence; Meaning in life; Growth mindset*

Volume 1, Number 1 inaugurates the International Journal of Behavioral and Social Analytics (IJBeSA) with a clear proposition: behavioral and social science becomes more actionable when it is analytically rigorous, methodologically transparent, and ethically interpreted. Across diverse designs—descriptive–correlational analyses, quasi-experiments, pilot controlled interventions, multiple case studies, and psychometric validation—this maiden issue converges on a shared societal reality: individuals and communities are negotiating intensified psychological demands amid rapid digitization, shifting social norms, and expanding expectations for performance and self-management. The issue theme, therefore, is not a single construct but an integrated field of inquiry: human flourishing under contemporary pressures, examined through measurable indicators of self-concept, social influence, sleep and health behaviors, academic integrity, trauma-related experiences, and meaning-making in life and work.

A defining feature of the issue is its sustained attention to the developmental and institutional settings where behavioral risks and protective factors concentrate: schools, higher education institutions, and helping professions. Several contributions examine the psychological ecology of student life, where identity formation, social comparison, peer dynamics, and performance incentives operate simultaneously. "Social Media Use, Self-Esteem, and Body Image among Psychology Students in a College in Bulacan, Philippines" situates social media as a behavioral environment that shapes self-evaluation and bodily self-perception. Rather than treating digital platforms as neutral channels, the study points to their role as structured contexts of social comparison and identity negotiation, with implications for counseling services, media literacy, and student wellness programming.

The broader psychological consequences of digital engagement are developed through "Introversion and Passive Social Media Engagement Among Generation Z College Students: A Descriptive–Correlational Study." This work distinguishes not only between "use" and "non-use," but between forms of engagement—particularly

passive consumption—which may amplify internalization, reduce social reciprocity, and alter perceived connectedness. Taken together with the body image and self-esteem study, these papers suggest a conceptual shift important for behavioral analytics: digital life should be operationalized in finer-grained behavioral categories (e.g., active vs passive engagement), enabling more precise predictions and more targeted interventions.

The issue also addresses the moral and behavioral demands of schooling. "Dark Triad Personality Traits and Academic Dishonesty-Related Tendencies among Senior High School Students: A Correlational Study" examines the dispositional correlates of dishonesty-related tendencies, underscoring that academic integrity is not solely a matter of rules and enforcement; it is also shaped by personality-linked motives, self-control, and the perceived payoff structures of educational assessment. This perspective is complemented by "Peer Influence Experiences and Personal–Social Competencies among Late Adolescents: Evidence from a Private Higher Education Institution in the Philippines," which highlights social learning processes in late adolescence. Peer influence is not uniformly harmful; it may function as risk or protection depending on the competencies students possess—communication skills, self-management, and pro-social decision-making. Together, these studies recommend a more developmentally sensitive approach to integrity and risk behavior: strengthening competencies and reconfiguring institutional incentives can be as essential as detection and sanction.

A distinctive methodological contribution appears in "Desk Organization and Task Efficiency: A Within-Subjects Quasi-Experiment on Puzzle Completion Time Among First-Year Civil Engineering Students." By testing task efficiency under manipulated organizational conditions, the study demonstrates how small environmental and behavioral adjustments can produce measurable performance differences. This is more than an applied curiosity: it models a micro-level, behaviorally grounded approach to productivity and learning—an approach that can be scaled into academic skills training and evidence-based student support. It also illustrates a key editorial direction for IJBeSA: behavioral science benefits when it moves beyond attitudes and self-reports to include observable task outcomes and quasi-experimental logic, even in resource-constrained settings.

Health-related behavior and self-monitoring are treated with similar analytic seriousness in "Digital Sleep Diary Self-Monitoring and Perceived Sleep Quality in Civil Engineering Students: A Pilot Pretest–Posttest Controlled Study." Sleep is both a biological and behavioral domain, where study schedules, screen exposure, stress, and self-regulation intersect. By evaluating a digital self-monitoring intervention, the study speaks to the practical promise—and limitations—of low-cost behavioral tools. Importantly, it positions self-monitoring not as a guarantee of change but as an empirically testable mechanism, aligning well with the journal's emphasis on responsible interpretation of human-centered data.

Across these student-focused studies, a common problem emerges: the modern learning environment increasingly requires self-regulation under conditions that structurally undermine it—constant connectivity, rapid information cycles, and high evaluation pressure. This observation ties directly to the issue's family of papers on self-efficacy, resilience, meaning, and growth.

"Perceived Parenting Style, Self Efficacy and Self Control Among College Students" introduces a developmental pathway by linking perceived parenting experiences to self-regulatory capacities in emerging adulthood. Parenting style functions here as a distal influence—one that shapes self-beliefs and control strategies that later manifest in academic and social functioning. This complements the issue's attention to internal resources among adults and professionals. "Adversity Quotient, Resilience and Professional Effectiveness among Helping Professionals" examines the psychological assets that enable sustained performance in emotionally demanding work. Helping professionals operate under chronic exposure to others' distress and complex ethical decisions. The analytic implication is that professional effectiveness cannot be understood only through technical competence; it depends on resilience resources and adaptive coping capacities, which can be supported through institutional design, supervision norms, and continuing professional development.

Meaning-making is addressed explicitly in "Presence and Search for Meaning in Life and Work and Growth Mindset in One Higher Education Institution." In contemporary organizational and educational settings, meaning and mindset are not "soft" variables; they influence persistence, learning orientation, and adaptive response to failure. The study's positioning of meaning (presence and search) alongside growth mindset supports a more

integrative analytics agenda: well-being and performance are linked through motivational and interpretive processes. For institutions, this implies that mental health initiatives should not be confined to symptom reduction. They can also cultivate meaning-centered and growth-oriented climates that shape day-to-day behavior and long-term development.

Interpersonal relationships and attachment form another major cluster, reinforcing IJBeSA's broad coverage across individual and relational levels of analysis. "Childhood Attachment and Adult Romantic Relationship Satisfaction" situates adult relational outcomes within early relational schemas. The relevance of this work is twofold: it underscores the continuity of attachment-linked patterns and highlights the need for relationship education and counseling that accounts for deeper relational templates, not only current conflict behaviors. Similarly, "Fear of Intimacy, Self-Identity, and Self-Disclosure among Chinese Medical College Students" focuses on the psychological prerequisites of closeness—identity stability, willingness to disclose, and comfort with vulnerability. In professional programs such as medicine, where performance norms may discourage emotional exposure, the study provides a useful lens for student support and psychological services: relational functioning should be considered a legitimate domain of student well-being and professional formation.

The issue is particularly strong in its attention to trauma-related experiences and the moral emotions that surround them—compassion, guilt, forgiveness, and self-repair. "Trauma Symptoms, Self-Compassion and Self Forgiveness among Individuals Engaged in Non-Suicidal Self Injury: A Multiple Case Study" engages a high-stakes population where symptom reduction and self-relational healing must be considered together. Self-compassion and self-forgiveness are not framed as sentimental virtues but as empirically examinable psychological processes that may mediate recovery and risk. This is complemented by "Lived experiences of compassion, guilt, and forgiveness of a secondary survivor with symptoms of Post Traumatic Stress Disorder (PTSD)," which underscores that trauma is not confined to primary victims. Secondary survivorship may involve complex moral injury, ambivalent guilt, and social invisibility—domains often neglected by standard symptom-focused approaches. Together, these case-based contributions model the role of qualitative inquiry within behavioral analytics: thick description is analytically valuable when it clarifies mechanisms, meaning structures, and intervention points that quantitative designs may not easily capture.

The issue's analytic and methodological ambitions are made explicit in "A Confirmatory Factor Analysis on the Risk Factors for Mental Health Challenges among University Students in Calabarzon: Basis for a Dual Continua Wellness Initiative (DCWI)." The use of confirmatory factor analysis signals a commitment to measurement integrity, an essential foundation for any "analytics" agenda. The dual continua approach—distinguishing mental health from mental illness—supports more nuanced institutional responses: universities can design interventions that reduce risk while also building positive functioning. This contribution, therefore, functions as a methodological anchor for the issue, demonstrating that responsible interpretation begins with valid constructs and transparent measurement models.

Two papers extend the issue beyond Philippine student contexts into broader cross-cultural and vocational settings. "Craftsmanship Spirit, Professional Values, and Learning Motivation among Chinese Higher Vocational College Students" addresses values and motivation within vocational education, where employability, identity, and discipline are central concerns. Its inclusion broadens IJBeSA's scope toward workforce development and professional socialization, domains where behavioral analytics can shape training design and institutional policy. Alongside the paper on Chinese medical students, it establishes an inaugural signal: IJBeSA welcomes cross-cultural and comparative scholarship that treats culture not as a superficial demographic label but as a meaningful context shaping values, identity, and behavioral outcomes.

Across all contributions, several integrative insights can be distilled for readers and for the journal's emerging editorial direction. First, digital environments are behavioral ecosystems: social media engagement, sleep monitoring, and online-related self-concept processes are not peripheral topics but central arenas where contemporary psychological risks and resources are formed. Second, self-regulation and supportive ecology matter: whether in desk organization, sleep behavior, academic integrity, or professional effectiveness, outcomes depend on the interaction of internal capacities (self-control, resilience, growth mindset) and enabling environments (peer contexts, institutional norms, and practical tools). Third, measurement quality is not optional: the presence of confirmatory factor analysis and quasi-experimental designs highlights the importance of construct validity and credible inference for evidence-informed decisions. Fourth, mental health research benefits from methodological pluralism: correlational and experimental approaches identify patterns and effects, while qualitative case studies clarify lived experience, moral emotions, and

meaning structures that inform humane and effective interventions.

As IJBeSA enters its first volume, this issue demonstrates the journal's intended contribution: an interdisciplinary home for behavioral and social research that is empirically careful and practically oriented. The journal's "analytics" identity should be read not as an exclusive focus on advanced computation, but as a commitment to clear operationalization, transparent analysis, and responsible inference—the prerequisites for policies and programs that genuinely improve human outcomes. Future issues can build on this foundation by expanding replication work, strengthening longitudinal designs, deepening cross-cultural comparisons, and developing intervention studies that translate findings into measurable improvements in educational, organizational, and community settings.

Volume 1, Number 1 thus stands as both a collection of studies and a statement of purpose. IJBeSA begins by taking the human condition seriously—its vulnerabilities, its adaptive capacities, and its meaning-making—while insisting that serious concern must be matched by serious methods. The journal invites scholars and practitioners to contribute to this agenda: to measure well, interpret carefully, and design interventions that acknowledge the complexity of human life in a rapidly changing social world.

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Adame, J. K. (2026). Adversity quotient, resilience and professional effectiveness among helping professionals. *International Journal of Behavioral and Social Analytics, 1*(1).

Aguilar, M. R. (2026). Presence and search for meaning in life and work and growth mindset in one higher education institution. *International Journal of Behavioral and Social Analytics, 1*(1).

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