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# CAMPUS AI MENTAL HEALTH SUPPORT SYSTEM WITH AUTOMATED EMAIL REPORTS

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**Abstract:** This study presents the development and evaluation of a design to enhance early detection of mental health concerns, streamline workload processes, and provide a secure, accessible, and stigma-free environment for students seeking support at Colegio de Sta. Ana de Victorias, Inc. (CSAV). Cognitive Behavioral Therapy (CBT) has been widely recognized as an effective approach for addressing psychological distress; however, traditional delivery methods are often inaccessible, particularly in underserved areas. Conducted in 2025, the study aimed to develop a system that (1) Integrate an Artificial Intelligent chat assistance system, (2) Student notification self-assessment tests and result, (3) Students can request for appointment to seek guidance, (4) Generate assessment reports of students' responses, (5) Allow guidance to download and print the worksheets and assessment reports, and (6) Guidance counselor can review, validate and confirm the findings. The ISO/IEC 25010:2011 Systems and Software Quality Requirements and Evaluation (SQuARE) Quality Model was utilized to determine the quality of the developed system, while the USE Questionnaire (Usefulness, Satisfaction, and Ease of Use) was employed to assess user acceptability. Findings revealed that the system was rated "Very Good" in terms of recording and monitoring compliance requirements, identifying compliance percentages per

**target area, and providing analytics based on compliance data. The IT experts' evaluation using ISO/IEC 25010:2011 confirmed that the system met software quality standards across all characteristics. It was generally concluded that the Campus Ai Mental Health Support System with Automated Email Reports was useful, flexible, and suitable for the institution's compliance monitoring needs.**

**Keywords: Mental health, Cognitive Behavioral Therapy (CBT), artificial intelligence chat assistance, mental health support system, automated email reports**

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## I. INTRODUCTION

In the Philippines, mental health among students has emerged as a pressing concern (Hachero, 2024). According to the Department of Education (DepEd), over 1,700 suicide cases and attempts were recorded during the 2023–2024 school year, including 80 cases in elementary, 113 in junior high school, and 61 in senior high school (Hachero, 2024). A press briefing by the Department of Health (DOH) in Eastern Visayas revealed that one in ten students in the country have seriously attempted suicide (Meniano, 2024). Despite this alarming issue, there are only 5,085 registered guidance counselors, 2,417 psychologists, and 651 psychiatrists nationwide resulting in a ratio of one guidance counselor per 25,000 students (Sawadjaan, 2024). For the school year 2024–2025, DepEd reported 23.3 million students enrolled across all K–12 levels (Sundy, 2024). The Commission on Higher Education (CHED) noted that 46% of college-aged Filipinos are enrolled in tertiary institutions (Chica, 2025). These statistics reflect a critical shortage in professional mental health services relative to the growing student population.

Mental health problems are increasingly recognized as a major cause of student dropout, in some cases surpassing academic challenges (Bordey, 2024). Promoting positive mental health helps to reduce the risk of suicide but also enhances academic performance and social functioning (Alibudbud, 2023). Some schools have adopted mental health screening and interventions, yet the stigma surrounding mental illness continues to discourage multiple students from seeking professional help (Tan et al., 2025). While institutions have introduced initiatives to address these concerns, there remains a need to examine the actual availability and effectiveness of psychosocial support services in higher education environment (Cauilan & Reyes, 2022). Cognitive Behavioral Therapy (CBT) has been recognized as one of the most effective psychotherapeutic methods, offering structured techniques to challenge negative thoughts and behavior patterns, as a result improving emotional regulation and psychological resilience (Diaz et al., 2025). Traditional mental health services are often limited by high costs, logistical barriers, and lack of resources, which hinder their accessibility, especially in rural or underserved areas (Cohen et al., 2023). Online mental health platforms have been proposed as a viable solution since they offer cost-effective, scalable, and accessible interventions (Oti et al., 2023). Although students generally respond positively to these platforms, challenges such as inconsistent engagement, personal beliefs about mental health and technological limitations remain (Jackson, 2024). Digital solutions still provide key advantages, including flexibility, lower resource requirements, and the ability to reach communities with limited access to professional services (Graham, 2021). Recent advances in technology, especially artificial intelligence (AI), demonstrate strong potential for mental health care by automating routine processes, assisting in early assessment, and delivering personalized, real-time interventions (Tornero-Costa et al., 2023; Salcedo et al., 2023; Nurfadhilah et al., 2024; Fischer et al., 2024).

To address these challenges, this study proposes the development of a Campus AI Mental Health Support System with Automated Email Reports, specifically designed to meet the needs of students and the guidance counselor by incorporating principles of Cognitive Behavioral Therapy (CBT). The system aims to provide mental health support to students through AI-powered chat assistance and automated email notifications reminding them to complete self-assessments. In parallel, it assists guidance counselors by generating automated email reports once students have submitted their self-assessments. By ensuring secure and timely access to self-assessment results, the system facilitates early intervention and continuous monitoring. Furthermore, the integration of AI chat assistance and CBT within a digital platform not only broadens access to mental health services but also reduces stigma by offering a private, student-centered approach to care. Ultimately, this initiative seeks to bridge the gap between the rising demand for mental health support and the limited professional and institutional resources currently available.

## II. MATERIALS AND METHODS

### Research design

Figure 1. Local of the Study



Figure 1 presents the front view of the Colegio de Sta. Ana de Victorias college building. This academic institution is located along main road of Osmeña Avenue, Barangay 6, Victorias City, Negros Occidental. It served as the primary site for conducting the study, providing access to the target population within a collegiate environment. This location was selected due to its accessibility and convenience to the researchers, which allowed for efficient data gathering and regular monitoring throughout the duration of the study.

### Sample Size

Participant	Population	Sample
College Students Enrolled in Second Semester 2025	3831	64
Guidance Personnel	3	3
<b>Total Size</b>	<b>3834</b>	<b>67</b>

Table 1 presents the total population of college students enrolled in the second semester of 2025 at Colegio de Sta. Ana de Victorias, along with the institution’s guidance personnel. The student population consists of 3,831 students, while the total institutional population used in the computation is 3,834, which includes three guidance personnel. The researchers used Raosoft to determine the appropriate number of respondents. Using a 90% confidence level, a 10% margin of error, a 50% population proportion, and a total population size of 3,834, the recommended sample size was calculated to be 67 participants. This sample includes 64 students, three guidance personnel, ensuring proportional representation across different courses, year levels, and sexes.

### Sampling Technique

The researchers employed random sampling to ensure that all groups of based on course, year level, and sex were proportionately represented in the study. This approach enhanced the accuracy and minimized potential bias in the collected data. The inclusion of the institution’s guidance personnel was justified by their professional qualifications and direct involvement in student mental health services. Employing this sampling method allowed the researchers to gather more nuanced and targeted insights into the institutional mechanisms and challenges related to mental health support for students. Overall, this technique contributed to the reliability and representativeness of the study’s findings.

### Respondents of the Study

The respondents of this study consist of college students and the guidance personnel of Colegio de Sta. Ana de Victorias. Specifically, the student participants are those enrolled in the second semester of the academic year 2025. The inclusion of the institution’s guidance personnel was based on their expertise and direct involvement in providing mental health services to students.

## Research Instrument

In this study, the researchers utilized a combination of researcher-made and standardized survey questionnaires. Data collection involved conducting an on-site interview with the institution's guidance personnel and distributing online questionnaires via Google Forms to college students from various courses enrolled at Colegio de Sta. Ana de Victorias. The student questionnaire was designed to gather insights into their experiences and perspectives regarding mental health. To assess the quality of the developed system, an evaluation instrument based on the ISO/IEC 25010:2023 Systems and Software Quality Requirements and Evaluation (SQuaRE) Quality Model was employed. The evaluation focused on key usability attributes of the system, including usefulness, user satisfaction, ease of use, and ease of learning.

## Reliability and Validity of Research Instrument

Cronbach's Alpha was selected as the reliability measure for our research instrument in Central Philippines State University Victorias City Campus located at Barangay 14, Victorias City, Negros Occidental. This measure is appropriate when the items in the instrument evaluate different aspects of a construct, rather than being scored as right or wrong. Cronbach's Alpha is a widely recognized reliability coefficient that assesses the internal consistency of a psychometric test score, indicating how well the items within the instrument are interconnected and consistently measure the same construct. By employing Cronbach's Alpha, the study seeks to evaluate the reliability of the research instrument by analyzing the consistency and accuracy of its items in measuring the intended construct.

**Good and Scates** was selected as the method to determine the coefficient of correlation for the validity research instrument in this study. Good & Scates (1972) established a set of eight criteria to validate research instruments through expert evaluation. These criteria include assessing whether the questions are relevant to the subject matter, if they are clearly and unambiguously worded, and if they address stable, deep-seated aspects typical of the individual or situation rather than superficial or transient factors. The criteria consider whether the questions effectively engage respondents, exhibit a reasonable range of variation in responses, yield consistent information, and are sufficiently comprehensive in scope. Another important criterion is the potential for using an external standard to evaluate the questionnaire's effectiveness. By following these criteria, researchers can ensure the clarity, relevance, consistency, and comprehensiveness of their research instruments, ultimately enhancing the validity of their data and findings.

**Chávez & Canino** (2005) construct a systematic approach for translating and adapting research instruments while adhering to the latest methodological standards in cross-cultural research to achieve cultural equivalency. One key parameter they emphasized is content equivalence, which assesses whether each item's content is relevant and meaningful within the cultural context of the studied population. This involves evaluating whether the instrument accurately captures phenomena that are recognized as real and significant by members of the ethnic or cultural groups being studied. Chávez & Canino (2005) recommended employing a procedure connected to rational analysis, commonly used to gather evidence of content validity during instrument development, to ensure the appropriateness and relevance of the translated and adapted instrument for the target cultural group.

## Data Gathering Procedure

The researchers used multiple data collection techniques to relevant and comprehensive information for the study. These techniques ensured a well-rounded understanding of the mental health support service within the institution:

**Interview.** The guidance personnel was interviewed and voice-recorded on-site to understand how the school handles student mental health. The interview covered how students access services, the challenges they face, and the overall campus mental health situation.

**Internet Research.** To support the theoretical foundation of the study, the researchers gathered supplementary data from reputable online sources. This included a review of related literature, prior studies, and similar technological interventions aimed at improving mental health support.

**Survey Questionnaire.** A researcher-made questionnaire was administered via Google Forms to college students enrolled at Colegio de Sta. Ana de Victorias. The survey aimed to collect data on students' mental health experiences, their awareness and usage of available mental health services, and their perceptions on the mental health.

## Data Analysis Procedure

The data analysis procedure is a structured process employed to interpret and make sense of the information collected during the study. In this research, the following sequential steps were undertaken to ensure a thorough and valid analysis of the data:

**Data Collection.** The initial stage involved gathering data through multiple sources, including structured interviews with the guidance personnel, internet-based literature reviews, and survey questionnaires distributed to college students. This step ensured the researchers obtained diverse and relevant insights related to the study’s objectives.

**Data Cleaning.** Upon collection, the data was carefully reviewed and refined. In this phase, the researchers checked for inconsistencies, removed duplicate data, corrected any identifiable errors, and addressed missing information to enhance the data’s reliability and completeness.

**Data Exploration.** The cleaned data was then explored to identify patterns, trends, and initial insights. This involved organizing responses into categories, creating charts or graphs, and examining response distributions to uncover relationships and emerging themes relevant to student mental health.

**Data Analysis.** A deeper analysis was conducted using appropriate statistical and descriptive methods to test hypotheses, identify significant findings, and validate the consistency of the data. This step was essential in producing meaningful conclusions aligned with the study.

**Interpretation.** The final phase involved interpreting the results, relating them to the study objectives and existing literature. This involve making conclusions based on the data and formulated recommendations for improvement and build mental health support system within the academic institution.

The approach to data analysis was carefully aligned with the nature of the data and the study’s aims. Different research issues may call for different sorts of analyses depending on the type of data being analyzed. Each step was conducted systematically to ensure the credibility, accuracy, and relevance of the findings.

**Ethical Considerations**

Given the sensitive nature of the study, which involves the mental health conditions, personal experiences, and identifying information of college students, the researchers ensured that strict ethical standards were observed throughout the research process. To protect the rights, privacy, and well-being of all participants, the following measures were implemented:

**Institutional Approval.** Formal permission was obtained from the administration of Colegio de Sta. Ana de Victorias prior to the commencement of the study.

**Informed Consent.** All participating students were fully informed about the purpose, procedures, and scope of the study. Their voluntary participation was secured through signed informed consent forms.

**Confidentiality and Anonymity.** The identities of student participants were kept strictly confidential. No personally identifiable information was disclosed in the reporting or analysis of the data.

**Interview Consent.** Prior to conducting the recorded interview, permission was obtained from the institution’s guidance personnel, with a clear explanation of the interview’s purpose and how the information would be used.

**Data Security.** All collected data, including survey responses, interview recordings, and related materials, were securely stored and accessed only by the researchers for academic purposes. The descriptive developmental technique, which is the methodical study of designing, creating, and carefully evaluating programs, procedures, and products that must meet standards or criteria, was employed by the researcher.

Figure 2. Software Development Life Cycle

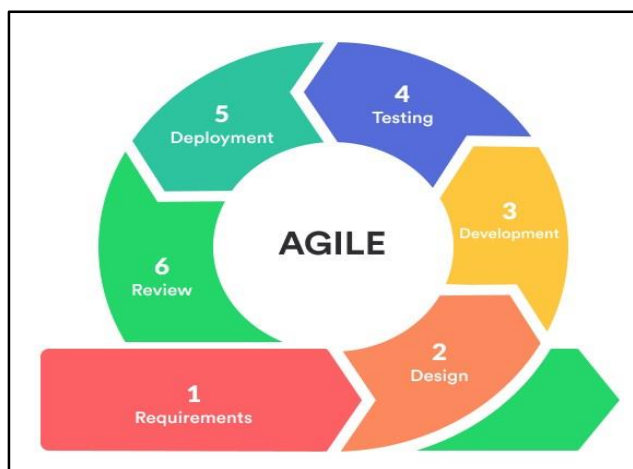


Figure 2. shows the methodology used in the development of the proposed system. The researcher used process models of the System Development Life Cycle known as the Agile Approach Model. The approach

model anticipates changes and allows for much more flexibility than traditional methods. The process involves breaking down each project into prioritized requirements and delivering each individual within an iterative cycle.

**Requirements.** In this phase, the necessary system requirements are gathered and analyzed. This involves identifying user needs, counseling workflows, and data privacy considerations. Key system features includes a CBT-based support chat assistance powered by AI, self-assessment test, and automated email reporting.

**Design.** In this phase, system architecture and detailed specifications are created. This includes designing the chat assistance interface, the logic underpinning AI-generated responses, workflows for guidance counselor review, and functionalities for automated email reports. The researchers develop a comprehensive blueprint that serves as the foundation for system development.

**Development.** In this phase, involves actual system implementation. The Campus AI Mental Health Support System with Automated Email Reports platform, this includes programming the chat assistance, integrating AI generated responses, developing the assessment module, configuring the automated email reporting system, and ensuring secure data storage to maintain user confidentiality.

**Testing.** In this phase, the system undergoes multiple rounds of evaluation to ensure functionality, usability, and security. The process includes interaction testing for the chat assistance, validation of the accuracy of the AI-generated preliminary self-assessment results, assessment of the feedback mechanisms for guidance counselors, and verification of the email notification and reporting features. Additionally, efforts are made to refine the accuracy of the self-assessments and to ensure that all procedures comply with established ethical standards.

**Deployment.** This phase involves making the system accessible to users. This include configuring cloud hosting, ensuring both mobile and web accessibility, and deploying the system in an academic setting for usability validation.

**Review.** This phase focuses on evaluating the system based on user feedback. Both students and guidance personnel provide insights regarding system performance, facilitating continuous improvements in AI interactions, self-assessment accuracy, and automated reporting. This iterative feedback loop helps enhance the overall functionality and accessibility of the mental health support system.

**Data Gathering Procedures.** Semi-structured interviews and thematic analysis were used by the researchers to collect and analyze data. The researcher allowed the IT Experts, Guidance Personnels, and College Students Enrolled in Second Semester 2025 to use the system. Evaluation forms were supplied to evaluators for feedback.

The following standard questionnaires were used:

- USE Questionnaire (Usefulness, Satisfaction, and Ease of Use) — administered to end-users
- ISO/IEC 25010:2011 Software Quality Model — administered to IT experts

A total of 3 IT experts evaluated the system using the ISO/IEC 25010 Software Quality Model questionnaires. The total population of respondents comprised 3 Guidance Personnel, and 64 College Students Enrolled in Second Semester 2025 who evaluated the system using the USE Questionnaire.

### III. RESULTS AND DISCUSSION

**Table 2.** Level of System Capability and Functionality

Criteria	Mean	Interpretation
AI chat assistance	3.67	Strongly Agree
Email notifications	4.00	Strongly Agree
Report generation	3.67	Strongly Agree
Guidance validation	4.00	Strongly Agree

Download/print reports	3.67	Strongly Agree
Appointment requests	4.00	Strongly Agree
<b>Grand Mean</b>	<b>3.86</b>	<b>Strongly Agree</b>

Table 2 shows that the Campus AI Mental Health Support System obtained a grand mean of 3.86, interpreted as Strongly Agree. This indicates that the system effectively meets the functional requirements of its users. Features such as AI chat assistance, automated email notifications, and report generation were highly rated, suggesting that users find the system helpful in managing mental health-related concerns. The ability of guidance personnel to validate reports and allow students to request appointments further enhances the system’s practicality and usability.

**Table 3.** Level of System Performance

Category	Mean	Interpretation
Content	3.60	Strongly Agree
Accuracy	3.43	Strongly Agree
Format	3.56	Strongly Agree
Timeliness	3.65	Strongly Agree
Ease of Use	3.71	Strongly Agree
<b>Grand Mean</b>	<b>3.60</b>	<b>Strongly Agree</b>

Table 3 presents the performance evaluation of the system with an overall mean of 3.60, interpreted as Strongly Agree. This suggests that the system performs efficiently in delivering accurate, timely, and relevant information. Users found the interface easy to use and navigate, while the system’s ability to provide clear and understandable outputs contributed to a positive user experience. These findings imply that the system is reliable and capable of supporting both students and guidance personnel.

**Table 4.** ISO/IEC 25010 Evaluation Summary

Characteristic	Mean	Interpretation
Functional Suitability	3.89	Strongly Agree
Performance Efficiency	3.67	Strongly Agree
Compatibility	4.00	Strongly Agree
Usability	3.94	Strongly Agree
Reliability	3.67	Strongly Agree
Security	3.80	Strongly Agree
Maintainability	3.53	Strongly Agree
Portability	3.67	Strongly Agree
<b>Grand Mean</b>	<b>3.77</b>	<b>Strongly Agree</b>

Table 4 summarizes the evaluation of the system based on ISO/IEC 25010 quality standards. The overall mean of 3.77, interpreted as Strongly Agree, indicates that the system meets international software quality

requirements. Compatibility obtained the highest rating, demonstrating that the system integrates well with other platforms. Meanwhile, maintainability received the lowest mean, although still within the Strongly Agree range, suggesting that further improvements can be made in system modification and testing. Overall, the results confirm that the system is functional, efficient, secure, and reliable.

**Table 5.** Level of User Acceptability

Criteria	Mean	Interpretation
Effectiveness	3.67	Strongly Agree
Efficiency	3.67	Strongly Agree
Usefulness	4.00	Strongly Agree
Trust	3.33	Strongly Agree
Pleasure	3.33	Strongly Agree
Comfort	4.00	Strongly Agree
Risk Mitigation	3.67	Strongly Agree
Context Coverage	3.67	Strongly Agree

Table 5 shows the level of user acceptability of the developed system with a grand mean of 3.67, interpreted as Strongly Agree. This indicates that users are highly satisfied with the system in terms of effectiveness, efficiency, usefulness, and overall experience. High ratings in usefulness and comfort suggest that users find the system beneficial and easy to interact with. Although trust and pleasure received slightly lower scores, they still fall within the Strongly Agree range, indicating a generally positive perception. These findings confirm that the system is well-accepted and suitable for its intended users.

#### IV. SUMMARY OF FINDINGS

Based on the detailed presentation, discussion, interpretation, and analysis of research findings, the following summary is hereby presented:

- In terms of the feature that responds to user queries using the AI chat assistant, the system was rated 3.67, which indicates that the system is functioning well as intended.
- In terms of functionality for notifying students to take assessments and schedule appointments, the system was rated 4.0, indicating that the system properly sends email notifications.
- In terms of the ability to generate reports, as well as download and print reports and worksheets by guidance personnel, the system was rated 3.67, indicating that it is capable of reducing the workload of the guidance personnel.
- In terms of the capability of guidance personnel to review and validate AI-generated results, and for students to set appointments, the system was rated 4.0, indicating that the system can effectively perform these functions.
- The recommended features for end-users of the system were tested by three IT experts using the ISO/IEC 9126-1:25021 Software Quality Instrument. The results demonstrated that the developed system met the required quality standards and is necessary to enhance the performance of related processes.

#### V. CONCLUSIONS

The result of the survey testing activities and evaluation were positively proven. Therefore, the researchers concluded that:

- The Campus AI Mental Health Support System with Automated Email Reports is functioning effectively, meeting the intended design requirements and user expectations.
- The system is capable of assisting students with mental health support by providing AI chat assistance, self-assessment notifications, and result reporting.

3. Guidance counselor can efficiently manage and validate student assessments, generate reports, and handle appointments, which help reduce their workload.
4. The system demonstrates high quality in terms of functionality, reliability, usability, security, maintainability, and portability, as assessed by IT experts using the ISO/IEC 9126-1:25021 Software Quality Instrument.

## VI. RECOMMENDATIONS

1. It is highly recommended that a built-in feedback mechanism be incorporated into the system so students can share their insights regarding system functionality and effectiveness, allowing continuous refinement and improvement of the system.
2. It is highly advisable to enhance the arrangement, grouping, and layout of the system's pages to ensure smoother and more intuitive navigation for all users, especially new users.
3. It is highly advisable that an information screen or help bar be added to define and explain unfamiliar or technical terms within the system, helping those students who may have limited knowledge of mental health-related concepts.
4. It is highly suggested that the system's data security and privacy protocols be strictly monitored, regularly reviewed, and updated to maintain confidentiality and comply with institutional and legal standards.

## CONFLICT OF INTEREST

The authors declare that for this article they have no actual, potential or perceived conflict of interests. Financial disclosure: The research work is funded by the researchers.

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