

## Perceived positive mental health and resilience of grade 6 students

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### Abstract

Positive mental health plays a pivotal role in overall health and wellness. The study aimed to determine the relationship between perceived positive mental health and resilience of grade 6 students in Tagbitan-ag Elementary School and to identify the levels of positive mental health and resilience. The study utilized a non-experimental quantitative correlational research design. The data was collected using an adapted survey questionnaire and was conducted on the selected 80 grade 6 learners employing convenience sampling. The data was analyzed using the Mean and Pearson-Product Moment Correlation Coefficient. The study results showed that grade 6 students had a moderately high level of perceived positive mental health and resilience. It was also found that perceived mental health is associated with the students' resilience. That suggests that individuals with higher levels of positive mental health are also more likely to have higher levels of resilience or vice-versa.

**Keywords:** perceived-positive mental health; resilience; elementary learners

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## Introduction

Positive mental health, as cited by Hernández-Torrano et al. (2020), refers to an individual's capacity to effectively handle daily pressures and lead a fulfilling and constructive life. It encompasses one's emotional well-being, psychological functioning, and social interactions, playing a pivotal role in overall health and wellness. Conversely, Mahdiani and Ungar (2021) define resilience as an individual's aptitude to adjust and cope effectively with challenges, traumatic experiences, and significant stressors. Resilience empowers people to recover and navigate demanding situations with success. Both positive mental health and resilience are critical elements for promoting well-being and effectively managing the difficulties of life.

As emphasized by Sagy, Eriksson, and Braun-Lewensohn (2015), resilience encompasses the ability to find meaning, maintain control, and utilize resources to effectively handle stress and difficult situations, which is crucial for overall well-being. Positive mental health and resilience are closely interconnected, and numerous researchers (Diener, Lucas, & Oishi, 2009; Harter, 2015; Keyes, 2002; Ryff, 2013) have developed assessment questions to explore different aspects of positive mental health, such as happiness, life satisfaction, feelings of love and care, and perceived social support. Assessing resilience involves the examination of coping strategies, confidence in overcoming challenges, and past experiences with adversity, as investigated by Cicchetti, Luthar, and Becker (2000), Connor and Davidson (2003), Smidt, Adams-Clark, and Freyd (2023), and Ungar, Ghazinour, and Richter (2013). Resilience is a complex concept influenced by various risk and protective factors, as evidenced in the research conducted by Olsson, Bond, Burns, Vella-Brodrick, and Sawyer (2003).

Research conducted in educational settings has primarily focused on examining personal and social factors that facilitate mental health promotion (Cowen et al., 1997). Resilience has been recognized as a significant protective capacity that contributes to positive mental health and



mitigates mental health issues among children and adolescents (Dray et al., 2015; Kessler et al., 2008). Evaluating the resilience levels of elementary students on a community-wide scale has demonstrated favorable outcomes irrespective of socioeconomic status or racial/ethnic composition (Longhi, Brown, & Fromm Reed, 2021). Masten (2001) proposes that cultivating positive relationships and fostering a sense of mastery and self-efficacy are essential strategies for promoting resilience in children.

Luthar, Sawyer, and Brown (2006) made a significant finding indicating that high-achieving youth hailing from affluent backgrounds were susceptible to adverse mental health outcomes. However, despite this valuable contribution, there remain gaps in comprehending the intricate interplay between positive mental health and resilience. There is a clear need to develop a more nuanced understanding of resilience that extends beyond the mere absence of mental health problems. In this context, Cowen and Wyman (1998) emphasized the criticality of adaptability, effective coping mechanisms in the face of challenges, and the cultivation of positive emotions and relationships as essential components of resilience. Addressing these gaps in knowledge will not only contribute to a more comprehensive understanding of the relationship between positive mental health and resilience but also facilitate the development of targeted interventions and strategies to promote well-being among high-achieving youth from affluent backgrounds.

In order to effectively promote positive mental health and resilience among Grade 6 learners at Tagbitan-ag Elementary School, there is a pressing need for in-depth research to uncover the intricate mechanisms that contribute to these factors. Acquiring a comprehensive understanding of the ways in which schools can actively foster positive mental health and resilience in elementary school-aged children is of utmost importance. Moreover, providing adequate support to teachers and school personnel in undertaking this critical task is essential. Thus, the researchers sought to address the following objectives: (1) to determine the level of perceived positive mental health; (2) to determine the level of resilience of the learners in terms of personal competence and acceptance of self and life; and (3) to determine the significant relationship between the perceived positive mental health and resilience.

## **Methods**

This study utilized a non-experimental correlational research design. This design systematically investigated relationships or associations between and among variables rather than direct cause-effect relationships (Sousa, Driessnack, & Mendes, 2007). The sample of this research was taken by using convenience sampling, where students interested in participating in the study were recruited. The participation rate was 80.8%, which is desirable for this kind of sampling (Stratton, 2021).

The sample used in this study was eighty (80) respondents from the ninety-nine (99) sixth-grade level of Tagbitan-ag Elementary School. Data collection was done using an adapted and validated questionnaire. The questionnaire contained 9 Likert-type items and was adapted from the study of Lukat, Margraf, Lutz, van der Veld, and Becker (2016) entitled "Psychometric Properties of the Positive Mental Health Scale (PMH-Scale)". The modified instrument used a five-point Likert-type scale: 5-Very High, 4-High, 3-Moderate, 2-Low, and 1-Very Low, for the analysis and interpretation of data. The data obtained from the questionnaire was tallied and analyzed using the Mean and Pearson Product-Moment Correlation coefficients as statistical tools. The calculation was aided with Microsoft Excel and Statistical Package for the Social Sciences (SPSS) Version 22. The whole duration of the study was six (6) months.

## **Results and Discussion**

This study was conducted at Tagbitan-ag Elementary School to determine the level of perceived mental health and resilience and whether or not there is a significant relationship between the perceived positive mental health and resilience of the Grade 6 students.

### Level of perceived positive mental health

Presented in Table 1 are the research results about the respondents' rate of themselves according to their level of positive mental health. The mean (M) and standard deviation (SD) interpreted the results. The researchers used a questionnaire, and it has six (6) statements, namely; "I am often carefree and in good spirits", "I enjoy my life", "All in all, I am satisfied with my life", "In general, I am confident. I manage well to fulfil my needs", and "I am in good physical and emotional condition".

The three statements which had a descriptive level of very high are statements "I am often carefree and in good spirits" (M=4.56, SD=0.63), "All in all, I am satisfied with my life" (M=4.34, SD=0.75); "I manage well to fulfill my needs" (M=4.20, SD=0.80); respectively. That indicates that the learner's positive mental health is always manifested. Baria and Gomez (2022) found that sixth-grade students received a significant amount of social support from their families, peers, and nonrelative adults. Additionally, the students showed high levels of learning and development across various domains, including physical health and well-being, social connectedness, emotional development, school experiences, and the use of after-school time. These results suggest that the support and resources available to these students are positively impacting their academic and personal growth.

**Table 1.**  
Level of perceived positive mental health

Statements	SD	M	Descriptive Level
1. I am often carefree and in good spirits.	0.63	4.56	Very high
2. I enjoy my life.	0.69	3.79	High
3. All in all, I am satisfied with my life.	0.75	4.34	Very high
4. In general, I am confident.	0.82	4.04	High
5. I manage well to fulfill my needs.	0.80	4.20	Very high
6. I am in good physical and emotional condition.	0.87	4.11	High
Overall Mean	0.39	4.32	Very high

Note: N = 80, M = Mean, SD = Standard Deviation

Achor (2010) argues that happiness and positivity are not just the result of success but are actually the key to achieving success in all areas of life. He draws on research from the fields of positive psychology and neuroscience to provide practical strategies for increasing positivity and satisfaction in life, such as practicing gratitude, cultivating positive relationships, and focusing on strengths and potential rather than weaknesses and limitations. Anchor's work emphasizes the importance of a positive mindset and outlook in achieving both personal and professional success and has been influential in the field of positive psychology.

On the other hand, statements "I enjoy my life" (M=3.79, SD=0.69), "In general, I am confident." (M=4.04, SD=0.82), and "I am in good physical and emotional condition" (M=4.11, SD=0.87) had a descriptive level of high. Being in good physical and emotional condition as an elementary student is important for overall health and well-being, as well as the ability to learn and succeed in school. That also indicates that the learner's positive mental health is often manifested. Shelden (1998) emphasized the importance of cultivating self-awareness and self-confidence as a way to achieve greater success and fulfillment in life. He also stresses the importance of maintaining good physical health through practices like yoga, meditation, and healthy eating habits. Shelden's work emphasizes the interconnectedness of mind, body, and spirit and provides practical advice for achieving optimal health and well-being in all areas of life.

The overall result got a mean rating of 4.32, which means the descriptive level of the Grade 6 Learners of Tagbitan-ag Elementary School is very high, and the positive mental health of these learners is always manifested. Hence, this implies that students have the presence of positive emotions and good functioning. In order to recover from mental illness and sustain mental health, people may find it useful to exercise good mental health. These pupils are less likely to acquire

depression and chronic disorders (Keyes, 2002). According to the findings, effective mental health evaluation and intervention strategies are required for systems of mental health care (Iasiello, van Agteren, Keyes, & Cochrane, 2019).

**Level of resilience**

Displayed in Table 2 are the results of the level of resilience of Grade 6 Students in Tagbitan-ag Elementary School. Two indicators determine the resilience level: Personal Competence (M=4.33, SD=0.41) and Acceptance of Self and Life (M=4.41, SD=0.44). The two indicators had a descriptive equivalent of very high. That means that resilience is manifested at all times.

The study conducted by Li, Martin, and Yeung (2017) provides evidence supporting the notion that individuals with high levels of personal competence and self-acceptance are more likely to demonstrate resilience when facing challenges or stressors. The research findings indicated that both personal competence and self-acceptance were strongly associated with resilience, with descriptive ratings indicating a very high level of these indicators. That suggests that individuals who possess these traits are better equipped to cope with anxiety, depression, and stress reactions. The study emphasizes the importance of developing personal competence and fostering self-acceptance as protective factors that can enhance an individual's ability to navigate difficult circumstances and maintain their psychological well-being.

**Table 2.**  
Level of resilience

Indicators	SD	M	Descriptive Level
Personal Competence	0.41	4.33	Very High
Acceptance of Self and Life	0.44	4.41	Very High
Overall Mean	0.37	4.37	Very High

Note: N = 80, M = Mean, SD = Standard Deviation

The overall mean rating was 4.34 with a standard deviation of 0.37, which had a descriptive equivalent of very high. That means that resilience is manifested at all times. According to Li et al. (2017), children who develop resilience are curious, bold, and instinctive. These kids are more inclined to take healthy chances because they do not worry about not measuring up to standards. They gain independence, effective problem-solving techniques, and improved interpersonal connection-building and maintenance abilities via resilience. These qualities improve their sense of self-worth and capacity to function well and make important contributions to both everyday life and society at large.

**Significant relationship between the perceived positive mental health and resilience**

Displayed in Table 3 is the significant relationship between positive mental health and resilience. The data reveals that overall, Positive Mental Health has a negligible relationship with all the indicators of resilience. The mean rating of each indicator (Personal Competence and Acceptance of Life and Self) was correlated to the overall Positive Mental Health, and the computed r - values are 0.175 and 0.217, which were not significant at p - values of 0.120 and 0.054. That means that the perceived positive mental health was significantly associated with the resilience of the students, as can be gleaned in the computed r - value of 0.228 with a p - value less than 0.05 level of significance. It can be seen that the two variables have a weak positive relationship.

**Table 3.**  
Significant relationship between positive mental health and resilience

Positive Mental Health	Resilience		
	Personal Competence	Acceptance of Self and Life	Overall
Overall	0.175 (0.120)	0.217 (0.054)	0.228* (0.042)

\*p<0.05 – Significant

Several studies have been conducted about the relationship between mental health and resilience (Satici, 2016; Srivastava, 2011; Tomy & Weinberg, 2018; Vitale, 2015). The result of this study confirmed that there is a positive and significant relationship between the two. As emphasized by Galli, Otten, Pagano, Gonzalez, and Miller (2019), positive mental health plays a critical role in fostering resilience among individuals. The study suggests that individuals with higher levels of positive mental health possess greater adaptability in handling stressful situations and maintaining their well-being, even in the face of adversity. Moreover, positive mental health acts as a protective factor against mental health disorders, such as depression and anxiety, by bolstering an individual's coping mechanisms when confronted with stressors. Overall, these findings highlight the interconnectedness between positive mental health and resilience, underscoring the significance of nurturing both aspects for individuals to effectively navigate life's challenges and promote their overall psychological well-being.

## Conclusion

The study found that the level of perceived positive mental health of Grade six students of Tagbitan-ag Elementary School was very high, which means that PMH is always manifested. The small standard deviation indicates that the data points are clustered closely around the mean, suggesting that the majority of respondents scored within a similar range. This further means that students generally always enjoy life, are satisfied with their life, are confident, have managed well to fulfill their needs, have good physical and emotional condition, and are carefree and in good spirits.

On the other hand, the resilience level of Grade 6 students of Tagbitan-ag Elementary School was high. Generally, in terms of personal competence, students finish what they begin; they know how to calm down when upset; they do not like to give up even when something is hard to do; they like to practice hard to get good at what they are doing; and when they do something, they want to do it well. In addition, in terms of acceptance of self and life, students are excited to learn new things; they are happy with themselves; they like to find something to laugh or smile about every day; and they think they are okay just the way they are right now.

Lastly, the study found that there is a significant relationship between the overall perceived positive mental health and resilience of Grade 6 students of Tagbitan-ag Elementary School. That suggests that individuals who have higher levels of positive mental health are also more likely to have higher levels of resilience or vice-versa. It is important to note that the strength of the correlation is relatively weak. Future research may need to identify other potential factors that may influence or affect this relationship.

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