A Study on Resilience: a Positive Response to Risk
and Adversity among High School Students

Leny Estacio[1]

Abstract

Adolescence is a transitional phase in human development which is characterized by both opportunities for growth and adversity. It is then of interest that when it comes to this period of transition, adolescents vary in their responses to adversity. Some undergo emotional crisis while some display resilience. This study looked into the perceived dimensions of resilience of grade 11 senior high school students as a positive response to risk and adversity. The researcher made use of the descriptive survey to examine the nine dimensions, and it was found out that adolescents see themselves as able to display at a very high degree the following dimensions of resilience when faced with risk and adversity: acceptance, religiosity, optimism, purpose, and perseverance. Also, they were able to display at a high degree self-esteem, humor, independence, and social intelligence when faced with risk and adversity. Differences were also shown when the data obtained were compared according to sex and type of curriculum. Further, from the findings, a proposed mental health and wellness program was designed, which capitalizes or makes use of what adolescents already have: resilience.

Keywords: resilience, risk, adversity, mental health and wellness, adolescence

Introduction

A featured article in the compilation of Duffy (2004), mentioned that traumatic events, stressful life events, and chronic stressful conditions affect the lives of millions of youth. It was further mentioned that these stressors are associated with an increased risk for psychopathology. The article also added that the youth display their responses in various ways: some exhibit vulnerability while some show resilience (p. 42).

It is worth noting that some of the youth can respond positively to the various stressful life events in adolescence while some do not. This observation could be answered through early researches on resilience, which looked into protective factors that promote it (Fleming and Ledogar, 2010, p. 1).

These protective factors are contended by the study of Garmezy (1991, as cited in Shean, 2015) which proposed three models that explain the individual's capacity for recovery and ability to maintain adaptive behavior after an initiated stressful event.

First of Garmezy's (1991, as cited in Shean, 2015) models is the compensatory model, which states that stressors lower competence and personal attributes improve adjustment. More so, these two combines in predicting competence. The second model, protective versus vulnerability model, states that stressors and personal attributes interact with each other wherein the association of stress with the outcome varies depending on the level of the attribute considered. Lastly is the challenge model, which gives a curvilinear relationship between the stressors and personal attributes. Thus, stressors enhance adjustment but not on the extreme levels. Very high levels of stress lower competence. More so, the model is based

[1]Director for Center for Counseling and Student Development University of Baguio, Baguio City, Philippines

on the idea that some stress is helpful for young people since it develops coping skills and encourages them to make use of internal and external resources (Garmezy et al., 1991 as cited in Shean, 2015).

In the Philippines, resilience is equated or translated as "katatagang-loob" and is said to be a natural trait of Filipinos (Tiangco, 2006 as cited in Basallajes, 2013). They are likened to a bamboo tree which bends and goes with the gust of the wind. More so, the illustration also implies that they are individuals who face their trials without getting hurt and can stand up without fighting (Basallajes, 2013, para 1).

Relative to this is the increased number of referred cases to the University of Baguio Center for Counseling and Student Development Office (most are from the Senior High School Department) which involves depression, self-inflicting behavior, and worse suicidal ideation. When probed and investigated, the students concerned would refer to their inability to recover from the stressful events in their lives such as peer pressure, break-up, family problems, bullying, stress from academic pressure, etc. or the interplay of these different factors. They reason out that engaging in such behavior is more comfortable and often relieving as compared to facing up to their problems. Therefore, it would be helpful if a study which looks into the components of their resilience is conducted and out of the findings, a mental health and wellness program is developed.

Objectives

This study sought to guide the school community and the various stakeholders in their consideration and development of a mental health and wellness program which will help senior high school students become, if not remain resilient amidst the adversities encountered as an adolescent.

Specifically, the study aimed to find out the perceived dimensions of resilience of the University of Baguio Senior High School Students.

Research Question

1) How does University of Baguio Senior High School Grade 11 students manifest resilience in the following dimensions?

    a. acceptance,

    b. religiosity,

    c. optimism,

    d. purpose,

    e. perseverance,

    f. self-esteem,

    g. humor,

    h. independence,

    i. social intelligence.

1.1 Are there significant differences in the manifested dimensions of resilience when compared according to:

    a. Sex

    b. Type of curriculum

2) What mental health and wellness program could be developed for senior high school students?

Literature Reviews and Research Frameworks

A featured article in the compilation of Duffy (2004) mentioned that traumatic events, stressful life events, and chronic stressful conditions affect the lives of millions of youth and that these stressors are associated with an increased risk for psychopathology. The article further added that the youth display their responses in various ways: some exhibit vulnerability while some show resilience (p. 42).

The variety in the responses is explained by Garmezy (1991, as cited in Shean, 2015) through protective factors which is elaborated through three models that explain the individual's capacity for recovery and ability to maintain adaptive behavior after an initiated stressful event.

First of Garmezy's (1991, as cited in Shean, 2015) models is the compensatory model which states that stressors lower competence and personal attributes improve adjustment. More so, these two combines together in predicting competence. The second model on one hand, protective versus vulnerability model states that stressors and personal attributes interact with each other wherein the association of stress with the outcome varies depending on the level of the attribute being considered. Lastly is the challenge model which gives a curvilinear relationship between the stressors and personal attributes. Thus, stressors enhance adjustment but not on the extreme levels. Very high levels of stress lower competence. More so, the model is based on the idea that some stress is helpful for young people since it develop coping skills and encourages them to make use of internal and external resources (Garmezy, et al., 1991 as cited in Shean, 2015).

Garmezy (1991, as cited in Shean, 2015) also came up with a theory of resilience which holds an ecological view of resilience and proposes that there are protective factors which influence an individuals' resilience. Some of these factors are individual factors which include dispositional attributes; family factors which include family cohesion; and warmth and support factors where a concerned teacher falls in.

In similar manner, the theory postulated by Luthar, Cicchetti & Becker (2007) also includes protective factors. The theory proposes three types of protective factors. First is the protective-stabilizing factor which says that attribute gives stability to competence despite increasing risk. Second is the protective-enhancing factor which says that children can engage with stress and at the same time increase competence. Lastly is the protective by reactive type which says that there are general advantages of stress but not at high level.

In addition, a review on researches about resilience showed that there are actually a multitude of identified protective factors and as it turns out, the identified most prominent among these is a secure attachment and a health relationship with an adult during the individuals childhood (McAdams-Crisp, 2006 as cited in Santos, 2012). Other factors identified were temperament (McAdams-Crisp, 2006 as cited in Santos, 2012), internal locus of control (Hemenover, 2003 as cited in Santos, 2012), sense of coherence (Hart, et al., 2006 as cited in Santos 2012) and the biological and genetic factors of an individual (Hoge, et al., 2007 as cited in Santos, 2012).

The research conducted by Fleming and Ledogar (2010) revealed on one hand that a great deal of what seems to promote positive adaptation amidst adversity comes from the external such as the individuals' family, the community, the society, the culture and the environment.

Nevertheless, Masten and colleagues (2006, 2009, 2011, 2013, 2014, as cited in Santrock, 2015, p. 10) also believes that individual factors such as good intellectual functioning influence the individuals' resilience This claim is also supported by the findings of the study conducted by Bance and Mina (2017) among college students of an Indian university. Their study showed that the individual's self-determination and problem-solving skills are protective psychological factors which impact suicide resiliency. The study further offered new insights into the effect of these two factors in moderating psychological distress that leads to brooding and the contemplation of suicide among college students (Bance & Mina, 2017, p. 108).

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wind. More so, the illustration also implies that they are individuals who face their trials without getting hurt and are able to stand up without fighting (Basallajes, 2013, para 1).

Moreover, the study conducted by Hechanova, Waelde, Docena, Alampay, Alianan, Flores. Melgar, (2015) showed that the participants have protective factors and strengths. These were spiritual coping which is their strong faith in God; humor, referring to the general disposition of Filipinos who are still able to joke amidst adversity; and family support which also extends to relatives and other kin. Study results also validated the value of psychosocial interventions for building resilience and coping skills among disaster survivors (p. 114).

Furthermore, a survey conducted by Lee, Sta. Maria, Estanislao, & Rodriguez (2013) among University students showed that the developed or fostered closeness of the participants with their family and peers are effective protectors and buffers against the symptoms of depression. Hence, they recommended that the factors related to parental and peer relationships, along with financial conditions are factors to be considered when identifying students who are at greater risk for depression (discussion section, para. 5).

On the contrary, during the Principal Components Analysis of the resilience scale for college students of Calaguas (2013), seven factors or themes were identified. The said factors: faith, perseverance, self-esteem, acceptance, humor, independence and social competence were said to be possible indicators of resilience among college or university students (Calaguas, p. 68).

In relation, Krovetz (2008) stated that fostering resilience is more about the passionate belief in the potential of all students and what it takes to foster that potential rather than it is about the school. He further said that every person has the ability to overcome adversity if important protective factors are present. These factors would refer to the care, high expectation and support given by the home, community or the school (p. 7 & 8).

More so, studies show that aside from efforts to decrease the factors which put children at risk, we are also to enhance their competence to deal with their situation. Programs which have been successful in doing these are those which have adult models who teach problem-solving skills and ways to communicate their needs (Davey et al., 2003, Maton, Schellenbach, & Leadbeater, 2004, Condly, 2006 as cited in Feldman, 2008, p. 271).

Methodology

The study used the descriptive survey research design to gather data from grade 11 senior high school students of University of Baguio duly enrolled for the school year 2017-2018. Before the actual floating of questionnaires, a letter asking for the parents' or guardians' consent was given. A complete enumeration of the students who were allowed to participate in the study was carried out.

The Resilience Scale for College Students (RSCS) developed by Calaguas (2013) was used as the survey instrument. It is a 32-item scale which covers seven dimensions of resilience: faith, perseverance, self-esteem, acceptance, humor, independence, and social competence. The scale was initially floated for pilot testing to a representative sample of the target grade level (30 % of the total number of enrollees for the school year 2017-2018 per type of curriculum: science and regular) to set the validity and reliability for senior high school. The results reflected a reliability value of .82 using Cronbach Alpha. More so, before the consideration to use the scale for the study, permission from the developer was sought.

To answer question number 1, weighted means were computed and the values were interpreted using the following scale:

Numerical Rating	Description	Statistical Range	Interpretation
1	very much not like me	1.00-1.75	very much not manifested by them
2	not like me	1.76-2.50	not manifested by them
3	like me	2.51-3.25	manifested by them
4	very much like me	3.26-4.00	very much manifested by them

When mean values were compared according to sex, the t-test for independent samples with equal variance was used for the dimensions optimism, self-esteem, independence, and social competence. Moreover, when mean values were compared according to curriculum, the t-test for independent samples with unequal variance was used for the dimension acceptance while the t-test for independent samples with equal variance was used for the dimensions religiosity, optimism, purpose, perseverance, self-esteem, humor, independence, and social intelligence.

Results

Table 2 presents the dimensions of resilience and the obtained mean, the standard deviation and the corresponding descriptive interpretation of the perceived dimensions of resilience of the grade 11 University of Baguio students. High mean averages imply that the students very much manifest the resilience dimension. Results showed that the students very much manifest the dimensions acceptance, religiosity, optimism, purpose, and perseverance when faced with risk and adversity. Also, they are able to display at a high degree self-esteem, humor, independence, and social intelligence.

Table 2

Perceived Dimensions of Resilience (N=736)

DIMENSIONS		WTD MEAN	SD	Descriptive Interpretation
ACCEPTANCE				
1	I accept the fact that all people encounter problems.	3.80	.46	Very much manifested by them
2	I accept the fact that problems are part of life.	3.80	.44	Very much manifested by them
19	I accept the fact that life can be difficult at times.	3.66	.62	Very much manifested by them
20	I accept the fact that I cannot have everything.	3.65	.60	Very much manifested by them
21	I accept the fact that life is not perfect	3.67	.62	Very much manifested by them
Dimension Mean		3.72	.40	Very much manifested by them

	DIMENSIONS	WTD MEAN	SD	Descriptive Interpretation
	RELIGIOUSITY			
3	I pray to God.	3.56	.69	Very much manifested by them
4	I believe that God is always with me.	3.67	.61	Very much manifested by them
5	I believe that God will not give me problems that I cannot handle.	3.50	.74	Very much manifested by them
6	I believe that God loves me.	3.68	.64	Very much manifested by them
	Dimension Mean	3.60	.54	Very much manifested by them
	OPTIMISM			
7	I believe that problems have solutions.	3.63	.60	Very much manifested by them
8	I think that there is a better tomorrow.	3.50	.70	Very much manifested by them
9	I think that all problems will pass.	3.46	.73	Very much manifested by them
	Dimension Mean	3.53	.55	Very much manifested by them
	PURPOSE			
10	I think of my goals in life.	3.49	.54	Very much manifested by them
	PERSEVERANCE			
11	I need to continue living despite of problems.	3.57	62	Very much manifested by them
12	I try harder	3.37	.68	Very much manifested by them
13	I focus more.	3.26	.71	Very much manifested by them
14	I tell myself that I must not give up.	3.33	.79	Very much manifested by them
15	I tell myself that I will not let the same problems happen again.	3.18	.81	Very much manifested by them
	Dimension Mean	3.34	.53	Very much manifested by them
	SELF-ESTEEM			
16	I believe that I can manage everything that comes my way	3.27	.75	Very much manifested by them
17	I believe that I am more fortunate than others.	3.05	.86	Manifested by them
18	I think that I will not fail.	3.02	.88	Manifested by them
	Dimension Mean	3.11	.67	Manifested by them
	HUMOR			
22	I don't take problems too seriously.	2.88	.87	Manifested by them
23	I joke around.	3.20	.83	Manifested by them
24	I laugh at my problems.	3.06	.87	Manifested by them

25	I smile as if nothing happens.	3.24	.83	Manifested by them
Dimension Mean		3.10	.61	Manifested by them
INDEPENDENCE				
26	I keep everything to myself.	3.05	.92	Manifested by them
27	I believe that no one will help me except myself.	2.86	1.01	Manifested by them
28	I believe that I am responsible for everything that happens to my life.	3.38	.75	Very much manifested by them
29	I tell myself that I have to face my problems independently.	3.22	.83	Manifested by them
Dimension Mean		3.13	.67	Manifested by them
SOCIAL COMPETENCE				
30	I tell my problems to my friends.	2.85	.90	Manifested by them
31	I listen to what other people say.	3.25	.70	Manifested by them
32	I ask help from people other than my family members.	2.94	.95	Manifested by them
Dimension Mean		3.01	.67	Manifested by them
Overall Mean		**3.34**		**Very much manifested by them**

Table 3 presents the comparison in the manifested dimensions of resilience among the grade 11 respondents according to sex. Results showed that there is a difference between the manifested resilience dimensions of the male and female students.

Table 3

Difference of the manifested dimensions of resilience when compared according to sex

DIMENSIONS OF RESILIENCE	Gender	N	Mean	DESCRIPTIVE INTREPRETATION
Acceptance	Female	372	3.75	very much manifested by them
	Male	364	3.68	very much manifested by them
Religiosity	Female	372	3.70	very much manifested by them
	Male	364	3.50	very much manifested by them
Optimism	Female	372	3.56	very much manifested by them
	Male	364	3.50	very much manifested by them
Purpose	Female	372	3.57	very much manifested by them
	Male	364	3.41	very much manifested by them
Perseverance	Female	372	3.43	very much manifested by them
	Male	364	3.25	manifested by them
Self-esteem	Female	372	2.98	manifested by them
	Male	364	3.25	manifested by them
Humor	Female	372	3.14	manifested by them
	Male	364	3.05	manifested by them
Independence	Female	372	3.18	manifested by them

DIMENSIONS OF RESILIENCE	Gender	N	Mean	DESCRIPTIVE INTREPRETATION
Social Competence	Male	364	3.08	manifested by them
	Female	372	3.03	manifested by them
	Male	364	2.30	not manifested by them
Overall Mean	Female	372	3.37	very much manifested by them
	Male	364	3.22	manifested by them

Table 4 presents the differences in the perceived highest dimension of resilience when compared according to the curriculum. Results show that the regardless of the curriculum of the students, the level of manifested resilience dimensions is the same.

Table 4

Differences in the perceived highest dimension of resilience when compared according to curriculum type

DIMENSIONS OF RESILIENCE	Curriculum	N	Mean	DESCRIPTIVE INTREPRETATION
Acceptance	Science Senior High	175	3.80	very much manifested by them
	Senior High	561	3.69	very much manifested by them
Religiosity	Science Senior High	175	3.52	very much manifested by them
	Senior High	561	3.63	very much manifested by them
Optimism	Science Senior High	175	3.49	very much manifested by them
	Senior High	561	3.54	very much manifested by them
Purpose	Science Senior High	175	3.52	very much manifested by them
	Senior High	561	3.48	very much manifested by them
Perseverance	Science Senior High	175	3.34	very much manifested by them
	Senior High	561	3.34	very much manifested by them
Self-esteem	Science Senior High	175	2.95	manifested by them
	Senior High	561	3.17	manifested by them
Humor	Science Senior High	175	3.14	manifested by them
	Senior High	561	3.08	manifested by them
Independence	Science Senior High	175	3.16	manifested by them
	Senior High	561	3.12	manifested by them
Social Competence	Science Senior High	175	3.04	manifested by them
	Senior High	561	3	manifested by them
Overall Mean	Science Senior High	175	3.33	very much manifested by them
	Senior High	561	3.34	very much manifested by them

Discussion

The study showed that the respondents, as regards their perceived dimensions of resilience, see the nine dimensions as manifested by them when faced with risk and adversity. The University of Baguio grade 11 students see themselves manifesting at a very high degree: acceptance, religiosity, optimism, purpose, and perseverance.

Acceptance is defined in this study as the acceptance of change (Connor & Davidson, 2003, as

cited in Calaguas, 2013, p. 55) and this can be attributed to the dispositional resources among Filipinos when faced with adversity (Calvadores, n. d.), particularly that of vigilance which suggests an attitude of alertness towards possible sources of adversities.

Another dimension which the respondents perceived as manifested by them to a very high degree is religiosity, which in this study is described as a belief in the existence of God (Ahanger, 2010; Ryan &Caltabiano, 2009, as cited in Calaguas, 2013, p. 55). This perception can be explained through the religious nature of Filipinos. Their faith in God is considered as a source of resilience amidst adversity. It keeps them in a cheerful attitude, even when they are going through difficulties in life (Basallajes, 2013).

Aside from acceptance and religiosity, the respondents also identified themselves as optimistic to a very high degree amidst risk and adversity. In this study, optimism is described as the ability to stay positive about the future (Jackson & Watkin, 2004 as cited in Calaguas, 2013, p. 56) and among Filipino adolescents, this can be attributed to the natural temperament among Filipinos of being optimistic amidst adversity (Calvadores, n.d.). More so, Filipino optimism is anchored on spirituality or religiosity where there is a belief that God will help and give the grace to go through each day (Bassalajes, 2013).

The dimension purpose has also been perceived by the respondents as manifested by them to a very high degree when faced with risk and adversity. Purpose is defined in this study as having a sense of meaning or purpose in life (Wagnild, 2010 as cited in Calaguas, 2013, p.57) and a belief in one's purpose in life (Campbell, 2009 as cited in Calaguas, 2013, p. 57). This is corroborated by Garmezy (1993, as cited in Santos, 2012) who identified that a person's sense of own identity and his sense of purpose and future are a protective factor against adversity.

Perseverance was also a dimension which the respondents perceived as very highly manifested by them when faced with risk and adversity. In this study is defined as the determination to keep going despite difficulties and disappointment (Wagnild, 2010 as cited in Calaguas, 2013, p. 57) and the willingness to continue the struggle to rebalance 'one's life after adversity (Ryan & Caltabiano, 2009 as cited in Calaguas, 2013, p.57).

Further, the grade 11 students perceived themselves as showing self-esteem, humor, independence, and social competence at a high degree when faced with risk and adversity.

In this study, self-esteem is defined as having the belief that one has effectiveness and that problems can be solved (Jackson & Watkin, 2004 as cited in Calaguas, 2013, p.55). The high perception of the respondents as regards their self-esteem amid risk and adversity can be attributed to the phase where the adolescents are in. They learn various skills which make them less critical of themselves and more likely to feel positive about themselves (Schwartz et al., 2011, as cited in Rathus, 2016).

In the same way, the respondents perceived as having humor at a high degree when faced with risk and adversity. Humor in this study is defined as not taking life and situation seriously (Calaguas, 2013, p. 57). This is supported by Hechanova, Waelde, Docena, Alampay, Alianan, Flores. Melgar, (2015) who stated that humor is considered a general disposition of Filipinos and is a protective factor amidst adversity. This is further corroborated by Calvadores (n.d.) who has stated that the comic nature of Filipinos helps them counter and buffer the effects of adverse experiences.

Independence was also perceived by the respondents as manifested by them at a high degree when faced with risk and adversity which in this study is defined as the belief in 'one's self with a clear understanding of 'one's capabilities and limitations (Wagnild, 2010 as cited in Calaguas,

2013, p.56). It is also defined as the perception of being able to influence 'one's current environment and future destiny (Ryan & Caltabiano, as cited in Calaguas, 2013, p. 56). This may be attributed to the development that adolescents undergo where the development of autonomy is included. Schwarz and company (2012, as cited in Santrock, 2015) mentioned that as adolescents work on their independence, they remain conscious of the need to stay connected with their family.

Another dimension which the respondents perceived as manifested by them at a high degree when faced with risk and adversity is social competence. This is defined in this study as the ability to act pro-socially and communicate with others (Werner, 1988 as cited in Calaguas, 2013). In as much as it is reflective of the protective factors identified in the theory of Werner (as cited in Shean, 2015) or identified in the study of Fleming and Ledogar (2010), it remains to be seen that for the respondents, disclosing to significant others or seeking assistance from others in the midst of adversity is not something that they always consider. This may be attributed to the adolescents' inclination to also pursue autonomy (Schwarz et al., 2012 as cited in Santrock, 2015) at this particular stage of development rather than attachment alone.

Overall, the respondents see themselves as basically able to manifest resilience amidst the risk and adversities they encounter, such as the concerns on relationship problems, academic performance concerns, and family problems. This finding is illustrative of the "protective versus vulnerability" model of Garmezy (1991, as cited in Shean, 2015), which proposes that stressors and personal attributes interact with each other. More so, the finding also implies that in as much as students from this generation are said to be emotionally fragile which causes them to have an emotional crisis over everyday life problems (Gray, 2015) or become victims of depression as a result of the turbulent years that they are faced with (Cha

Eunjung, 2017). The finding indicates that the respondents were able to thrive in these circumstances.

Further, adolescence is described as the phase in human development characterized by excitement, promises (Rathus, 2016) and turbulent years (Cha Eunjung, 2017) to which both sexes are exposed to.When it comes to displaying the nine different dimensions of resilience when faced with risk and adversity, the female grade 11 respondents see themselves as able to display the different dimensions to a very high degree as compared to their male counterparts who perceived themselves as just able to manifest the dimensions at a high degree. The difference in the overall mean between the female and male respondents is supported by the biological and psychological differences between males and females. A reasonably well-established difference in sex is the more exceptional ability of females to verbalize or communicate their emotions to others (Hughes, Kroehler, & Zanden, 2002) and express their feelings (Duffy, 2006). This would imply that females can readily acknowledge what they are emotionally experiencing in the situations they are in and more so can unload these concerns to others as an adaptive coping skill.

In the Philippines context, the difference could be attributed to the cultural transmission theory (Hughes et al., 2002), which attributes gender differences to a gradual process of learning. It states that the behavior of females and males are shaped by their parents, teachers, and adults based on what is appropriate and inappropriate to their gender. In relation, Filipino males grow up in a culture where they are taught to be strong and dominant, whereas females are expected to be responsible, caring, and nurturing (Hays, 2008). Thus, Filipino culture places Filipinas into experiences which enhance their emotion and cognition management.
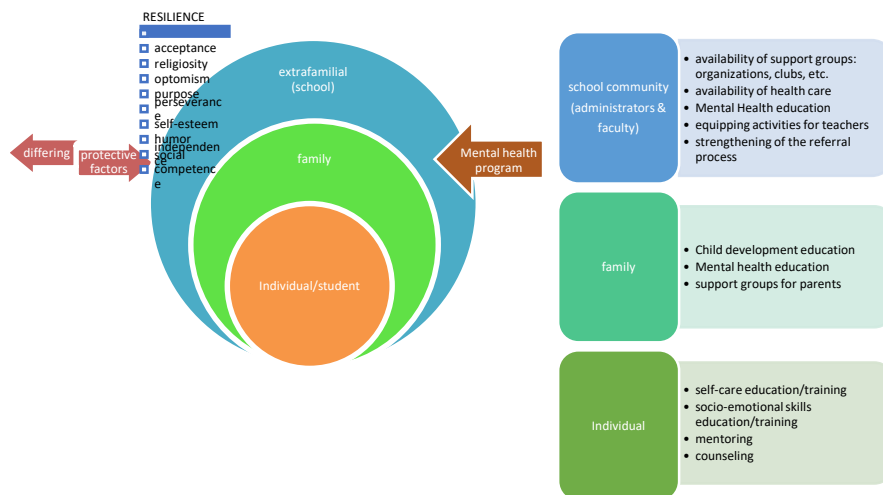
When it comes to comparing the perceived highest dimension of resilience according to curriculum, no significant differences was shown. The absence

of disparity may be explained through how Mills and Schuford (2003, as cited in Fleming and Ledogar, 2010) defines resilience. According to them, resilience is a permanent or innate function among human beings, which is similar to breathing or pumping of blood. Tiangco (n.d., as cited in Basallajes, 2013) corroborates this with his statement that Filipinos have the disposition of facing up to whatever difficulties in life and choosing to rise from these. These, therefore, imply that regardless of curriculum and mental ability, how resilient the respondents see themselves amidst risk and adversity is the same.

Nevertheless, some scholars insist that risk should be looked at as a dynamic process and that response to it indeed varies from one individual to another (Cowan, Cowan & Schulz, 1996, as cited in Santos, 2012). Thus, it should not be assumed that participants would share the same understanding of risk and resilience (Howard et al., 1999, as cited in Santos, 2012).

Proposed Mental Health and Wellness Program for Senior High School

Researchers on resilience identify that there are "naturally occurring" personal and environmental resources that help children and adolescents overcome life's challenges or so to speak, become resilient. These are then used by youth developmentalists to design programs that help them capitalize on what is available (Snyder, Lopez, & Pedrotti, 2011).

For this study, what will be capitalized on are the pre-existing dimensions of resilience as perceived by the respondents to design a mental health program. The would foster the students' capacity to thrive in challenging times (Masten, 2006, as cited in King, 2010) or be consistent in choosing to bounce back from their perceived negative experiences, be flexible and adaptable when they see things are not going well (Block and Kremen, 1996, as cited in King, 2010).

Researches conducted by Masten (2001, as cited in King, 2010) and his colleagues (Burt, 2006 & Shaffer, 2006 as cited in King, 2010) identify different factors which contribute to the development and nurturance of personal resilience. They suggest that these are individual factors which include proper intellectual functioning, disposition and self-confidence; family factors which include having a close relationship with one of the parents; and extrafamilial factors where the school community and friends fall under. These factors are then the center of interest of the proposed mental

health program, which eventually leads back to the personal resilience of the students.

Primary in the proposed mental health program are activities which will be for the individual or student himself. A study conducted by Bance and Mina (2017) stated that the individual's self-determination and problem-solving skills are protective psychological factors which impact suicide resiliency. Highlighting activities which strengthen the self-esteem, humor, independence, and social competence of students, particularly among males, would be carried out.

Mentoring, on the one hand, has been identified as a strategy to deter risky youth behavior and a way to improve academic adjustment (Eby, Allen, Evans, Ng, & Dubois, 2008). Additionally, Villar (2018) mentioned that schools could integrate good mental health and well-being through building support groups and developing positive coping skills among the students. Having these would be excellent opportunities to work on social competence.

Also singled out in the proposed mental health and wellness program is the family of the students. Rathus (2016) states that parents have a substantial influence on the coping of adolescents. More so, adolescents who feel highly regarded by the family are more likely also to feel positive about themselves (Boudreault-Bouchard et al., 2013; Smetana, 2011; as cited in Rathus, 2016). Thus, it would then be of importance that they are involved in the mental health and wellness program, mainly since there are dimensions of resilience which look into family influence such as self-esteem and purpose.

Aside from coming up with activities which would promote parent engagement and equip them as regards the salient information in "parenting" the students of today's' generation, it would also be to their advantage if there are existing support groups for parents. Through support groups, parents will be able to share experiences and knowledge based on their identified focus or

purpose (Corey, 2005). This would be an opportunity for parents and/or guardians to equip themselves as to how they could better nurture the resilience dimensions of their children.

Lastly, the Proposed Mental Health Program looks into the school community itself. Villar (2018) identifies the crucial role of the school in promoting good mental health and well-being. It was mentioned that the school is where students spend most of their lives and that the school personnel is in a strategic and tactical position to know and observe the students from day to day. Thus, the school would also be an enriching source of opportunities to work on the dimensions of resilience.

The involvement of the school community in mental health could either be through the provision of particular strategies which foster resilience such as the establishment of clubs, student organizations where the different nine resilience dimensions could be enhanced or promoted. Health care services is also another where the school could be an instrument in identifying and assisting students who are at risk, referring them to the guidance office of the school.

Undoubtedly, the collaboration between the different stakeholders of the school community is a crucial factor in implementing a comprehensive mental health and wellness program. Guanzon (2017) emphasizes that parents and teachers are not only to be exposed to training on mental health, but they are also to be consulted in the planning and implementation of such programs.

Conclusions

In light of the findings of the study, the grade 11 students of the University of Baguio perceive themselves as resilient amidst risk and adversity. This perceived resilience would be in terms of the different dimensions identified in this study. It can therefore be said that in as much as the respondents are in a developmental stage

which is said to be marked by "storm and stress", they generally remain able to face and handle these risks and adversities competently.

Besides, female grade 11 students see themselves as very high in manifesting the dimensions of resilience as compared to their male counterparts. This indicates a higher probability for female students to "bounce back" or recover from risk and adversity.

On the other hand, the type of curriculum where the respondents are enrolled in does not have any bearing on the manifestation of the different dimensions of resilience when faced with risk and adversity. Thus, whether a student is a high achiever or not, they see themselves as equally able to exhibit resilience when faced with risk and adversity.

Besides, the findings of the study are in actual contrast to one of the concerns that the University of Baguio is faced with, which is the increasing number of cases related to mental health (self-infliction behavior, suicidal tendencies, depression. Thus, regardless of how resilient the grade 11 students see themselves to be, there comes the point in time that some would give in to the threats to their well-being and mental health.

Even more so, a proposed comprehensive mental health program which enlists the involvement of the different stakeholders of the school community remains essential to help address the concerns on psychiatric mental health. Having established the collaboration between the stakeholders, the M.H.P. aims to 1. foster the personal resilience of students by strengthening their differing protective factors 2. Advocate resilience as a response to risk and adversity 3. Promote the importance of having a collaborative Mental Health and Wellness Program in a school community.

Acknowledgement

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