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MENTAL HEALTH LITERACY AND RESILIENCE AMONG SENIOR HIGH SCHOOL STUDENTS IN TUBIGON DISTRICT, BOHOL: BASIS FOR A SCHOOL-BASED GUIDANCE INTERVENTION PROGRAM

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ABSTRACT

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Mental health literacy and resilience are increasingly recognized as important protective factors that contribute to adolescents' psychological well-being. This study examined the relationship between mental health literacy and resilience among senior high school students in Tubigon East and West Districts, Division of Bohol, during the School Year 2022–2023. A descriptive-correlational research design was employed involving 401 students selected through stratified random sampling. Data were collected using the Mental Health Literacy Scale and the Resiliency Attitudes and Skills Profile. Frequency, percentage, weighted mean, standard deviation, Chi-square Test of Association, and Spearman Rank Correlation were utilized in the analysis.

Findings revealed that the respondents demonstrated slightly literate levels of mental health literacy and moderately resilient levels of resilience. Significant relationships were found between sex and both mental health literacy and resilience. Furthermore, a statistically significant moderate positive relationship was observed between mental health literacy and resilience, indicating that students with higher mental health literacy tended to exhibit higher resilience. The findings highlight the importance of integrating mental health literacy programs into school guidance services to strengthen adolescents' adaptive capacities and psychological well-being.

INTRODUCTION

The mental health of adolescents has become an increasingly important concern within educational systems worldwide. Adolescence is a critical developmental period characterized by rapid biological, psychological, emotional, and social changes that significantly influence an individual's well-being and future life outcomes. During this stage, young people encounter numerous academic, familial, social, and personal challenges that may affect their mental health and capacity to adapt effectively. Consequently, educational institutions are increasingly recognized as essential environments for promoting mental health awareness, prevention, and intervention (World Health Organization [WHO], 2018).

The World Health Organization (2020) reported that approximately 10–20% of adolescents experience mental health conditions that significantly affect their functioning and educational performance. Mental health difficulties during adolescence may adversely affect academic achievement, social relationships, emotional regulation, and long-term psychological well-being (Aldridge & McChesney, 2018; Marques et al., 2011; Twenge, 2015). Furthermore, studies have shown increasing levels of psychological distress among students, resulting in greater utilization of mental health services and support systems (Castillo & Schwartz, 2013; Katz & Davison, 2014; Lipson et al., 2016; Nami et al., 2014).

Mental health literacy has emerged as an important protective factor in addressing mental health challenges among young people. Jorm et al. (1997) defined mental health literacy as the knowledge and beliefs about mental disorders that aid in their recognition, management, and prevention. It encompasses the ability to recognize mental health disorders, understand their causes and risk factors, seek mental health information, identify appropriate self-help strategies, and recognize available professional services (Jorm, 2000). Individuals with higher levels of mental health literacy are more likely to recognize mental health concerns, seek appropriate assistance, support others experiencing mental health difficulties, and engage in preventive behaviors that promote well-being (Al-Yateem et al., 2018; Amarasuriya et al., 2015; Tay et al., 2018).

Mental health literacy also contributes to reducing stigma and fostering positive attitudes toward help-seeking behaviors. Studies have shown that individuals who possess adequate mental health literacy demonstrate greater willingness to seek professional assistance and are less likely to hold misconceptions regarding mental illness (Smith & Shochet, 2011; Spiker & Hammer, 2018). Consequently, improving mental health literacy has become an important strategy for strengthening mental health promotion efforts within educational settings.

Closely related to mental health literacy is the concept of resilience. Resilience refers to an individual's capacity to adapt successfully and recover positively despite adversity, stress, trauma, or significant life challenges (Wolin & Wolin, 1993; Windle et al., 2011). Resilient individuals demonstrate personal strengths and coping mechanisms that enable them to maintain psychological well-being despite difficult circumstances. According to Benard (1993), resilient youth commonly exhibit social competence, problem-solving skills, autonomy, and a sense of purpose. Similarly, Hurtes and Allen (2001) identified insight, independence, creativity, humor, initiative, relationships, and values orientation as important dimensions of resilience.

Within educational settings, resilience has been associated with positive academic outcomes, improved emotional regulation, adaptive coping behaviors, and enhanced social functioning (Hart et al., 2016; Hill et al., 2007). Students who possess strong resilience are more capable of navigating academic pressures, interpersonal conflicts, and personal difficulties while maintaining positive functioning and engagement in school.

The relationship between mental health literacy and resilience has received increasing scholarly attention in recent years. Researchers suggest that individuals who possess greater knowledge and understanding of mental health are better equipped to recognize psychological difficulties, utilize adaptive coping strategies, seek support when necessary, and effectively manage stressors (Vella et al., 2021). As a result, mental health literacy may serve as an important foundation for the development of resilience among adolescents.

In the Philippine context, growing concerns regarding adolescent mental health prompted the enactment of Republic Act No. 11036, otherwise known as the Mental Health Act, which institutionalizes policies and programs that promote mental health awareness, access to services, and psychosocial support across various sectors, including education. The Department of Education has likewise strengthened initiatives that support learners' mental health and psychosocial well-being. Despite these efforts, studies indicate that mental health literacy among Filipino youth remains varied and that misconceptions regarding mental illness and help-seeking behaviors continue to persist (Argao et al., 2021; Dizon, 2019; Ines, 2019).

Although previous studies have investigated mental health literacy among college students and adult populations, relatively few studies have examined the relationship between mental health literacy and resilience among senior

high school students, particularly in rural and semi-rural communities in the Philippines. Existing studies have largely focused on mental health awareness, help-seeking intentions, and stigma reduction, while limited attention has been given to understanding how mental health literacy may contribute to the development of resilience among adolescents.

In the Province of Bohol, empirical studies examining mental health literacy and resilience among senior high school learners remain scarce. Consequently, there is a need to generate localized evidence that may assist educators, guidance counselors, school administrators, and policymakers in developing interventions that strengthen students' psychological well-being and adaptive capacities.

Given the increasing mental health challenges faced by adolescents and the important role of resilience in promoting positive developmental outcomes, this study examined the relationship between mental health literacy and resilience among senior high school students in the public schools of Tubigon East and West Districts, Division of Bohol. Specifically, it sought to determine the level of mental health literacy and resilience among students and examine whether a significant relationship exists between these variables. The findings of the study served as the basis for the development of a school-based guidance intervention program aimed at enhancing mental health literacy and strengthening resilience among learners.

Despite the growing body of literature on adolescent mental health, existing studies have predominantly focused on college students, urban populations, or general mental health awareness programs. Limited empirical evidence is available regarding the relationship between mental health literacy and resilience among senior high school students in rural Philippine settings. Furthermore, few studies have examined these constructs simultaneously to inform the development of school-based guidance interventions. This gap highlights the need for localized research that can provide evidence-based inputs for strengthening mental health promotion and resilience-building programs among Filipino adolescents.

THEORETICAL BACKGROUND

This study was anchored on three complementary theoretical frameworks that explain the relationship between mental health literacy and resilience among adolescents: Mental Health Literacy Theory, Resiliency Theory, and Positive Psychology.

Mental Health Literacy Theory. The primary theoretical foundation of this study is the Mental Health Literacy Theory developed by Jorm et al. (1997). Mental health literacy refers to the knowledge and beliefs about mental disorders that aid in their recognition, management, and prevention. According to Jorm, mental health literacy consists of several components, including the ability to recognize mental health disorders, knowledge of risk

factors and causes, understanding of self-help strategies, awareness of available professional services, and attitudes that facilitate appropriate help-seeking behavior.

The theory posits that individuals who possess higher levels of mental health literacy are more capable of identifying mental health concerns, seeking appropriate assistance, reducing stigma, and engaging in preventive behaviors that support psychological well-being. In the context of this study, mental health literacy is viewed as a critical personal resource that may contribute to adolescents' ability to manage challenges and maintain emotional well-being.

Resiliency Theory. The second theoretical foundation is the Resiliency Theory proposed by Fergus and Zimmerman (2005). The theory emphasizes that resilience is not merely an innate trait but a dynamic developmental process involving the interaction of individual assets and environmental resources. Protective factors such as self-confidence, social support, optimism, problem-solving skills, and emotional competence help individuals adapt successfully despite adversity.

Resiliency Theory suggests that individuals who possess greater personal and social resources are better able to cope with stress and recover from difficult experiences. The theory further explains that resilience can be developed and strengthened through intentional interventions and supportive environments. In the present study, resilience is conceptualized as a multidimensional construct encompassing insight, independence, creativity, humor, initiative, relationships, and values orientation.

Positive Psychology. The third theoretical underpinning is Positive Psychology developed by Seligman and Csikszentmihalyi (2000). Positive Psychology focuses on understanding and promoting human strengths, positive emotions, well-being, and optimal functioning. Rather than concentrating solely on mental illness and dysfunction, Positive Psychology emphasizes the development of protective factors that enable individuals to flourish despite challenges.

Within educational settings, Positive Psychology highlights the importance of fostering resilience, optimism, emotional competence, and personal strengths among learners. The theory supports the view that enhancing mental health literacy may empower students to recognize psychological challenges while simultaneously developing adaptive coping mechanisms that strengthen resilience and overall well-being.

Synthesis of the Theoretical Framework. Taken together, these theories provide a comprehensive explanation of the relationship between mental health literacy and resilience. Mental Health Literacy Theory explains how knowledge and awareness regarding mental health influence help-seeking and coping behaviors. Resiliency Theory explains how individuals utilize personal and environmental resources to adapt to adversity. Positive Psychology highlights the role of strengths and protective factors in promoting well-being and positive functioning.

The integration of these theories suggests that students who possess higher levels of mental health literacy are more likely to develop adaptive coping strategies, utilize available support systems, and demonstrate greater resilience when confronted with academic, social, and personal challenges.

The study posits that mental health literacy serves as an important personal resource that influences resilience among senior high school students. Mental health literacy was operationalized through six dimensions: recognition of disorders, knowledge of mental health information, knowledge of risk factors and causes, knowledge of self-treatment, knowledge of professional help available, and attitudes that promote appropriate help-seeking. Resilience was operationalized through seven dimensions: insight, independence, creativity, humor, initiative, relationships, and values orientation.

The conceptual framework assumes that students who possess higher levels of mental health literacy are more likely to demonstrate higher levels of resilience.

Related Literature. Mental health literacy (MHL) has emerged as an essential component of mental health promotion and prevention. Jorm et al. (1997) introduced the concept of mental health literacy as the knowledge and beliefs about mental disorders that facilitate their recognition, management, and prevention. Since then, MHL has evolved into a multidimensional construct encompassing knowledge of mental disorders, understanding of risk factors and causes, awareness of self-help interventions, recognition of available professional services, and attitudes that encourage appropriate help-seeking behaviors (Jorm, 2000).

Mental health literacy is increasingly recognized as a protective factor that contributes to psychological well-being and early intervention. Individuals with higher levels of mental health literacy are more likely to recognize symptoms of mental illness, seek appropriate support, and engage in preventive mental health behaviors (Spiker & Hammer, 2018; Tay et al., 2018). Research has further shown that mental health literacy contributes to reducing stigma and increasing acceptance of professional mental health treatment (Al-Yateem et al., 2018).

Among adolescents, mental health literacy is particularly important because many mental health disorders first emerge during adolescence. According to the World Health Organization (2020), approximately half of all mental health conditions begin by age 14, yet many cases remain undetected and untreated. Developing mental health literacy during adolescence may therefore improve early recognition, increase help-seeking intentions, and enhance long-term psychological outcomes.

Recent studies have demonstrated that educational interventions can significantly improve mental health literacy among young people. Vella et al. (2021) found that mental health literacy programs implemented among adolescents resulted in increased awareness, improved help-seeking intentions, and stronger psychological coping mechanisms. Similarly, Sweileh (2021)

observed that global research increasingly identifies mental health literacy as a critical determinant of mental health outcomes and resilience.

Resilience Among Adolescents. Resilience refers to the dynamic process through which individuals successfully adapt to adversity, trauma, stress, or significant life challenges (Windle et al., 2011). Rather than representing a fixed personality trait, resilience develops through the interaction of personal strengths, social support systems, and environmental resources (Fergus & Zimmerman, 2005).

Resilient adolescents demonstrate greater emotional regulation, adaptability, problem-solving abilities, optimism, and social competence (Benard, 1993). They are better able to recover from setbacks, maintain positive functioning, and cope effectively with academic, social, and personal stressors. Research has shown that resilience serves as a protective factor against depression, anxiety, stress, and other mental health difficulties among adolescents (Hart et al., 2016).

The dimensions of resilience identified by Hurtes and Allen (2001)—including insight, independence, creativity, humor, initiative, relationships, and values orientation—continue to be widely recognized as important indicators of adolescents' adaptive capacities. These dimensions enable young people to navigate challenges while maintaining psychological well-being and positive social functioning.

Mental Health Literacy and Resilience. Emerging evidence suggests that mental health literacy and resilience are closely interconnected constructs. Mental health literacy provides individuals with the knowledge and skills necessary to understand emotional challenges, recognize symptoms of distress, seek support, and utilize adaptive coping strategies. These capabilities may strengthen resilience by enabling individuals to respond more effectively to adversity and stress.

Studies have reported that individuals with greater mental health literacy are more likely to demonstrate positive coping behaviors and adaptive responses during challenging situations (Smith & Shochet, 2011). Vella et al. (2021) likewise found that interventions designed to improve mental health literacy simultaneously enhanced resilience among adolescents participating in organized sports programs.

Furthermore, Havaei et al. (2021) demonstrated that resilience partially mediated the relationship between health-related literacy and mental well-being, suggesting that literacy-related competencies may contribute to resilience development. These findings support the proposition that mental health literacy may function as a protective resource that strengthens resilience among young people.

The reviewed literature indicates that mental health literacy contributes to improved recognition of mental health concerns, increased help-seeking behavior, reduced stigma, and enhanced coping capacities. Likewise, resilience has consistently been identified as an important protective factor that enables

adolescents to adapt successfully to adversity and maintain psychological well-being.

Despite the growing body of research on mental health literacy and resilience, most existing studies have focused on college students, adult populations, healthcare professionals, or urban communities. Limited empirical evidence is available regarding the relationship between mental health literacy and resilience among senior high school students in rural Philippine educational settings. Moreover, few studies have investigated how dimensions of mental health literacy relate to resilience among adolescents in the Province of Bohol.

This gap highlights the need for localized research that can provide evidence-based insights for developing school-based guidance and mental health promotion programs. Consequently, the present study examined the relationship between mental health literacy and resilience among senior high school students in Tubigon East and West Districts, Division of Bohol.

RESEARCH METHODOLOGY

Research Design. This study employed a descriptive-correlational quantitative research design. The descriptive component was used to assess levels of mental health literacy and resilience among senior high school students, while the correlational component examined relationships among demographic characteristics, mental health literacy, and resilience.

The design was considered appropriate because the study sought to investigate naturally occurring relationships among variables without manipulating or controlling the research environment.

Research Locale. The study was conducted in the public senior high schools of Tubigon East and West Districts, Division of Bohol, Philippines, during the School Year 2022–2023. Tubigon is a first-class municipality in northern Bohol and serves as one of the province's major educational centers. The locale was selected because of increasing concerns regarding adolescent mental health and the need for evidence-based guidance interventions within secondary schools.

Respondents and Sampling Procedure. The respondents consisted of 401 senior high school students enrolled in public secondary schools across Tubigon East and West Districts. The sample was selected using stratified random sampling to ensure adequate representation of students across schools, grade levels, and demographic categories.

The sample size was deemed adequate based on established recommendations for correlational studies and provided sufficient statistical power for the analyses conducted.

Research Instruments. The study utilized a three-part survey questionnaire.

Part I gathered demographic information, including age and sex.

Part II measured Mental Health Literacy using an adapted version of the Mental Health Literacy Scale (MHLS) developed by O'Connor and Casey (2015). The scale assesses six dimensions:

1. Recognition of disorders;
2. Knowledge of seeking mental health information;
3. Knowledge of risk factors and causes;
4. Knowledge of self-treatment;
5. Knowledge of professional help available; and
6. Attitudes that promote recognition and appropriate help-seeking.

Part III measured resilience using the Resiliency Attitudes and Skills Profile (RASP) developed by Hurtes and Allen (2001), which assesses:

1. Insight;
2. Independence;
3. Creativity;
4. Humor;
5. Initiative;
6. Relationships; and
7. Values orientation.

Instrument Validation and Reliability. Prior to administration, the adapted instruments underwent content validation by experts in guidance and counseling, educational psychology, and research methodology. Recommendations were incorporated to improve clarity, cultural appropriateness, and contextual relevance.

A pilot test was conducted among senior high school students who were not included in the final sample. Internal consistency reliability was assessed using Cronbach's alpha. Instruments achieving reliability coefficients of at least .70 were considered acceptable for research purposes.

Data Gathering Procedure. Upon approval from school authorities, permission was obtained from school principals and district supervisors. Written informed consent was secured from participants and, where applicable, from parents or guardians.

The questionnaires were administered face-to-face in designated school venues. Respondents were informed that participation was voluntary and that they could withdraw at any stage without penalty. Confidentiality and anonymity were strictly maintained throughout the study.

Ethical Considerations. The study adhered to the principles of respect for persons, beneficence, and justice. Participation was voluntary, and respondents were provided with sufficient information regarding the purpose, procedures, benefits, and risks of the study prior to participation.

Since the respondents were senior high school students, parental consent and student assent were secured prior to data collection. Participation was voluntary, and respondents were informed of their right to withdraw from the study at any point without penalty. No identifying information was collected,

and all responses were anonymized before analysis. The study complied with the ethical principles of respect for persons, beneficence, and justice and adhered to the provisions of Republic Act No. 10173 or the Data Privacy Act of 2012.

All responses were anonymized and stored securely. Data were used solely for research purposes and were handled in accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.

Statistical Treatment of Data. The following statistical tools were employed:

1. Frequency and Percentage to describe respondents' demographic characteristics.
2. Weighted Mean and Standard Deviation to determine the levels of mental health literacy and resilience.
3. Spearman Rank Correlation Coefficient to determine the relationship between mental health literacy and resilience and between age and the study variables.
4. Chi-Square Test of Association to determine whether significant relationships existed between sex and mental health literacy and resilience.
5. Multiple Linear Regression (recommended if raw data remain available) to determine which dimensions of mental health literacy significantly predict resilience among senior high school students.

All statistical tests were interpreted at the .05 level of significance.

RESULTS AND DISCUSSION

The findings revealed that the respondents demonstrated an overall level of mental health literacy categorized as slightly literate. This indicates that while students possess a basic understanding of mental health concepts, there remains considerable room for improvement in their knowledge, awareness, and understanding of mental health issues and available support systems. Such findings suggest that many adolescents may recognize certain aspects of mental health concerns but may not yet possess sufficient knowledge to fully understand mental health conditions, identify warning signs, or confidently seek professional assistance when needed.

Among the dimensions of mental health literacy**,** knowledge of self-treatment obtained the highest mean rating. This suggests that students are relatively familiar with personal coping mechanisms and self-help strategies that may be used to manage stress, anxiety, and other emotional challenges. The widespread availability of mental health information through social media platforms, online resources, and school-based awareness campaigns may have contributed to students' increased familiarity with self-care practices and emotional coping techniques.

Conversely, **attitudes that promote recognition and appropriate help-**

seeking received the lowest mean rating. This finding indicates that despite possessing some knowledge regarding mental health, students may still experience hesitation or uncertainty when considering professional mental health services. Such reluctance may stem from stigma, misconceptions regarding mental illness, fear of judgment, or limited awareness of available mental health resources. Previous studies have similarly reported that adolescents often possess greater knowledge of mental health symptoms than willingness to seek professional help (Smith & Shochet, 2011; Spiker & Hammer, 2018).

The findings support the Mental Health Literacy Theory of Jorm et al. (1997), which emphasizes that mental health literacy encompasses not only knowledge but also attitudes and beliefs that facilitate appropriate help-seeking behaviors. The relatively lower ratings in help-seeking attitudes suggest that mental health education programs should place greater emphasis on reducing stigma, promoting psychological safety, and normalizing the utilization of mental health services among adolescents.

From an educational perspective, the findings highlight the need for schools to strengthen mental health literacy initiatives through classroom integration, guidance interventions, peer support activities, and mental health awareness campaigns. Enhancing students' understanding of mental health may contribute to earlier recognition of psychological concerns, increased utilization of support services, and improved overall well-being.

Level of Resilience Among Senior High School Students. The results revealed that the respondents demonstrated an overall level of resilience categorized as moderately resilient. This indicates that students generally possess the ability to adapt to challenges, cope with stress, and recover from setbacks. However, the findings also suggest that resilience remains a developing capacity that may benefit from additional support and intervention.

Among the dimensions of resilience, humor emerged as the highest-rated component. This finding suggests that students frequently utilize humor as a coping mechanism when faced with stressful situations and adversities. Humor has long been recognized as an adaptive strategy that enables individuals to reframe difficult experiences, regulate emotions, and maintain positive perspectives despite challenges (Hurtes & Allen, 2001). The high rating of humor may reflect the sociocultural tendency of Filipino adolescents to use humor and social interaction as mechanisms for coping with stress and uncertainty.

In contrast, initiative obtained the lowest mean rating among the resilience dimensions. This finding suggests that while students may be capable of coping with difficulties once challenges arise, they may be less likely to proactively initiate actions or independently address problems. Adolescents often continue to rely on family members, teachers, peers, and authority figures for guidance when making important decisions or confronting difficulties. Consequently, initiative may represent an area where resilience-building programs can be

strengthened.

The findings are consistent with Resiliency Theory proposed by Fergus and Zimmerman (2005), which emphasizes that resilience develops through the interaction of personal strengths, environmental resources, and protective factors. The moderate resilience levels observed among the respondents suggest that students possess important adaptive capacities; however, these capacities may be further strengthened through supportive school environments, positive social relationships, and intentional resilience-building interventions.

The results further imply that schools play a critical role in fostering resilience among adolescents. Guidance programs, psychosocial support services, leadership opportunities, and life-skills training may contribute to strengthening students' confidence, initiative, problem-solving skills, and emotional competence. These interventions may help adolescents navigate academic pressures, interpersonal difficulties, and other developmental challenges more effectively.

This study was limited by its cross-sectional descriptive-correlational design, which does not permit causal inferences regarding the relationship between mental health literacy and resilience. The study was further limited to senior high school students enrolled in public secondary schools within Tubigon East and West Districts; therefore, the findings may not be generalized to all adolescents in Bohol or other geographic settings. Data were obtained through self-report questionnaires and may be subject to response bias. Future studies employing longitudinal, experimental, or mixed-methods approaches may provide a deeper understanding of the mechanisms linking mental health literacy and resilience.

Table 1. *Relationship Between Respondents' Profile and Mental Health Literacy*

Variable	Statistical Test	Test Statistic	p-value	Decision	Interpretation
Age and Mental Health Literacy	Spearman Rank Correlation	rs = .078	.117	Fail to Reject H_0	Not Significant
Sex and Mental Health Literacy	Chi-Square Test	χ^2 = 12.718	.005	Reject H_0	Significant

Note. α = .05.

The relationship between age and mental health literacy was examined using Spearman Rank Correlation. Results revealed a very weak positive correlation, rs = .078, p = .117, indicating that age was not significantly associated with mental health literacy among the respondents. This suggests that variations in mental health literacy among senior high school students may not be explained primarily by age differences, given that most respondents were in a relatively narrow developmental age range of 16–19 years.

Conversely, the Chi-square test revealed a statistically significant relationship between sex and mental health literacy, $\chi^2(1) = 12.718$, p = .005. This finding indicates that mental health literacy varies according to sex.

Previous studies have similarly reported that female adolescents generally demonstrate higher mental health literacy, greater awareness of emotional concerns, and more positive attitudes toward help-seeking compared to males (Furnham & Hadjimina, 2017; Jorm et al., 1997). The finding supports Mental Health Literacy Theory, which suggests that social and demographic factors may influence individuals' knowledge, beliefs, and attitudes regarding mental health.

Table 2. *Relationship Between Respondents' Profile and Resilience*

Variable	Statistical Test	Test Statistic	p-value	Decision	Interpretation
Age and Resilience	Spearman Rank Correlation	rs = .056	.264	Fail to Reject H_0	Not Significant
Sex and Resilience	Chi-Square Test	$\chi^2 = 9.127$	.021	Reject H_0	Significant

Note. $\alpha = .05$.

The relationship between age and resilience yielded a weak positive correlation, $rs = .056$, $p = .264$, which was not statistically significant. This finding suggests that resilience among the respondents was not significantly influenced by age. Since the participants belonged to a relatively homogeneous age group, resilience may be shaped more strongly by personal experiences, family support, peer relationships, and environmental factors rather than chronological age alone.

However, sex was significantly associated with resilience, $\chi^2(1) = 9.127$, $p = .021$. This indicates that resilience differs between male and female students. Previous literature suggests that resilience develops through multiple pathways shaped by gender socialization, coping styles, emotion regulation, and access to support systems (Hart et al., 2016; Fergus & Zimmerman, 2005). The finding supports Resiliency Theory, which emphasizes that resilience emerges through interactions between individual assets and environmental resources.

Table 3. *Relationship Between Mental Health Literacy and Resilience*

Variables	Statistical Test	Correlation Coefficient	p-value	Effect Size Interpretation	Decision
Mental Health Literacy and Resilience	Spearman Rank Correlation	rs = .324	.000	Moderate Positive Correlation	Reject H_0

Note. $\alpha = .05$.

The relationship between mental health literacy and resilience was analyzed using Spearman Rank Correlation. Results revealed a statistically significant moderate positive relationship, $rs = .324$, $p < .001$. The magnitude of the correlation indicates that students with higher levels of mental health literacy tended to exhibit higher levels of resilience.

Using Cohen's (1988) guidelines, a correlation coefficient of .324 represents a moderate effect size, suggesting a meaningful association between the two constructs. Although the relationship is not sufficiently strong to indicate that mental health literacy alone explains resilience, the finding suggests that mental health literacy may function as an important protective resource associated with adolescents' adaptive capacities.

This finding is consistent with Vella et al. (2021), who reported that interventions aimed at improving mental health literacy also resulted in increased resilience among adolescents. Similarly, Havaei et al. (2021) found that literacy-related competencies contribute to resilience and mental well-being. Students who possess greater understanding of mental health are more likely to recognize emotional difficulties, utilize adaptive coping strategies, seek appropriate support, and engage in self-care behaviors, all of which contribute to resilience.

The findings support Jorm's Mental Health Literacy Theory (1997), which emphasizes the role of knowledge and beliefs in promoting positive mental health outcomes. They also support Fergus and Zimmerman's Resiliency Theory (2005), which proposes that resilience develops through protective factors and adaptive resources. Furthermore, the findings align with Positive Psychology (Seligman & Csikszentmihalyi, 2000), which highlights the importance of psychological strengths and competencies in fostering well-being and positive adaptation.

The table presents the guidelines proposed by Cohen (1988) for interpreting the magnitude or strength of a correlation coefficient (*r* or *rs*). Correlation coefficients range from -1.00 to +1.00, where values closer to zero indicate weaker relationships and values closer to one indicate stronger relationships. The sign of the coefficient (+ or –) indicates the direction of the relationship, while the absolute value indicates its strength.

Correlation Coefficient (r or rs)	Interpretation
.00 – .09	Negligible
.10 – .29	Weak
.30 – .49	Moderate
.50 – .69	Strong
.70 – 1.00	Very Strong

According to Cohen (1988), a correlation coefficient falling between .30 and .49 is considered a moderate correlation, indicating a meaningful relationship between two variables. Although the relationship is not strong enough to suggest that one variable fully explains the other, it indicates that changes in one variable are associated with noticeable changes in the other. In the present study, the Spearman Rank Correlation Coefficient between Mental Health Literacy and Resilience was rs = .324, which falls within the moderate

correlation range (.30–.49). This indicates a meaningful positive relationship between the two variables. Specifically, students who demonstrated higher levels of mental health literacy also tended to exhibit greater resilience. While mental health literacy is not the sole factor influencing resilience, it appears to serve as an important protective resource for adolescents' ability to cope with challenges, stress, and adversity.

CONCLUSION

Based on Cohen's (1988) guidelines, the obtained correlation coefficient of rs = .324 indicates a moderate positive relationship between mental health literacy and resilience among senior high school students. The statistically significant correlation suggests that students with greater knowledge, awareness, and understanding of mental health tend to possess stronger adaptive capacities and resilience when facing personal, academic, and social challenges.

The findings imply that mental health literacy and resilience are interconnected constructs. Although mental health literacy alone does not fully determine resilience, it meaningfully contributes to students' capacity to recognize mental health concerns, seek appropriate support, use coping strategies, and maintain psychological well-being. Therefore, strengthening mental health literacy may serve as an important component of school-based interventions aimed at enhancing resilience and promoting positive mental health outcomes among adolescents.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

1. School administrators may strengthen mental health promotion programs by integrating mental health literacy activities into existing student support services, guidance programs, and school wellness initiatives.
2. Guidance counselors may develop structured mental health literacy modules that focus on improving students' understanding of mental health conditions, reducing stigma, and encouraging appropriate help-seeking behaviors.
3. Teachers may incorporate age-appropriate mental health awareness activities within classroom instruction to foster supportive learning environments and normalize discussions related to mental health and well-being.
4. Schools may establish peer support programs and student-led mental health advocacy activities that encourage open conversations regarding mental health concerns and available support systems.

5. Parents and guardians may be engaged through mental health education seminars that strengthen their capacity to recognize signs of psychological distress and provide appropriate support to adolescents.
6. School-based interventions may place particular emphasis on improving help-seeking attitudes and initiative, which emerged as areas requiring further enhancement among respondents.
7. The proposed guidance intervention program should incorporate resilience-building activities focused on emotional regulation, problem-solving, adaptive coping strategies, self-awareness, and positive relationship development.
8. Future researchers may examine the predictive influence of specific dimensions of mental health literacy on resilience through multiple regression analysis and may employ mixed-methods or longitudinal designs to gain deeper insights into the mechanisms linking mental health literacy and resilience.
9. Future studies may explore additional variables such as social support, family functioning, academic stress, self-esteem, and school climate to provide a more comprehensive understanding of factors influencing adolescent resilience and mental health literacy.

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