

# Promoting Teachers' Resilience VIS-À-VIS Mental Health Literacy and Social Support

Raiven Kyle L. Palaña<sup>1</sup> and Rochelle G. Tiongson<sup>2</sup>

<sup>1</sup>Student, Bataan Peninsula State University

<sup>2</sup>Faculty, Bataan Peninsula State University

**Abstract**— This study examines the relationship between mental health literacy, social support, and resilience among public secondary school teachers in Hermosa, Bataan. Using a quantitative research design, standardized instruments were utilized: the Mental Health Literacy Scale (MHLS), the Multidimensional Scale of Perceived Social Support (MSPSS), and the Teachers' Resilience Scale (TRS). Data were analyzed through descriptive statistics, ANOVA, and correlation analysis. Findings indicate that teachers possess moderate mental health literacy, yet significant gaps persist in recognizing mental health disorders and help-seeking efficacy. Social support, particularly from family and colleagues, significantly predicts resilience, whereas demographic factors (age, gender, years of experience, and educational attainment) do not significantly influence resilience levels. A weak but significant positive correlation was found between social support and resilience. These findings advocate for the institutionalization of mental health literacy training, resilience-building workshops, and structured peer support programs in schools. Based on the results, a proposed year-round resiliency program aligned with the DepEd school calendar is recommended to enhance teachers' coping strategies and professional well-being.

**Keywords**— Mental health literacy, public secondary teachers, resiliency program, social support, teacher's resilience.

## I. INTRODUCTION

Teaching is a dynamic profession crucial to both intellectual and emotional development. As educators face rising workloads, resource limitations, and socio-economic disparities, their mental health and resilience have emerged as critical factors for maintaining educational quality. Mental health literacy (MHL)—encompassing knowledge of mental disorders, recognition skills, help-seeking efficacy, and positive attitudes toward intervention — is essential for teachers to foster both their well-being and that of their students.

Despite MHL's importance, little research exists in the Philippine context examining teachers' mental health literacy in relation to resilience and social support. Filipino teachers often experience compounded stress from administrative demands, high student-to-teacher ratios, and limited access to professional development, particularly in rural or under-resourced areas such as Hermosa, Bataan.

This study aims to bridge these gaps by examining how mental health literacy and social support influence teacher resilience, thereby contributing insights to foster healthier educational environments.

## II. REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

Relevant theoretical models guiding this study include the Job Demands-Resources (JD-R) Model (Demerouti

et al., 2001), the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984), and Positive Psychology Framework (Seligman & Csikszentmihalyi, 2000). These frameworks collectively emphasize that resilience is a dynamic interplay between external resources (social support, institutional policies) and internal capacities (mental health literacy, coping mechanisms).

Prior literature consistently supports the notion that enhanced mental health literacy among teachers correlates with earlier mental health interventions, reduced stigma, and improved coping (Kutcher et al., 2020; O'Connor & Casey, 2015). Social support — from family, colleagues, and administrators — has similarly been recognized as a key buffer against occupational stress (Zimet et al., 1988).

## III. METHODOLOGY

This study employed a quantitative, descriptive-correlational research design. Public secondary school teachers in Hermosa, Bataan, served as the population, with stratified random sampling used to ensure proportional representation.

Instruments Used:

- Mental Health Literacy Scale (MHLS)
- Multidimensional Scale of Perceived Social Support (MSPSS)

- Teachers' Resilience Scale (TRS)

## Data Analysis Techniques:

1. Descriptive statistics (mean, standard deviation)
2. ANOVA for differences between groups
3. Pearson's correlation coefficient for relational analyses

## IV. RESULTS AND DISCUSSION

- A. Demographic Profile- Participants varied in age, gender, years of experience, and educational attainment, providing a balanced demographic spread. No significant demographic predictors of resilience were found.
- B. Mental Health Literacy- Teachers scored moderately in MHL overall. However, deficits were evident particularly in recognizing mental health disorders and knowing how to seek help.
- C. Social Support- Family and colleague support scored highly, indicating that these networks play a pivotal role in buffering stress among teachers.
- D. Resilience Levels- Overall resilience was moderate to high. Teachers reported strong personal competence and persistence but lower scores on social skills and peer support dimensions.
- E. Comparative and Correlational Analyses
  - a. No significant differences in resilience across demographic groups.
  - b. Mental health literacy did not significantly correlate with resilience.
  - c. Social support exhibited a weak but significant positive correlation with resilience ( $r=0.26$ ,  $p<0.05$ ).
- F. Proposed Resiliency Program- Based on the findings, a year-round resiliency enhancement program is proposed, featuring:
  - a. Mental health literacy workshops
  - b. Peer mentoring and support groups
  - c. Stress management and mindfulness training
  - d. Community-building activities within schools
  - e. Integrated sessions on resilience, optimism, and coping strategies aligned with the DepEd calendar

Recommendations include institutionalizing resilience-building programs, offering mental health workshops during in-service training, and crafting school policies emphasizing collective well-being. Future research may consider longitudinal designs to explore causal relationships and broader geographic samples.

## REFERENCES

- [1] Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512.
- [2] Jorm, A. F. (2012). Mental health literacy: Empowering the community to take action for better mental health. *American Psychologist*, 67(3), 231-243.
- [3] Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental health literacy: Past, present, and future. *The Canadian Journal of Psychiatry*, 61(3), 154-158.
- [4] Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- [5] O'Connor, M., & Casey, L. (2015). The Mental Health Literacy Scale (MHLS): A new scale-based measure of mental health literacy. *Psychiatry Research*, 229(1-2), 511-516.
- [6] Seligman, M. E. P., & Csikszentmihalyi, M. (2000). *Positive psychology: An introduction*. *American Psychologist*, 55(1), 5–14.
- [7] Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52(1), 30-41.

## V. CONCLUSION AND RECOMMENDATIONS

The findings affirm that while teachers possess moderate mental health literacy, social support systems are more influential predictors of resilience. Hence, schools should prioritize building strong peer support frameworks and deliver continuous MHL training.