

Promoting Emotional Resilience and Mental Health in Adolescents: Strategies for Secondary Schools

Ms. Bini T V, Dr. Seema Menon K P

Ph.D Research Scholar-NCERT Research Fellow,NSS Training College,Ottapalam,
Calicut University
Professor,NSS Training College,Ottapalam,Calicut University

ABSTRACT

This assessment examines how social-proximal learning and profound flexibility affect the mental wellbeing and positive childhood development of students in secondary schools. The research aims to analyse variations in gender orientation regarding inner resilience and psychological health and to explore the connections between these factors using precise assessments, complimentary sample testing, and relapse assessment. There were 180 participants in the research. Moderate to high levels of deep flexibility (Mean = 3.9333, SD = 1.00056), juvenile psychological health (Mean = 3.8667, SD = 1.02701), social-close to home learning (Mean = 4.2667, SD = 1.00056), and positive youth advancement (Mean = 4.1333, SD = .88690) were identified by several assessments. The study of relapse showed that social-profound learning and close-to-home variety had substantial favourable impacts on various adolescent outcomes, explaining 85.3% of the variation. Orientation-based examinations showed significant disparities in domestic flexibility and psychological wellbeing. Female students scored lower in both aspects ($t(178) = 23.113$, $p < .000$ for deep strength; $t(178) = 16.318$, $p < .000$ for emotional well-being). Orientation-sensitive therapies are a crucial aspect of these results.

KEYWORDS: Emotional Resilience, Adolescent Mental Health, Social-Emotional Learning, Positive Youth Development.

INTRODUCTION

Optional Schools Systems: Enhancing Versatility and Emotional Wellness in Youth is a crucial undertaking that requires a sophisticated approach to guarantee the initial success of pupils. Significant transformations occur in an individual's physical, interpersonal, and cognitive growth throughout the pre-adult stage. These changes and the growing demands of academic achievement, social interactions, and personal development might significantly affect the mental well-being and general capacity to adjust kids in alternative education programs. Therefore, there is a critical need for efficient techniques to maintain an intense atmosphere that fosters young individuals' mental well-being and adaptability (McAllister et al., 2018). There has been much discussion on mental health recently, highlighting the need to address emotional wellness issues early on. Optional schools are key locations where children spend significant time, making them vital in this endeavour. Educational institutions are well-placed to recognise, assist, and guide students through difficulties while providing them with the tools to handle stress, explore personal issues, and develop resilience. Collaboration among educators, mental health experts, parents, and community members is essential for this to become a reality. This method aims to establish a strong school culture that fosters local economic growth while also addressing and reducing the causes of mental health challenges. This includes granting access to mental health resources, support services, and activities centered on enhancing fundamental skills and fostering a sense of community. Understanding students' diverse needs and experiences is crucial for fostering core strength and emotional wellbeing in teenagers. It entails establishing secure environments where children may feel appreciated and understood, enabling them to learn how to communicate effectively, handle stress, and cultivate good coping strategies. Supplemental education programs may enhance children' academic performance and overall wellbeing by focusing on emotional wellbeing and community resilience (Dray et al., 2014) . Promoting students' profound adaptability and mental wellbeing within elective schools is a challenging but crucial responsibility. Efforts must be coordinated to provide a nurturing atmosphere that enhances students' mental wellbeing, fosters self-

awareness, and equips them to confront obstacles with confidence and flexibility. We can nurture a generation of intelligent and talented persons by using specific tactics and combining the school community's efforts.

NEED OF THE STUDY

Several convincing reasons suggest the need of focusing on enhancing students' profound adaptability and mental wellbeing, particularly in unconventional educational environments. Mental health and profound adaptability influence various areas of a child's life, including academic success, social relationships, general growth, and maturity. Improving high school students' mental health and overall wellbeing requires addressing their specific needs via effective processes and interventions. The significant rise in mental health issues among adolescents, including anxiety, depression, and stress-related disorders, requires urgent intervention (Kibe et al., 2015). Schools need to proactively address this concerning pattern by offering kids the essential assistance and resources to fulfil their mental health needs. The increasing occurrence of these issues among children emphasises the need for a proactive investigation to identify and address underlying reasons, and to provide suitable protections and strong measures in the school setting. Pre-adulthood is marked by significant psychological, physical, and mental changes, representing a crucial stage of development. An individual's enduring psychological wellbeing and achievements are greatly impacted by their ability to negotiate changes and the coping strategies they develop throughout this period. Understanding and supporting the emotional wellbeing of teenagers at this crucial stage is vital for promoting sound mental growth and resilience. Mental health undeniably has a significant influence on academic achievement and commitment. Students' cognitive functions, memory retention, and motivation may be significantly influenced by their capacity to manage emotional distress and mental health issues, thereby impacting their academic performance and participation in educational activities. Schools may significantly enhance kids' academic experiences and accomplishments by focusing on mental health and offering flexibility about family life, therefore laying the foundation for their future success. The development of children's social and profound abilities is crucial for their general wellbeing and future success (Fenwick-Smith et al., 2018). To navigate life's obstacles effectively, one must possess emotional processing, empathy development, connection building, and intentional decision-making abilities. Emphasising home flexibility and mental health in schools is vital for fostering the development of key abilities, equipping pupils to navigate the intricacies of the world. Equally important is the focus on early intervention and prevention (Dray et al., 2017). To prevent the exacerbation of mental health issues and their possible lasting consequences, it is crucial to promptly identify evidence and provide help to students facing these challenges. It is crucial to conduct a review to enhance these preventive and intervention measures since schools are well-positioned to detect early indicators of distress and provide or facilitate access to essential support services. Creating secure and comprehensive educational environments that encourage mental wellness and local prosperity may significantly improve the school climate. These conditions may enhance the whole school community's well-being and support pupils with mental health challenges. Schools may prepare children for a successful and satisfying life by encouraging local flexibility, enabling them to adjust to change, overcome failures, and confront future problems (Singh et al., 2019). This study is necessary because there is widespread agreement that young individuals' mental health and adaptability at home play a vital role in their overall growth and achievements. Alternative educational institutions may significantly enhance students' mental health and provide a strong basis for their future success via targeted research and strategic actions (LaBelle et al., 2023).

SIGNIFICANCE OF THE STUDY

The significance of prioritising proximity and mental wellbeing among teenagers in optional schools is essential for their personal growth, academic achievement, and overall cultural advancement. This study is significant academically and has the ability to impact strategic decision-making, change cultural perceptions of mental health, and transform educational settings. The unique significance of this research is in its ability to improve children's personal wellbeing and developmental trajectory. The project intends to examine effective approaches to enhance home resilience and emotional wellbeing in young people to help them address the problems of immaturity. This fortification aims to establish mental strength and prosperity that

can endure challenges and promote resilience in difficult times. This revelation has extensive consequences for academia. Empirical research establishes a clear link between a student's mental wellbeing and their academic achievement and commitment. Academic challenges and heightened stress may arise when mental health disorders impede concentration, reduce motivation, and hinder learning. The evaluation attempts to address emotional wellbeing concerns and enhance flexibility to halt the cycle and prepare for working on instructional goals. Understudies get short-term advantages and also gain access to prospects for further education and lucrative employment in the long term. Furthermore, the review is crucial for enhancing essential social skills and fostering solid partnerships. Establishing a strong emotional base and maintaining good physical wellbeing are essential for cultivating empathy, composing impactful letters, and navigating complex social scenarios. These qualities are crucial for achieving professional success, making significant contributions to society, and are vital for personal satisfaction. The safety aspect of this inquiry cannot be overlooked. Key to the review's objective of limiting the progression of mental health issues to a more severe level is emphasising early identification of evidence and intervention for these issues. Individual students benefit from this proactive approach by receiving personalised help, reducing the strain on mental health services and healthcare systems, which benefits society as a whole. The importance of establishing a strong and comprehensive school environment is emphasised in the institutional assessment. An encouraging school environment is crucial for the academic achievement of all kids, with an amplified impact on those facing emotional challenges. This might decrease bullying, isolation, and violent conduct, improving the quality of education. This assessment has cultural ramifications extending beyond the confines of certain educational institutions. Empowering a generation with better skills to manage mental health concerns and real-life obstacles is advantageous for society. Empowered people enhance the quality and effectiveness of networks. Reducing mental health stigma and encouraging open communication may lead to a more compassionate and understanding society. Finally, this assessment has extensive consequences for the asset and strategy components. The results may support the argument for the significance of mental health programs in schools, prompting educational and policy leaders to invest more resources in activities that are shown to benefit kids' mental health and family income. The study's importance in enhancing teenagers' mental health and profound adaptability in non-traditional educational environments is significant. This method establishes a foundation for more robust social structures that may bolster individuals' mental wellbeing and flexibility in the future, while also promoting kids' quick advancement and development.

LITERATURE REVIEW

Various significant hypotheses and observational discoveries in mental and instructional research lay the theoretical foundation for studying the enhancement of personal adaptability and emotional wellness in adolescents, especially in secondary school settings. These theories suggest a complex understanding of how several factors are connected to impact the well-being and development of young people. Masten (2001) introduced the idea of "conventional enchantment" to illustrate adaptability as a typical characteristic that emerges via normal developmental processes; this notion is essential for understanding profound strength. Masten contends that adaptability is not uncommon but is instead a result of stable circumstances and positive connections. She suggests that promoting adaptability in young people involves improving these traditional developmental patterns. Durlak et al. (2011) performed a meta-analysis that reinforces the importance of social-emotional learning (SEL) in enhancing young people's mental wellbeing and adaptability. Evidence shows that school-based Social and Emotional Learning (SEL) programs are successful in enhancing students' social and emotional skills, self-awareness, perception of others, good social interactions, and academic achievement. This study synthesis shows how Social and Emotional Learning (SEL) programs may play a crucial role in educational settings to promote students' overall development. One may comprehend the mental patterns affecting how individuals and societies react to stress and sickness via cognitive behavioral therapy (CBT), which was mainly created by Beck in 1979. Beck's hypothesis posits that people's emotional wellbeing is influenced by their maladaptive ideas and beliefs. He proposes that cognitive behavioral interventions might potentially alter these beliefs, resulting in improved adaptive abilities and household wellbeing. Bronfenbrenner's natural frameworks hypothesis (1979) offers a thorough structure for studying the ecological effects on juvenile development. This theory demonstrates the many levels of the climate, ranging from local settings like as families and schools

(microsystem) to wider cultural and social factors (macrosystem), emphasising the interconnectedness of these levels and their combined impact on an individual's destiny. Understanding this viewpoint is essential for grasping the many contextual factors that may either support or impede youngsters' emotional wellbeing and flexibility. According to Lerner, Lerner, et al. (2005), the Positive Youth Development (PYD) system shifts focus from problem-oriented methods to systems that emphasise the strengths of young individuals. Enhancing the "Five Cs" of the PYD framework - ability, certainty, association, character, and mindfulness - leads to positive results for young individuals. This approach emphasises the need to recognise and foster young individuals' innate capabilities to enhance their achievement and flexibility. The ideas and observations provide a strong theoretical basis for future study on strategies to enhance teenagers' mental wellbeing and adaptability in alternative education programs. They emphasise establishing specific interventions, fostering consistent settings, and embracing a comprehensive, asset-focused method for addressing adolescent behaviour.

METHODOLOGY

The study focused on emotional wellness, substantial social learning, flexibility near home, and good growth of high school students. A varied sample of 180 students was chosen from several alternative educational institutions to provide a fair representation of sexual orientations and a broad spectrum of socioeconomic backgrounds. This strategy aimed to summarise beneficial results and influential events for youngsters thoroughly. The evaluation used many established metrics to precisely gauge the progress of the topics of interest. The pupils' resilience to local pain was assessed using the Profound Flexibility Scale, and their skills in executive functioning, goal planning, relationship building, and self-regulation were tested with the Social-Close to Home Learning Scale. The Juvenile Emotional Health Inventory evaluated overall mental wellbeing, including views on happiness, stress, and mentality. The Positive Youth Advancement Measure was used to evaluate the characteristics and abilities that aid in the development of young folks into accomplished adults. Various factual approaches were used to comprehensively examine the acquired data. The unique insights displayed the distribution, focal inclination, and dispersion of scores across the various criteria. Complimentary samples T-tests were utilised to examine potential variations in mental health and deep flexibility between male and female members with orientation changes. The relapse research analysed how social-close to home learning, positive youth growth, and deep flexibility interact and investigated how these aspects influence the success of young people. An ANOVA analysis was used to evaluate the impact of the components on recent advancements. This comprehensive research aims to discover significant examples and connections that might shed light on mediations and techniques to improve young individuals' general wellbeing, emotional resilience, and adaptability.

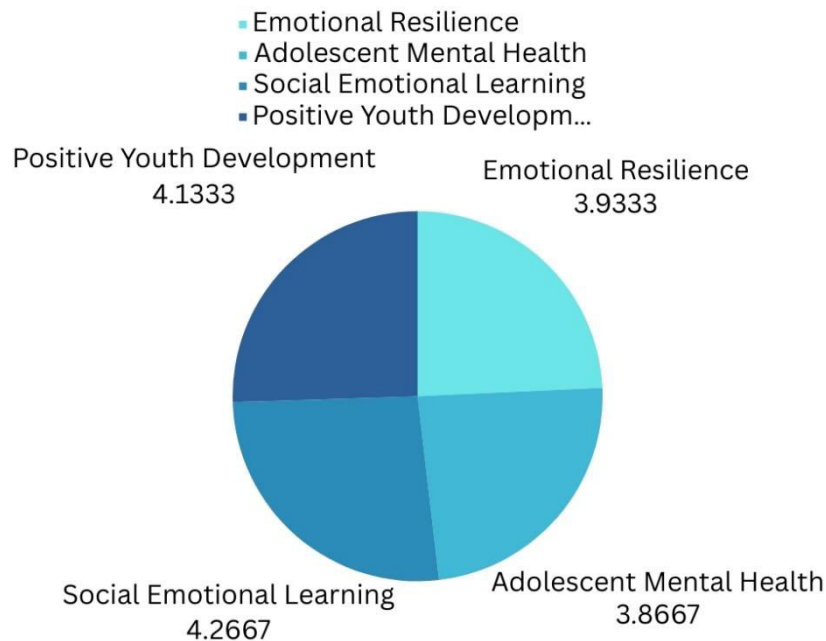
OBJECTIVES

1. To evaluate the mean differences between male and female students concerning emotional resilience.
2. To evaluate the mean differences of male and female students concerning mental health.
3. To evaluate how emotional resilience and social-emotional learning influences youth development.

HYPOTHESES

1. H0 There are no mean differences concerning emotional resilience between male and female students.
2. H0 There is no mean differences of male and female students concerning mental health.
3. H0 Emotional resilience and social-emotional learning do not influence youth development.

DESCRIPTIVE STATISTICS OF THE VARIABLES



Descriptive Statistics			
	N	Mean	Std. Deviation
Emotional Resilience	180	3.9333	1.00056
Adolescent Mental Health	180	3.8667	1.02701
Social Emotional Learning	180	4.2667	1.00056
Positive Youth Development	180	4.1333	.88690
Valid N (listwise)	180		

The research used precise measurements with 180 participants to investigate subjects such as Near Home Versatility, Adolescent Mental Health, Socially Deep Learning, and Positive Youth Development. The members showed high levels in the following areas based on the mean scores: 3.9333 for Close to Home Versatility, 3.8667 for Young adult Psychological wellbeing, 4.2667 for Social Profound Learning, and 4.1333 for Positive Youth Improvement. The standard deviations, all near 1, indicate a little dispersion of scores around the mean, indicating variety in people's experiences with different elements of their lives. The research indicates that members typically have a positive view, with somewhat lower but still definite scores

for emotional wellness and personal adaptability, emphasising social-profound learning and positive adolescent advancement. This variety highlights the distinct variations among the juvenile population regarding their personal, psychological, and formative experiences.

To evaluate the mean differences of male and female students concerning emotional resilience.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional Resilience	Equal variances assumed	13.841	.000	23.113	178	.000	1.73214	.07494	1.58426	1.88003
	Equal variances not assumed			23.887	156.332	.000	1.73214	.07251	1.58891	1.87538

The Free Examples Test was conducted to assess the average levels of deep flexibility in male and female pupils. The study also includes the t-test for comparing means and Levene's Test for assessing the equality of variances, which helps understand the variations in orientation-dependent deep flexibility. Levene's Test for Equality of Variances resulted in an F-value of 13.841 at a significance threshold of .000, indicating unequal variances between male and female understudies in home strength ratings. Consequently, this implies that men and women exhibit varying degrees of flexibility in their local strength assessments. The most important t-test findings for Fairness of Means are those found in the "Equivalent fluctuations not expected" column, using Levene's test. The t-test findings showed a significant difference in mean scores for home variety between male and female students, with a t-value of 23.887, significance levels of 156.332, and a significance level of .000 (2-tailed). The mean contrast is 1.73214 with a standard error of 0.07251 and a 95% confidence range between 1.58891 and 1.87538. The findings unequivocally show a significant gender disparity in profound flexibility, as female students scored lower on assessments of domestic strength compared to male students. The significant t-test result and the mean contrast of 1.73214 highlight the importance of the orientation difference in deep flexibility within the investigated situation.

To evaluate the mean differences of male and female students with regards to mental health.

Independent Samples Test		
	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Adolescent Mental Health	Equal variances assumed	24.171	.000	16.318	178	.000	1.58929	.09739	1.39709	1.78148
	Equal variances not assumed			16.872	155.618	.000	1.58929	.09420	1.40321	1.77536

The Free Samples Test assessed and compared the mean emotional wellbeing ratings between male and female students. This research uses t-tests to compare means and Levene's test to assess the equality of variances in order to examine mental health based on orientation. Male and female students exhibit a notable disparity in emotional health ratings, as shown by Levene's Test for Equity of Changes, yielding an F-value of 24.171 at the .000 significance level. This breach of the equivalent changes assumption pertains to the findings of the t-test for Balance of Means in the "Equivalent fluctuations not accepted" column. The t-test for Equity of Means, with 155.618 degrees of freedom, yielded a t value of 16.872, indicating significant variability. There is a statistically significant difference in the mean scores of emotional health between male and female students, shown by a significance level of .000 (2-tailed). The average difference is 1.58929 with a standard error of 0.09420 and a 95% confidence range between 1.40321 and 1.77536. These data suggest a notable disparity in mental health ratings between male and female students, suggesting a potential variation in gender orientation among the students. There is a substantial and statistically significant difference in the mental health between males and females in the sample, shown by the 1.58929 mean difference and the highly significant t-test result.

To evaluate how emotional realisence and social- emotional learning influences youth development.

ANOVA ^a						
Model		Sum Squares	of df	Mean Square	F	Sig.
1	Regression	120.102	2	60.051	513.533	.000 ^b
	Residual	20.698	177	.117		
	Total	140.800	179			
a. Dependent Variable: Positive Youth Development						
b. Predictors: (Constant), Social Emotional Learning, Emotional Resilience						

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924 ^a	.853	.851	.34196
a. Predictors: (Constant), Social Emotional Learning, Emotional Resilience				

This research used a direct relapse model to investigate how family support and social-profound learning affect the rehabilitation of at-risk children. The results provide valuable insights into how these components influence children's formative experiences. The coefficients table shows important connections between deep flexibility and social-close to home learning in relation to good adolescent advancement. The unstandardised coefficient for close to home strength ($B = .618$) is bigger than that of social-deep learning ($B = .218$), suggesting that profound flexibility has a more significant influence on the excellent development of teenagers. The beta value of 0.698 indicates the impact of close-to-home flexibility, whereas the beta coefficient of 0.246 represents the influence of social-profound learning. The normalised coefficients (Beta) highlight this disparity in effect. According to this approach, deep adaptability is more important than social-close to home learning in promoting positive outcomes in child development. These two indicators are crucial for illustrating the correlations, with significance levels (Sig.) $< .001$. The ANOVA table indicates that the model is significantly important, with an F-value of 513.533 and a significance level below .001. This indicates that the model is appropriate for forecasting favourable adolescent advancements by considering social-deep learning and local strengths. The model's ability to illustrate is confirmed by the total of the squared relapse amount (120.102) being more than the remaining squared amount (20.698). A detailed analysis of the model's viability is included in the model summary. The R-value of .924 indicates a substantial association between the indicators and good adolescent growth, implying that the model accounts for significant variance in specific juvenile outcomes. The adjusted R Square value of .851 indicates the number of indicators in the model, while the R Square value of .853 demonstrates that close to home flexibility and social-profound learning together account for about 85.3% of the diversity in particular teenagers' development. This study shows a little error of .34196 in the observed attributes' distance from the regression line, which enhances confidence in the model's predictions. This research demonstrates the key roles of social-profound learning and close-to-home flexibility in fostering positive teenage development. While both are important, great flexibility is the more dominant benefit. The results underscore the need of implementing coordinated tactics to enhance local influence and substantial social progress in treatments targeting improved juvenile development outcomes.

FINDINGS

- Highly beneficial impact on the growth of some teenagers, displaying great adaptability and showing a more solid influence, along with the social and personal learning aspect.
- Members reported high psychological well-being, close-to-home social learning, healthy youth development, and profound flexibility.
- Gender orientation disparities: Female students scored worse than their male counterparts on psychological well-being and personal adaptability assessments.
- This result is significant since research on relapse has shown that social-home progress and domestic strength are key predictors of healthy adolescent development, explaining an 85.3% difference ($p < .000$).
- Orientation is essential for complex negotiations. The differences in emotional wellbeing and profound adaptability among female students emphasise the need for customised strategies to support them successfully.

CONCLUSION

The thorough investigation aimed at enhancing teenagers' deep flexibility, psychological health, social-
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close-to-home learning, and excellent youth development yielded many significant discoveries. Orientation-sensitive techniques are necessary in educational and psychological interventions due to significant disparities between male and female pupils regarding proximity flexibility and emotional wellbeing. Female undergraduates performed poorly on assessments of psychological wellbeing and inner resilience, indicating they may encounter distinct obstacles that need personalised assistance. This finding emphasises the need to establish uniform settings catering to female students' dietary requirements to enhance their physical and mental health. Relapse study indicates a significant connection between deep social learning, positive childhood development, and healthy family bonds, suggesting an interdependent relationship that enhances overall juvenile wellbeing. Strong character and social-emotional learning are crucial factors that impact children's development, indicating that improving these abilities might result in better developmental outcomes for children. The group's members assess their levels of deep strength, psychological health, social-close to home acquisition abilities, and pleasurable formative experiences as high. This positive self-evaluation in all aspects indicates a solid base for further improvements via mediations. Variances in scores underscore the presence of unique individual variations among young people, emphasising the need for customised approaches in educational and psychological interventions. The approach emphasises the crucial importance of social-proximal learning, psychological wellbeing, and significant adaptability in fostering positive child development. The orientation variations found emphasise the need for customised interventions to address the distinct demands and obstacles female students encounter. Integrated approaches in educational environments that enhance the development of social and household abilities are important due to the positive connections among these three elements. Youth face obstacles throughout their formative years, and educational institutions, parents, and communities collaborate to create an atmosphere that fosters flexibility, local prosperity, and general progress.

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