

MULTIDIMENSIONAL PSYCHOLOGICAL FLEXIBILITY, PSYCHOLOGICAL NEEDS SATISFACTION AND ADOLESCENCE RESILIENCE OF COLLEGE STUDENTS IN A STRESS-BASED ENVIRONMENT

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Abstract

This present study aimed to identify the relationship of multidimensional psychological flexibility, psychological needs satisfaction and adolescence resilience among college students in a stress based environment. The study used descriptive correlation method to identify the relationship between variables. Participants are composed of 156 college students from Lyceum of the Philippines University-Laguna. The data were collected through the use of the following adapted instruments: Adolescence Resiliency Questionnaire, Multidimensional Psychological Flexibility Inventory and Basic Psychological Needs scale. Simple descriptive statistics were applied to describe the profile of students. Weighted mean and standard deviation were used find out the degree of psychological needs and levels of flexibility and resiliency. Pearson Product Moment Coefficient were used to measure the relationship between variables. Results revealed that basic psychological needs of the students are satisfied focused on relatedness, flexibility is in moderate psychological flexibility and their resilience is neutral. Generally, it was found out that there is significant relationship between multidimensional psychological flexibility, psychological needs satisfaction and adolescence resilience.

Keywords: Psychological needs satisfaction, flexibility, resilience

INTRODUCTION

The COVID-19 pandemic have transformed our nation upside down. Everything has been impacted, not excluding the educational setup. The education was not shielded from the impact of highly contagious virus. As with other developing countries the face-to-face classes from preschool to the university was suspended while the traditional classes was converted into modular and online formats. With this sudden shift away from the classroom in many parts of the country, some are not sure how it will affect the student.

The pandemic made sudden changes and abrupt challenges to the Filipino community and most specifically to our youth, the college students who are enrolled from different universities.

The present situation creates extraordinary challenges and has affected the educational sectors. To sustain the delivery of quality instruction despite the lockdown and community quarantine, the new normal will be taken into consideration in the planning and implementation of new normal education policy (Tria, 2020). In the study of Henaku (2020) reveals that both social media and online learning platforms were used but found out that there are students who experienced internet connectivity problem, financial difficulty. Cahapay (2020) suggested that other aspects of education should be explored further to better reconsider education in this new era in human history.

In addition, ascent of various psychological well-being issues these days is extremely pervasive. There are students who come into counseling bringing their private matters that adds to their downturn and nervousness. Emotional well-being issues occupy the capacity of the students to have a pleasant and satisfying virtual or school learning. The researcher advocates

psychological well-being, since we are encountering pandemic where students isolated from school and immediate support from their instructors, change from a standard school setting to the solace of their home, we don't have the idea about the capacity of our students to consent to the prerequisite and even we don't know about the conditions that they were confronting at present. A large number of families have lost their profit, guardians lost their positions and attempting to adapt to the circumstance. Youngsters is the most helpless against passionate issues. Family is the spot of solace by then for certain cases it tends to be a wellspring of their pressure and dejection. Directing can have an effect. Students need somebody to converse with and to direct them on how they may adapt the circumstance.

The advent of positive psychology initiates a difference of cure instead encourages more on the discovery of potential in humans and nurturing its positive qualities. Positive psychology is characterized by unverified formulas on self- help through factual empirical confirmations.

Datu (2018) found the positive psychology characteristics and states which fill in as an enhancer of prosperity, scholarly and non – scholastic results. It recommends that conceptualizing socially touchy models of positive mentally ideas could expand novel encounters of Filipino students as certain research gives a possibly helpful instrument to logical arrangement and mediations for therapists in the Philippines. Experimental disclosures have a solid ability to work with ideal human working (Chao, 2015). Besides, the investigation of flexibility turned out to be critical since there are a ton of impacts and factors that influence our prosperity. From a straightforward approval and posting of photographs, readings, news and patterns, these affect the strength which they convey each day. As characterized by Masten (2014), versatility alludes to the property of flexibility or bouncing back, much as an elastic band does after it is extended and afterward delivered. Flexibility is adjusting adequately from experienced variety, injury, or any critical wellsprings of stress which includes family and relationship issues, genuine medical issues, or work environment and monetary stressors. As is commonly said, much as flexibility includes "bouncing back" from these troublesome encounters. Another factor to be investigated in the examination is the mental health of a person. Mental necessities fulfillment which sets under the three all-inclusive requirements like competence, autonomy, and relatedness. Self-governance envelops the need to encounter one's conduct as openly picked and volitional, as opposed to force by outer powers. Ability incorporates the need to feel competent and powerful in one's activities. Relatedness contains the requirement for having a place, closeness, and connectedness to other people.

Supporter of versatility is mental adaptability, as characterized is being in touch with the current second, being completely mindful of feelings, sensations and contemplations, welcoming them, including the ideal ones, and moving in an example of conduct of chosen esteems. Everything implies tolerating our own considerations and feelings and following up on long haul esteems instead of momentary driving forces, contemplations, and sentiments that are regularly connected to experiential aversion and an approach to control undesirable inward occasions (Hulsheger et al., 2013).

This thesis was able to examine the relationship between psychological needs satisfaction and flexibility as a predictor of resilience. More specifically, analysis of the (1) psychological needs of college students as well as flexibility, and (2) predicting the relationship of resilience to the independent variables.

OBJECTIVES OF THE STUDY

The study of psychological needs satisfaction, flexibility and resiliency aimed to

- 1) discover the demographic profile of students in terms of age, gender and family income;
- 2) determine the degree psychological needs of students in terms of autonomy, competence and autonomy;
- 3) determine the level of their psychological flexibility in terms of acceptance, present

- moment awareness, self as context, defusion, values and committed action;
- 4) determine the level of their adolescence resilience in terms of individual, family, peer, school and community;
 - 5) find out if there is relationship of psychological needs satisfaction, multidimensional psychological flexibility and adolescence resilience.

MATERIALS AND METHODS

Research Design

This study used a descriptive-correlational method in determining the relationship of the psychological needs' satisfaction, flexibility and resilience of college students. Descriptive-correlational method is designed to create a picture of the current thoughts, feelings, or behavior of individuals at the same time *discovering relationships among variables and to allow the prediction of future events from present knowledge. As the researcher aimed to identify the relationship between psychological needs satisfaction, flexibility and resilience.*

Participants

The study was participated by 156 college students from Lyceum of the Philippines University-Laguna. The respondents was determined through stratified sampling because the researcher wanted to understand the existing between groups and have divided the population from the department, program they belong and their year levels.

Instrumentation

The instruments that the researcher used on gathering data for the study were three (3) kinds of instruments. First is the basic psychological needs satisfaction scale adapted The BNSG-S is a 21-item measure that was created to assess the satisfaction of basic psychological needs in general. Participants were instructed to indicate how true they felt each statement was of their life and respond on a scale of 1 (Not at all true) to 7 (Very true). Nine of the 21 items are negatively worded and were reversed scored prior to analyses. Higher scores are indicative of a higher level of satisfaction of needs. Followed by the multidimensional psychological flexibility questionnaire, which is freely available for research and clinical use. The researcher also secured a permission of the use of the said questionnaire via email. Same with first instrument the scoring instructions was already there. Both basic psychological needs satisfaction scale and flexibility questionnaire undergone a pilot testing to contextualize the instrument. Lastly, the adolescent resiliency questionnaire by Deirdre Gartland. The permission was also secured via email. The author also discussed also how the scores will be scored together with the list of items that need to be reversed. The author also shared a Filipino version of the instrument used by Rochelle Licaros, Santina Escolin and Cara Garde from De La Salle University, Manila, Philippines. The interpretation of the results was consulted to the statistician for better understanding of the result. Also, the researcher use the profiles of psychological flexibility, a latent class analysis of ACT model, for the verbal interpretation of psychological flexibility.

Data Collection Procedure

The researcher prepared the request letter address to the Chancellor of LPU-Laguna. The said request letter was first approved by the Dean of Student Services and was escalated to the Chancellor. He then approved the request and instructed the Research Director for assistance. The researcher secured a permission from the Data Privacy officer.

The questionnaires was converted into google forms. It was disseminated through the help of Office of student services, deans and other faculty members. After data gathering, the researcher collected and prepared the data. Then, the data matrix was sent to LSPU Statistics Center.

Ethical Considerations

Prior to the conduct of the study, the researcher sought permission to the Data Privacy office of

LPU-Laguna and signed a data privacy agreement. Moreover, an informed consent was also provided to the students to participate in the study. Furthermore, the researcher ensure that the data that was collected will be secured and taken to its confidentiality.

Data Analyses

The researcher utilized different statistical measures to ensure that the objectives of the study were answered quantitatively. In response to the first objective in determining the demographic profile in terms of age, gender and family income, frequency, and percentage were used. In presenting the level of degree of multidimensional psychological flexibility, level of psychological needs satisfaction and adolescence resilience as to the second objective, mean and standard deviation were utilized. Lastly, Pearson's product-moment correlation is intended to show if there is a significant relationship between multidimensional psychological flexibility, psychological needs satisfaction as to adolescence resilience.

RESULTS AND DISCUSSION

Table 1. Distribution of Respondents as to Age

Ages	Frequency	Percent
18-20	114	73
21-23	39	25
24 and above	3	2
Total	156	100.0

As shown in Table 1, findings indicate that majority of the respondents are at the age of 18, comprising of 73% or 114 of the respondents. On the other hand, 25% are at the age of 21-23 years old and only 2 % are at the age of 24 and above. It indicates that most of the respondents are adolescents.

Table 2. Distribution of Respondents as to Gender

Gender	Frequency	Percent
Female	116	75
Male	38	24
Gay/Pansexual	2	1
Total	156	100.0

As shown in Table 2, findings indicate that majority of the respondents are female, comprising of 75% or 116 of the respondents. On the other hand, 24% are male or 38 of the respondents while 1% are gay or 2 of the respondents.

Table 2.1 Distribution of Respondents as to Family Income

Ages	Frequency	Percent
5,000-10,000	12	8
11,000-15000	17	11
16,000-20,000	14	9
21,000-25,000	16	10
26,000-30,000	26	17
31,000-50,000	21	13
51,000 and above	50	32
Total	156	100.0

As shown in Table 2.1, findings indicate that most of the respondents has a family income of 51,000 and above, comprising of 32% or 50 of the respondents. It indicates that most of the respondents are in the middle-middle income class families.

Table 3. Psychological Needs Satisfaction of students

Sub - variable	Mean	SD	Verbal Interpretation
1. Autonomy	4.34	0.59	Somewhat True
2. Competence	4.39	0.75	Somewhat True
3. Relatedness	4.78	0.68	Mostly True
Overall	4.50	0.67	Mostly True

Legend:

6.50 – 7.00-Very True,

5.50 – 6.49-True

4.50 – 5.49 -Mostly True,

3.50 – 4.49 - Somewhat,

2.50 – 3.49 - Slightly True

1.50 – 2.49-Less True,

1.00 – 1.49- Not at all True

Table 3 shows the degree of psychological needs satisfaction of students. It shows that autonomy (4.34), competence (4.39) and relatedness (4.78) respectively have a verbal interpretation of “mostly true” with an overall rating of 4.50 and interpreted as satisfied. It implies that students are satisfied on their psychological needs considering the sub variables such as autonomy, competence and relatedness. The factor that can be considered is that students are in a good family income status wherein they are well supported. Consistent to the study of (Deci and Ryan, 2000) children in supportive environments could easily satisfy their basic psychological needs, increasing the likelihood of experiencing well-being and healthy development, as well as behaving in a prosocial manner.

Meanwhile, both autonomy and competence are evaluated as “somewhat true”, which is interpreted as neutral degree of satisfaction. Autonomy is one of the critical psychological need. It represents one’s experience of volition and self-direction in thought feeling and action. Since the students are adolescents, the power to self-governed is not yet fully awarded by their parents. While competence is the innate propensity to develop skill or ability. Student’s development of competence is continuous and can be acquired through step-by-step process.

Lastly, relatedness is the highest among the variables evaluated which indicates that our students are satisfied with their psychological needs in terms of relatedness. It signifies that student’s psychological need for relatedness was achieved. Students felt and experienced a sense of belongingness as a part of a group within its social context.

Table 4. Level of Multidimensional Psychological Flexibility of students

Sub - variable	Mean	SD	Verbal Interpretation
1.Acceptance	4.11	1.01	Often True
2.Present moment awareness	4.28	1.09	Often True
3.Self as context	4.55	1.20	Very Often rue
4.Defusion	3.82	1.21	Often True
5.Values	4.62	1.11	Very Often True
6.Committed Action	4.55	1.20	Very Often True
Overall	4.32	1.13	Often True

Legend:

5.50 – 6.00-Always True,

4.50 – 5.49-Very Often True,

3.50 – 4.49-Often True,

2.50 – 3.49-Occasionally True

1.50 – 2.49-Rarely True,
1.00 – 1.49-Never True

Table 4 shows the level of multidimensional psychological flexibility. It shows that acceptance (4.11), present moment awareness (4.28), self as context (4.55), defusion (3.82), values (4.62) and committed action (4.55) have a verbal interpretation of “often true” with an overall rating of 4.32, which is interpreted as moderate psychological flexibility. It means that students have a moderate levels of depression, stress, anxiety, as well as positive and negative emotions.

On the other hand, high levels of psychological flexibility suggest that individuals have low levels of depression, anxiety, stress, and negative emotions while endorsing a high level of positive emotions (Tyndall et al., 2018). Values got the highest mean of 4.62 among the variables evaluated and verbally interpreted as “very often true”, which indicates that our students have a high psychological flexibility in terms of values. This means that our students are shape with their values which is generally hone at home. The students choose their behaviors based on their given values. Students are instead of basing their decisions and actions on the fluctuating thoughts and emotions of the moment, they choose their response according to their deeply believed values. It is true on the study of Kashdan (2010) who concluded that psychological flexibility is associated with effective daily goals and life strivings pursuit and adaptive emotional and regulatory responses to stressful life events.

Table 5. Degree of Adolescence Resilience

Sub - variable	Mean	SD	Verbal Interpretation
1. Individual	3.13	0.17	Sometimes
2. Family	3.51	0.74	Most of the Time
3. Peer	3.26	0.29	Sometimes
4. School	3.15	0.36	Sometimes
5. Community	2.84	1.04	Sometimes
Overall	3.17	0.52	Sometimes

Legend:

4.50 – 5.00 -Almost Always,
3.50 – 4.49-Most of the Time-
2.50 – 3.49 Sometimes,
1.50, Not Often
1.00 – 1.49-Almost Never

Table 5 summarizes the degree of adolescence resilience. It shows that individual (3.13), family (3.51), peer (3.26), school (3.15) and community (2.84) have a verbal interpretation of sometimes with an overall rating of 3.17, which is interpreted as neutral. It implies that student’s experience stress, setbacks, and difficult emotions, but they tap into their strengths and seek help from support systems to overcome those challenges and work through problems. Given a sufficient support from the people around them will empower them to accept and adapt to a situation and move forward. But failure to withstand their shortcomings will result to vulnerabilities. Those people who lack resilience are more likely to feel overwhelmed or helpless, and rely on unhealthy coping strategies (such as avoidance, isolation, and self-medication).

Also, family got the highest mean of 3.51 among the variables evaluated and verbally interpreted as most of the time which indicates that our students are resilient. The results revealed that our students are resilient primarily from the support they get from their family.

Table 6. Test of significant relationship between student adolescence resiliency and psychological needs satisfaction

***Correlation is significant at the .01 level (2 - tailed)*

**Correlation is significant at the .05 level (2 - tailed)*

Independent Variable		Adolescence Resilience				
		Individual	Family	Peer	School	Community
Psychological Needs	Autonomy	.290**	.298**	.133	.133	.174*
	Competence	.250**	.289**	.138	.234**	.162*
	Relatedness	.253**	.297**	.272**	.212**	.202*

As shown in the results above the psychological needs of the students is significantly related to their level of resiliency.

The psychological need for autonomy is related to resiliency in terms of individual with a value of .290. This signifies that student’s satisfaction on autonomy contributed to his or her individual’s resiliency. As students could freely do what he wants the more resilient they become. Autonomy to resiliency in terms of family is related with a value of .298. This means that a well satisfied independence wherein family is the greater source may contribute to resiliency. This is consistent to a study, that basic need satisfaction had a reconciling role in the relationship between family communication pattern and resiliency. The findings are good evidences of direct and indirect influence of parents on children. Consequently, the families who were trying to have a dialogue with children, pay attention to their demands, resulted to the child resilience (Moltafet et al., 2015). Autonomy is related also to resiliency in terms of community with a value of .174. This reflected that our students given a chance to freely interact and learn to other people will enable them to gain strength from others. In contrary, autonomy is not related to resiliency in terms of peer and school with a value of .133. This reflected that current situation doesn’t permit the students to freely exercise their freedom to go out and make friends due to community quarantines. Similarly, students have no option but to grasp the current online school setup.

Moreover, the psychological need for competence is related to resiliency in terms of individual with a value of .250. The respondents revealed that they were confident which a factor of resiliency is. The psychological need for competence is related to resiliency in terms of family with a value of .289. This indicates that a competent individual is a product of a resilient family. Also, competence is related to resiliency in terms of school with a value of .234. This denotes that the school is where the competency is enhanced. Another is competency is related to resiliency in terms of community with a value of .162. On the other hand, psychological need for competence is not related to resiliency in terms of peer with a value of .138. Even though a lot of means can be used still the pandemic have abruptly change the setup wherein students have a lot of time spent with family than peer.

The psychological need for relatedness is related to resiliency in terms of individual with a value of .253. This means that their belongingness contributes to their resiliency. Psychological need for relatedness is related to family with a value of .297. Students signifies that they gave value on relationship most especially to their family. If they have a flourishing relationship with others and family the more, they will be resilient in terms of family. Moreover, psychological need satisfaction in terms of relatedness is related to peer with a value of .272. This means students need to be with on their age group is important to their development. Followed by psychological need satisfaction in terms of relatedness is related to school with a value of .212. Students expressed that person at school are essential in order for them to be academically resilient. Lastly, psychological need satisfaction in terms of relatedness is related to community with a value of .202. Our students gave importance on the need to be belong most especially to community where they spend much of their time right now. A community which can be a

neighbor to a social media community they fit in.

Relatedness is the dominant psychological needs dimensions when satisfied will predict the student’s resiliency. Relatedness is more about the interpersonal dimension, reflecting the extent to which a person feels that one is connected to others, has caring relationships, and belongs to a community (Martela & Riekk, 2018). College students found relatedness as the prime factor of their psychological needs towards resiliency. A sense of belongingness and support from family to community are the key predictors of meaningful life.

The result suggest that students experiences with family, school, peer and community, which includes their experiences at school and interactions with their peers and parents who undermine their needs, cumulatively shape their academic identities or as a person with convictions whether they truly have sense of belongingness(relatedness) or what have it takes to succeed (competence) and have the goals and values of schooling (autonomy) clearly derives resilience even in aversive environment (Gazla,2015).

Independent Variable		Resiliency				
		Individual	Family	Peer	School	Community
Flexibility	Acceptance	.248**	.375**	.225**	.277**	.303**
	Present Moment Awareness	.357**	.410**	.247**	.298**	.243**
	Self as context	.198*	.382**	.263**	.259**	.244**
	Defusion	.200*	.487**	.107	.156	.271**
	Values	.342**	.395**	.373**	.268**	.204*
	Committed Action	.242**	.420**	.296**	.193*	.223**

Table 5. Test of significant relationship between student resiliency and flexibility

**Correlation is significant at the .01 level (2 - tailed)

*Correlation is significant at the .05 level (2 - tailed)

As shown in the results above the flexibility of the students is significantly related to their level of resiliency.

Results showed that flexibility on acceptance is significantly related to resiliency in terms of individual with a value of .248. Respondents revealed that their acceptance level is manageable which creates an individual’s resiliency. Followed by flexibility on acceptance are significantly related to resiliency in terms of family with a value of .375. The students ability to undertake what is offered to them derive resiliency in terms of family. Moreover, flexibility on acceptance is related to peer with a value of .225. Respondents concluded that if they can manage to have friends, they may have the strength to go on his goals. Also, acceptance and resiliency in terms of school is also related with a value of .277. Students are somehow at the point of adjustment to the new learning setup. Lastly, acceptance and resiliency in terms of community is related with a value of .303. Our students may have experienced social acceptance just like neighbors, which may help them to modify and adapt to the new normal.

Flexibility on present moment awareness is significantly related to resiliency in terms of individual with a value of .357. Students may have experienced here and now which is an important process on attaining resiliency. Also, present moment awareness is significantly related to resiliency in terms of family with a value of .410. They concluded that being aware that you have family that always supports you may help you to be strong. Another is present moment awareness is significantly related to resiliency in terms of peer with a value of .247. It denotes that they are mindful that their peer relationship have changed also. Followed by Students are aware present moment awareness is significantly related to resiliency in terms of

school with a value of .298. Their awareness on current school setup may help them to strive more. Lastly, present moment awareness is significantly related to resiliency in terms of school with a value of .243. Students expressed that they are on the moment wherein they were aware that community is struggling. Living in the moment without judgment and resistance may increase one's resiliency.

Flexibility on self as context is significantly related to resiliency in terms of individual with a value of .198. This signifies that our students have a good conceptualization of themselves. Followed by self as context is significantly related to resiliency in terms of family with a value of .382, the family draws a big factor on the students' everyday function. Additionally, self as context is significantly related to resiliency in terms of peer with a value of .263. Students also revealed that they have stable sense of self where they can enjoy other people's company like friends and the people around them. Also, self as context is significantly related to resiliency in terms of school with a value of .259. It means that being a student, knowing their roles as student may improve their resiliency. . Lastly, self as context is significantly related to resiliency in terms of community with a value of .244. This means students knows they can adjust to ever changing community landscape.

Flexibility on defusion is significantly related to resiliency in terms of individual with a value of .200. Students have a clear vision of themselves. They let their thoughts come and go without holding on it. Followed by defusion is significantly related to resiliency in terms of family with a value of .487. They know that their family and people around them is there to guide them. Followed by defusion is significantly related to resiliency in terms of community with a value of .271. Student's ability to detach themselves from the problem in the country may help them somehow to cope. In contrary, peer and school is not related with a value of .107 and .156. The students are still on the process of adjustment in terms of peer interaction they have right now which is limited and also they were adapting to their online classes.

Flexibility on values is significantly related to resiliency in terms of individual with value of .342. Students are determined on what is important to them. Value is related to family with a value of .395. The family is the source of our purpose and they give importance on that. Also, value is related to peer with a value of .373. This signifies that their friends are significant to them. Moreover, value is related to school with a value of .268. This means despite the complications of the online setup, the students give importance on their studies that make them academically resilient. Lastly, value is related to community with a value of .204. The community around them plays a vital role on their development as a person.

Flexibility on committed action is significantly related to resiliency in terms of individual with a value of .242. This denotes students were striving to be better individuals. Followed by committed action is significantly related to resiliency in terms of family with a value of .420. Student reflected that they strive to be good sons and daughters of their parents. Moreover, committed action is significantly related to resiliency in terms of peer with a value of .296. The students showed a longing interest to make friends but they were still committed to make friends despite the challenges. Also, committed action is significantly related to resiliency in terms of school with a value of .193. The school setup may be different but still they were trying and adjusting. Finally, committed action is significantly related to resiliency in terms of community with a value of .223. The students showed that their doing their roles in the community to be a better member of it.

Generally, psychological flexibility of students is related to resiliency. A moderate level of psychological flexibility is enough to develop one's resiliency most especially with the sudden changes in the environment. The pandemic-related adversity, lower openness to experience, lower behavioral awareness were significantly related to general distress. Hence, psychological flexibility components may be particularly important targets on prevention and intervention to

combat COVID-19 pandemic related effects. Acceptance and Commitment Therapy that target psychological flexibility may be useful as the impact of the pandemic continues to unfold (Kroska, 2020).

CONCLUSION AND RECOMMENDATION

The results of the revealed that students are at satisfied with their psychological needs. They are satisfied as to their psychological needs satisfaction in terms of relatedness and shows neutral satisfaction on autonomy and competence.

Based on the obtained results the level of multidimensional psychological flexibility is moderate. It means that students have a moderate levels of depression, stress, anxiety, as well as positive and negative emotions.

Meanwhile, the level of adolescence resilience is neutral which imply that given a sufficient support from the people around them will empower them to accept and adapt to a situation and move forward. But failure to withstand their shortcomings will result to vulnerabilities.

Moreover, psychological needs satisfaction and flexibility are significantly related to resilience. Therefore, the hypothesis is not supported.

From the drawn results, the following recommendations are formulated: The counseling strategies can be enhanced by referring to the results of the student's psychological needs, their level of flexibility and resiliency. The assessments are better tool for the counselor's better understanding of their clients. They could easily explore the student's mental health by giving attention to the results revealed. Also, the guidance and counselling office may create a program specifically designed based on the outcomes from the study. Virtual intervention activities with the goal of promoting resiliency among college students can be done. Students must be given inputs on how they may enhance their resiliency. Virtual seminars and kamustahan project are helpful guide to our students. A support from the teachers and staff can be augmented despite the challenges we are facing right now through creation group on social media and regular follow ups.

Moreover, the results revealed a good status of family support which contributed much on their resiliency. Family can be also given focus since they were the source of emotions and distress of students. A healthy and supportive home impacts on the development of our students. The school may also reach out on the family of the students. Giving them psychological brief and effective interventions.

Furthermore, Future research may broaden the scope of population. The participants were in good family income status let us consider also the families with below the average income for further studies. The economic stability has an effect on the satisfaction of one's needs, their flexibility where the resiliency will follow. And further research may explore also the resiliency level deeper by using the domains and its sub domains to better understand the respondents and develop a more vivid view of resiliency.

Lastly, the researcher hopes that this study may positively make a contribution to the general understanding in the importance of resilience to students now that we are all adjusting in the midst of pandemic.

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