

# The Relationship between Resilience, Wellbeing, and Psychological Distress as Mediated by Mindfulness and Coping

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**ABSTRACT.** Determining the multifaceted antecedents of mental health and psychological distress offers valuable insights into the intricate interplay of factors that influence individuals' wellbeing. Hence, this paper aimed to assess the causal relationship of resilience to subjective wellbeing and psychological distress as mediated by mindfulness and coping. Using a non-experimental mediation design, 365 college students recruited through stratified random sampling were administered with online self-report measures measuring resilience, subjective wellbeing, psychological distress, mindfulness, and coping. Parallel mediation analysis was used to analyze the data. Results revealed that mindfulness, adaptive, and maladaptive coping partially mediated the predictive association of resilience to wellbeing. Moreover, mindfulness and maladaptive coping partially mediated the predictive association of resilience to psychological distress. These findings provide a practical framework for outcome-based resilience intervention programs where interventionists would heavily emphasize enhancing resilience, mindfulness, and adaptive coping to achieve good mental health outcomes.

## 1.0. Introduction

Mental health is defined as the state of wellbeing in which an individual realizes his or her abilities, can cope with the normal stresses of life, can work productively, and can contribute to his or her community (Official Gazette, 2018). This strongly implies that mental health is an integral part of health and wellbeing and critical to success in school and the workplace, especially among emerging adults (Plata, 2020). Albeit the presence of the ideal conceptualization of mental health, present reality shows that not everyone is enjoying this state as a huge number of the emerging adults of today are not spared from being plagued with various mental health issues and concerns globally and locally (Giray et al., 2022; Miranda & Cruz, 2020; Votruba, 2018; Zhao et al., 2023).

The mental health problems experienced by emerging adults are attributed to the fact that emerging adulthood is considered the key age group for the onset of various mental health issues (Blanco et al., 2021). Specifically, emerging adults in the academe are often subjected to a series of stressors related to academic demands, including a high workload, an extensive curriculum, long class hours, a lack of leisure time,

frequent exams, competition with peers, concerns related to academic performance, and a fear of failure, among others (Fawzy & Hamed, 2017). Moreover, experiences of psychopathologic symptoms such as depression, anxiety, and stress are prevalent in this age group (Ramon-Arbues et al., 2020; Oyoo et al., 2020). These circumstances validate the trend that there is an increasing number of people who suffer from various mental illnesses worldwide from all age ranges, especially young adults (Maiya et al., 2023; Votruba, 2018; Zhao et al., 2023).

Consistent with the global trend mentioned above, the Philippines recorded an alarming increase in the number of college students who suffer from mental health conditions such as depression, suicide, anxiety, and stress in the last two decades (Centeno & Fernandez, 2020; Lally et al., 2019) especially during the height of the COVID-19 pandemic where many college students experienced significant difficulties in school and mental health concerns (Giray et al., 2022; Lopena et al., 2021). As a repercussion, these concerns prevent the youth from pursuing high-quality education that will eventually help them lead a healthy life full of learning opportunities primarily because these mental health concerns would drastically affect their performance in school.

The mental health of youth is of paramount concern, as it lays the foundation for their lifelong wellbeing (Patel et al., 2018; Votruba, 2018).

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Arguably, mental health conditions that originate or are exacerbated during the emerging adulthood period can lead to substantial individual suffering, reduced productivity, and increased healthcare costs (Maiya et al., 2023; Zhao et al., 2023). Hence, it is essential to understand the antecedents and predictors of mental health and psychological distress to safeguard the mental health of young individuals. Therefore, understanding the unique challenges and opportunities in promoting mental health and wellbeing in emerging adults is crucial for developing evidence-based policies and interventions. This knowledge can guide preventive and intervention strategies and inform policies promoting youth wellbeing.

There is a good number of mental health research documenting the prevalence of mental health concerns as well as mental wellbeing of emerging adults (Ramon-Arbues et al., 2020; Blanco et al., 2021; Bono et al., 2020; Oyoo et al., 2020; Votruba, 2018) especially among Filipinos (Centeno & Fernandez, 2020; Cleofas, 2021; Giray et al., 2022; Lally et al., 2019; Miranda & Cruz, 2020). On the flip side, one gap that remains to be scarcely explored in mental health research is the antecedents of mental wellness and psychological distress. This limited exploration of the antecedents and predictors of psychological health and psychological distress limits the exploration of a deeper and broader understanding of mental health and wellbeing which consequently hampers the development of targeted interventions and policies. Hence, it is imperative that such research endeavors should be delved into by mental health researchers,

The aforementioned situations prompted the researcher to assess the contextual antecedents of subjective wellbeing and psychological distress among college students. Specifically, this study aims to depict the causal relationship of resilience to subjective wellbeing and psychological distress as mediated by mindfulness and coping among college students. Investigating these causal and mediated relationships would be beneficial in establishing a clear-cut and evidence-informed framework which may serve as a basis for school HEI administrators and support staff in designing feasible and sustainable mental health programs that will help the students develop their ability to adapt to the challenges of life and maintain their mental health despite exposure to adversity. This study provides some clarity and structure as to how HEI managers and educational planners will prioritize this domain to ensure that students will develop holistically. Alternatively, the results of this study also provide an avenue for further discussing and innovating the development and implementation of mental health services in schools based on empirical findings. In addition, this study also helps educational managers delineate

and delegate the student services that this study will supplement.

## 2.0. Framework of the Study

Five variables are involved in this paper: resilience, wellbeing, psychological distress, mindfulness, and coping. At present, resilience is conceptually viewed as a process characterized by either a trajectory of undisturbed, stable mental health during or after a period of adversity or by a pattern of temporary disturbances followed by a relatively rapid and successful recovery (American Psychological Association, [APA], 2015). This implies that resilience is not just a character trait, but rather, it is a strength that a person can learn and develop. Meanwhile, wellbeing is a construct in positive psychology defined as a person's cognitive and affective evaluations of their life (Keyes, 2009), which suggests that wellbeing is subjective since it is self-reported wellbeing. On the other hand, psychological distress is technically defined as "a set of painful mental and physical symptoms that are associated with normal fluctuations of mood in most people" (Barlow et al., 2018). Moreover, mindfulness is a form of mental training to reduce cognitive vulnerability to reactive modes of the mind that may bring about stress, emotional problems, and interpersonal difficulties (Centeno & Fernandez, 2020). Additionally, coping is essentially divided into two, namely, adaptive and maladaptive coping. Adaptive coping mechanisms are considered to be healthy and productive strategies. In contrast, maladaptive coping mechanisms are considered to be unhealthy, ineffective, and counterproductive strategies. Adaptive coping is typically inversely associated with maladaptive coping, where a high likelihood of engaging in adaptive coping strategies entails a low likelihood of engaging in maladaptive coping strategies (Higuchi, 2020; Fischer et al., 2021).

This paper posits two parallel mediation statistical hypotheses. The first statistical model is through wellbeing as a positive mental health outcome, where it was established that resilience and mindfulness are positively correlated (Anasori et al., 2020); resilience and adaptive coping are positively correlated (Long et al., 2021); resilience and maladaptive coping are negatively correlated (Thompson et al., 2018); and resilience and wellbeing are positively and significantly associated with one another (Fung et al., 2021; Valladolid, 2021). Moreover, mindfulness and wellbeing are also positively associated with one another (Nadler et al., 2020). Furthermore, there is a negative and significant association between maladaptive coping and wellbeing, and adaptive coping is positively and significantly associated with wellbeing (Fischer et al., 2021; Wu et al., 2023).

The second statistical model is through psychological distress as a negative outcome where this parallel mediation hypothesis is premised on the following variable associations: resilience is positively associated with mindfulness (Anasori et al., 2020); resilience is positively associated with adaptive coping (Long et al., 2021); resilience is negatively associated with maladaptive coping (Thompson et al., 2018); and resilience and psychological distress are negatively and significantly associated with one another (Nurius et al., 2023). Moreover, mindfulness is also found to be negatively associated with the symptomatology of anxiety, depression, and stress (Malik & Perveen, 2023). Furthermore, there is a negative and significant association between adaptive coping and psychological distress, and maladaptive coping is positively and significantly associated with psychological distress (Ye et al., 2021).

With the foregoing findings from previous studies, this paper is anchored on the conceptual framework that resilience positively impacts wellbeing and has a negative impact on psychological distress as mediated by mindfulness and coping.

### 3.0. Methodology

*Research Design.* This paper used a non-experimental mediation design to investigate the antecedents of the positive and negative mental health outcomes among college students. Non-experimental mediation design is typically used to logically analyze strategies for testing mediation statistical models to ensure valid inferences about causal relations between variables (Hayes, 2018).

*Respondents.* A total of 365 college students from a private-sectarian HEI in La Union who were enrolled in a fully online distance learning modality comprised the sample in this paper. Stratified random sampling according to the program of study and year level was employed to determine and select the respondents and to ensure sample representativeness.

*Instrumentation.* To measure resilience, the Brief Resilience Scale (BRS), which consists of six items identifying one's ability to bounce back from stress (Jordan et al., 2020), was used. To measure psychological distress (negative mental health outcome), the Depression Anxiety and Stress Scale (DASS-21), which is a helpful tool in exploring the general psychological distress experience of non-clinical samples (Bibi et al., 2020), was used. To measure wellbeing (positive mental health outcome), the Mental Health Continuum-Short Form (MHC-SF), which is a 14-item measure of subjective wellbeing along the dimensions of emotional wellbeing, social wellbeing, and psychological wellbeing (Keyes, 2009), was used. To measure mindfulness and coping, the Five-Facet Mindfulness Questionnaire

(FFMQ) and the Brief-COPE were utilized. The FFMQ assesses the general tendency to be mindful in daily life (Rosini et al., 2017), while the Brief-COPE assesses a broad range of coping responses boiled down to adaptive and maladaptive coping (Van der Hallen et al., 2020).

*Data Collection Procedure.* Upon the issuance of the Ethics Clearance Certificate on February 17, 2022, from one local HEI in La Union, the researcher coordinated with the registrar's office to determine the potential classes under which the data gathering tools were administered. After this, the researcher coordinated with the concerned teachers, the student affairs office, and the student organizations to seek their help in the administration of the data-gathering tools for the students. The respondents were administered an informed consent form to participate in this study and the other data measures online through Google Forms.

*Data Analysis Procedure.* Parallel mediation analysis using the Ordinary Least Squares path analysis via Jeffreys's Amazing Statistics Program (JASP) was used to analyze the mediating role of mindfulness and coping between resilience and positive and negative mental health outcomes. Parallel mediation analysis is a regression-based analysis that looks into the predictive association between a predictor and a criterion through multiple mediators in a single analysis, and it posits the idea that mediators are allowed to correlate but not to causally influence each other; therefore, each of the mediator variables can be tested independently while accounting for the shared variance among them (Hayes, 2018). More importantly, parallel mediation analysis was used to analyze if any of the mediator variables drive the mediation more than the others or if all three contribute to the statistical model. As part of the diagnostic tests for statistical assumptions needed in running parallel mediation analysis, all continuous data in this study were subjected to univariate normality, bivariate correlation, and multicollinearity analyses. Furthermore, bootstrapping was used to further increase statistical rigor.

### 4.0. Results and Discussion

#### Exploratory Descriptive and Bivariate Statistical Analyses Results

Exploratory descriptive statistics and Pearson-r were employed to obtain the means and standard deviations of the scores and the zero-order correlations in the different measures. Results are presented in Table 1.

As depicted in the Table, college students collectively manifest a low level of resilience ( $M_x$

**Table 1**  
Descriptive and Bivariate Statistical Analyses Results

Source	Bivariate Correlations					
	X	Y1	Y2	M1	M2	M3
X (Resilience)	–					
Y1 (Wellbeing)	.330***	–				
Y2 (Psychological Distress)	-.326***	-.397***	–			
M1 (Mindfulness)	.418***	.494***	-.467***	–		
M2 (Adaptive Coping)	.144**	.383***	-.053	.312***	–	
M3 (Maladaptive Coping)	-.252***	-.281***	.530***	-.310***	.236***	–
Mean	2.756	2.813	1.535	2.919	2.816	2.224
Standard Deviation	0.454	1.207	0.618	0.309	0.501	0.460
Skewness	-0.229	-0.162	0.197	-0.343	-0.539	0.202
Kurtosis	0.827	-0.939	-0.371	2.004	0.546	0.092

Note. \*\* =  $p < .01$ ; \*\*\* =  $p < .001$

= 2.76). This suggests that the college students' resilience or psychological strength amid an adverse event or experience is below normal, which may impede them from getting through their daily tasks, routines, challenges, stressors, and problems. This also implies that they need to improve their resilience resources and that the school should help them achieve this strengthened and solidified resilience. This conforms with the findings from local studies, which found that the resilience levels of Filipino college students amidst the COVID-19 pandemic, where schools in the Philippines shifted to alternative learning modalities are relatively low (Casinillo & Casinillo, 2020; Giray et al., 2022; Guillasper et al., 2021).

Results further reveal that college students generally manifest a moderate level in their overall wellbeing ( $M_{Y1} = 2.81$ ). This indicates that the respondents have minimally positive cognitive and affective evaluations of their lives. This result indicates that there is still an opportunity for them to improve their cognitive and affective evaluations of their life. This also implies that there is a need to help college students in improving their wellbeing resources. The results conform with previous findings that Filipino college students experience moderate levels of wellbeing in the midst of the COVID-19 pandemic (Cleofas, 2021; Giray et al., 2022; Miranda & Cruz, 2020).

Along the psychological distress domain, results in this study reveal that college students collectively experience and manifest a moderate level of overall psychological distress ( $M_{Y2} = 1.60$ ). The result suggests that college students are experiencing a significant amount of negative affect and painful mental and physical symptoms of psychological distress, as this is way above the typical range of psychological distress experienced. This implies that the respondents are experiencing significant amounts of psychological distress, such as symptoms of depression, anxiety, stress, and burnout, and these moderate levels of psychological distress

may potentially continue to escalate further if left unattended. These results further imply that there is a need to address the prevalent psychological distress experienced by college students in order to aid the students in attaining academic success and flourishing mental health and wellbeing. The results conform with previous studies conducted among various samples of college students around the world in the midst of the COVID-19 pandemic which found that college students experienced significant amount of psychological distress while enrolled in their respective educational institutions as a result of the sudden transition to alternative learning modalities (Ramon-Arboes et al., 2020; Blanco et al., 2021; Bono et al., 2020; Centeno & Fernandez, 2020; Giray et al., 2022).

In the context of mindfulness, the obtained result shows that the respondents collectively have moderate levels of mindfulness ( $M_{M1} = 2.92$ ). This means that the respondents generally have a moderate level of nonjudgmental and conscious awareness of their internal states and surroundings. This implies that respondents have normal levels of awareness and attention to their current life experiences. This may be because the complexities in their life experiences exacerbated by the COVID-19 pandemic, such as adjustment to the online learning modality and staying at home due to travel restrictions, have led them to be more present and attentive to these complex experiences. Moreover, this moderate level of mindfulness enables them to come to terms with their complex life experiences. Furthermore, the results conform with previous findings that college students generally experience moderate levels of mindfulness while enrolled in their respective schools (Bajaj & Pande, 2016; Baroni et al., 2018). In addition, these results also conform with findings among Filipino college students in the midst of the pandemic, which stated that they experience moderate levels of mindfulness (Centeno & Fernandez, 2020).

In terms of coping, the obtained results show that the respondents generally employ adaptive coping

with high frequency levels ( $M_{M2} = 2.82$ ), and they consequently employ maladaptive coping with low frequency levels ( $M_{M3} = 2.22$ ). This entails that the respondents engage more in adaptive coping than maladaptive coping. Looking into the results, it can be seen these data validates previous research findings that a high likelihood of engaging in adaptive coping strategies entails a low likelihood of engaging in maladaptive coping strategies (Thompson et al., 2018; Higuchi, 2020; Ye et al., 2020; Fischer et al., 2021). The results also conform with a study conducted among Filipino college students in the midst of the pandemic, where students highly engaged in the use of adaptive coping strategies in response to the demands and challenges that resulted from the transition to online learning and implementation of numerous health and travel restrictions and that the students seldomly employ maladaptive coping strategies (Casinillo, 2023; Rotas & Cahapay, 2021).

From a diagnostic standpoint, the overall exploratory descriptive and bivariate analysis results show that the data are normally distributed as indicated by all the obtained data for skewness and kurtosis where skewness is less than three and kurtosis is less than 10 (Weston & Gore, 2006). Thus, the assumption for univariate normality required in mediation analysis is met. It is also evident that there are statistically significant bivariate correlations for all continuous variables except between adaptive coping and psychological distress ( $r = -.053, p = .312$ ). Hence, the variables meet the significant bivariate correlation assumption required for mediation analysis. However, adaptive coping will be excluded as a mediator in the second parallel mediation analysis since there was an insignificant correlation coefficient between adaptive coping and psychological distress. Furthermore, no multicollinearities were detected between the different variables, as evidenced by the weak to moderate bivariate correlations between the variables. This means that the absence of multicollinearity as another assumption required for mediation analysis is met. Therefore, the data are fit to undergo mediation analysis.

### **Resilience and Wellbeing as Mediated by Mindfulness and Coping**

To determine if resilience has a significant positive impact on wellbeing as mediated by mindfulness and coping, the first parallel mediation analysis was conducted. The results of the analysis are presented in Figure 1.

Results reveal that resilience positively correlates with wellbeing ( $\beta = .73, p < .001$ ). Moreover, mindfulness ( $\beta = .26, p < .001$ ) and adaptive coping ( $\beta = .35, p < .001$ ) are also positively associated with wellbeing while maladaptive coping ( $\beta = -.25, p <$

$.001$ ) is negatively associated with wellbeing. For the indirect effects, it was revealed that resilience has a positive association with wellbeing through mindfulness ( $\beta = .24$ ), adaptive coping ( $\beta = .11$ ), and maladaptive coping ( $\beta = .14$ ). Moreover, bias-corrected bootstrap confidence intervals for all indirect effects based on 5,000 bootstrap samples were entirely above zero which indicate that all indirect effects are significant. Furthermore, it is important to note that resilience still has a significant main effect on wellbeing while controlling for the three mediating variables ( $\beta = .23, p = .022$ ).

The results of the analysis demonstrate that mindfulness is positively associated with wellbeing. These results suggest that higher levels of mindfulness lead to higher levels of wellbeing and that lower levels of mindfulness lead to lower levels of wellbeing. This means that when college students improve their nonjudgmental and conscious awareness of their internal states and surroundings, they are more likely to experience optimal levels of wellbeing or cognitive and affective evaluations of their life along social, emotional, and psychological domains. This supports previous studies which found that mindfulness promotes an increase in general wellbeing (Nadler et al., 2020) and that mindfulness is positively associated with wellbeing especially among college students (Centeno & Fernandez, 2020; Tang et al., 2021; Bai et al., 2020; Wu et al., 2023).

The obtained data also suggest that higher tendencies to engage in maladaptive coping behaviors lead to lower levels of wellbeing and that lower tendencies to engage in maladaptive coping behaviors lead to higher levels of wellbeing. These results mean that when college students engage in healthy and productive coping strategies, they will be more likely to experience a significant increase in their cognitive and affective evaluations of their lives and that when they engage in unhealthy and counterproductive coping strategies, they will be more likely to experience a decrease in their wellbeing. These results are consistent with previous findings that there is a positive and strong association between adaptive coping and wellbeing and a negative and strong association between maladaptive coping and wellbeing (Dvorakova et al., 2019; Fischer et al., 2021), especially among college students (Deng et al., 2022).

The results also show that college students who feel higher levels of resilience tend to experience higher levels of wellbeing and that college students who feel lower levels of resilience tend to experience lower levels of wellbeing. This is consistent with previous findings that resilience is positively and significantly associated with wellbeing (Yildirim et al., 2022; Nurius et al., 2023), especially among

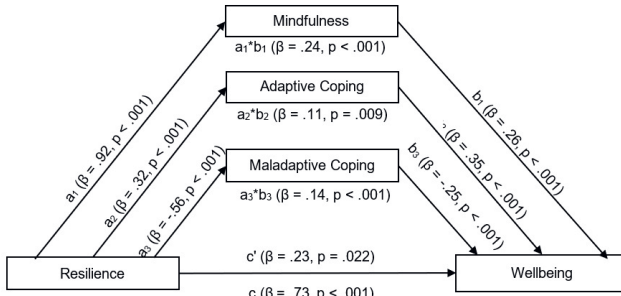


Figure 1. Parallel Mediation Analyses 1

college students (Deng et al., 2022; Miranda & Cruz, 2020; Long et al., 2021).

It can be evidently gleaned from the obtained results that the direct, indirect, and total indirect effects are all significant. Despite having significant indirect effects, the presence of a significant direct effect indicates a successful but only partial mediation (MacKinnon et al., 2007). This means that each of the three mediator variables successfully mediated the relationship between resilience and wellbeing but on a partial basis only. This also means that each of the three mediator variables in the analysis accounts for a part of the relationship between resilience and wellbeing, but still, resilience predicts wellbeing even without considering the mediator variables.

Looking at the significant partial mediations that took place in the first parallel mediation analysis, it was evident that the total indirect effect of resilience on wellbeing through the three mediator variables combined is much higher than the direct effect of resilience on wellbeing alone. This indicates that the association between resilience and wellbeing is strengthened if the three mediators, namely mindfulness, adaptive coping, and maladaptive coping, are taken into account as compared to the association between resilience and wellbeing without taking into account the three mediator variables.

With these results, it can be said that strengthening resilience among college students will, in turn, lead to their increased level of mindfulness and increased frequency of engaging in adaptive coping behaviors while decreasing the frequency of engaging in maladaptive coping behaviors. Moreover, the increase in mindfulness and engagement in adaptive coping behaviors and a decrease in engagement in maladaptive coping behaviors will eventually result in an increased level of wellbeing.

### Resilience and Psychological Distress as Mediated by Mindfulness and Coping

To examine if resilience has a significant negative impact on psychological distress as mediated by mindfulness and coping, the second parallel mediation analysis was conducted. The results of the analysis are presented in Figure 2. As established in the exploratory statistical analysis, adaptive coping was excluded as a mediator in this analysis

because it did not significantly correlate with psychological distress. Hence, only two mediators were utilized in this analysis.

Results reveal that resilience is negatively associated with psychological distress ( $\beta = -.72, p < .001$ ). Moreover, mindfulness is also negatively associated with psychological distress ( $\beta = -.30, p < .001$ ). Meanwhile, maladaptive coping is positively associated with psychological distress ( $\beta = .41, p < .001$ ). For the indirect effects, it was revealed that resilience has a negative association with psychological distress through mindfulness ( $\beta = -.27$ ) and maladaptive coping ( $\beta = -.23$ ). Moreover, bias-corrected bootstrap confidence intervals for all indirect effects based on 5,000 bootstrap samples were entirely above zero which indicate that all indirect effects are significant. Furthermore, it is important to note that resilience still has a significant main effect on psychological distress even while controlling for the three mediating variables ( $\beta = -.22, p = .031$ ).

Results of the analysis demonstrate that adaptive coping is negatively associated with psychological distress. These results indicate that higher levels of mindfulness lead to lower levels of psychological distress and that lower levels of mindfulness lead to higher levels of psychological distress. This means that when college students work on increasing their nonjudgmental and conscious awareness of their

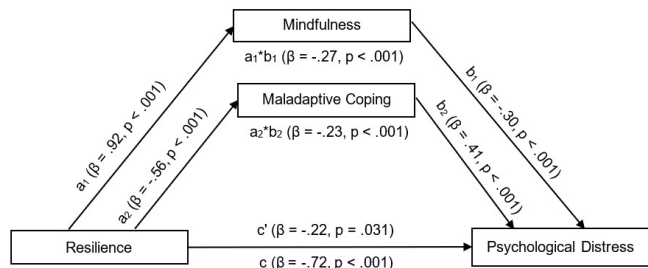


Figure 2. Parallel Mediation Analyses 2



internal states and surroundings, they are more likely to experience a significant decrease in psychological distress or physical symptoms and painful mental experiences that revolve around depression, anxiety, stress, and academic burnout as operationalized in this study. This supports previous findings that mindfulness is negatively associated with the symptomatology of anxiety, depression, and stress (Querstret et al., 2018; Whitehead et al., 2019; Malik & Perveen, 2023) especially among college students (Flett et al., 2020; Chahar Mahali et al., 2021; Wu et al., 2023) and even those adults in clinical contexts (Breedvelt et al., 2019; Mak et al., 2021).

It is also found in the analysis that maladaptive coping is positively associated with psychological distress. This means that higher tendencies to engage in maladaptive coping behaviors lead to higher levels of psychological distress and that lower tendencies to engage in maladaptive coping behaviors lead to lower levels of psychological distress. This means that when college students highly tend to engage in unhealthy and counterproductive coping strategies, they are more likely to experience psychological distress. This result conforms with previous findings that the use of maladaptive coping is positively and significantly associated with psychological distress (Lass et al., 2020; Fung et al., 2021; Malik & Perveen, 2023).

This analysis also illustrates that resilience, without considering the mediator variables, has a direct effect on psychological distress, as reflected by the computed direct effect coefficient of  $-0.1091$ . This result reflects a  $-0.1091$  estimated difference in the wellbeing score between two college students who differ by one unit in their resilience scores. Moreover, the negative sign indicates that college students who feel higher levels of resilience tend to experience lower levels of psychological distress and that college students who feel lower levels of resilience tend to experience higher levels of wellbeing.

The obtained direct effect of resilience on psychological distress is deemed to be negative. This means that college students who have lower levels of resilience are more likely to experience psychological distress and that those students who have higher levels of resilience are less susceptible to experiencing symptoms of psychological distress. This result relatively conforms to previous findings that resilience and psychological distress are negatively and significantly associated with one another (Kalisch et al., 2019; Deng et al., 2022; Nurius et al., 2023), especially among college students (Games et al., 2020; Miranda & Cruz, 2020; Jordan et al., 2020).

It can be evidently gleaned from the results that two specific indirect effects (via mindfulness and maladaptive coping) and the total indirect effect coefficients are significant. These results coincide

and support the results in the first parallel mediation analysis since wellbeing and psychological distress are opposing psychological constructs. Thus, the different effects of resilience on wellbeing and psychological distress as mediated by mindfulness and coping are also expected.

In a nutshell, it can be said that similar trends are seen among resilience, wellbeing, mindfulness, and adaptive coping. This is expected because these four outcomes lean towards the same direction as positive outcomes. A similar trend is also seen between psychological distress and maladaptive coping, and this is also expected due to the reason that these two outcomes are leaning towards the same direction as negative outcomes.

These results provide meaningful input in establishing a framework for outcome-based resilience intervention programs where program developers would heavily emphasize the enhancement of the identified constructs such as resilience, mindfulness, coping, and wellbeing. These findings provide a clear perspective on the causal relationships and predictive associations between and among the identified psychological constructs in this study.

These findings prompt educational administrators and policymakers to collaboratively work with their in-house mental health practitioners and student services providers to craft policies and programs anchored on risk reduction and promote psychoeducational resilience that would help students enhance their innate psychological resources to face their life adversities. Findings in this study would also prompt mental health practitioners working in the academe to continuously develop innovative and sustainable intervention programs to promote wellness among students and mitigate the pressing psychosocial issues among them by equipping them with the necessary knowledge and skills geared at achieving holistic development of students.

## 5.0. Conclusion

This study assessed the causal relationship of resilience to wellbeing and psychological distress as mediated by mindfulness and coping among college students. Mindfulness, adaptive, and maladaptive coping partially mediated the predictive association of resilience to wellbeing. This means that resilience indirectly affects wellbeing through mindfulness, adaptive coping, and maladaptive coping while still having a direct effect on wellbeing. Moreover, mindfulness and maladaptive coping partially mediated the predictive association of resilience to psychological distress. This entails that resilience has an indirect effect on psychological distress through mindfulness and maladaptive coping while still having a direct effect on psychological distress.

## 6.0. Limitations of the Findings

This study recognizes some limitations along with sample homogeneity since the respondents came from one private-sectarian HEI in La Union who were enrolled in a full online learning modality towards the last stretch of the height of the COVID-19 pandemic. Hence, this may limit the generalizability of the findings for other private and government-funded HEI students and to the present context of the post-pandemic period.

## 7.0. Practical Value of the Paper

The findings in this study provide significant contributions to the robust repository of literature about positive psychology constructs such as promoting resilience, mindfulness, and adaptive coping. Moreover, this study will promote social-emotional learning among learners in HEIs. Furthermore, this paper will contribute knowledge of the utility of complex multivariate and predictive statistical analyses and mixed-methods research methodology. Additionally, mental health professionals in the academe will be given some insights on further improving their services and mental health programs in their units by using the outcome-based approach to understanding resilience, as suggested by the findings in this paper. Moreover, this study will also help college students navigate and understand themselves and their college life experiences and, at the same time, acquire the necessary psychological faculties that will aid them in maintaining their well-being and managing their psychological distress experiences.

## 8.0. Directions for Future Research

In light of the conclusions drawn in this study, future researchers may delve into studies that would explore other variables to be included in the statistical model, such as grit, academic engagement, academic workload, motivation, and others, in order to look into a broader perspective in the complexity of factors that would look into the predictive association between and among the variables mentioned in this study. Future researchers may also delve into further studies that would explore other causal statistical models such as moderation, mediated moderation, or structural equation modeling to look into other statistical pathways that would potentially give a different perspective on the associations between and among the variables involved in this study. Additionally, future researchers may also delve into further studies that would focus on the development, implementation, and evaluation of a mental health program for various cohorts (college students, graduate students, teachers, and senior high school students) anchored on the statistical findings in this study in order to be of help to a wider scope of potential participants who might be needing some kind of assistance.

## 9.0. Declaration of Conflict of Interest

The author reported no potential conflict of interest.

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