

PERMA-nent!: The Developed PERMA Model-Based Psychological Wellness Program for the Students of Southbay Montessori School and Colleges Inc.

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Abstract

The main goal of this study was to develop and test the effectiveness of the PERMA model-based psychological wellness program that was intended for the students Southbay Montessori School and Colleges Inc. A one group pretest/posttest quasi-experimental research design was utilized as the research design and purposive sampling technique for the selection of respondents. The data were gathered from the said institution in Sta. Cruz, Laguna. The respondents of the study were composed of Senior High School and College students in the said school. The researcher utilized an adopted questionnaire as the instrument of the study. As for the statistical treatment, mean formula and paired samples t-test were used.

As the result revealed, it was found that there was a significant finding on the dimensions of Autonomy, Environmental Mastery, Positive Relations, Purpose in Life, and Self-Acceptance. It revealed that there was a significant difference between the Psychological Well-being of students prior and after the intervention program. As an output, a psychological wellness program was proposed which was intended for the students of Southbay Montessori School and Colleges, Inc. The proposed output program would tackle the different dimensions of the PERMA Model and its effect on the psychological well-being of the students.

Keywords: PERMA, psychological well-being, intervention program

1. Introduction

As mentioned by Bouchrika (2022), the 2019 ACHA National College Health Assessment II Survey found that stress and anxiety were the most common negative factors., which affect the students' academic performance. Students suffering from excessive stress may experience changes in the areas mentioned above. Researching suitable programs can help students relieve their anxiety, which can feel beneficial.

Meanwhile, Positive Psychology comes in handy in this dilemma. This new field aims to improve human lives through positive experiences and traits. One of its theories is the PERMA Theory by Martin Seligman.

Seligman (2012, cited in Madeson, 2017) argued in his article that people sought these five components, namely Positive emotion, Engagement, Relationship, Meaning and Accomplishment, because they motivated and affected their well-being. In addition, Forgeard (2011, cited in Madeson, 2017) found that PERMA was considered a better predictor of psychological distress compared to previous stress reports. This suggests that PERMA may be a valuable framework for a program aimed at minimizing human stress, as it has been shown that when well-being increases, psychological distress tends to decrease.

On the other hand, according to the APA Dictionary of Psychology (n.d.), well-being has been referred to as a state of happiness and contentment, a low level of discomfort, a generally positive attitude toward physical and mental health, and high quality of life.

In the Philippines, according to the study by Serrano et al. (2022), it was found that 378 out of 504 or 75% of the students reported having experienced severe psychological distress, while only 126 or 25% of students reported mild or moderate psychological anxiety. Additionally, Bate et al. (2019) found that academic stressors were the main causes of stress among undergraduate students. This meant that Filipino students were more likely to suffer from serious psychological disorders that could harm their psychological well-being.

Consequently, the country's parliament shed light on the issue of mental health and mental well-being in the Philippines. The Mental Health Law serves as the country's main effort to address such issues. As stated in the Mental Health Act of 2017 (2017), the state commits to the promotion of the well-being of people by ensuring that it is valued, promoted, and protected.

Based on the above information and literature, it is clear that students are indeed at risk of psychological stress that can undermine their well-being. With these in mind, the purpose of this study was to develop a wellness program based on Martin Seligman's PERMA model framework. This was to help increase the psychological well-being of students at Southbay Montessori School and Colleges. In addition, the purpose of the study was to investigate the effectiveness of the model-based program PERMA, developed for the psychological well-being of the researcher. Southbay Montessori School and Colleges, Inc. about students. In addition, this study helped strengthen the credibility and applicability of PERMA theory as a basis for future psychological wellness programs.

1.1. PERMA Model as a Framework for Psychological Program

There were a plenty of literature that will support the idea of PERMA Theory as a basis for psychological well-being program. Gander et al. (2016, as cited in Farmer and Cotter, 2021) stated that the PERMA model had been used in interventions meant to lessen depressive symptoms. Furthermore, Friedrich

and Mason (2018) stated that the PERMA model provided a potentially very useful framework for assessing improvements in participants well-being following adjunct physical exercise interventions for mental health.

In a mixed-methods study by Gray et al. (2020), 20 third grade students from Noona Christian College were studied using the PERMA model as a functional framework for a program, and it was discovered through quantitative analysis that there was a significant difference in the students Relationships, Meaning, and Accomplishment aspects. Additionally, qualitative data that provided strong evidence of the positive emotion component and the significance it played in participants involvement confirmed these findings., Morgan and Simmons (2021) also created an educational curriculum based on the PERMA well-being framework in their study. This program aimed to provide students a sense of belonging and a chance to connect with one another, explain the key ideas of wellbeing, and, in the end, arm them with the information and tools they needed to maintain or improve their well-being. In a different study, conducted by Au and Kennedy (2018), it was found that Forms Two and Three students Grades 8 and 9 benefited more from the Flourishing Life program than Form One students Grade 7. This wellness program was built on the PERMA model framework. Overall, pupils claimed that the program had been beneficial to them.

Moreover, in a local quantitative study by Huab and Fabella (2019), they investigated the efficacy of the PERMA model as an intervention program on chosen Grade 9 pupils from Sto. Tomas De Villanueva Parochial School. When comparing the subjects' well-being scores before and after the intervention, it was found that the scores in the post-test were higher in all five dimensions of PERMA, namely Positive emotions, Engagement, Relationships, Meaning, and Accomplishment.

1.2. Statement of the Problem

The main objective of this quasi-experimental research was to determine the effectiveness of the PERMA model framework as a psychological program to the psychological well-being of the students. This study answered the following problems:

1. What is the level of PERMA among students of Southbay Montessori School and Colleges Inc. prior to the creation of the intervention program in terms of:
 - 1.1. Positive emotions,
 - 1.2. Engagement,
 - 1.3. Relationship,
 - 1.4. Meaning, and
 - 1.5. Accomplishments?

2. What intervention program may be developed based on the determined levels of PERMA of the students?
3. What is the level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the intervention in terms of:
 - 3.1. Autonomy,
 - 3.2. Environmental mastery,
 - 3.3. Personal growth,
 - 3.4. Positive relationships,
 - 3.5. Purpose in life, and
 - 3.6. Self-acceptance?
4. What is the level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the intervention, in terms of:
 - 4.1. Autonomy,
 - 4.2. Environmental mastery,
 - 4.3. Personal growth,
 - 4.4. Positive relationships,
 - 4.5. Purpose in life, and
 - 4.6. Self-acceptance?
5. Does the intervention program have a significant effect on the students' psychological well-being?
6. Based on the findings of the study, what action plan may be proposed?

2. Methodology

2.1. Research Design

This research employed a one group pretest/posttest quasi-experimental design. In this kind of design, as stated by Jhangiani et al. (2019), the researcher only measured the dependent variable from one group of participants once before and once after a particular treatment or intervention was conducted. They further argued that the quasi-experimental was often used to evaluate the effectiveness of a treatment or an educational intervention. Thus, this design was deemed appropriate for this study.

2.2. Research Design

This study gathered 30 respondents for this study. The respondents of the study were comprised of 15 Grade 12 and 15 College-level students (First year to Fourth year) who are currently enrolled at Southbay Montessori School and Colleges Inc.

2.3. Research Instrument

To determine the level of PERMA of the students, the PERMA Profiler by Julie Butler and Margaret L. Kern was used. According to Butler and Kern (2016, as cited in Lorenz et al., 2022), the PERMA Profiler was 15 item-scale that measured the respondents PERMA model of Martin Seligman namely, Positive emotions, Engagement, Relationship, Meaning, and Accomplishment. In terms of its psychometric properties, Przybylko et al. (2021) mentioned that the instrument had an overall reliability of 0.93. Furthermore, as mentioned by Moog (2021), Butler and Kern stated that The PERMA Profiler revealed quite respectable psychometric properties across spanning numerous, sizable, and varied populations.

On the other hand, to measure the psychological well-being of the respondents, the Ryff's Scales of Psychological Well-Being was used. Villarosa and Ganotice (2018) stated that Ryff's Psychological Well-being Scale was a 42-item scale that measured the six-core dimension of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The respondents responded in a 6-point Likert scale format ranging from 1 ("Strongly Disagree") to 6 ("Strongly Agree"). In terms of its psychometric properties, Celestine (2021) mentioned in her article that Ryff's original paper showed the scale's internal consistency, ranging from 0.86 to 0.93.

2.4. Statistical Treatment of Data

This study employed statistical treatment to interpret the data effectively. These following statistical techniques were used:

- The Mean formula was used in this study to determine the PERMA levels among the students prior to the development of a PERMA Model-based Program, and the level of the Psychological Well-being based on Ryff's theory prior and after the program.
- To establish any significant difference between the pre- and post-intervention psychological well-being of the respondents, the paired samples t-test was used.

2.5. Data Gathering Procedure

The study was divided into five phases. In the first phase of the study, the researcher conducted a survey within the school premises to gauge the student's PERMA levels that was the basis for crafting the program. In this instance, the PERMA Profiler, a 23-item scale based on Martin Seligman's 5 elements of well-being. This questionnaire was answered through Google Forms for ease of access and a convenient way of data gathering. The findings of the profiler were used by the researcher to craft a psychological wellness program that tackled each specific element of the theory whilst giving priority to those elements that were found to have low levels among the students as part of the second phase.

During the third phase, the respondents were tasked to answer the Ryff's Scales of Psychological Well-Being to measure their well-being levels prior to the intervention. This instrument was also taken through Google Forms and was synced to the researcher's spreadsheet.

In the fourth phase, the researcher conducted the PERMA Model-based program in a span of 10-13 weeks and offered elements of the PERMA model designed to help the students to raise their psychological well-being among the students of Southbay Montessori School and Colleges Inc. During the implementation of the program, various activities were introduced to the respondents such as gratitude letter writing, film showing, painting session, among others that tackled each element of the PERMA model. Certain materials were in this study such as writing and art materials, projectors, laptops, etc. to properly execute the intervention program. The respondents were expected to participate in this study.

Lastly, at the fifth phase or after the final session, the students were again asked to answer the Ryff's Scales of Psychological Well-Being through Google Forms. The data that was gathered were subjected to statistical analysis to determine the levels and to establish the effectiveness of the psychological well-being program.

3. Results and Discussion

Problem Number 1. What is the level of PERMA among students of Southbay Montessori School and Colleges Inc. prior to the creation of the intervention program in terms of Positive Emotions, Engagement, Relationship, Meaning, and Accomplishments?

Table 1. Level of PERMA among Students of Southbay Montessori School and Colleges Inc. prior to the Creation of the Intervention Program

Indicators in terms of <i>PERMA</i>	Individual mean		Group Mean		Rank
	$\bar{X}$	VI	$\bar{X}$	VI	

	In general, how often do you feel joyful?	7.03	MH			
Positive emotions	In general, how often do you feel positive?	7.00	MH	7.10	MH	1
	In general, to what extent do you feel contented?	7.28	H			
	How often do you become absorbed in what you are doing?	6.74	MH			
Engagement	In general, to what extent do you feel excited and interested in things?	7.15	MH	6.96	MH	3
	How often do you lose track of time while doing something you enjoy?	6.97	MH			
	To what extent do you receive help and support from others when you need it?	6.31	SH			
Relationship	To what extent do you feel loved?	7.54	H	7.05	MH	2
	How satisfied are you with your personal relationships?	7.31	H			
	In general, to what extent do you lead a purposeful and meaningful life?	6.54	MH			
Meaning	In general, to what extent do you feel that what you do in your life is valuable and worthwhile?	6.67	MH	6.53	MH	5
	To what extent do you generally feel you have a sense of direction in your life?	6.38	MH			
	How much of the time do you feel you are making progress towards accomplishing your goals?	6.69	MH			
Accomplishments	How often do you achieve the important goals you have set for yourself?	6.46	MH	6.82	MH	4
	How often are you able to handle your responsibilities?	7.31	H			
GENERAL ASSESSMENT				6.89	MH	

The level of PERMA among students of Southbay Montessori School and Colleges Inc. prior to the creation of the intervention program had a general assessment of 6.89 verbally interpreted as Mostly High as shown in Table 1. This implies that students tend to value their relationship with others. Nowadays, people

perceived building relationship with others as a great foundation of increasing their well-being. It gives them a sense of relief that there is someone that will listen and help them.

Diener and Seligman (2002, as cited in Tan and Tay, 2022) found out that the difference between the happiest students and unhappiest students was relationship. This implies that happy students were more satisfied with their relationship compare to their unhappy counterpart. They also tended to spend less time alone.

On the other hand, this study also indicated that students nowadays have difficulty finding meaning or purpose in their lives. This is probably attributed to the fact that students nowadays don't know their reasons behind why they are doing it. This can lead to students to manifest low levels of psychological well-being.

This was supported by the findings of Donaldson et al. (2015, as cited in Schippers and Ziegler, 2019) where they argued that people experienced difficulty in finding their meaning in life because they tended to live aimlessly without any goals in mind or they kept changing their goals. This implies that having a goal mind and sticking with it can help a person find the reason about why he or she was doing it. Thus, it helped individuals to find meaning and purpose in life. Furthermore, Shek (1999, as cited by Steger et al., 2021) discovered that youths who reported that their lives lack meaning were more likely to report poorer mental health and difficulty making adjustments in psychological and social domains as they get older.

Problem Number 2. What intervention program might be developed based on the determined levels of PERMA of the students?

Table 2. The Developed Intervention Program Based on the Determined Levels of PERMA of the Students

Week/s	Elements	Objective/s	Activities
1	PERMA Model and Psychological Well-being	To gain a better understanding about what is the PERMA Model and how it is important to our psychological well-being	Discussion about PERMA Model and Psychological Well-being
2-3	Positive Emotion	- To develop a sense of appreciation and gratitude that will lead to gain positive feelings towards oneself; and - To help individuals to practice being mindful	Gratitude Letter Writing Mindfulness Activity

		about their situation to reduce stress.	
4-5	Engagement	To engage individuals with fun and creative activities that will bring happiness towards themselves.	Art session Puzzle and Board Games
6-7	Relationship	- To facilitate interaction with other people to further develop their relationship; and - To gain a deep understanding about other people.	“Get to Know You” Board Game Team Building Activities
8-10	Meaning	- To help individuals to realize their meaning and purpose in life through reflection, and - To evaluate his/her own strengths and weaknesses to gain a better understanding of their own selves.	Film Viewing Open questioning Personal Vision Statement
11-12	Accomplishment	- To develop an appreciation for one’s own achievement, and - To develop self-esteem through achieving things.	Dream Board Making Short-term & Long-term Planning Activity

The developed PERMA Model-based psychological well-being program based on the data that was gathered from the students’ PERMA Profiler results was provided and shown in Table 2. Furthermore, the table presents each dimension of the PERMA Model based on Seligman’s theory such as Positive emotions that pertains to the state of happiness towards oneself; Engagement refers to the experience where an individual can use their skills and talents; Relationship refers to the interactions that a person has with friends, partners, family members, workmates, and community; Meaning or having a sense of purpose in life; and Accomplishment refers to the pursuit of achievement, success, mastery, competence in a variety of field.

Each activity was intended to tackle each dimension of the model. This was supported by various studies that led to the researcher to include the activities. Toepfer et al. (2012, as cited in Stefan et al., 2021)

found that writing and reading gratitude letters made the participants feel happier, less depressed, and more satisfied with their lives. Moreover, in a meta-analysis conducted by Fernandez-Aguilar et al. (2019), in the forty-five studies that they analyzed, it was found that film clips were effective inducers of positive mood states. And lastly, in terms of the impact of painting session to well-being, Mastandrea et al. (2019) found that aesthetic experience may contribute to well-being.

Problem Number 3. What is the level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the Intervention in terms of Autonomy, Environmental mastery, Personal Growth, Positive relationships, Purpose in life, and Self-acceptance?

Table 3.1 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. prior to the Intervention in terms of Autonomy

Indicators in terms of Autonomy	x	VI	Rank
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	4.17	SLA	1
2. My decisions are not usually influenced by what everyone else is doing.	3.80	SLA	3.5
3. I tend to worry about what other people think of me. (R)	2.70	SLA	7
4. I tend to be influenced by people with strong opinions. (R)	3.13	SLA	6
5. I have confidence in my opinions, even if they are contrary to the general consensus.	3.80	SLA	3.5
6. It's difficult for me to voice my own opinions on controversial matters. (R)	3.60	SLD	5
7. I judge myself by what I think is important, not by the values of what others think is important.	4.00	SLA	2
GENERAL ASSESSMENT	3.60	SLA/SM	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the intervention in terms of Autonomy had a general assessment of 3.60 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 3.1. This study implies that students are not afraid to voice out their opinions and do not care about what other people think of them. This can be attributed to the fact that there are students nowadays who are very vocal about their opinions and views about certain issues or matter in their social media accounts. Furthermore, as people grow older, they tend set their boundaries from

other people's opinion and view of them. It is a clear indication that as they grow up, they tend to develop their own autonomy and being able to manage their own selves. Thus, leading them to be happier and have better psychological well-being.

This was in congruence with other studies. Ryff (1989, as cited in De-Juanas et al., 2020) stated that autonomy was one of the dimensions that contributes to psychological well-being. Furthermore, Barbosa and Wagner (2015, as cited in De-Juanas et al., 2020) claimed that personal autonomy was seen as an important part of an individual's development. This means that as humans grew older, the greater the degree of autonomy.

Table 3.2 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. prior to the Intervention in terms of Environmental Mastery

Indicators in terms of Environmental mastery	$\bar{X}$	VI	Rank
1. In general, I feel I am in charge of the situation in which I live	4.17	SLA	1
2. The demands of everyday life often get me down. (R)	3.47	SLA	6
3. I do not fit very well with the people and the community around. (R)	3.93	SLD	3
4. I am quite good at managing the many responsibilities of my daily life.	3.97	SLA	2
5. I often feel overwhelmed by my responsibilities. (R)	3.00	SLA	7
6. I have difficulty arranging my life in a way that is satisfying to me. (R)	3.60	SLD	5
7. I have been able to build a home and a lifestyle for myself that is much to my liking.	3.77	SLA	4
GENERAL ASSESSMENT	3.70	SLA/SM	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the intervention in terms of Environmental Mastery had a general assessment of 3.70 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 3.2. The findings imply that students are very well in control of their lives and what is happening around them. This implies that the students are good at handling their problems and responsibilities no matter how hard or tough their lives are. Thus, having a good sense of control and being able to manage all of the problems can increase their well-being.

According to the study conducted by Morales-Rodriguez et al. (2020), it was revealed that one of the dimensions, which was environmental mastery, had a significant correlation with cooperative learning

methodology. Thus, students who preferred cooperative learning methodologies tended to have a higher chance of higher level of psychological well-being.

Table 3.3 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. prior to the Intervention in terms of Personal Growth.

Indicators in terms of Personal Growth	$\bar{X}$	VI	Rank
1. I am not interested in activities that will expand my horizons. (R)	4.00	SLD	6
2. I think it is important to have new experiences that challenge how you think about yourself and the world.	5.07	A/M	2
3. When I think about it, I haven't really improved much as a person over the years. (R)	4.13	SLD	5
4. I have the sense that I have developed a lot as a person over time.	4.40	A/M	3
5. I do not enjoy being in new situations that require me to change my old familiar ways of doing things. (R)	3.53	SLD	7
6. For me, life has been a continuous process of learning, changing, and growth.	5.33	SA	1
7. I gave up trying to make big improvements or changes in my life a long time ago. (R)	4.30	SLD	4
GENERAL ASSESSMENT	4.40	A/M	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the intervention in terms of Personal Growth had a general assessment of 4.40 verbally interpreted as Agree/Manifested as shown in Table 3.3. It implies that students were tenacious and open for new opportunities or experience in their lives that will facilitate learning and growth. Pressure and challenges do not hinder students nowadays to gain learning and further grow their own selves.

These findings supported the findings of Greenhoot et al. (2022, as cited in Lynch, 2022), when they asked first-year college students to wrote about their COVID-19 experience, researchers found that they tended to be more robust to the pandemic's challenges when they mentioned personal growth.

Table 3.4 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. prior to the Intervention in terms of Positive Relations with Others

Indicators in terms of Positive Relations with Others	$\bar{X}$	VI	Rank
1. Most people see me as loving and affectionate.	3.87	SLA	7
2. Maintaining close relationships has been difficult and frustrating for me. (R)	3.93	SLD	5.5
3. I often feel lonely because I have few close friends with whom to share my concerns. (R)	4.07	SLD	4
4. I enjoy personal and mutual conversations with family members or friends.	4.77	A	1.5
5. People would describe me as a giving person, willing to share my time with others.	4.17	SLA	3
6. I have not experienced many warm and trusting relationships with others. (R)	3.93	SLD	5.5
7. I know that I can trust my friends, and they know they can trust me.	4.77	A	1.5
GENERAL ASSESSMENT	4.21	SLA/SM	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the intervention in terms of Positive Relations with Others had a general assessment of 4.21 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 3.4. This implies that students put importance on their relationship towards other people such as their families and friends. This may point to the fact that students who have higher level of personal relationship with other people tend to have better psychological well-being and satisfaction with their relationship.

This supported the statement made by Mertika et al. (2020) who asserted that relationships contributed to a person's well-being. Additionally, they claimed that sharing happy memories and occasions, promoting individual autonomy, and displaying interest and emotional involvement could all improve wellbeing. Furthermore, Diener and Seligman (2002, as cited in Tan and Tay, 2022), found out that happy students were more satisfied with their relationship compared to their unhappy counterpart.

Table 3.5 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. prior to the Intervention in terms of Purpose in Life

Indicators in terms of Purpose in Life	$\bar{X}$	VI	Rank
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1. I live life one day at a time and don't really think about the future. (R)	3.87	SLD	5
2. I have a sense of direction and purpose in life.	4.07	SLA	4
3. My daily activities often seem trivial and unimportant to me. (R)	4.40	D	1
4. I don't have a good sense of what it is I'm trying to accomplish in life. (R)	4.10	SLD	3
5. I enjoy making plans for the future and working to make them a reality.	4.17	SLA	2
6. Some people wander aimlessly through life, but I am not one of them.	3.43	SLD	7
7. I sometimes feel as if I've done all there is to do in life. (R)	3.63	SLD	6
GENERAL ASSESSMENT	3.95	SLA/SM	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the intervention in terms of Purpose in Life had a general assessment of 3.95 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 3.5. It implies that students seem to be not struggling to find their sense of purpose or meaning in life. It indicates that students know the essence in what they are doing in their lives. Having a sense of purpose in life can be an important factor to one's psychological well-being.

This was congruent with what Seligman (2011, Goodman et al., 2017) argued that eudaimonia included the presence of meaning and development of one's potentiality. This meant that finding meaning or purpose in life can be a determining factor to the individual's well-being.

Table 3.6 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. prior to the Intervention in terms of Self-Acceptance

Indicators in terms of Self-Acceptance	$\bar{X}$	VI	Rank
1. When I look at the story of my life, I am pleased with how things have turned out.	3.63	SLA	5
2. In general, I feel I am in charge of the situation in which I live.	3.80	SLA	4
3. I feel like many of the people I know have gotten more out of life than I have. (R)	3.83	SLD	3
4. I like most aspects of my personality.	3.97	SLA	2

5. In many ways, I feel disappointed about my achievements in life. (R)	4.13	SLD	1
6. My attitude about myself is probably not as positive as most people feel about themselves. (R)	3.33	SLD	6
7. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	3.20	SLD	7
GENERAL ASSESSMENT		3.70	SLA/SM

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. prior to the intervention in terms of Self-Acceptance had a general assessment of 3.70 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 3.6. This study implies that students seem to be satisfied with their achievements in life. Based on their responses, it shows that they are happy and feel good about who they are. Thus, accepting their own selves. Happiness and being contented towards oneself can improve the person's well-being.

This was argued by Morales-Rodriguez (2020) in their study that Self-Acceptance had significant correlation with cooperative learning methodology. This meant that students who preferred cooperative learning methodologies tended to have a higher chance of higher level of psychological well-being.

Problem Number 4. What is the level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the Intervention in terms of Autonomy, Environmental mastery, Personal Growth, Positive relationships, Purpose in life, and Self-acceptance?

Table 4.1 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. after the Intervention in terms of Autonomy

Indicators in terms of Autonomy	$\bar{X}$	VI	Rank
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	4.50	A	1
2. My decisions are not usually influenced by what everyone else is doing.	4.47	A	2
3. I tend to worry about what other people think of me. (R)	2.87	SLA	7
4. I tend to be influenced by people with strong opinions. (R)	3.23	SLA	6
5. I have confidence in my opinions, even if they are contrary to the general consensus.	4.10	SLA	3.5

6. It's difficult for me to voice my own opinions on controversial matters. (R)	3.97	SLD	5
7. I judge myself by what I think is important, not by the values of what others think is important.	4.10	SLA	3.5

GENERAL ASSESSMENT	3.89	SLA/SM	
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The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the intervention in terms of Autonomy had a general assessment of 3.89 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 4.1. This implies that students are not afraid to voice out their opinions and can make their own decisions. This can be attributed to the fact that there are students nowadays who are very vocal about their opinions and views about certain issues or matter in their social media accounts. Furthermore, it is also evident nowadays that students can make their own decisions as some of them are already independent and can handle their own selves. It is a clear indication that as older, people tend develop their own autonomy and being able to manage their own selves. Thus, leading them to be happier and have better psychological well-being.

This was in congruence with other studies. Ryff (1989, as cited in De-Juanas et al., 2020) stated that autonomy was one of the dimensions that contributes to psychological well-being. Furthermore, Barbosa and Wagner (2015, as cited in De-Juanas et al., 2020) claimed that personal autonomy was seen as an important part of an individual's development. This means that as humans grew older, the greater the degree of autonomy.

Table 4.2 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. after the Intervention in terms of Environmental mastery.

Indicators in terms of Environmental mastery	$\bar{X}$	VI	Rank
1. In general, I feel I am in charge of the situation in which I live	4.30	SLA	2
2. The demands of everyday life often get me down. (R)	3.77	SLD	6
3. I do not fit very well with the people and the community around. (R)	4.17	SLD	4
4. I am quite good at managing the many responsibilities of my daily life.	4.50	A	1
5. I often feel overwhelmed by my responsibilities. (R)	3.07	SLA	7
6. I have difficulty arranging my life in a way that is satisfying to me. (R)	3.87	SLD	5
7. I have been able to build a home and a lifestyle for myself that is much to my liking.	4.23	SLA	3
GENERAL ASSESSMENT	3.99	SLA/SM	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the intervention in terms of Environmental Mastery had a general assessment of 3.99 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 4.2. It implies that students are very well in control of their lives and what is happening around them. This implies that the students are good at handling their problems and responsibilities no matter how hard or tough their lives are. Thus, having a good sense of control and being able to manage all of the problems can increase their well-being

According to Ryff (2018), as stated that one of the proposed six components of psychological well-being was environmental mastery. Thus, having a higher level of environmental mastery tended to have higher level of psychological well-being.

Table 4.3 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. after the Intervention in terms of Personal Growth

Indicators in terms of Personal Growth	$\bar{X}$	VI	Rank
1. I am not interested in activities that will expand my horizons. (R)	3.97	SLD	6
2. I think it is important to have new experiences that challenge how you think about yourself and the world.	4.93	A	2
3. When I think about it, I haven't really improved much as a person over the years. (R)	4.03	SLD	5
4. I have the sense that I have developed a lot as a person over time.	4.53	A	3
5. I do not enjoy being in new situations that require me to change my old familiar ways of doing things. (R)	3.60	SLD	7
6. For me, life has been a continuous process of learning, changing, and growth.	5.03	A	1
7. I gave up trying to make big improvements or changes in my life a long time ago. (R)	4.07	SLD	4
GENERAL ASSESSMENT	4.32	A/M	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the intervention in terms of Personal Growth had a general assessment of 4.32 verbally interpreted as Agree/Manifested as shown in Table 4.3. It implies that students are tenacious and open for new opportunities or experience in their lives that will facilitate learning and growth. Pressure and challenges don't hinder students nowadays to gain learning and further grow their own selves. This implies that students put importance to their

relationship towards other people such as their families and friends. This may point to the fact that students who have higher level of personal relationship with other people tend to have better psychological well-being and satisfaction with their relationship.

According to Bauer and Park (2010, as cited in Toyama et al., 2019) found that personal growth had been linked with an array of wellbeing outcomes, such as resilience or the ability to cope with challenges. Thus, it indicated that individuals who had higher level of personal growth tended to have higher level of psychological well-being as well because they were able to face and get through with the difficulties of life.

Table 4.4 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. after the Intervention in terms of Positive Relations with Others

Indicators in terms of Positive Relations with Others	$\bar{X}$	VI	Rank
1. Most people see me as loving and affectionate.	4.17	SLA	5
2. Maintaining close relationships has been difficult and frustrating for me. (R)	4.00	SLD	6
3. I often feel lonely because I have few close friends with whom to share my concerns. (R)	4.47	D	4
4. I enjoy personal and mutual conversations with family members or friends.	4.90	A	1.5
5. People would describe me as a giving person, willing to share my time with others.	4.53	A	3
6. I have not experienced many warm and trusting relationships with others. (R)	3.97	SLD	7
7. I know that I can trust my friends, and they know they can trust me.	4.90	A	1.5
GENERAL ASSESSMENT	4.42	A/M	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the intervention in terms of Positive Relations with Others had a general assessment of 4.42 verbally interpreted as Agree/Manifested as shown in Table 4.4. This implies that students put importance to their relationship towards other people such as their families and friends. This may point to the fact that students who have higher level of personal relationship with other people tend to have better psychological well-being and satisfaction with their relationship.

In the study "Positive relations mediate the bidirectional connections between depression and anxiety symptoms" by Barber et al. (2023), their findings suggested that having few positive relationships with others

may be a factor through which Major Depressive Disorder and Generalized Anxiety Disorder lead to one another over time. This means that having more positive relationships with other can help to lessen the symptoms of these disorders, thus improving one's psychological well-being.

Table 4.5 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. after the Intervention in terms of Purpose in Life

Indicators in terms of Purpose in Life	$\bar{X}$	VI	Rank
1. I live life one day at a time and don't really think about the future. (R)	4.10	SLD	5
2. I have a sense of direction and purpose in life.	4.40	A	3
3. My daily activities often seem trivial and unimportant to me. (R)	4.53	D	1
4. I don't have a good sense of what it is I'm trying to accomplish in life. (R)	4.20	SLD	4
5. I enjoy making plans for the future and working to make them a reality.	4.43	A	2
6. Some people wander aimlessly through life, but I am not one of them.	4.00	SLA	6
7. I sometimes feel as if I've done all there is to do in life. (R)	3.83	SLD	7
GENERAL ASSESSMENT	4.21	SLA/SM	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the intervention in terms of Purpose in Life had a general assessment of 4.21 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 4.5. It implies that students seem to be not struggling to find their sense of purpose or meaning in life. It indicates that students know the essence in what they are doing in their lives. Having a sense of purpose in life can be an important factor to one's psychological well-being.

According to the study conducted by Czyzowska and Gurba (2022), it was found that there was a positive correlation between the variables of meaning in life and psychological well-being. This means that as individuals' meaning or purpose in life increases, it also increased their psychological well-being.

Table 4.6 Level of Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc. after the Intervention in terms of Self-Acceptance

Indicators in terms of Self-Acceptance	$\bar{X}$	VI	Rank
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1. When I look at the story of my life, I am pleased with how things have turned out.	4.23	SLA	2
2. In general, I feel I am in charge of the situation in which I live.	4.17	SLA	3.5
3. I feel like many of the people I know have gotten more out of life than I have. (R)	3.80	SLD	5
4. I like most aspects of my personality.	4.27	SLA	1
5. In many ways, I feel disappointed about my achievements in life. (R)	4.17	SLD	3.5
6. My attitude about myself is probably not as positive as most people feel about themselves. (R)	3.47	SLA	7
7. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	3.70	SLA	6
GENERAL ASSESSMENT	3.97	SLA/SM	

The level of psychological well-being among students of Southbay Montessori School and Colleges Inc. after the intervention in terms of Self-Acceptance had a general assessment of 3.97 verbally interpreted as Slightly Agree/Slightly Manifested as shown in Table 4.6. The findings of this study show that students seem to be satisfied with their selves and what had happened in their lives. Having a sense of satisfaction about their selves and achievements, can improve their sense of self-acceptance. This may lead a person to develop and increase their psychological well-being.

According to the study conducted by Rashid et al. (2020), a strong positive relationship between older adults' psychological well-being and their level of self-acceptance was found. The research demonstrated that psychological well-being increased as the level of self-acceptance increased.

Problem Number 5. Does the intervention program have a significant effect on the student's psychological well-being?

Table 5. Test of Significance on the Effectiveness of Intervention Program to Psychological Well-Being among Students of Southbay Montessori School and Colleges Inc.

Psychological Well-being of Students Prior and after the Intervention Program	Paired Differences				Findings	Decision
	Mean Difference	SD	T	P value		

Autonomy	-.29000	.29748	-5.339	.000	Significant	Reject H _o
Environmental Mastery	-.28733	.37026	-4.251	.000	Significant	Reject H _o
Personal Growth	.08500	.48143	.967	.342	Not Significant	Accept H _o
Positive relationships	-.20433	.38116	-2.936	.006	Significant	Reject H _o
Purpose in life	-.26167	.20937	-6.845	.000	Significant	Reject H _o
Self-acceptance	-.27100	.24023	-6.179	.000	Significant	Reject H _o

Note: Pre-test Mean vs. Post-test Mean

There was a significant difference between the psychological well-being of students prior and after the intervention program as shown in Table 5. The probability values on Autonomy, Environmental Mastery, Positive Relations, Purpose in Life, and Self-Acceptance were .000 and .006 which were less than the level of significance at .05. Thus, rejecting the null hypothesis. Based on the findings, a negative mean difference would indicate that the students' psychological well-being prior to the intervention program is lower compared to the students' psychological well-being after the intervention program. Thus, it can be drawn that the developed PERMA Model-based Psychological Wellness Program is effective in raising and improving the psychological well-being of the students of Southbay Montessori School and Colleges, Inc. Students suffer from stress and mental health problems nowadays. The need to create a psychological wellness program that is intended to help them cope with these difficulties arises.

The findings of this study were supported by a plethora of studies as well. Gander et al. (2016 as cited in Farmer & Cotter, 2021) stated that the PERMA model had been used in interventions meant to lessen depressive symptoms. Furthermore, Huab and Fabella (2019) investigated the efficacy of the PERMA model as an intervention program for the chosen Grade 9 pupils from Sto. Tomas De Villanueva Parochial School. It was discovered that the pre-intervention and post-intervention scores were statistically significant. It suggested that the intervention program can result in a rise in the student's wellbeing scores.

Problem Number 6. Based on the findings of the study, what action plan may be proposed?

Table 6. PERMA-nent!: A Student's Program to Psychological Wellness

DIMENSIONS	OBJECTIVES	STRATEGIES/ ACTIVITIES	TIME FRAME	OUTCOME	EVALUATION
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Positive Emotions	To develop a sense of appreciation and gratitude that will lead to gain positive feelings towards oneself; and To help individuals to practice being mindful about their situation to reduce stress.	Gratitude Letter Writing Mindfulness Activity	February 2023 – April 2023	Develop positive feelings and emotions. Develop a sense of gratitude	Change a behavior and mood	of and
Engagement	To engage individuals with fun and creative activities that will bring happiness towards themselves.	Art session Puzzle and Board Games	February 2023 – April 2023	Students become more engage on what they are doing	Change of behavior Increased enthusiasm	
Relationship	To facilitate interaction with other people to further develop their relationship; and To gain a deep understanding about other people.	“Get to Know You” Board Game Team Building Activities	February 2023 – April 2023	Stronger relationship towards other people Better understanding other people’s disposition	Interview with his/her peers, and teachers.	
Meaning	To help individuals to realize their meaning and purpose in life through reflection, and To evaluate his/her own strengths and weaknesses to gain a better understanding of their own selves.	Film Viewing Open questioning Personal Vision Statement	February 2023 – April 2023	Realization of their meaning and purpose in life Understanding his/her strengths and weaknesses	One on one interview Change of perspective towards life	
Accomplishment	To develop an appreciation for one’s own achievement, and To develop self-esteem through achieving things.	Dream Board Making Short-term & Long-term Planning Activity	February 2023 – April 2023	Appreciate one’s achievement no matter how small or big it is Improvement of self-esteem	One on one interview Improvement of self esteem	

As an output, a psychological wellness program was proposed which was intended for the students of Southbay Montessori School and Colleges, Inc. The proposed output program would tackle the different dimensions of the PERMA Model and its effect to the psychological well-being of the students.

4. Findings and Recommendations

4.1. Findings

Based on the abovementioned findings of this study, the following conclusions have been determined:

- That the manifestations of the levels of the PERMA Model such as Positive emotions, Engagement, Relationship, Meaning, and Accomplishment are mostly high among the students of Southbay Montessori School and Colleges, Inc. It clearly shows that the students of the said institution possess the given dimensions.
- That developing and creating a psychological wellness program using the determined levels of the PERMA Model of the students can be helpful and attainable. As such, this psychological wellness program may help students to foster and improve their psychological well-being.
- That the dimensions of psychological well-being can be measured on the students of Southbay Montessori School and Colleges, Inc. prior to the intervention program.
- That the dimensions of psychological well-being can increase after the students have been subjected to the intervention that is intended to increase their psychological well-being
- That the proposed psychological wellness program is effective in raising and improving the well-being of the students.
- That the proposed PERMA Model-based psychological wellness program can be a helpful tool to enrich students' psychological well-being.

4.2. Recommendations

Based on the outcome findings and finalized conclusions, the following recommendations are highly encouraged:

- Fostering awareness about the importance of psychological well-being to students can be a very helpful tool to increase their psychological well-being.
- Parents, teachers, and counselors may support them in improving their psychological well-being. They may also be reminded that being not okay is okay.
- The school may implement the proposed PERMA Model-based psychological wellness program to help those students who are suffering from mental health problems and can be incorporated into their guidance program.
- Schools and the psychology community may be aware of the possible implications if the students suffer from mental health problems.

- The findings of the study may serve as a basis for formulating other PERMA Model-based psychological wellness programs that can be used in schools or the psychology community.
- The school administrators, together with their guidance associates, may create or develop another PERMA model-based program that can be integrated to the school curriculum.
- Future researchers may pursue this study by adding other factors or involving primary and secondary students to further improve and assess the effectiveness of the PERMA Model-based psychological program.

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