Creative Resilience: Mental Health and Psychological Capital of the Students in Yessenov University

Catherine dela Torre, LPT, MAEd, EdD candidate
Faculty Yessenov University
catherine.dela_torre@yu.edu.kz

Balgaliyeva Aigul, MPedagogy
Faculty Yessenov University
aigul.balgalyeva@yu.edu.kz

Abstract — This study aimed to determine the creative resilience, mental health, and psychological capital of the students in Yessenov University that focused on the creative resilience and mental health of the students and effects of creative resilience on students' psychological capital. The researchers used the descriptive-correlation method because the study will determine the relationship between the level of students' creative resilience, the level of students' mental health, and the effect of creative resilience on students' abilities. The study was conducted at Yessenov University, Aktau, Kazakhstan, where a total of 200 students participated in the survey and comprised the sample population for quantitative analysis. The study utilized a non-probability convenience sampling technique. Participants were selected based on their availability and readiness to participate at the time of data collection. Results: the creative resilience significantly contributes to students' emotional strength, self-awareness, adaptive coping, and recovery from challenges within academic settings. This means that creativity functions as an actual coping mechanism that strengthens students' ability to manage emotional encounters. It can be obvious that university students in this study exhibit a high level of mental health awareness. Students frequently experience sanguinity, emotional balance, and self-perceived stability in their daily lives, reflecting a generally positive state of psychological well-being. The students strongly remark the role of psychological capital is effective in supporting creative coping, emotional expression, adaptability, and problem-solving. This means that the effect of students' creative resilience on students' psychological capital generally empowers them to creative coping,

emotional expression, adaptability, and problem-solving and is a meaningful and beneficial factor for psychological well-being. Statistically based on the Pearson analysis, Creative Resilience and Mental Health are not statistically significant, as well as Mental Health and Psychological Capital, which means mental health is not a factor to be emotionally stronger and conditions, school, environments, or unexpected challenges. However, there is a high significance relationship between Creative Resilience and Psychological Capital, which means emotions should be stable and adaptable in the school, environments, or unexpected challenges.

Keywords: Creativity, Creative Resilience, Student Wellbeing, Academic Stress, Emotional Regulation, Higher Education, Mental Health Support

I. INTRODUCTION

Background of the Study

Creative resilience is the ability to adapt, innovate, and thrive during stressful times or major transitions by using creativity as a tool for problem-solving and emotional healing. It goes beyond just "bouncing back" to actively reimagining responses to challenges, essentially turning trauma or obstacles into opportunities for growth. Creative resilience is an ability to tap into people's creative powers, come up with all kinds of fresh ideas, and use those resources to strengthen people's resolve and my approach to life’s challenges.

In general, integrating creative resilience into institutional mental health strategies may be a highly current approach for fostering student well-being, with benefits that extend across coping skills, emotional regulation, psychological resilience, and overall mental health outcomes. Recent research highlights that when universities integrate structured creative programs—such as expressive arts workshops, music therapy, and creative writing sessions—into student support services, students report improved coping mechanisms that help them manage academic and personal stress more adaptively.

In terms of resilience, creativity contributes to students' capacity to adapt and reflect from setbacks. Nguyen and Patel (2026) found that creative coping strategies act as protective factors against burnout and emotional exhaustion in higher education contexts (Educational Psychology Review, ISSN: 1040-726X). Their longitudinal data demonstrated that creative resilience strengthens cognitive flexibility and increases problem-solving, which are critical components of psychological resilience. Moreover, students who engage regularly in creative expression demonstrate higher levels of persistence and emotional endurance over time (Stewart & Kim, 2026, Higher Education Research & Development, ISSN: 0729-4360).

Finally, promotion of creative resilience within institutional strategies results in positive mental health outcomes. Taking part in a creative activity within student wellness frameworks not only reduces immediate stress and anxiety but also supports long-term emotional balance, increased self-confidence, and overall psychological flourishing. These findings are reliable, with multisite research indicating that universities with embedded arts and creativity programs report higher student satisfaction, lower rates of mental health crises, and increased engagement in campus life (Ocampo & Reed, 2024, Journal of Mental Health Promotion, ISSN: 2168-9806). Together, these studies suggest that creativity should be viewed as a strategic mental health resource rather than a peripheral add-on. By firming up coping mechanisms, promoting emotional regulation, enhancing psychological resilience, and encouraging positive mental health outcomes, creative resilience offers a holistic and evidence-based approach to supporting student well-being in contemporary higher education environments.

Student mental health is consequently a critical institutional apprehension, not only because suffering affects individual well-being but also because it can influence academic performance and holding outcomes at the university level. A recent comprehensive review highlights that student mental health is a growing concern for higher education institutions because distress not only affects individual well-being but also has demonstrable negative implications for academic performance, engagement, and student retention. *(Ta, Tarimo, Abdullah, & Premkumar, 2025). Modern approaches increasingly emphasize prevention-oriented, skills-based, and culturally acceptable wares that can be embedded within student services and learning environments. A relevant contemporary scholarly framing for this idea comes from research on whole-university

approaches and mental health strategies in higher education. Such approaches explicitly emphasize prevention-oriented frameworks, skills-based resources, and culturally responsive supports that are rooted across student services, curriculum, and learning environments rather than limited to reactive clinical interventions (e.g., a whole-university approach drawn in frameworks addressing student well-being across teaching, support, culture, and institutional practices). (Hughes & Spanner, 2019/2024).

Moreover, creative problem-solving may strengthen professed competence and self-efficacy, which are important buffers against academic anxiety and future-related worry. Scholarly citation can be used for your sentence about creative problem-solving firming perceived competence/self-efficacy and creativity functioning as an adaptive deal with a pathway that supports recovery after stress, promotes strength, and enhances emotional self-awareness (De Lorenzo et al., 2023). From a resilience standpoint, creativity may function as an adaptive coping trail that supports recovery after stress, promotes psychological strength, and enhances emotional self-awareness, showing how creativity supports emotional dealing out and adaptive coping (Forgeard, M. J. C., 2013). It explains creativity as a psychological strength that enhances well-being and resilience. Kaufman (2016) demonstrates how positive emotional processes promote resilience and recovery from stress. (Tugade & Fredrickson, 2004)

To address these gaps, the present study investigates students' perceptions of creativity as a coping and resilience resource and examines whether creativity-oriented strategies should be integrated into university student support systems. Using a descriptive survey approach with closed-ended responses, this study delivers both descriptive and inferential analysis patterns and explanations regarding creative resilience, mental health, psychological capital of the students, and wellbeing within a university context on the academic stress experience, perceived role of creativity in stress management, emotional wellbeing and resilience, and institutional support for creative-based programs.

Conceptual Paradigm of the Study

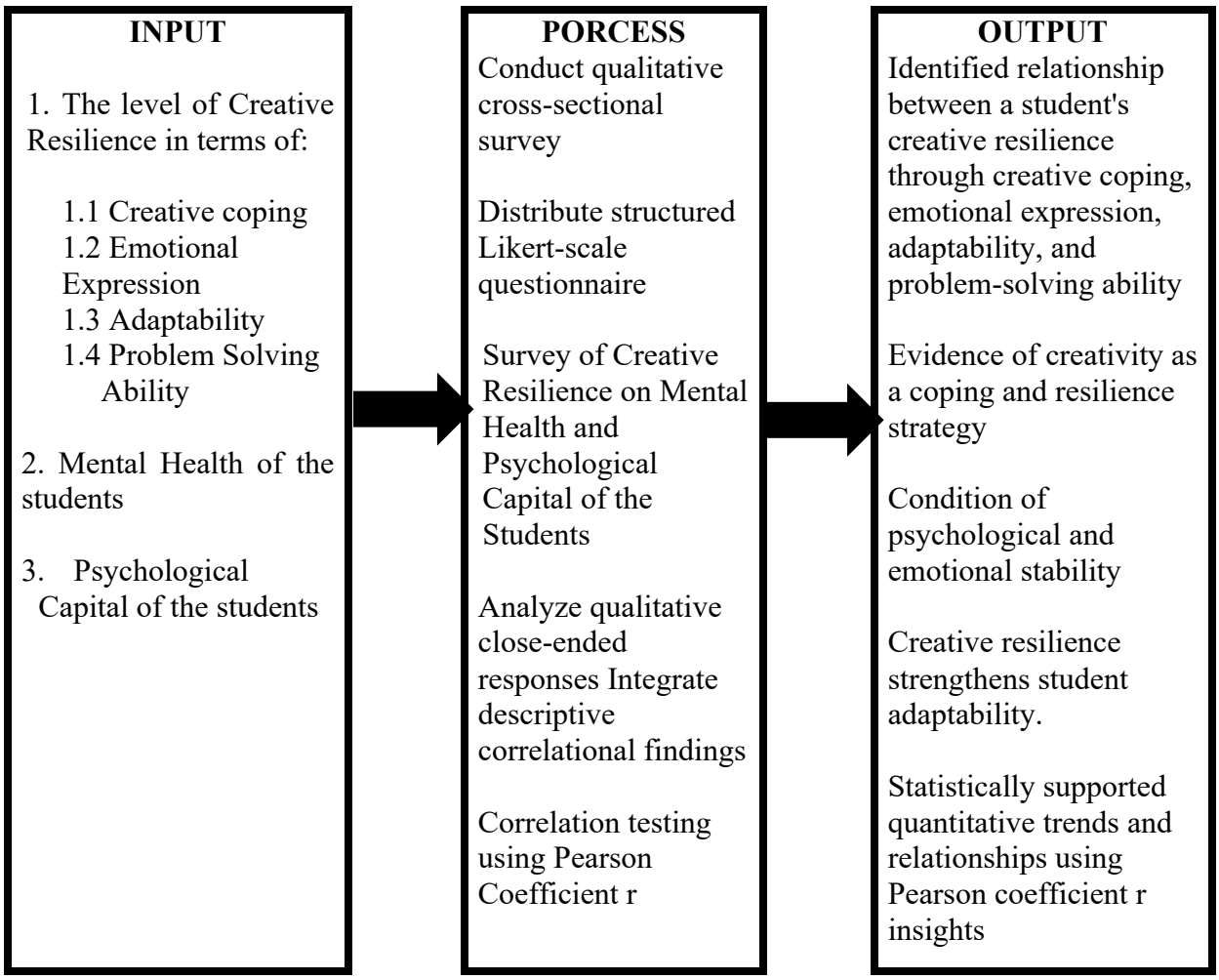

FIGURE 1
RESEARCH PARADIGM

The present study examined the role of creative resilience in relation to student mental health and well-being using a structured input–process–output framework.

In the input phase, the study focused on four major factors: (1) creative resilience in terms of creative coping, emotional expression, adaptability, and problem-solving ability. (2) mental health of the students and (3) psychological capital of the students. Together, these variables

provided a comprehensive foundation for examining the relationship between creativity, resilience, mental health, and psychological capital of the students.

During the process phase, a quantitative cross-sectional survey design was employed. A structured Likert-scale questionnaire was distributed to measure levels of creative resilience, conduct a qualitative cross-sectional survey, distribute the structured Likert-scale questionnaire (Survey of Creative Resilience on Mental Health and Psychological Capital of the Students), and analyze qualitative close-ended responses. Integrate descriptive correlational findings and use correlation testing using the Pearson coefficient r to statistically analyze their relationship. This process strengthened the overall interpretation of results through a descriptive-correlational approach.

In the output phase, the findings revealed and identified a meaningful relationship between a student's creative resilience through creative coping, emotional expression, adaptability, and problem-solving ability. Evidence of creativity as a coping and resilience strategy. Condition of psychological and emotional stability. Creative resilience strengthens student adaptability. Statistically supported quantitative trends and relationships using Pearson coefficient r insights.

Statement of the Problems

This study aimed to determine the creative resilience, mental health, and psychological capital of the students in Yessenov University. Specifically, this study will seek answers to the following questions:

1. What is the level of creative resilience of the students?
2. What is the level of mental health of the students?
3. What is the level of effectiveness of creative resilience on students' psychological capital?
5. Are there significant relationships between the level of creative resilience, the level of mental health, and the level of effectiveness of creative resilience on students' psychological capital?

II. METHODOLOGY

Research Design

The researchers used the descriptive-correlation method because the study determined the relationship between the level of students' creative resilience, the level of students' mental health, and the effect of creative resilience on students' abilities.

Research Locale

The study was conducted at Yessenov University, Aktau, Kazakhstan, a higher education institution that provides an academically and psychologically relevant setting for examining student well-being. The university was selected due to its diverse undergraduate population and suitability for reconnoitering both measurable psychological constructs and students' lived experiences related to creativity, stress, and emotional regulation.

Research Population

The population of the study consisted of undergraduate students enrolled at Yessenov University, Aktau, Kazakhstan, during the period of data collection. A total of 200 students participated in the survey and comprised the sample population for quantitative analysis.

The respondents were primarily within the late adolescent to early emerging adulthood age range, with the majority aged 17–19 years, reflecting students in the early stages of higher education. The gender distribution was predominantly female (84%), followed by male (14.5%) and 1.5% who preferred not to disclose their gender. This demographic profile indicates that the quantitative findings largely represent female student experiences and should be interpreted accordingly.

The selected population was appropriate for a mixed-methods investigation, as students within this developmental stage are likely to experience academic stress, emotional challenges, how they cope with the difficulty of situations in school, and identity exploration, making them well-suited for this study's qualitative exploration of creativity as a psychological resource.

Sample and Sampling Technique

The target population for this study consisted of university students enrolled at Yessenov University, Aktau, Kazakhstan, during the period of data collection. A total of 200 students (N = 200) participated in the study, providing a sufficient sample size for descriptive statistical analysis and reliable interpretation of Likert-scale data.

The sample size was contemplated adequately to capture meaningful variation in students' psychological experiences and attitudes toward creativity and mental wellbeing within the university context.

The study utilized a non-probability convenience sampling technique. Participants were selected based on their availability and readiness to participate at the time of data collection. This method was appropriate due to everyday constraints such as time, accessibility, and the exploratory nature of examining creativity and well-being within a specific institutional context.

Convenience sampling allows the researcher to proficiently gather data from a relatively large group of students and is commonly used in educational and psychological research, particularly when the objective is to identify leanings and relationships rather than to generalize findings to all populations.

Although this sampling technique limits the generalizability of the results to the study population, it is suitable for gaining valuable insights into student perceptions and experiences within Yessenov University, Aktau, Kazakhstan. Future studies may employ probability sampling methods to enhance external validity and broaden the applicability of findings.

Research Instrumentation

The primary instrument used in this study was a self-structured questionnaire designed to assess the creative resilience, mental health, and psychological capital of the students in Yessenov University. The questionnaire was developed by the researchers based on the observation and an extensive review of related literature on creativity resilience in terms of academic stress experience, perceived role of creativity in stress management, mental and emotional adaptability, and problem-solving ability as institutional support for creative-based programs. Concepts were grounded in psychological capital and educational theories related to creative resilience and stress coping mechanisms.

Instrument Description

The primary instrument used in this study was a close-ended, structured, self-administered questionnaire designed to measure:

1. Demographic profile (Age and Gender)
2. Creative Resilience
3. Mental Health
4. Psychological capital

The questionnaire consisted of closed-ended items using a 5-point Likert scale, allowing for qualitative descriptive analysis through frequency, mean computation, and ranking.

Data Gathering Procedures

Data were collected at a single point in time using a structured, self-administered questionnaire consisting of Likert-scale items and one close-ended question. The researchers were personally administering the survey during students' free times and face-to-face so that the

researchers could explain the nature of the study benefits as well as how the respondents should answer the questionnaire truthfully. With allotted time given, the researchers retrieved the questionnaire.

Data Analysis

Descriptive statistics (frequencies, weighted means, and ranking) were used to recap responses for descriptive discussion and interpretation. The study employed frequency-weighted mean and ranking to analyze the data based on a 5-point Likert scale as the following:

For the level of students' creative resilience, the following scales, statistical range, and description with interpretation were used:

Scale	Statistical range	Description	Interpretation
5	4.50 – 5.00	Strongly Agree	Very high creativity resilient
4	3.50 – 4.49	Agree	High creativity resilient
3	2.50 – 3.49	Neutral	Moderate creativity resilient
2	1.50 – 2.49	Disagree	Low creativity resilient
1	1.00 – 1.49	Strongly Disagree	Very Low

On the level of students' Mental Health:

Scale	Statistical range	description	Interpretation
5	4.50 – 5.00	Always	Very High Mental Health Awareness
4	3.50 – 4.49	Often	High Mental Health Awareness
3	2.50 – 3.49	Sometimes	Moderate Mental Health Awareness
2	1.50 – 2.49	Rarely	Low Mental Health Awareness
1	1.00 – 1.49	Never	Very Low Mental Health Awareness

The effect of Creative Resilience on Students' Psychological capital:

Scale	Statistical range	description	Interpretation
5	4.50 – 5.00	Strongly Agree	Very effective
4	3.50 – 4.49	Agree	Effective
3	2.50 – 3.49	NeutralModerate	Moderately effective
2	1.50 – 2.49	Disagree	Least effective
1	1.00 – 1.49	Strongly Disagree	Not effective

Statistical Treatment of the Instrument

Inference statistics using Pearson coefficient r (0.05 level of significance) analysis and standard deviations and standard error (at 95% confidence intervals) were computed using SPSS software for data analysis.

III. RESULTS AND DISCUSSION

This section presents the results, discussion and interpretation on the level of creative resilience of the students, the level of mental health of the students, the level of effectiveness of creative resilience on students' psychological capital and the significant relationships between the level of creative resilience, the level of mental health, and the level of effectiveness of creative resilience on students' psychological capital?

TABLE 1
THE LEVEL OF CREATIVE RESILIENCE OF THE STUDENTS

INDICATORS	WEIGHTED MEAN	DESCRITIVE RATING	RANK
1. Use creativity to cope with academic or personal stress.	3.37	Moderate	10
2. Creative activities help me adapt to difficult or stressful situations.	3.52	High	9
3. Can generate creative solutions when facing academic or personal challenges.	3.62	High	4
4. Expressing myself creatively helps me manage negative emotions	3.56	High	7
5. Creativity helps me remain flexible during stress.	3.58	High	6
6. use imagination to reframe negative experiences in a positive way.	3.60	High	5
7. Creative thinking helps me recover from emotional setbacks.	3.72	High	3
8. Feel emotionally stronger when I engage in creative activities.	3.88	High	1
9. Creativity helps me better understand my thoughts and feelings.	3.75	High	2
10. Creative skills help me become more resilient in life.	3.71	High	4
Overall Mean	3.63	High	

The results revealed in table 1 that creativity-related items obtained moderate-to-high agreement, with mean scores ranging from 3.37 to 3.88. The data label those students demonstrate a high level of creative resilience, with an overall weighted mean of 3.63, corresponding to "Agree." This indicates that students usually recognize the importance of creative resilience for their high creative resilience in managing academic, creative, and personal challenges, as it is viewed as a significant contributor to emotional strength and adaptability.

Father analysis, the highest-rated indicator, *"I feel emotionally stronger when I engage in creative activities"* (M = 3.88, Rank 1), highlights the role of creativity in enhancing emotional empowerment and psychological stability. Following closely, *"Creativity helps me better understand my thoughts and feelings"* (M = 3.75, Rank 2) and *"Creative thinking helps me recover from emotional setbacks"* (M = 3.72, Rank 3) show that students perceive creativity as a tool for emotional recovery, self-reflection, and cognitive flexibility.

Moderately high indicators include generating creative solutions when facing challenges (M = 3.62), using thoughts to positively reframe negative experiences (M = 3.60), and remaining flexible during stress (M = 3.58). These results suggest that creativity is perceived as facilitating problem-solving, adaptive coping, and emotional regulation.

The lowest-rated item, "I use creativity to cope with academic or personal stress" (M = 3.37, Rank 10), falls within the "Moderate" range, indicating that while students acknowledge the emotional benefits of creativity, it may not always be pragmatic as a deliberate coping strategy in stressful situations.

The findings indicated that creative resilience is high as an important factor in students' education and emotional and psychological adaptability, aligning with recent studies. For example, Thompson & Rivera (2025) found that students engaging in creative activities exhibit higher emotional regulation, reduced anxiety, and improved resilience (Journal of Counseling Psychology, ISSN: 0022-0167). Similarly, Garcia, Lim & Lim & Howard (2024) reported that creative rendezvous improves problem-solving skills and flexibility under stress in higher education populations (Psychology of Aesthetics, Creativity, and the Arts, ISSN: 1931-3896).

The high emotional strength and self-understanding highlight the role of creativity not only as a coping mechanism but also as a tool for self-reflection and personal growth. This aligns with Berluche, D. (2024), who established that creative thinking contributes to recovery from emotional setbacks and strengthens psychological resilience over time (*Educational Psychology Review*, ISSN: 1040-726X).

Overall, these conclusions indicate that creative resilience supports emotional regulation, cognitive flexibility, problem-solving, and recovery from setbacks, making it a key component of student mental health and well-being.

TABLE 2
THE LEVEL OF MENTAL HEALTH OF THE STUDENTS

INDICATORS	WEIGHTED MEAN	DESCRITIVE RATING	RANK
1. feel emotionally stable in my daily life as a university student.	3.75	Often	4
2. am able to manage stress related to my academic responsibilities.	3.69	Often	6
3. feel positive and hopeful about my overall well-being	3.95	Often	2
4. feel anxious about my academic performance.	3.17	Sometimes	9
5. worry excessively about my future as a university student.	3.73	Often	5
6. feel tense or nervous during classes,	2.82	Sometimes	10
7. feel satisfied with my personal growth as a university student.	3.67	Often	7
8. feel emotionally balanced and at peace with myself.	3.79	Often	3
9. feel optimistic and hopeful about my future.	4.29	Often	1
10. feel of confidence in dealing with people	3.25	Sometimes	8
Overall Mean	3.65	Often	

Table 2 revealed the level of mental health of the students. The data show that university students usually demonstrate a high level of mental health awareness, with an overall weighted mean of 3.65, interpreted as “Often.” This indicates that respondents regularly experience emotional stability, optimism, and self-awareness in relation to their mental and emotional well-being as students.

Amongst the indicators, “I feel optimistic and hopeful about my future” received the highest mean score (M = 4.29), representing those students maintaining a positive outlook regarding their future academic and personal lives. Similarly high ratings were observed for “I feel positive and hopeful about my overall well-being” (M = 3.95) and “I feel emotionally balanced and at peace with myself” (M = 3.79), indicating a general sense of emotional equilibrium. Students also conveyed often feeling emotionally stable in daily life (M = 3.75) and satisfied with their personal growth (M = 3.67).

However, some indicators fall into the “Sometimes” category, particularly “I feel anxious about my academic performance” (M = 3.17), “feel of confidence in dealing with people” (M = 3.25), and “I feel tense or nervous during classes” (M = 2.82), indicating that academic stressors rarely impact students’ mental well-being.

Nevertheless, irregular experiences of tension and anxiety—particularly in academic contexts—highlight areas where mental health provision could be further strengthened. These findings are consistent with recent research showing that while student populations increasingly recognize and attend to their mental health (Kato, N. 2024), academic performance pressure remains a persistent source of stress (Berluche, D. (2024).

These indicated that while students possess considerable mental health awareness and positive emotional states, concerns about performance and situational anxiety remain present. The high mental health awareness described in this study parallels recent research indicating that emerging adults are becoming more attuned to their emotional states and psychological needs. For example, Lopez and Martin (2025) found that university students who engage in reflective practices and wellness programs demonstrate greater self-awareness and emotional balance (United States, Journal of Counseling Psychology, ISSN: 0022-0167). This aligns with findings here showing frequent feelings of optimism and emotional balance.

Studies by Hassan and Cruz (2025) in the Philippines (Journal of College Student Development, ISSN: 0897-5264) also backed the idea that high levels of emotional regulation contribute to improved well-being and decreased stress. Their research identified that students who aggressively monitor and respond to their emotional states demonstrate increased psychological

litheness and lower rates of emotional dysregulation. They initiate that even students with high overall mental health awareness frequently experienced performance-related anxiety and classroom nervousness.

TABLE 3
THE EFFECT OF CREATIVE RESILIENCE ON STUDENTS' PSYCHOLOGICAL CAPITAL.

Psychological Capital (PsyCap)	WEIGHTED MEAN	DESCRITIVE RATING	RANK
1. Creative coping: The use of artistic, imaginative, or engaging activities to manage stress, build resilience, and process emotions. It fosters positive mental health by promoting "flow"—a state of immersion—and improving cognitive flexibility**.**	**3.70**	**Agree**	**4**
2. Emotional expression: The outward behavioral, verbal, or nonverbal communication of internal feelings, such as facial movements, voice tone, body language, or actions	**3.77**	**Agree**	**3**
3. Adaptability: The ability to efficiently adjust to new conditions, school, environments, or unexpected challenges	**3.85**	**Agree**	**1**
4. Problem-solving ability: The capacity to identify, analyze, and resolve complex issues by diagnosing root causes, brainstorming, and implementing effective solutions	**3.81**	**Agree**	**2**
Overall Mean	**3.78**	**Agree**	

Table 3 shows the effect of creative resilience on students' psychological capital. It revealed that students strongly remark the role of psychological capital is effective in supporting creative coping, emotional expression, adaptability, and problem-solving, evidenced by an overall weighted mean of 3.78 (Agree). This suggests that the effect of students' creative resilience on

students' psychological capital is generally effective, empowering them to creative coping, emotional expression, adaptability, and problem-solving and acting as a meaningful and beneficial factor for psychological well-being.

Amid the indicators, "Adaptability as the ability to efficiently adjust to new conditions, schools, environments, or unexpected challenges" received the highest mean (M = 3.85) agreement and effectiveness, indicating strong student agreement that adaptability should be effectively stimulated within academic stress experience, perceived role of creativity in stress management, emotional wellbeing and resilience, and institutional support for creative-based programs.

The second-highest indicator, "Problem-solving ability, which is the capacity to identify, analyze, and resolve complex issues by diagnosing root causes, brainstorming, and implementing effective solutions" (M = 3.81), is agreed upon as effective. The student is enhancing critical thinking, boosting efficiency, and fostering resilience in both personal and professional contexts. It empowers individuals to overcome obstacles, make better decisions, increase productivity, and turn challenges into opportunities for innovation, resulting in higher confidence and better team collaboration.

Respondents also agreed that "Emotional expression which the outward behavioral, verbal, or nonverbal communication of internal feelings, such as facial movements, voice tone, body language, or actions" (M = 3.77) again agree and effective, the student can reduce stress and anxiety while strengthening relationships. By sharing or releasing feelings, individuals can effectively decrease the intensity of negative emotions, improve decision-making, and prevent the physical problems associated with suppressing feelings, such as high blood pressure.

While slightly lower, "Creative coping as the use of artistic, imaginative, or engaging activities to manage stress, build resilience, and process emotions. It fosters positive mental health by promoting "flow"—a state of immersion—and improving cognitive flexibility" (M = 3.70) still falls within the "Agree" or effective otherwise. category, indicating that students significantly enhance mental well-being by reducing anxiety and fostering resilience. It offers a constructive outlet for expressing emotions, prevents burnout, and boosts self-esteem, allowing individuals to navigate difficult times by re-engaging with joy and purpose.

According to Berluche, D. (2024) psychological capital (often abbreviated as PsyCap) is a positive, developable state of mind and coping that boosts performance, wellbeing, and resilience. It is defined by four key components known as the "HERO" within—Hope, Efficacy, Resilience, and Optimism—which together create a synergistic resource that helps individuals and organizations thrive

School adaptation has many effects on the child and affects school success, attitudes and behaviors of children. Many variables such as teacher-student and peer relationships, readiness for school, parental attitudes affect students' school adaptation. Factors such as physical structure of the school and environmental conditions also affect school adaptation process. In addition, there are individual factors that affect the child's school adaptation such as cognitive, physical and affective developmental characteristics (Kayahan Cokuk, K & Kozikoğlu, I 2020).

Based on these findings, it can be determined that students perceive creative resilience as playing a strong and significant role in supporting mental health. Students believe that creativity helps reduce stress and anxiety, effectively enhances emotional well-being, and should be actively supported by both individual and institutional efforts. The outcomes bring into line with recent scholarship indicating that creative involvement is linked with psychological benefits, including improved emotional regulation, reduced stress levels, and enhanced mental well-being. Psychological capital (often abbreviated as PsyCap) is a positive, developable state of mind and coping that boosts performance, wellbeing, and resilience and the effect of students Creative Resilience on Students' Psychological capital generally empowering them to Creative coping, Emotional expression, adaptability and problem-solving and as a meaningful and beneficial factor for psychological well-being.

TABLE 4
SIGNIFICANCE RELATIONSHIPS BETWEEN LEVEL OF CREATIVE RESILIENCE, LEVEL OF MENTAL HEALTH, AND LEVEL OF EFFECTIVENESS OF CREATIVE RESILIENCE ON STUDENTS' PSYCHOLOGICAL CAPITAL.

Variable		Creative Resilience	Mental Health	Psychological capital
Creative Resilience	Pearson correlation coefficient (r)	1	***0.192	**0.9889**
	r^2		0.0370	0.9780
	P-value		0.595	0.011
	Sample size (n)		10	5
Mental Health	Pearson correlation coefficient (r)	***0.192	1	***-0.0266
	r^2	0.0370		0.0007
	P-value	0.595		0.973
	Sample size (n)	10		5
Psychological capital	Pearson correlation coefficient (r)	**0.9889**	***-0.0266	1
	r^2	0.9780	0.0007	
	P-value	0.011	0.973	
	Sample size (n)	5	5	

*** not significant at 0.05 significance level

Table 4 shows the significant relationships between the level of creative resilience, the level of mental health, and the level of effectiveness of creative resilience on students' psychological capital. The result revealed that creative resilience and mental health are not statistically significant. Since the correlation is NOT statistically significant ($p = 0.595$), it indicates that we cannot conclude that a real relationship exists between the variables. The correlation coefficient ($r = 0.192$) indicates a weak positive relationship. A non-significant result doesn't prove there's no effect—it may indicate an insufficient sample size or a small effect.

The result between creative resilience and psychological capital revealed that it was statistically significant. Since there is a statistically significant positive correlation ($p = 0.011$). The relationship between the two variables is unlikely to be due to chance alone. The correlation coefficient ($r = 0.989$) indicates a very strong positive relationship. Correlation does not imply

causation. A significant relationship doesn't tell us which variable (if either) causes changes in the other.

While the result between mental health and psychological capital is not also statistically significant. Since the correlation is NOT statistically significant ($p = 0.973$). Therefore, it cannot conclude that a real relationship exists between the variables. The correlation coefficient ($r = -0.027$) indicates a negligible negative relationship. A non-significant result doesn't prove there's no effect—it may indicate an insufficient sample size or a small effect.

Results from correlational analyses indicated that creative resilience and psychological capital have a strong relationship, which means that feeling emotionally stronger when a student is engaged in creative activities is greatly associated with adaptability, which is the student's ability to efficiently adjust to new conditions, school, environments, or unexpected challenges. This means that creative resilience is helping the students to be emotionally stable and perform better as problem-solving ability.

IV. CONCLUSIONS

The creative resilience significantly contributes to students' emotional strength, self-awareness, adaptive coping, and recovery from challenges within academic settings. The findings suggest that creativity functions as an actual coping mechanism that strengthens students' ability to manage emotional encounters.

The students' strong positive mental health awareness and occasional stress and anxiety related to academic performance underscore the complex interplay between emotional well-being and academic pressures. It can be obvious that university students in this study exhibit a high level of mental health awareness. Students frequently experience sanguinity, emotional balance, and self-perceived stability in their daily lives, reflecting a generally positive state of psychological well-being.

The students strongly remark the role of psychological capital is effective in supporting creative coping, emotional expression, adaptability, and problem-solving. This suggests that the

effect of students' creative resilience on students' psychological capital generally empowers them to creative coping, emotional expression, adaptability, and problem-solving and is a meaningful and beneficial factor for psychological well-being.

Statistically based on the Pearson analysis, Creative Resilience and Mental Health are not statistically significant, as well as Mental Health and Psychological Capital, which means mental health is not a factor to be emotionally stronger and conditions, school, environments, or unexpected challenges. However, there is a high significance relationship between Creative Resilience and Psychological Capital, which means emotions should be stable and adaptable in the school, environments, or unexpected challenges.

V. SUMMARY

This study examined the role of creative resilience in students' emotional and psychological well-being. Findings revealed that students generally demonstrate a high level of creative resilience and perceive creativity as beneficial in managing academic and personal challenges. Creative engagement was associated with stronger emotional regulation, improved self-understanding, problem-solving ability, and recovery from setbacks. However, students reported that they do not always intentionally use creativity as a coping strategy during stressful situations. Overall, the study highlights the importance of integrating structured creativity-based programs in educational settings to strengthen adaptive coping skills, resilience, and long-term mental well-being among students.

This study concludes that creative resilience plays a significant role in supporting students' emotional and psychological well-being. The findings demonstrate that students generally perceive creativity as a valuable resource for strengthening emotional regulation, enhancing self-awareness, improving problem-solving abilities, and recovering from academic and personal challenges. Although students recognize the emotional benefits of creative engagement, they may not consistently apply creativity as an intentional coping strategy during stressful situations.

Overall, the results highlight the importance of integrating structured creativity-based programs within educational institutions to promote adaptive coping, resilience, and long-term

mental well-being. Encouraging purposeful creative engagement may further enhance students' capacity to manage stress effectively and maintain psychological strength in academic environments.

VI. RECOMMENDATIONS

Based on the findings, it is recommended that educational institutions integrate structured creativity-based programs into student support services to enhance emotional resilience and stress management. Universities may implement workshops, art-based activities, and creative problem-solving sessions that encourage students to intentionally use creativity as a coping strategy during stressful situations. Faculty members can also incorporate creative approaches in teaching and assessment to promote cognitive flexibility and adaptive thinking.

Additionally, guidance counselors and mental health practitioners should consider including expressive and creative techniques in counseling interventions to strengthen emotional regulation and self-awareness. Future research is recommended to utilize raw individual-level data to conduct more advanced statistical analyses, such as reliability testing and correlation studies, to further examine the relationship between creativity and student well-being.

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