



# THE BACK BURNER: EDUCATIONAL EQUITY, RESILIENCE, AND PSYCHOLOGICAL WELL-BEING AS A PREDICTOR ON PROMOTING STUDENTS MENTAL HEALTH

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## Abstract

**Purpose of the Study:** The purpose of the current research was to determine the effect of equitable education, resilience, and psychological well-being on promoting student's mental health. The researchers eagerly explored everyday situations happening in male elementary schools of district Lahore, focusing on pandemic situations with zeal and zest.

**Methodology:** The researchers structured causal-comparative research focusing positivist paradigm on a sample of randomly selected 980 respondents enrolled in male elementary schools of district Lahore of Punjab-Pakistan. The authors collected the data after administering [Scott \(2006\) Educational Equity and school reforms Scale](#), [Prince-Embury \(2013\) Resiliency Scales for Children and Adolescents](#), [Ryff's \(1989\) Psychological Well-beings Scale](#), and [Lukat et al. \(2016\) Positive Mental Health Scale](#). After ensuring ethical considerations, the researchers run regression technique, one way; ANOVA and *Pearson Product Moment Correlation (r)* on the participants data.

**Main findings:** The findings revealed that educational equity effect 81%, resilience 87.10%, and psychological well-being affect 66.60% in promoting students mental health. Educational equity, resilience, and psychological well-being have the same effect on 6th, 7th, and 8th grades students in promoting their mental health. Further a significant strong association between educational equity and mental health ( $r = .900^{**}$ ,  $n = 985$ ,  $p < .05$ ), resilience and mental health ( $r = .946^{**}$ ,  $n = 984$ ,  $p < .05$ ) and psychological well-beings and students mental health ( $r = .815^{**}$ ,  $n = 985$ ,  $p < .05$ ).

**Applications of this study:** The results of the research will be applicable for headteachers, teachers, and parents to get aware of the worth of equitable education, resilience, and psychological well-being that play an enormous role in promoting students mental health. The debatable constructs of the current research will provide capable stakeholders to know the entire magnitude of mental health that drastically instigate and enhance student's vigour, attentiveness, dependability, intellectual ability, and optimism.

**Novelty/originality of this study:** It is evident from the literature that less work is conducted inequitable education, resilience, and psychological well-being that play a massive role in promoting students mental health. In the case of Pakistan, the situation is very alarming and the meager because none of the researchers took initiative to framed research on these burning constructs. However, this research will opened new dimensions for the future researchers that will raise their intentions to explore the effect of primary, secondary, higher secondary, and tertiary level students equitable education, resilience, and psychological well-being on their mental health.

**Keywords:** *Educational Equity, Mental Health, Psychological Well-beings, Resilience.*

## INTRODUCTION

Institutions are empowering catalytic responsibilities to marginalize their resources, ensuring grassroots realities focusing on a bottom-up approach and evading the technocratic approach that born white colors ([Nygreen 2016](#); [Warren, 2014](#)). Organizations are spreading adequate knowledge to produce spirit, strengthen well-being, and overcome students problematic issues. Educational equity, resilience, and psychological well-being are core doctrine that reduces students mental health ([Gale, 2011](#)). School is a place where students mental health-related issues are diagnosed ([Kessler et al., 2005](#)) and treated through parents collaboration, teachers, headteachers, and community members active support which is associated with students educational opportunities ([Colombo, 2006](#)). The parental involvement with diverse socio-economic status ([Hassan & Akbar, 2020](#); [Plevyak, 2003](#)) and their socio-cultural dynamic is the key factor that affect on students mental health ([Martin et al., 2018](#)).

Equity refers to fairness in the need, potential, and achievement of the student. It relates to social justice implications of education with fairness, integrity, and impartiality of its distribution ([Jacob & Holsinger, 2008](#)). Social segregation influences students learning opportunities that include institutional differentiation, selection procedure, and parents choice of school ([West, 2006](#)). *Educational equity* focuses on the fair distribution of resources, access, opportunities, and learning outcomes of students ([Maiztegui-Oñate & Sántibanez-Gruber, 2008](#)). Expansion in learning opportunities educational equity is still highly elusive ([OECD, 2001](#)). Equity in education ensures the spreading of fair education applying resources and sources ([Centre for Public Education, 2016](#); [Christie, 2010](#)) for poverty-reducing and paves the way to inconsistency inhabitants earnings ([Serneels et al., 2017](#); [Vila, 2000](#)) and demands of being equal in position, rank, value, equality, fairness and spreading of education at all level developing learners similar aptitude and behavioural traits rather than equal education for all ([UNICEF, 2010](#); [UNESCO, 2017](#)). Equity refers to fairness in need, potential,

and students educational success. It relates to social justice implications of education concerning fairness, justness, and impartiality of its distribution at all levels ([Jacob & Holsinger, 2008](#)). Educational equity demands change in education policies to close educational disparities, reduce the dropout rate, delinquency, improve economic productivity and increase social stability ([Kim et al., 2021](#); [Riordan et al., 2019](#)). Educational policies need to redesign focusing horizontal equity, vertical equity, and equal education opportunity ([Maiztegui-Oñate & Sáñtibanez-Gruber, 2008](#)). Through equity lens expansion in education, the mental health of students, teachers training and pedagogies for diverse population redesign in future focusing educational equity policies, curriculum documents, and education plans ([Liou et al., 2017](#); [Rowling, 2009](#)). Evading discrimination is less sufficient for students to attain desired objectives as they have an unequal platform ([Crahay, 2000](#)). The pattern of educational equity reshapes the concept of educating, systematizing, and transforming of institutions although they linger tacit ([Nygreen, 2016](#)). Applications of educational equity build towering learning among societies depending on teachers high prospect for enhancing students critical thinking and problem-solving abilities ([Hamilton et al., 2015](#); [Villegas & Lucas, 2002](#)).

*Resilience* recuperates individuals from stress, depression and is a miracle remedy that heals from wounds ([Cohen, 2018](#)), an ability that acts as a catalyst for students shelter facing upheavals since eras ([Ager et al., 2010](#)) prevent well-being and mental health disorders ([Awan & Sitwat, 2014](#); [Hao, 2008](#); [Inter-Agency Standing Committee, 2007](#); [Pardeller et al., 2020](#)), pointed guns towards strengthening learners mental health ([Prime et al., 2020](#)), assist in promoting students authoritative uniqueness ability ([Poloni et al., 2018](#)) and put attenuating influence focusing anguishing risk experience for learners devastating transformation ([Bethell et al., 2014](#)) towards social identities ([McAdams & McLean, 2013](#)). Resilience refers to students improvement ([Lin, 2016](#)) towards language acquisition, association, philanthropic modes, emotional impressions, and mental health disorders ([Masten, 2014](#)) which are interlinked through ecological interactions ([Margain & Hultman, 2019](#)) provides strapping evidence in [Bronfenbrenner's \(1997\)](#) work. Students story of resilience is embedded with ecological system/proximal processes ([Bronfenbrenner & Morrison, 2006](#)); *microsystem* inserts considerable and revolutionary influence on students development focusing on family, schools and peers support ([Bronfenbrenner, 1997](#)). Ethical concerns of family drastically cultivate students resilience ([Hillmann & Guenther, 2021](#)), reinforce their basis of stability ([Walsh, 2016](#)), and enhance coping behaviour towards crises, specifically students with challenging needs ([Ager, 2013](#); [Downie et al., 2010](#)). Grandparents actively worked as caregivers and engaged themselves in nurturing students resilience ([Chen, 2016](#)). *Mesosystem* established an association between students Microsystem maximizing their power of defense and threatening in schools surveillance ([Bronfenbrenner, 1997](#)) already occurs in mesosystem. Parents, teachers, peers, and ancestors play traditional role in extracting relations between school and family; micro and mesosystems ([Hayes et al., 2017](#)) *exosystem* established far-reaching process of mesosystem consisted of society, neighbourhood, high command officials, and mass media ([Bronfenbrenner, 1997](#)). In the early eras of 1977s, mass media had an indirect influence on students resilience; however, currently, mass media is playing a huge role in students development ([Margain & Hultman, 2019](#)). Association between students resilience and exosystem is auxiliary interlinked among students, microsystem, and mesosystem ([Crawford, et al., 2020](#); [Fearnley, 2020](#)). *Macrosystem* overarches traditions, values, ethnicity, lifestyle, and political system through developing overt and hidden ideologies ([Bronfenbrenner, 1977](#); [Panopoulos & Drossinou-Korea, 2020](#)). Macrosystem indirectly affects parents, teachers, and peers active involvement. Applications of the macrosystem foreground the worth of diverse traditional, political, communal, and cultural aspects that dramatically influence on students resilience towards dependability ([Bronfenbrenner, 1977](#); [Grim, 2015](#); [Hayes et al., 2017](#); [Hong et al., 2021](#)).

*Well-being* is the blend of constructive sentimental situations; happiness, pleasure, joy, and cheers ([Deci & Ryan, 2008](#)), smooth running of life ([Huppert, 2009](#)) and is the combination of constructive thoughts towards purposeful performance ([Winefield et al., 2012](#)). *Psychological well-beings* embraced as a key public health object ([VanderWeele et al., 2020](#)) that signifies learners finest psychosomatic working and time being experiences focusing his/her *hedonism* being pleased and *eudaimonism stances* that place further prominence on being important ([Deci & Ryan, 2008](#); [Khumalo et al., 2012](#); [Ryan & Deci, 2001](#)). Productive tasks of individuals psychological well-beings revolve around autonomy, environmental mastery, personal development, life intentions, constructive relationships, and self-recognition ([Fenwick-Smith et al., 2018](#); [Gao & McLellan, 2018](#); [Ryff, 2014](#)) that is still becoming an explanatory concept in literature ([Helmer & Hilhorst, 2006](#); [Manyena, 2006](#); [Pantuliano & Pavanello, 2009](#)). Psychological well-being is strongly associated with bodily fitness, cognitive working pattern, and the significant effect of neurochemical applications on hereditary aspects ([Huppert, 2009](#)). Psychological well-being is strongly related to physical and body health ([Boehm et al., 2012](#); [Pressman et al., 2019](#)). Xu and Roberts make their significant contributions in exploring the associations between psychological well-being and students demographic information, health, and social relations. Results revealed that students emotions were playing a significant role in promoting their mental health. [Boehm et al. \(2011\)](#) observed research on a sample of 7,942 participants and found significant association between psychological well-being and risk incidences. [Winefiel et al. \(2012\)](#) framed a qualitative study in Australia to explore self-report measure on psychological well-being and psychological distress on a sample of 1,933 respondents administering standardized instruments from participants. Results of *Pearson Product Moment Correlation (r)* ascertained that psychological well-being negatively correlate with emotional pain and positively correlate with environmental mastery and satisfaction with life.

*Mental health* meant the promotion of humans actions in constructing fruitful situations for living focusing sound environment that vigorously supports mental health in adopting and maintaining a healthy lifestyle ([World Health](#)

[Organization, 2016](#)), individuals emotional, psychological, and social well-being ([Keyes, 2002](#)), the approach of happiness towards successful community performance ([Westerhof & Keyes, 2010](#)). Mental health is burning debate of present era ([Joshanloo & Nosratabadi, 2009](#); [Kieling et al., 2011](#); [Weare & Nind, 2011](#); [Weich et al., 2011](#); [Westrhof et al., 2010](#)) already unbuckled in literature ([Anthony & McLean, 2015](#); [Dix et al., 2012](#); [Fitzpatrick et al., 2013](#); [Hall, 2010](#)) through recommending services of educational institutions and teachers who are playing their massive role in promoting students mental health ([Rothi et al., 2008](#)) because students spend the maximum amount of time ([Baghian et al., 2019](#)) where students are passing in adulthood ([Barnes, 1998](#)) and have the potential to enlarge their cognitive skills ([Willingham, 2021](#)). Mental health refers to the individual potential to cope with life stress dynamics ([World Health Organization, 2005](#)). Superior mental health allows learners to enjoy a healthy living in school territory ([World Health Organization, 2016](#)) in environmental facilitations ([O'Reilly et al., 2018](#)) and avoid stress, worry, and unhappiness that hinder students didactic success ([Dogra, 2010](#)). Students rate of mental disorders is going to be increased rapidly ([Kieling et al., 2011](#); [Kimber et al., 2008](#)). Schools pervasive environment positively influences on students mental health ([O'Reilly et al., 2018](#)), while few schools hub of anxiety, tensions, and depressions ([Weist & Murray, 2008](#)) that hinder students educational achievements. Stakeholders interplay “whole school approach” to promote students mental health acknowledging families, staff, local personal, government policies, and in curriculum designing ([O'Reilly et al., 2018](#)) in the USA ([Collaborative for Academic, Social and Emotional Learning, 2018](#)), KidsMatter in Australia ([Department of Health KidsMatter, 2018](#)) and the UK ([Social and Emotional Aspects of Learning, 2010](#)) that concrete students mental health and educational success ([Public Health England, 2015](#)). Application of the whole-school approach is a challenging task due to lack of adequate funds and staff-support, transparency of uniformity in terminologies, and appropriateness of professionally trained staff for promotion of positive mental health ([Rowling, 2009](#)).

### Statement of the Problem

There are strong evidence that globally, 10-20% of students are suffering from mental health disorders ([Kieling et al., 2011](#)), whereas 50% are ranged in before to 15 years of age ([Kessler et al., 2005](#)) that are gradually increasing ([State of Education Survey Report, 2017](#)) due to educational equity, resilience and psychological well-beings. Stakeholders are making continuous efforts for perusing equitable education, ensuring resilience and students psychological well-being ([Lopez, 2003](#); [Mediratta et al., 2009](#); [Warren & Mapp, 2011](#)) that put significant effect in promoting students mental health ([Fenwick-Smith et al., 2018](#)). It is alarming and needs of the day to put attention on Pakistani stakeholders to take revolutionary measures/conduct researches to resolve the burning dilemma for students. Empirically it is evident that educational equity, resilience and psychological well-being put a significant effect on promoting learners mental health. There exist relative voids in western culture ([Ahn, 2011](#); [Puroila & Estola, 2014](#)) that equity, resilience, and psychological well-beings entirely reduce students mental health but more minor studies structured in non-western culture. Students enrolled in public sector schools are weak in their equitable education, resilience, psychological well-beings that enhance their mental health due to weak policy implementation ([Ahmad et al., 2012](#)) and non-directional educational system ([Ahmad et al., 2014](#)). Teachers working in public sector schools depends on student-centered and teacher-centered teaching methods ([Hassan & Akbar, 2020](#)) to remove arduousness ([Mahmood, 2013](#)) and weaknesses ([van Griethuisen et al., 2015](#)) focusing on nature of content ([Shamsitdinova, 2021](#)) and students cramming ([Rehman & Khan, 2011](#)) that merely enhance students educational achievements. Due to teachers slackness, students less use their cognitive potential in their practical life. On the other hand, public sector students are weak in choosing the realm of equitable education, resilience and psychological well-being. This inefficiently affects on students in obtaining equitable education, resilience, psychological well-being, and destabilized their mental health. Students of public schools are passionately/forcefully allowed to study subjects that buried their educational potential. The current research was an attempt to explore/draw the attention of Pakistani stakeholders to overcome/resolve the impact of educational equity, resilience, and psychological well-beings on promoting students mental health. The researchers have intend to explored the current provision of equitable education focusing on resilience and psychological well-being that work as a catalyst in promoting students mental health. The purpose of the current research was to explore contemporary burning issues happening in male public sector elementary educational institutions of Lahore, Punjab Province of Pakistan.

### Research Questions

Following research questions were addressed in this study:

1. Is there any effect of students educational equity, resilience, and psychological well-being on promoting their mental health?
2. To what extent a significant difference exists occurs among 6th, 7th and 8th-grade students educational equity, resilience, and psychological well-being in promoting their mental health?
3. Is there any degree toward measuring the strength of association among students educational equity, resilience, and psychological well-being towards promoting students mental health?
4. Which is the highest and lowest factor showing its worth in promoting students mental health?

### RESEARCH DESIGN AND METHODOLOGY

The researchers adopted quantitative leading to a positivist paradigm, which provides concrete results on existing conditions ([Johnson & Christensen, 2019](#); [Mertler, 2021](#)), in variables recognition ([Boudah, 2019](#); [Zina, 2021](#)) based on shreds of evidences ([Fraenkel et al., 2012](#)) focusing apparent facts through applications of accurate statistical techniques ([Saldaña, 2021](#); [Fuchs, 2021](#)). This non-experimental research design ([Besley, 2019](#); [Houser, 2019](#)) explores the effect of an independent variable(s) on a dependent variable(s) between/among already existed variables ([Creswell, 2014](#); [Thomas, 2021](#)). The researchers applied *ex post facto* design to explore the effect of educational equity, resilience, and psychological well-being which play a significant role in promoting students mental health.

### The population of the Study

The population is whole groups of individuals from required information are collected ([Stockemer, 2019](#)), a large group on which results are applied ([Fraenkel et al., 2012](#)), and is the group of interest to whom the researchers generalize the results of a study ([Bryman, 2016](#)). The population of the current research consisted of 59,001 elementary students, **working in** 87 male schools of District Lahore ([Pakistan Education Statistics, 2018](#)). The researchers selected male students because less possible to access female schools, poor cooperation, and availability of female respondents data.

### Sample of the Study

The sample is a selected part of individuals from the entire population. It is a representative part ([Cronk, 2012](#)) that confirm characteristics of the whole population ([Fraenkel et al., 2012](#)) involving objects, items, or things from which are being chosen ([Stockemer, 2015](#)). The sample helps the researchers in results generalization ([Creswell, 2014](#)). In this research, the researchers randomly selected 990 respondents working in public sector male educational institutions.

### Instrumentation

The researchers administered a questionnaire to obtained data from respondents. In causal-comparative research, achievement tests, interview schedules, observational procedure, attitudinal scales, and questionnaires are used as data collection instruments ([Fraenkel et al., 2012](#)). A questionnaire timely provides participants insight, entrenched, practical, easily ensures results and planned respondents anonymity ([Mertler, 2021](#); [Radhakrishna, 2007](#); [Zouwen, 2000](#)). The researchers administered one questionnaire having 4-parts: **Part A:** [Scott \(2006\) Educational Equity Scale](#) consists of 6-factors; comparably high achievement and other learners outcome 12-items, equitable access and inclusion 15-items, equitable treatment 19-items, equitable opportunity to learn 14-items, equitable resource distribution 10-items and schools accountability consisted of 5-items. **Part B:** consisted of [Prince-Embury, \(2013\) The Resiliency Scales for Children and Adolescents](#); RSCA having 64-items categorized in three factors; the sense of mastery 20-items, sense of relatedness, 24-items and emotional reactivity consist of the 20-items mode of 5-point Likert type options ranges from never to almost every time. Scale is globally recognized with calculated Cronbach's Alpha Reliability Statistics .90 to .94 and Confirmatory Factor Analysis on data of 9-18 years of age students ([Prince-Embury & Courville, 2008](#)). The initial questionnaire was constructed in English language, then translated into Norwegian language focusing on [Brislin \(1970\)](#) back translation criteria. An independent, resilient Psychologist was having 20 years of enriched experience made a comparison in original and back translation version. The adapted scale was exercised in CFA to assure its resilience. **Part C:** [Ryff's \(1989\) Psychological Well-being Scale](#) was administered among respondents to gauge their cognitive abilities. Scale comprised 54-items categorized in 6-factor; autonomy 9-items, environmental mastery 9-items, personal growth 9-items, positive relations 9-items, purpose in life 9-items and self-acceptance also consist of 9-items. Scale is standardized and used in different other researches around the globe; in China ([Gao & McLellan, 2018](#)), in South Africa ([Henn et al., 2016](#)), in UK ([Abbott et al., 2006](#)), and Taiwan ([Lee et al., 2019](#)) to gauge participants psychological well-being. Furthermore, the scale is applicable to measure and enhance students entire psychological well-being through teachers and spiritual counsellors towards future successful life events ([Ryff & Keyes, 1995](#)). **Part D:** [Lukat et al. \(2016\) Positive Mental Health Scale](#) consisted of 9-items was administered among respondents to collect data for research purpose. Scale is internationally administered among participants to explore their particular aspect ([Trumpf et al., 2009](#)), societal phobia ([Trumpf et al., 2010](#)), and mental health ([Vriends et al., 2007](#)). The researchers translated questionnaires in the Urdu language from the experts, as students enrolled in elementary schools have poor English language understanding because the medium of instruction has been remaining controversial since independence in Pakistan ([Bughio, 2013](#); [Hassan, 2019](#); [Mahmood & Gondal, 2017](#); [Manan et al., 2021](#); [Taj, 2019](#)). The researchers piloted initial questionnaires on a small sample of the respondents that were not included in the final data collection. The pilot study provides ideas, approaches, and clues to the researchers. It confers warning about instrument failure/success ([Smith, 2021](#); [McKenney & Reeves, 2021](#)). It provides insight into future research hurdle. They sort out potential practical issues faced during the research process ([Coates, 2021](#); [McKenney & Reeves, 2021](#); [Van de Vijver, 2021](#)). After ensuring Cronbach's Alpha Reliability statistics, the researchers collect data from respondents, ensuring ethical considerations; informed consent, volunteer participation, confidentiality, anonymity, integrity, and no physical and psychological harms ([Coe et al., 2021](#); [Nguyen, 2021](#); [Smith, 2021](#); [Thomas, 2021](#); [Trevino & Nelson, 2021](#)). The researchers entered collected data in SPSS for smooth analysis to conquer results. The results/interpretation of parametric statistics has shown a clear picture that to what extent educational equity, resilience, and psychological well-being are putting their significant effect in promoting public sector elementary schools male students mental health.

### Data Analysis and Interpretation

The researchers entered SPSS and applied regression analysis, one-way ANOVA, and *Pearson Product Moment Correlation* ( $r$ ) to explore/measure the effect of educational equity, resilience, and psychological well-beings on promoting students mental health. Interpretation of the results is given below:

**Table 1:** Effect of educational equity, resilience and psychological well-being on students mental health

Sr.	Model	F	R	R <sup>2</sup>	B	SE	$\beta$	t	p
1	Mental health (Constant)	2449.20	.969 <sup>a</sup>	.887	28.33	.012	.97	2315.67	.01
2	Educational equity	4194.32	.900 <sup>a</sup>	.810	.470	.014	.90	2067.17	.01
3	Resilience	6645.30	.933 <sup>a</sup>	.871	.362	.012	.93	2399.16	.01
4	Psychological well-being	1962.88	.816 <sup>a</sup>	.666	.467	.020	.82	1392.83	.01

Note:  $R = .883$ ,  $R^2 = .782$ ,  $\beta = .893$ ; ( $F(3, 987) = 4267.50$ ,  $p < .05^a$ )

As established in Table 1, results of multiple regression in case of educational equity with formation of significant equation ( $F(3, 984) = 4194.32$ ,  $p < .05$ ) showing .810 value of  $R^2$  with 81.00% explained variations were observed with standardized regression co-efficient ( $\beta = .90$ ); resilience ( $F(3, 984) = 6645.30$ ,  $p < .05$ ) possessing .871 value of  $R^2$  with 87.10% increased variations were seen with standardized regression co-efficient ( $\beta = .93$ ) and psychological well-beings ( $F(3, 984) = 1962.88$ ,  $p < .05$ ) opting .666 value of  $R^2$  with 66.60% explained variations were reported with standardized regression co-efficient ( $\beta = .82$ ). Results of independent sample t-test declared that educational equity,  $t(985) = 2067.17$ ,  $p < .05$ , resilience,  $t(985) = 2399.16$ ,  $p < .05$  and psychological beings,  $t(985) = 1392.83$ ,  $p < .05$  were significant predictors towards promoting students mental health. Predictions toward enhancing students mental health were equal to .470+.362+.467 scores after applying psychological abilities in classroom. It is concludes that students mental health increased 1.229 scores when applying educational equity, resilience and psychological well-beings.

**Table 2:** Delineating difference among 6th, 7th, and 8th-grade students educational equity, resilience, and psychological well-being in promoting their mental health?

Sr.	Variables	Levels	N	M	SD	F	p
1	Educational equity	6th	354	16.14	9.47	.055	.967
		7th	316	16.36	9.51		
		8th	317	16.25	9.49		
2	Resilience	6th	354	8.333	4.59	.055	.846
		7th	316	8.253	4.61		
		8th	317	8.372	4.59		
3	Psychological well-being	6th	354	17.32	9	.037	.673
		7th	316	17.41	8.03		
		8th	317	17.51	9.37		

As delineated in Table 2, results of one way ANOVA declared no significant difference between 6th, 7th and 8th grade students equity, ( $F(3, 984) = .055$ ,  $p > .05$ ), resilience, ( $F(3, 984) = p > .05$ ) and psychological well-being, ( $F(3, 984) = p > .05$ ) in promoting students mental health. It is concluded that educational equity, resilience, and psychological well-being have the same influence on 6th, 7th and 8th-grades students in promoting their mental health.

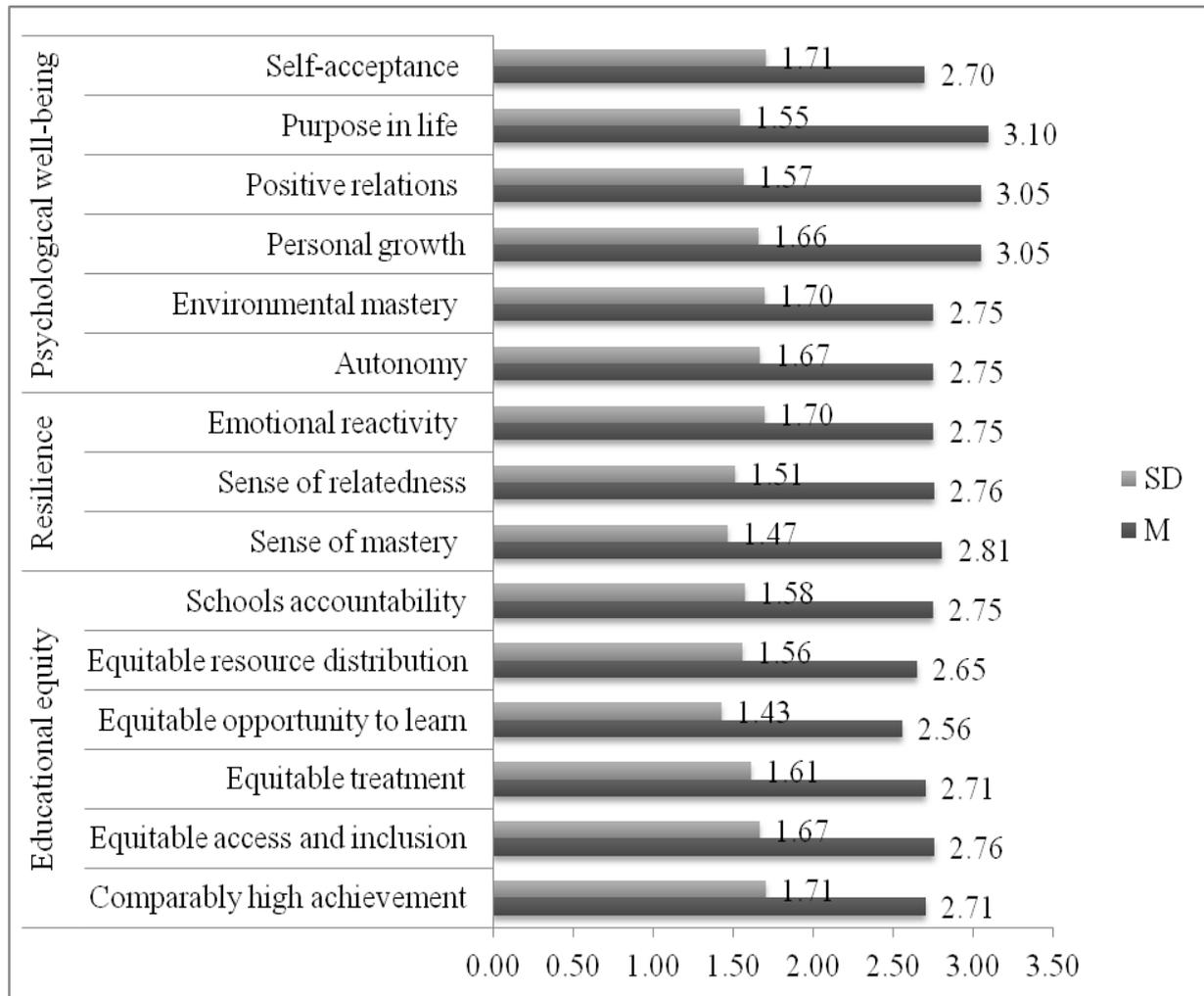
**Table 3:** Yielding the strength of association among equity, resilience, and psychological well-being towards promoting students mental health

Variables	M	SD	1	2	3	4
1.Mental health	27.449	.498	-			
2.Educational equity	16.132	9.478	.900**	-		
3.Resilience	8.320	4.590	.933**	.946**	-	
4.Psychological well-beings	17.409	8.817	-.816**	.789**	.815**	-

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

As established in Table 3, results of *Pearson Product Moment Correlation* ( $r$ ) declared significant strong association between educational equity and students mental health ( $r = .900^{**}$ ,  $n = 985$ ,  $p < .05$ ), significant strong relationship between resilience and mental health ( $r = .946^{**}$ ,  $n = 984$ ,  $p < .05$ ) and also exist strong significant correlation between psychological well-beings and students mental health ( $r = .815^{**}$ ,  $n = 985$ ,  $p < .05$ ).

As ascertained in Figure 1, the researchers run descriptive on factors of educational equity, resilience, and psychological well-being to find out maximum and minimum input on promoting students mental health. Interpretation declared that purpose in life was playing maximum input ( $M = 3.10$ ,  $SD = 1.55$ ), whereas equitable opportunities in learning were playing their more negligible role ( $M = 2.56$ ,  $SD = 1.43$ ) in promoting students mental health.



**Figure 1:** Descriptive statistics on factors of educational equity, resilience, and psychological well-being on promoting students mental health

## DISCUSSION

Educational equity needs to create space, process, and tools to embrace the intricacy of culture, and research centers. Learning opportunities less light on the complexities of students participation, transition, retention, and progression (Willems, 2010). Through equity lens expansion in education, the mental health of students resources, teachers training, and pedagogies for diverse population redesign enhanced focusing policies of educational equity (Gale, 2011; Liou et al., 2017; Rowling, 2009). Educational equity is measured in two dimensions; the extent to which education provided is appropriate and satisfactory, and the educational system provides a guarantee of success for all students (Ainscow, 2016; Takyi et al., 2021; Wilson-Strydom & Okkolin, 2016). Educational equity is priority concern of policymakers, educational stakeholders, and parents in many settings (Cohen, 2018; Masten & Narayan, 2012; Ungar, 2012). Results of current research established that educational equity put 81% effect on promoting students mental health with the formation of significant equation ( $F(3, 984) = 4194.32, p < .05$ ) that are congruent with results of research structured by Reyes et al. (2013) whose findings revealed resilience is good predictor on students mental health, and strongly recommends that there is dire need to construct guidelines for students to follow and implement and acquire equitable education having diverse abilities. Moreover, the results of the research conducted by Campbell (2020) established that application of equitable education among students arouse them towards educational success and reduce gender disparities, which also support with findings of doctoral dissertation structured by D’Azevedo (2015), whose findings revealed that equitable education among students enhances students perception towards promoting their school, race and mental health, and also support with the results of the other studies (Foster et al., 2018; Gunin et al., 2021; Nygreen, 2016). Results of the current research strongly congruent with the findings of studies (Gaias et al., 2021; Krass & Doupnik, 2021; Martin & Oswin, 2010; Trinidad, 2021) structured in other parts of the world whose findings revealed that provision of equitable education among students continuously enhance students mental health.

Resilience is an active process that is evaluated through individual resistance, reverse back, and development rate (Satici, 2016). Students personality traits; enthusiasm, expectations, wit, ability, abilities, and interests are key indicators that defend from life complicatedness (Bernstein et al., 2017). Resilience founded on usability, sustainability, and purposeful

societal interconnections with constructive relations (Tomyn & Weinberg, 2018). Resilience is a significant predictor that promotes students mental health. Results of current research declared that resilience effect 87.10% on students mental health with formation of significant equation ( $F(3, 984) = 6645.30, p < .05$ ). Social scientists Anthony and McLean (2015) make their significant contribution in their research conducted in Australia, whose findings reveal that implementing a key aspect of resilience plan, *bouncing back program* focusing respondents optimism and self-efficacy is the effective way that promotes students mental health. The findings of the research structured by Bethell et al. (2014) declared that students pampering in schools with a higher rate of resilience conclusively promote students mental health. Resilience is an individual characteristic that is associated with a distinctive way of environmental conditions in an outstanding way (Liu et al., 2017) in which emotions excel in promoting mental health (Schäfer et al., 2017). Moreover, the results of the current research congruent with the results of other studies conducted in China (Wu et al., 2020), in Spain (Echezarraga et al., 2018; Verdolini et al., 2021) in the UK (Ayed et al., 2019), in Japan (Tamura et al., 2021), in South Africa (Ungar & Theron, 2020), in USA (PeConga et al., 2020) and in Iran (Samani et al., 2007) whose findings reveal a significant positive relationship between resilience and mental health.

Psychological well-being is a distinct hypothetical variable (Freire et al., 2017) that is openly connected with ones reach, life excellence, and constructive and reasonable evaluation from individuals procedural and holistic viewpoint (Páez-Gallego et al., 2020). Roots of psychological well-being are linked with persons high self-respect, constructive attitudes, and fewer depression symptoms (Helling & Chandler, 2021). From an evolutionary viewpoint, there exist abundant proof that psychological well-being is strongly associated with individuals mental health (Loera-Malvaez et al., 2017; Popescu, 2016; Sarfaraz et al., 2019). The results of current research revealed that psychological well-beings affect 66.60% on promoting students mental health that supports the results of other studies (Foster et al., 2018; Godinic et al., 2020; Otu et al., 2020; Winefield et al., 2012; Hernández-Torrano et al., 2020). Moreover, case of mental health focusing on psychological well-being is significantly associated with non-materialistic benefits; formation of sentimental dealings with peers, fellows, and colleagues and fostering self-respect/self-worth with unique scientific and logical understanding and interpretation of results (Latief & Retnowati, 2019; Páez-Gallego et al., 2020). Maslow's hierarchy of needs strongly congruent with the parameters of quality of life; safety, love, and belongingness to societal group (Cancino et al., 2016) that are strongly interfering in entire individual existence (Altymurat, 2021; Deptola, 2021; Griffin, 2021; Kaufman, 2021; Luneburg & Ornstein, 2021; Weiten, 2021). Psychological well-being is well-known for the individual and societal relations and coincidentally relates with social and emotional interactions (Latipun et al., 2019; Rosa-Rodríguez et al., 2015) and also minor with family and workplace (Mafud, 2016; Millán et al., 2017; Soto & Almagiá, 2017).

## CONCLUSIONS

Learning opportunities focus on access and inclusion of education and health, which are the fundamental human legal rights of every inhabitant. Students are suffering health issues. Among them, mental health is debatable one. Educational equity, resilience, and psychological well-being centers on promoting learners mental health. Applications of educational equity in societies produce dynamic learners for the delivery of first-class educational equitable aspects. Focusing on the worth of the current scenario, the researchers planned the current research to measure the effect of educational equity, resilience, and psychological well-being on promoting students mental health. The recent research was quantitative, and the researchers applied the causal-comparative design on a sample of randomly selected 3,600 students administering standardized instruments. After ensuring ethical considerations, the researchers collected the data from the participants and entered into SPSS to conquer results. The current research concludes that only 19% of teachers were weak in providing equitable education, 12.90% resilient and, 33.40% were less psychological well-being towards promoting students mental health. The continuous use of pedagogical, technological, and political knowledge get students familiar about their present-day needs. Government maximum investment and utilization stakeholders resources to arouse hidden potential. The slogan of "no cost and low cost" preferred in still applicable in public sector educational institutions for students didactic learning. Teachers training institutions are also playing their significant role in promoting teachers cognitive potential. Availability of computer labs, high-speed internet facilities, vibrant learning environment, ECE, ECD, ICT, STEM education significantly enhance teachers and students hidden abilities. On the other hand, district Lahore is the mother of educational institutions. Indigenous stakeholders move to Lahore for better residence, hospitals, security, shelter, jobs, educational, political, and religious purposes. Resultantly, it all affects on students equity, resilience and, enhanced their psychological well-being that strengthen students mental health. Results of the current results evident that students enrolled in public sector schools of district Lahore can slightly differ in equitable education and familiar with the concept of reasonable schooling, resiliency and psychological well-being.

## LIMITATIONS AND RESEARCH FORWARD

The current research has certain limitations. In this research, the researchers collected the data from the respondents by applying the non-probability sampling technique. Future research scholars may collect the data through probability sampling techniques. The researchers limited the current research on male public sector elementary students while research ground is open for female public and male/female private schools students in the remaining 35-districts of Punjab-Pakistan. The results of this research will open horizons for future/contemporary research scholars to conduct research on primary, secondary, higher secondary, and tertiary level students administering standardized instruments, while self-constructed instruments may be issued after ensuring validation and reliability.

## AUTHOR'S CONTRIBUTION

Both authors have collectively contributed in this article. We both work wholeheartedly from topic selection to hyperlinked end references.

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