

ACCEPTABILITY OF A PROPOSED POSITIVE REFLECTION OPTIMISM ACTIVITY FOR THE COLLEGE STUDENTS IN BESTLINK COLLEGE OF THE PHILIPPINES IN QUEZON CITY

ABSTRACT

AUTHORS

Nicka Angela Antonio
Alejiah Rosche Briones
John Michael Carani
LJ Patricia Macoy
Rachel Olmido

RESEARCH ADVISER

Maria Regina V Baluyut

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Education

KEYWORDS

*positive reflection; optimism
activity; acceptability; mental
well-being; teaching
strategies; acceptability
positive*

ARTICLE ID

AASGBCPJMRA-B17096

This study examined the acceptability of a proposed positive reflection optimism activity among professors teaching the “Understanding the Self” course at Bestlink College of the Philippines in Quezon City. Acceptability is assessed in terms of age, gender, teaching experience, alignment with learning objectives, relevance to course content, clarity of guidelines, evaluation criteria, and support for critical thinking. Understanding professors’ perceptions of the activity informs its potential to foster positive and hopeful mindsets in first-year college students. A causal-comparative design was employed to explore differences in acceptability perceptions without direct manipulation of variables. Seventeen professors of “Understanding the Self” were selected via purposive sampling based on their role in administering positive reflection activities. Participants complete a structured questionnaire evaluating each acceptability indicator on a four-point scale ranging from “Unlikely” to “Very Likely” acceptable. Professors rated the proposed positive reflection optimism activity at the “Likely” level of acceptability across all indicators. No statistically significant differences emerged among demographic or professional subgroups, indicating consistent support for the activity’s learning objectives, course relevance, guidelines, evaluation criteria, and promotion of critical thinking. As a result, a structured set of activity guidelines was formulated to optimize positive mindset cultivation and support student mental well-being. The findings demonstrated strong general support for integrating positive reflection and optimism exercises into the “Understanding the Self” curriculum. Embedding such activities in teaching strategies enhanced alignment with learning objectives and contributed to a more dynamic classroom environment. Consequently, this research expands the literature on student mental health interventions by highlighting the role of optimism-based reflections in promoting continuous development for both students and educators.

RECOMMENDED CITATION

Antonio, N. A., Briones, A. R., Carani, J. M., Macoy, L. P., & Olmido, R. (2025). Acceptability of a Proposed Positive Reflection Optimism Activity for the College Students in Bestlink College of the Philippines in Quezon City. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(5), 103.