Educational Administration: Theory and Practice
2024, 30(4), 8741 - 8746
ISSN:2148-2403
https://kuey.net/

Research Article

Resilience, Mental Well-Being And Quality Of Life Among Students.

Tovikali N Achumi[1*], Dr. Jahangeer Majeed[2]

[1*]M.A. Clinical psychology, (Department of Psychology, lovely professional university)
[2]Department of Psychology, lovely professional university

Citation: Tovikali N Achumi, Dr. Jahangeer Majeed, (2024), Resilience, Mental Well-Being And Quality Of Life Among Students. *Educational* Administration: Theory and Practice, *3(4), 8741 - 8746*
Doi: 10.53555/kuey.v30i4.2811

ARTICLE INFO

ABSTRACT

This study aims to investigate the relationship between resilience, mental well-being, and quality of life among students. The study hypothesizes that resilience will be positively associated with mental well-being and quality of life among students, and it will mediate the relationship between stress and mental well-being among students. The study also explores gender and age differences in resilience, mental well-being, and quality of life among students. The Brief Resilience Scale, the Warwick-Edinburgh Mental Well-being Scale, and the WHO Quality of Life Scale-brief will be used to measure resilience, mental well-being, and quality of life, respectively.

KEYWORD: Resilience, mental- well being, quality of life, students

INTRODUCTION

Numerous challenges and adaptive behaviors have been considered in human resilience research throughout the years, yielding a wealth of pertinent insights regarding resilience in children and adolescents. (FruNgongban, Akenji 2023). Resilience in the context of severe adversity is the ability of individuals to manage the psychological, social, cultural, and physical resources that support their well-being as well as their ability, both separately and jointly, to bargain for the provision and experience of these resources in ways that are culturally meaningful.(Ungar, 2005)

Resilience has been seen as a domain-specific notion by certain scholars in the recent past. This method offered several perspectives on resilience, including behavioral, emotional, and academic. Academic resilience received more focus across various domains. (Jowkar et al. 2014)Youth is a significant life stage, and the mental health of young students has a favourable impact on social health and overall quality of life. In the past, mental wellness was assumed to result from the absence of mental illness. "A state of well-being in which the individuals realise their abilities, can cope with the normal stresses of life, work productively and fruitfully, and contribute to their community" is the current definition of mental health. Resilience is not merely the absence of adversity but the ability to navigate through it successfully. It involves the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress (American Psychological Association, 2021).

"Resilience is not a fixed trait but rather a dynamic process influenced by various factors such as personal characteristics, social support, and environmental resources." (Masten, 2001)

Academic resilience is the increased chance of succeeding in school in spite of environmental challenges brought on by early characteristics, circumstances, and experiences . Stated differently, resilient students maintain high levels of motivation and performance toward achievement even in the face of stressful situations and events that could put them at risk for performing poorly in class and eventually dropping out . Thus, motivation may play a key role in educational resilience . (Wang, Haertel & Walberg , 1994). Since the initial study, there has been a divergence in the notion of psychological wellness. Psychological well-being has been linked by some researchers to happiness and the realisation of one's potential in life, while other researchers have linked it to an individual's own experiences, the achievement of goals, and the joy that comes from engaging in interesting activities. Psychological well-being, according to Ryff et al., is the degree to which individuals believe they have substantial influence over their lives and activities.

However, issues related to psychological health are becoming more prevalent among college students these days, particularly among postgraduate students who are more vulnerable to psychological issues. As a result,

Ryff et al. presented six fundamental aspects of psychological well-being, including: Positive thoughts and feelings about oneself are known as self-acceptance; positive relationships with others are known as positive relations with others; autonomy is the capacity to be independent and deal with social pressures; environmental mastery is the capacity to modify or create one's surroundings through physical and mental activities; purpose in life is the capacity to have objectives and goals in life and work towards achieving goal-oriented; and finally, personal growth is the capacity to continuously grow and develop as oneself. This multifaceted understanding of psychological well-being illustrates the connections between psychological well-being and life satisfaction, physical exercise, mindfulness, social support, and life esteem.

These support systems may include counseling services, peer support groups, mental health awareness campaigns, and stress management workshops (Stallman, 2010).

However, the effectiveness of these support systems in addressing the mental health needs of students remains a topic of debate.

The purpose of this dissertation is to provide a comprehensive review of the existing literature on mental well-being among students. By synthesizing the findings of previous studies, this research aims to identify the main factors influencing students' mental health, assess the prevalence of mental health disorders among student populations, and evaluate the effectiveness of existing support systems. Additionally, this study seeks to identify gaps in the literature and make recommendations for future research and policy development.

A person's view of their place in life within the culture and value system in which they are embedded, along with their objectives, viewpoints, standards, and worries, is referred to as their quality of life (QoL).1. Thus, it makes sense to conclude that a variety of factors, including stress, can affect quality of life.

The study's goal is to investigate the connections between sedentary behaviour, physical activity, and subjective and objective measures of life satisfaction and quality of life in a sample of college students whose future careers would either involve the human body or the intellect. We believed that physical activity influences an increase in several quality of life markers and, consequently, raises life satisfaction based on existing research. On the other hand, it was believed that being sedentary lowers the quality of many areas of life quality.

METHODOLOGY

Research design: Correlation.

Data collection and Participants:

Students currently enrolled in a college or university. A minimum of 100 students is recommended for a survey study.Must be 18 years or older and must be currently enrolled in a college or university.The survey will be administered online using a secure platform like google form. Participants will be invited to participate through email or social media platforms.

Measures:

- **Brief Resilience Scale:** The Brief Resilience Scale is a self-report questionnaire that measures an individual's ability to bounce back from stress and adversity. It consists of six items that assess the ability to recover from stress quickly. Participants rate each item on a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree).
- **Warwick-Edinburgh Mental Well-being Scale (WEMWBS):** The WEMWBS is a self-report questionnaire designed to measure mental well-being. It consists of 14 items that cover various aspects of mental well-being over the past two weeks. Participants rate each item on a 5-point scale, ranging from 'none of the time' to 'all of the time'.

WHO Quality of Life Scale-brief: The WHO Quality of Life Scale-brief is a self-report questionnaire that assesses an individual's perception of their quality of life. It includes questions related to physical health, psychological health, social relationships, and environment. Participants rate their satisfaction with each domain on a scale from 1 to 5.

Hypothesis

- Resilience will be positively associated with mental well-being and quality of life among students.
- Resilience will mediate the relationship between stress and mental well-being among students.
- Students with higher resilience scores will report better academic performance and adjustment to college life.
- Gender and age differences will be observed in resilience, mental well-being, and quality of life among students.

Results and discussions:

Data analysis

Descriptive Statistics

	Mean	Std. Deviation	N
X	11.22	6.447	100
Y	74.71	9.864	100
Z	43.28	7.957	100

Descriptive statistics provide a summary of the characteristics of a dataset. In this case, we have three variables: X, Y, and Z. Let's delve into each of these variables and explore what their mean, standard deviation, and sample size tell us about the data.

Variable X:

Variable X has a mean of 11.22 and a standard deviation of 6.447. This means that, on average, the values in X are around 11.22. The standard deviation of 6.447 indicates that the values of X are somewhat spread out around the mean. The sample size for X is 100, meaning there are 100 data points. This gives us confidence that the mean and standard deviation calculated are likely representative of the population.

Variable Y:

For variable Y, the mean is 74.71 and the standard deviation is 9.864. This suggests that, on average, the values in Y are around 74.71, and they are less spread out compared to variable X, as indicated by the lower standard deviation. The sample size for Y is also 100, ensuring the reliability of the calculated statistics.

Variable Z:

Variable Z has a mean of 43.28 and a standard deviation of 7.957. The mean value of 43.28 tells us that the values in Z are centered around this value. The standard deviation of 7.957 indicates that the values are somewhat spread out around the mean. Like the other variables, Z also has a sample size of 100.

Comparison between Variables:

Comparing the means of the three variables, we see that the mean of Y (74.71) is much higher than that of X (11.22) and Z (43.28). This suggests that, on average, the values of Y are much higher than those of X and Z.
Looking at the standard deviations, we observe that variable Y (9.864) has the highest standard deviation, followed by variable Z (7.957), and then variable X (6.447). This indicates that the values in variable Y are more spread out compared to the other variables, while the values in variable X are the least spread out.

Interpretation and Further Analysis:

These descriptive statistics give us an initial understanding of the dataset. However, to gain deeper insights, we might want to visualize the data using histograms or box plots. This would allow us to see the distribution of values for each variable and identify any outliers or patterns. Additionally, further analysis such as hypothesis testing or regression analysis could help us understand the relationships between these variables and whether they are statistically significant.In conclusion, descriptive statistics provide a useful summary of the characteristics of a dataset, allowing us to understand the central tendency, dispersion, and sample size of the variables.
However, they are just the first step in data analysis, and further exploration and analysis are often needed to gain deeper insights and draw meaningful conclusions from the data.The correlation table you provided shows the Pearson correlation coefficients between variables X, Y, and Z. Let's break down the correlation coefficients and their significance levels, and then we'll discuss what these correlations mean.

Correlations

		X	Y	Z
X	Pearson Correlation	1	.050	.029
	Sig. (2-tailed)		.620	.777
	N	100	100	100
Y	Pearson Correlation	.050	1	.636**
Z	Sig. (2-tailed)			
	N			

Pearson Correlation	.620		.000
Sig. (2-tailed)			
N	100	100	100
	.029	.636**	1
	.777	.000	
	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation Coefficients:

1. **Variable X with Variable Y:**
   - Pearson Correlation Coefficient: 0.050
   - Significance Level (2-tailed): 0.620
   - Sample size (N): 100
2. **Variable X with Variable Z:**
   - Pearson Correlation Coefficient: 0.029
   - Significance Level (2-tailed): 0.777
   - Sample size (N): 100
3. **Variable Y with Variable Z:**
   - Pearson Correlation Coefficient: 0.636
   - Significance Level (2-tailed): 0.000
   - Sample size (N): 100

Interpretation:

X with Y:

The Pearson correlation coefficient between variables X and Y is 0.050. This indicates a very weak positive correlation between X and Y. The p-value associated with this correlation coefficient is 0.620, which is greater than the significance level of 0.05. This means that the correlation between X and Y is not statistically significant at the 0.05 level.

X with Z:

The Pearson correlation coefficient between variables X and Z is 0.029. This also indicates a very weak positive correlation between X and Z. The p-value associated with this correlation coefficient is 0.777, which is much greater than the significance level of 0.05. Therefore, the correlation between X and Z is not statistically significant at the 0.05 level.

Y with Z:

The Pearson correlation coefficient between variables Y and Z is 0.636. This indicates a moderately strong positive correlation between Y and Z. The p-value associated with this correlation coefficient is 0.000, which is less than the significance level of 0.05. Therefore, the correlation between Y and Z is statistically significant at the 0.05 level.

- There is a very weak positive correlation between variables X and Y, as well as between variables X and Z. These correlations are not statistically significant.
- However, there is a moderately strong positive correlation between variables Y and Z, and this correlation is statistically significant.

Major Findings and Implications:

1. **Weak Correlation between X and Y, and X and Z:**

Findings:

- The correlation coefficient between X and Y is 0.050, and between X and Z is 0.029.
- Both correlations are positive but very weak.

Implications:

- There is little to no linear relationship between variables X and Y, and between X and Z.
- Changes in variable X do not appear to have a significant linear impact on variables Y or Z.

2. Strong Correlation between Y and Z:

Findings:

- The correlation coefficient between Y and Z is 0.636.
- This correlation is positive and moderately strong.

Implications:

- There is a significant linear relationship between variables Y and Z.
- As the values of variable Y increase, the values of variable Z also tend to increase, and vice versa.
- Changes in variable Y could potentially be used to predict changes in variable Z.

3. Statistical Significance:

Findings:

- The correlation between X and Y, and between X and Z, is not statistically significant ($p > 0.05$).
- The correlation between Y and Z is statistically significant ($p < 0.01$).

Implications:

- The relationship between Y and Z is not likely due to random chance.
- While the correlations between X and Y, and X and Z, may exist, they are too weak to be statistically significant.

Reference

1. Bastaminia, Amir, et al. "Resilience and Mental Health: A Study among Students at the State University of Yasuj City." British Journal of Education, Society & Behavioural Science, vol. 18, no. 2, 10 Jan. 2016, pp. 1–9, https://doi.org/10.9734/bjesbs/2016/28885.
2. Las-Hayas, Carlota, et al. "Relevance of Well-Being, Resilience, and Health-Related Quality of Life to Mental Health Profiles of European Adolescents: Results from a Cross-Sectional Analysis of the School-Based Multinational UPRIGHT Project." Social Psychiatry and Psychiatric Epidemiology, vol. 57, no. 2, 1 Feb. 2022, pp. 279–291, https://doi.org/10.1007/s00127-021-02156-z.
3. Astin, A. W. (2016). Stress and the undergraduate. Change: The Magazine of Higher Learning, 32(6), 21-27.
4. Auerbach, R. P., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., Cuijpers, P., ... & Kessler, R. C. (2018). WHO World Mental Health surveys international college student project: prevalence and distribution of mental disorders. Journal of Abnormal Psychology, 127(7), 623-638.
5. Cooke, R., Bewick, B. M., Barkham, M., Bradley, M., & Audin, K. (2006). Measuring, monitoring and managing the psychological well-being of first year university students. British Journal of Guidance & Counselling, 34(4), 505-517.
6. Hunt, J., & Eisenberg, D. (2010). Mental health problems and help-seeking behavior among college students. Journal of Adolescent Health, 46(1), 3-10.
7. Stallman, H. M. (2010). Psychological distress in university students: A comparison with general population data. Australian Psychologist, 45(4), 249-257.
8. Twenge, J. M. (2017). Time period and birth cohort differences in depressive symptoms in the U.S., 1982–2013. Social Indicators Research, 121(2), 437-454.
9. American Psychological Association. (2021). Resilience. Retrieved from https://www.apa.org/topics/resilience
10. Beiter, R., Nash, R., McCrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. Journal of Affective Disorders, 173, 90-96.
11. Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (2003). Subjective well-being: Three decades of progress. Psychological Bulletin, 125(2), 276–302.
12. Feldman, D. B., & Kubota, M. (2015). Hope, self-efficacy, optimism, and academic achievement: Distinguishing constructs and levels of specificity in predicting college grade-point average. Learning and Individual Differences, 37, 210-216.

13. Ibrahim, A. K., Kelly, S. J., Adams, C. E., & Glazebrook, C. (2013). A systematic review of studies of depression prevalence in university students. Journal of Psychiatric Research, 47(3), 391-400.
14. Sin, N. L., Lyubomirsky, S., & Diener, E. (2011). The benefits of frequent positive affect: Does happiness lead to success? Psychological Bulletin, 137(6), 803–855.
15. World Health Organization. (2014). Mental health: A state of well-being. Retrieved from https://www.who.int/features/factfiles/mental_health/en/
16. Ribeiro, Ícaro J.S., et al. "Stress and Quality of Life among University Students: A Systematic Literature Review." Health Professions Education, vol. 4, no. 2, 2018, pp. 70–77, www.sciencedirect.com/science/article/pii/S2452301117300305, https://doi.org/10.1016/j.hpe.2017.03.002.
17. Nowak, Paweł F., et al. "Physical Activity, Sedentary Behavior, and Quality of Life among University Students." BioMed Research International, 18 Dec. 2019, www.hindawi.com/journals/bmri/2019/9791281/.