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(IJMOE)**www.gaexcellence.com/ijmoe**MAPPING THE INTELLECTUAL AND CONCEPTUAL
LANDSCAPE OF RESILIENCE AND WELL-BEING
RESEARCH IN HIGHER EDUCATION (2016-2026)**Izmayani Sa'adin^{1*}, Nursaadatun Nisak Ahmad²¹Department of Business and Management, Universiti Teknologi MARA, Perak Branch, Malaysia izmayani@uitm.edu.my <https://orcid.org/0009-0006-2404-339X>²Faculty of Business and Management, Universiti Teknologi MARA, Puncak Alam Campus, Malaysia nursa040@uitm.edu.my <https://orcid.org/0000-0002-5683-021X>

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Abstract:

Research on resilience and well-being in higher education has expanded significantly, reflecting concerns regarding students' mental health, academic challenges, and psychological well-being. Literature across multiple disciplines highlights the need for a comprehensive understanding of the field's intellectual and conceptual frameworks. This study utilizes a bibliometric methodology to examine the development of resilience and well-being research in higher education. Data were obtained from the Web of Science Core Collection and analyzed through bibliographic coupling and co-word analysis using VOSviewer. Bibliographic coupling identified four principal intellectual research streams: psychological resilience and well-being among university students; resilience as a protective resource for student mental health and well-being; resilience resources, coping strategies, and positive adaptation; and broader positive psychological resources. Co-word analysis revealed four major conceptual domains: resilience and student well-being in higher education; positive psychological factors and subjective well-being; student mental health and psychological adjustment; and resilience measurement and mental well-being assessment. The findings indicate that the field has progressed beyond viewing resilience solely as an individual psychological trait, instead adopting a multidimensional perspective that includes mental health, positive psychological resources, coping strategies, academic adaptation, and resilience assessment. By integrating bibliographic coupling and co-word analyses, this study offers a comprehensive mapping of the field's intellectual and conceptual structures. These results provide valuable insights for researchers and higher education institutions seeking to advance future

research and develop evidence-based strategies to enhance resilience and promote student well-being.

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Keyword:

Bibliometric Analysis, Bibliographic Coupling, Co-Word Analysis, Higher Education, Resilience, Well-Being



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Introduction

Promoting health, and well-being has become a key priority in modern society. This is exemplified by the United Nations Sustainable Development Goal 3 (SDG 3), which aims to ensure healthy lives and promote well-being for all at all ages (United Nations, 2015). Well-being has received much attention in Higher Education Institutions (HEIs) because of increasing academic pressures, changing learning environments, technological advancements, and growing concerns about mental health within university communities. (Bakker & Mostert, 2024). Universities are therefore expected to provide supportive environments that promote well-being and resilience as integral components of sustainable educational development.

Higher education institutions are crucial to the development of human capital, knowledge, and social progress. However, individuals within these institutions often face academic pressure, performance expectations, financial challenges, research commitments, and uncertainty due to rapidly changing educational environments. The COVID-19 pandemic has brought these difficulties to the fore, as it interrupted traditional teaching and learning and raised concerns about the mental health and psychological well-being of students and university staff. Consequently, resilience has become an important concept for understanding how individuals adapt to adversity and obstacles and maintain positive functioning in demanding educational contexts (Fletcher & Sarkar, 2013).

Resilience and well-being have become important research topics within higher education. Researchers have studied these constructs across a range of populations, including undergraduate and postgraduate students, academic staff, healthcare students, and university employees. Resilience is believed to help individuals manage challenges in educational and workplace settings while promoting positive well-being (Ross et al., 2023).

Because resilience is believed to positively influence psychological well-being, academic adjustment, engagement, life satisfaction, and mental health outcomes (Brewer et al., 2019), publications on resilience and well-being have increased over the last two decades, especially since the Covid-19 pandemic.

However, resilience and well-being research in higher education institutions remains under-researched due to serious shortcomings. First, the literature is dispersed across disciplines (education, psychology, health sciences, and social sciences), creating a fragmented knowledge base with different conceptualizations, theoretical frameworks, and methodological approaches (Fletcher & Sarkar, 2013; Brewer et al., 2019). Secondly, most review studies have focused on specific populations, contexts, or interventions, such as student resilience, mental health promotion, and resilience-building programs (Brewer et al., 2019; Abulfaraj et al., 2024). While these studies offer useful insights into specific aspects of resilience and well-being, they do not fully capture the field's overall intellectual structure or thematic development (Khaira & Sayekti, 2024, pp. 28-46).

The exponential growth in publications, particularly post-COVID-19, has greatly expanded the literature and opened new research avenues in higher education institutions (Son et al., 2020; Aristovnik et al., 2020). However, the field lacks insights into its evolution, the relationships between research streams, and emerging themes that indicate important future research directions (Adnan et al., 2026). As the complexity and volume of publications increase, a systematic mapping of the literature is needed to provide a comprehensive review of the intellectual and thematic structure in higher education institutions (Donthu et al., 2021).

Bibliometric analysis is a systematic and objective approach to assessing the development of scientific knowledge through the quantitative examination of relationships and patterns in scholarly publications (Donthu et al., 2021). Bibliographic coupling detects existing research clusters and intellectual links between publications, while co-word analysis reveals thematic structures and emerging research trends. These methods help expand research in higher education institutions, where understanding the intellectual landscape and thematic evolution of the literature is crucial (Li & Chen, 2026).

1. To address these gaps, this study uses a bibliometric analysis to examine the development of resilience and well-being research within higher education institutions. The objectives of this study are to:
2. Examine the evolution and publication trends of resilience and well-being research within higher education institutions.
3. Analyze the intellectual structure of the field through bibliographic coupling analysis.
4. Discuss the theoretical and practical implications of the bibliometric findings for resilience and well-being research in higher education institutions.

By offering a comprehensive overview of the field's development, this study enhances understanding of the intellectual landscape of resilience and well-being research and provides insights for future scholarship within higher education contexts.

Methodology

Bibliometric Approach

Bibliometric analysis is a quantitative method that examines bibliographic databases using science mapping techniques (Donthu et al., 2021). Bibliometric analysis provides a comprehensive, objective review of a research field by enabling examination of large volumes of publications (Zupic & Čater, 2015). In this study, bibliographic coupling and co-word analysis are employed to address the two research objectives as follows:

Bibliographic coupling is employed to examine the current and recent developments within a research field (Donthu et al., 2021). Its core principle states that two publications that share similar references or cite the same documents are likely to address related themes (Rojas-Lamarena et al., 2022).

Co-word analysis identifies conceptual relationships by examining the co-occurrence of terms in document titles, keywords, or abstracts (Zupic & Čater, 2015). This method assumes that groups of frequently co-occurring keywords represent underlying research themes. Analyzing keyword associations enables researchers to identify emerging topics and guide future research directions (Donthu et al., 2021).

Research Design and Procedure

The search strategy used in this study is presented in Table 1. Three keyword groups were used to retrieve publications on resilience, higher education institutions, and well-being. The search string comprised resilience-related terms ("resilience", "resilient", and "resiliency"), higher education terms ("1655niversity*", "college", "higher learning", "higher education", "HEI", and "IHL"), and well-being terms ("wellbeing", "well-being", and "well being"). The search was conducted in the Web of Science (WoS) Core Collection using the Topic Search (TS) function. WoS was chosen due to its comprehensive coverage and recognition as a leading database for bibliometric research (Web of Science Core Collection Overview, 2025). To ensure data quality, only peer-reviewed journal articles were included; conference papers, books, book chapters, editorials, reviews, and other non-journal publications were excluded. The retrieved records were analyzed using VOSviewer (version 1.6.18) to construct and visualize the bibliographic coupling network.

Table 1: Search String in WoS database

No	Keywords	Justification
1	"resilience" OR "resilient" OR "resiliency"	Identify publications related to resilience.
2	"universit*" OR "college" OR "higher learning" OR "higher education" OR "HEI" OR "IHL"	Identify publications related to higher education institutions (HEIs).
3	"wellbeing" OR "well-being" OR "well being"	Identify publications related to well-being.

Source: Tan & Fauzi (2024)

Result and Analysis

The WoS database was searched on 11 June 2026. The initial search returned 2,517 documents. After restricting results to journal publications, 2,223 publications remained. During this period, total citations reached 24,554, or 23,170 excluding self-citations. The average citation count was 11.05, with an h-index of 66. Figure 1 shows annual publication and citation trends. Research output was relatively low from 2016 to 2019, reflecting the field's early development. Publications experienced a steep rise from 2020 to reach a maximum in 2025. Likewise, citations followed a similar trend, rising sharply from 2020 to reach a peak in 2025, indicating the growing academic impact of research on resilience and well-being in higher education. The decline in publications and citations for 2026 should be interpreted cautiously, as the data for this year are insufficient and recent articles have not had sufficient opportunity to garner citations. The overall upward trend in publications and citations indicates the domain's rapid expansion and growing academic interest in resilience and well-being in higher education.

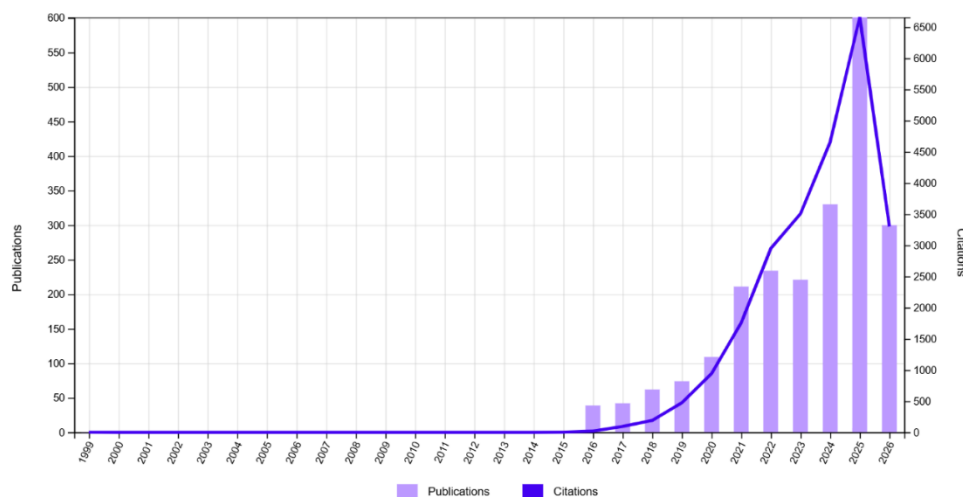


Figure 1: Annual Publications and Citations on Resilience and Well-Being Research in Higher Education (2016–2026)

Source: Web of Science

Bibliographic Coupling

The bibliographic coupling analysis began by identifying an appropriate citation threshold to yield a reliable, interpretable network visualization. From the 500 retrieved documents, 59 satisfied the final threshold of 32 citations. Multiple threshold values were evaluated before selecting the final threshold, balancing the need to retain influential publications with the need to maintain a clear network structure.

Table 2 shows the top 10 publications ranked by citation count and their Total Link Strength (TLS) values. Turner et al. (2017a) had the highest total link strength (TLS = 114), indicating the strongest bibliographic connections within the network, and received 54 citations. This was followed by Turner et al. (2017b) with a TLS of 95 and 51 citations, and Fullerton et al. (2021), with a TLS of 91 and 112 citations. Citation counts measure the academic impact of individual publications, whereas TLS quantifies the strength of their bibliographic connections within the network.

Bibliographic coupling analysis of the 59 publications that met the citation threshold revealed four thematic clusters that constitute the principal intellectual foundations of research on resilience and well-being in higher education.

Table 2: Top 10 Documents in Bibliographic Coupling Analysis

No	Author	Journal	Scope	Citation	TLS
1.	Tuner (2017a)	Higher Education Research & Development	Develops a university-specific resilience measure and evaluates its association with students' psychological health and well-being.	54	114
2.	Tuner (2017b)	Higher Education Research & Development	Explores the contribution of resilience to student well-being and psychological health in the university environment.	51	95
3.	Fullerton (2021)	PLOS ONE	Examines resilience as a process involving personal resources, coping responses, and positive adjustment within the university context.	112	91
4.	Bajaj (2016)	Personality and Individual Differences (PAID)	Investigates whether resilience explains the association between mindfulness and students' subjective well-being, including affect and life satisfaction.	268	90
5.	Chen (2016)	The Asia-Pacific Education Researcher	Examines how resilience and coping patterns contribute to subjective well-being among Chinese university students.	85	82
6.	Ang (2021)	Journal of Professional Nursing	Synthesizes qualitative evidence to explain how higher education students understand, experience, and build resilience.	45	81
7.	Arslan (2021)	Frontiers in Psychology	Investigates the connections among meaning in life, resilience, and mental well-being among university students during the pandemic.	33	81
8.	Chow (2018)	BMC Medical Education	Assesses the association between resilience and psychological well-	133	73

			being among nursing students in a Hong Kong university.		
9.	Mcdermott (2020)	Journal of Advanced Nursing	Examines the relationships among resilience, depression, well-being, and academic distress in nursing students.	86	71
10.	Kelifa (2021)	Journal of Happiness Studies	Investigates how resilience and depression help explain the association between adverse childhood experiences and subjective well-being among college students.	49	70

Source: Researcher Findings

Figure 2 presents the network visualization of the bibliographic coupling analysis. Four clusters were identified, representing the major intellectual research streams in resilience and well-being research within higher education. The clusters were interpreted through an inductive review of representative publications and their shared research focus. Specifically, the four clusters comprise (1) Psychological Resilience and Well-being among University Students, (2) Resilience as a Protective Resource for Student Mental Health and Well-being, (3) Resilience Resources, Coping Strategies, and Positive Adaptation, and (4) Positive Psychological Resources that Enhance Resilience and Well-being. Together, these clusters represent different but related research streams that have contributed to the field's intellectual development.

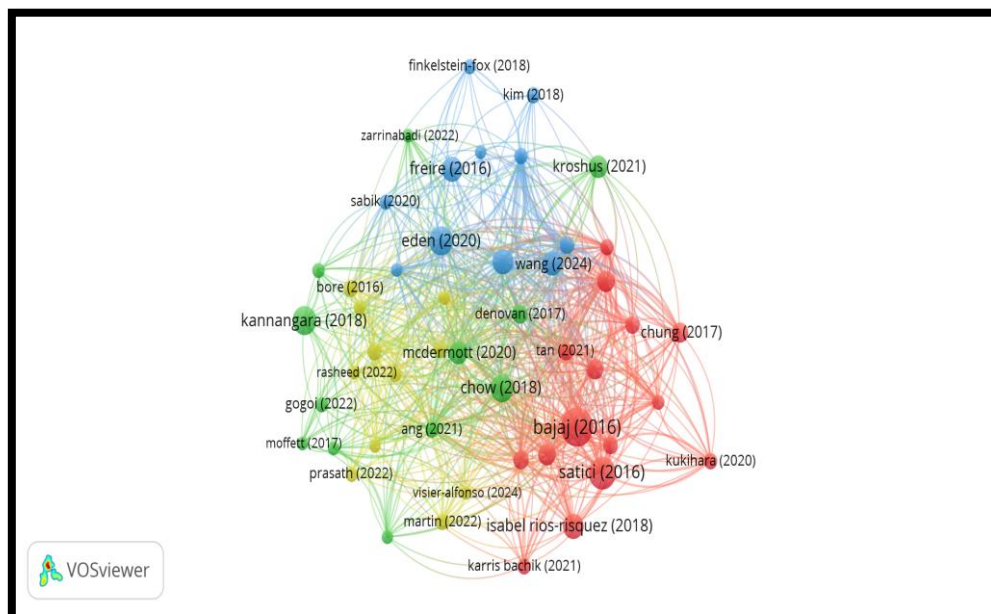


Figure 2: Network Visualization of Bibliographic Coupling

Source: Researcher findings

Cluster 1 (Red): *Psychological Resilience and Well-being among University Students*

Cluster 1, the largest conceptual group with 19 keywords, captures the central position of resilience in research on student well-being in higher education. Its main keywords include resilience, academic resilience, stress, burnout, mental health, and student well-being. The overlap of these lines of inquiry implies that resilience is primarily understood as the ability of students to react to academic and psychological pressures with positive functioning (Zhai & Carney, 2024). Higher education, support, self-efficacy, and strategies broaden this perspective beyond individual resilience by highlighting the resources available within the university environment (Li, 2025). Thus, the cluster connects students' personal capacity to cope with adversity with the institutional support and strategies that may strengthen their academic and psychological adjustment.

Cluster 2 (Green): *Resilience as a Protective Resource for Student Mental Health and Well-being*

Cluster 2 comprises 16 keywords and centers on the positive psychological factors linked to resilience and subjective well-being. The keywords mindfulness, life satisfaction, self-esteem, optimism, self-compassion, emotional intelligence, and positive emotions demonstrate a strong focus on personal psychological resources.

Research in this area suggests that these resources are strongly related to students' responses to challenges and their capacity to maintain positive appraisals of their lives and experiences. For example, mindfulness and self-compassion have been investigated in relation to resilience and positive psychological functioning, while optimism and emotional intelligence are other resources that may support students in the face of stress and adversity. This cluster therefore highlights the positive psychological component of the literature, linking resilience with a range of personal resources related to subjective well-being.

Cluster 3 (Blue): *Resilience Resources, Coping Strategies, and Positive Adaptation*

Cluster 3 includes 15 keywords and captures the mental health and psychological adjustment dimension of the field. Keywords related to anxiety, depression, psychological distress, coping, social support, and adjustment suggest a strong concern with the difficulties students may encounter during university life. In this domain, resilience relates to students' ability to cope with emotional and psychological challenges and adapt to stressful situations. The presence of coping and social support also suggests that adjustment depends not only on one's psychological capacity but also on the resources available to students when facing adversity. Overall, this cluster situates resilience in a broader context of student mental health, focusing on its relationship with psychological adjustment and responses to distress.

Cluster 4 (Yellow): *Positive Psychological Resources that Enhance Resilience and Well-being*

Cluster 4 includes 9 keywords and represents the measurement and assessment dimension of resilience and mental well-being research. Keywords related to scales, validation, reliability, mental well-being, and psychological assessment indicate a focus on how researchers operationalize and measure these constructs in student populations.

This domain reflects the importance of reliable, valid measures of students' resilience and well-being across different educational and cultural settings. It also shows that developing and evaluating measurement tools is an important part of the field, particularly because resilience and well-being are multidimensional constructs that can be assessed in different ways. Overall, this cluster provides the methodological foundation that supports empirical investigation of resilience and mental well-being in higher education.

Table 3: Bibliographic Coupling Analysis

Cluster No (colour)	Cluster label	Representative publication
1 (red)	Psychological Resilience and Well-being among University Students	Bajaj and Pande (2016), Satici (2016), Isabel Rios-Risquez et al. (2018).
2 (green)	Resilience as a Protective Resource for Student Mental Health and Well-being	Kannangara et al. (2018), Chow et al. (2018), McDermott et al. (2020).
3 (blue)	Resilience Resources, Coping Strategies, and Positive Adaptation	Fullerton et al. (2021), Freire et al. (2016), Eden et al. (2020).
4 (yellow)	Broader Positive Psychological Resources that Enhance Resilience and Well-being	Kotera et al. (2021), Arslan (2021), Arslan (2023).

Source: Researcher findings

Co-Word Analysis

Co-word analysis was conducted using keywords from the same Web of Science dataset. A total of 1,849 keywords were identified; 59 met the minimum threshold of 14 occurrences and were included in the final network. Among these keywords, resilience was the most frequent (269 occurrences), followed by well-being (129) and stress (127). Table 4 reports the 15 most frequent keywords and their corresponding Total Link Strength (TLS) values.

Table 4: Top 15 Keywords in the Co-Occurrence of Keywords Analysis

Rank	Keyword	Occurrences	Total link strength
	Resilience	269	1212
	Stress	127	679
	Well-being	129	592
	Depression	82	464
	Mental-health	80	421
	Scale	79	416
	Health	80	369
	Anxiety	61	360

	Mental health	62	280
	College- students	50	270
	Covid-19	44	225
	Psychological resilience	55	217
	Subjective well-being	43	217
	Students	39	210
	Validation	37	206

Source: Researcher findings

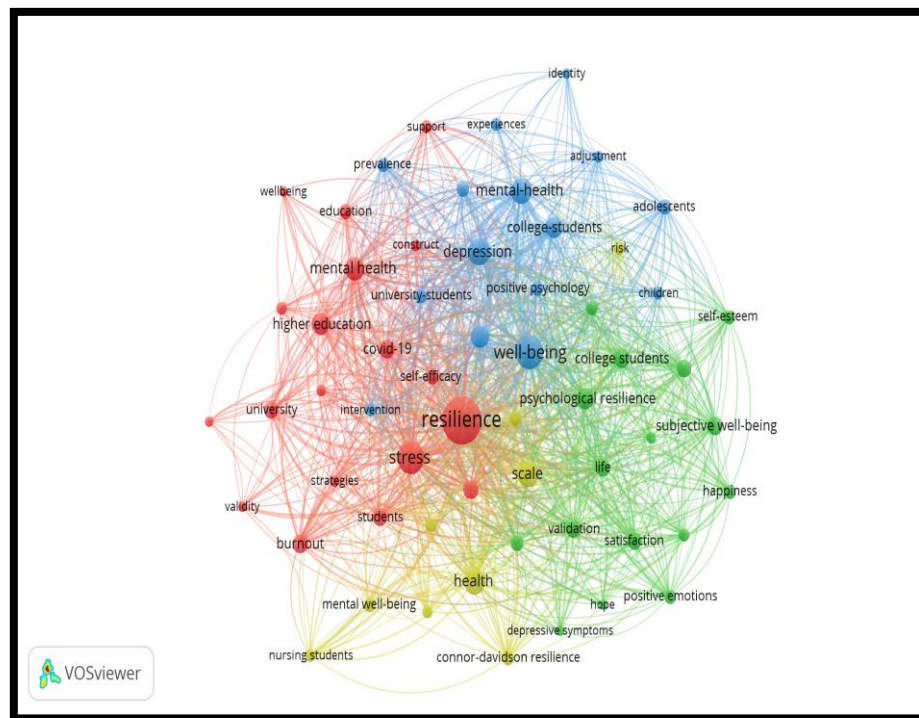


Figure 3: Figure 2: Network Visualization of Co-Word Analysis

Source: Researcher findings

Figure 3 shows the co-word network and the relationships among the keywords in the analysis. The network consists of four clusters, each representing a specific conceptual subject of resilience and well-being research in higher education. The cluster interpretation was based on the co-occurrence patterns of keywords, the most prominent terms in each cluster, and their conceptual linkages. The resulting themes are: (1) Resilience and Student Well-being in Higher Education, (2) Positive Psychological Factors and Subjective Well-being, (3) Student Mental Health and Psychological Adjustment, and (4) Resilience Measurement and Mental Well-being Assessment.

Cluster 1 (Red): Resilience and Student Well-being in Higher Education

Cluster 1, the largest conceptual group with 19 keywords, captures the central position of resilience in research on student well-being in higher education. Its main keywords include resilience, academic resilience, stress, burnout, mental health, and student well-being. Their co-occurrence indicates that this stream of research largely considers resilience in relation to students' ability to respond to academic and psychological pressures while maintaining positive functioning (Zhai & Carney, 2024). The presence of higher education, support, self-

efficacy, and strategies broadens this perspective beyond individual resilience by drawing attention to the resources available within the university environment (Li, 2025). Thus, the cluster connects students' personal capacity to cope with adversity with the institutional support and strategies that may strengthen their academic and psychological adjustment.

Cluster 2 (Green): Positive Psychological Factors and Subjective Well-being

Cluster 2 consists of 16 keywords and focuses on positive psychological factors associated with resilience and subjective well-being. Keywords such as mindfulness, life satisfaction, self-esteem, optimism, self-compassion, emotional intelligence, and positive emotions indicate a strong emphasis on personal psychological resources. Research within this domain suggests that these resources are closely connected with how students respond to challenges and maintain positive evaluations of their lives and experiences. For example, mindfulness and self-compassion have been explored in relation to resilience and healthy psychological functioning, while optimism and emotional intelligence point to other resources that may help students deal with stress and adversity. Overall, this cluster points to the literature's positive psychological character, placing resilience within a framework of personal resources related to subjective well-being.

Cluster 3 (Blue): Student Mental Health and Psychological Adjustment

Cluster 3 contains 15 keywords and describes the field's mental health and psychological adjustment dimension. Keywords related to anxiety, depression, psychological distress, coping, social support, and adjustment reflect a great concern with the difficulties that students may encounter during university life. In this domain, resilience is linked to students' ability to face emotional and psychological challenges and to adapt to stressful situations. The presence of coping and social support also indicates that adjustment is not only characterized by individual psychological capacity but also by the resources available to students when faced with challenges. Overall, this cluster positions resilience within the broader context of student mental health, emphasizing its connection with psychological adjustment and responses to distress.

Cluster 4 (Yellow): Resilience Measurement and Mental Well-being Assessment

Cluster 4 contains 9 terms and relates to the measurement and assessment aspects of resilience and mental well-being research. The keywords scales, validation, reliability, mental well-being, and psychological evaluation imply a focus on operationalizing and evaluating these dimensions in student populations. This topic emphasizes the need for accurate, valid tools to measure students' resilience and well-being across varied educational and cultural contexts. This also implies that developing and evaluating measurement techniques is a significant part of the field, not least because resilience and well-being are multidimensional phenomena that can be measured in a variety of ways. Overall, this cluster offers a methodological basis for empirical research on resilience and mental well-being in higher education.

Table 5: Summary of Co-word Analysis of Resilience and Well-being Research in Higher Education

Cluster No. and Colour	Cluster label	Number of keywords	Representative Keywords
1 (red)	Resilience and Student Well-being in Higher Education	19	Resilience, academic resilience, stress, burnout, higher education, mental health, student well-being
2 (green)	Positive Psychological Factors and Subjective Well-being	16	Psychological resilience, subjective well-being, happiness, life satisfaction, positive emotions, hope, self-esteem, social support
3 (blue)	Student Mental Health and Psychological Adjustment	15	Mental health, adjustment, anxiety, depression, well-being, positive psychology, intervention
4 (yellow)	Resilience Measurement and Mental Well-being Assessment	9	Connor-Davidson Resilience, mental well-being, health, scale, predictors, risk, nursing students

Source: Researcher findings

Implications

Theoretical Implication

This study contributes to the theoretical development of resilience and well-being research in higher education by integrating its intellectual and conceptual structures within a single bibliometric framework. The bibliographic coupling analysis shows how influential publications are organized around four interconnected research streams, while the co-word analysis reveals the major concepts through which the field has developed. Considered together, these findings indicate that resilience is no longer examined solely as an individual capacity to withstand adversity. Instead, the literature increasingly situates resilience within a broader system of psychological resources, coping processes, mental health, academic adjustment, and student well-being. This integrated perspective clarifies how the conceptualization of resilience has expanded in the higher education literature. More specifically, the co-word analysis reveals a conceptual structure in which student well-being is connected to several interrelated dimensions, including mental health, positive psychological resources, coping, and resilience assessment.

This pattern suggests that the field has become increasingly interdisciplinary, drawing on perspectives from positive psychology, educational psychology, and mental health research. The new knowledge structure emphasizes the interrelatedness of personal resources, psychological outcomes, and adjustment processes within the framework of higher education, rather than studying these dimensions separately.

The theoretical contribution of the joint application of bibliographic coupling and co-word analysis lies in the connection of two complementary dimensions of the literature. While bibliographic coupling reveals the intellectual bases built upon common references of highly influential publications, co-word analysis reveals the conceptual links represented by recurring keywords. Examining these structures together provides a more integrated view of how the field has evolved and how its major research streams relate to its conceptual themes. This perspective also provides a foundation for future studies to examine emerging relationships among resilience, student well-being, psychological resources, and academic adaptation in higher education.

Practical Implications

The findings are practically relevant for higher education institutions, educators, student support professionals, and policymakers seeking to strengthen student support and well-being. The prominence of resilience alongside mental health, stress, burnout, and student well-being across the identified research streams and conceptual domains indicates that resilience should be considered within broader student support initiatives. In this light, universities could incorporate resilience development into existing programs by offering psychological skills training, stress-management activities, mindfulness-based practices, peer mentoring, counselling services, and opportunities to develop adaptive coping methods (Jordan et al., 2020).

When combined with existing academic and mental health support services, these initiatives could help students cope with university demands and respond more effectively to academic and psychological challenges. The findings also underline the practical relevance of positive psychological resources in promoting student well-being. The prevalence of hope, self-compassion, life satisfaction, positive emotions, and social support across the identified themes indicates that student development initiatives should not be limited to reducing psychological distress. Universities can also provide opportunities to enhance these positive resources through counselling services, mentoring, orientation activities, peer-support programs, and other student development initiatives. Incorporating a strengths-based approach into current support systems could help students build psychological resources that contribute to resilience, academic adjustment, and a more positive university experience (Cohn et al., 2009).

The emergence of resilience measurement and mental well-being assessment as a distinct conceptual domain also has implications for institutional practice. Universities could benefit from using validated assessment instruments to understand patterns of resilience and well-being within their student populations and to evaluate the effectiveness of support initiatives.

When used appropriately, such assessments can help institutions identify areas where additional support may be needed and provide evidence to improve student services and well-being programs (Fuller-Tyszkiewicz et al., 2022). Rather than relying solely on responses to existing problems, regular assessment can contribute to a more proactive approach to student support by informing interventions and institutional strategies aimed at creating healthier learning environments.

Conclusion

This study visualizes the development of resilience and well-being research in higher education through publication trends, bibliographic coupling, and co-word analysis. The rising number of publications, especially from 2020, indicates growing academic interest in understanding how students cope with academic, psychological, and mental health issues in an evolving higher education landscape. The results show that the field's intellectual structure has evolved around interlinked perspectives on psychological resilience, mental health protection, coping and adaptation, and positive psychological resources.

Conceptually, resilience is closely related to student well-being, positive psychological factors, mental health and adjustment, and measurement and assessment. Taken together, these patterns suggest that resilience is viewed less as an individual capacity to endure adversity and more as part of a broader process involving personal resources, coping responses, psychological functioning, and adaptation in the university context. The integration of the intellectual and conceptual structures in this study provides an integrated view of the development of resilience and well-being research in higher education and the relationship of its major research streams to its central concepts.

The findings also point to opportunities for future research to examine the interaction between individual psychological resources and the wider academic and institutional environment, while giving greater attention to diverse student populations and educational contexts. For higher education institutions, the evidence reinforces the value of approaches that combine resilience development, mental health support, positive psychological resources, and appropriate assessment in promoting student well-being and academic adjustment.

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- Declaration on the Use of Artificial Intelligence (AI)** The authors declare that generative AI and AI-assisted technologies were used during the preparation and revision of this manuscript. ChatGPT (OpenAI) was used to refine language and improve clarity and academic expression. Grammarly was used for grammar, spelling, and language editing, while Turnitin was used to assess text similarity and AI-writing indicators. The authors critically reviewed, verified, and revised all outputs and suggestions from these tools. The authors take full responsibility for the accuracy, originality, integrity, and final content of the manuscript.
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