

Psychological Resilience: Does It Affect Students' Psychological Well-Being and Mental Health?

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Abstract: Recently, there has been growing attention to students' mental health and psychological well-being as they face increasing academic and social pressures. Many students face emotional challenges, making it crucial to investigate whether psychological resilience can serve as a protective factor for their well-being and mental health. The present study aims to explore the impact of psychological resilience on students' mental health and psychological well-being. This research employs a literature review method, in which the researcher systematically examines scientific sources such as journal articles, books, and other relevant publications related to psychological resilience and mental health. According to research findings, psychological resilience is crucial for psychological well-being and mental health. Students that possess strong psychological resilience are more capable of handling stress, adjusting to changes, recovering from setbacks, and exhibiting improved psychological health and a decreased likelihood of psychological diseases. These findings highlight the importance of nurturing psychological resilience, particularly among students, as a key element in promoting mental health and achieving psychological well-being.

Keywords: Psychological Resilience, Psychological Well-Being, Mental Health, Student.

1. INTRODUCTION

Mental health has increasingly become a global concern, with a marked rise in the prevalence of mental disorders in recent years. As reported by Foy (2023) this is shown in a dramatic increase of 13% in mental disorders over the past 10 years. According to the World Health Organization (WHO), depression and anxiety continue to be the most common mental health problems affecting hundreds of millions of people worldwide resulting in significant costs not only for individuals but also on families and systems health. In fact, approximately one in seven children aged 10 to 19 years are likely to suffer from a mental disorder globally (WHO, 2024).

In Indonesia, the situation reflects similar concerns. The National Basic Health Research (Riskesdas) data rate of psycho-morbidum is getting higher and therefore it needs attention, especially early prevention such done by comprehensive (Kemenkes RI, 2018). As of 2022, over 19 million Indonesians were diagnosed with mental disorders. The Indonesia National Adolescent Mental Health Survey (I-NAMHS) in 2024 found that one in three adolescents, or around 15.5 million (34,9% of them), experiencing mental health problems

Mental health is closely intertwined with psychological well-being, both of which are essential components of human functioning (Patel et al., 2025). Psychological well-being also leads to better mental health outcomes (Sayed et al., 2024) and contributes to overall health and happiness (Dhanabhakya et al., 2023). It can also act as a protective factor against the development of mental disorders (Azman et al., 2023) and is an essential component of worldwide mental health prevention programs (Patel et al., 2025).

There are a few groups of people who seem at high risk for experiencing mental health issues and school aged adolescents rank as one of the highest (Subramaniam et al., 2025). During the elementary through middle school years (Papalia et al., 2012), a person will go through some of his most notable growth in areas such social, emotional, and physical changes. The transformations are taking place whilst facing various stressors—academically, by competition, parental/teacher expectations and peer dynamics, digitally with emerging contemporary digital-age issues such as cyberbullying and body shaming (Ningrum & Amna, 2020; Nurhidayah et al., 2021; Fitria & Toga, 2023). High stressors of competitive school environments, hormonal shifts, and changing self-identity can manifest as anxiety, depression, sleep disturbances, withdrawal, or emerging aggression. In predominantly physical facilities, the pressure of performance from fearing they may fall short or fail is one rather common example of academic stress (Hakim & Herdiana, 2021), which can cause mental strain.

Previous studies have shown that academic pressure is a crucial stressor that has been associated with multiple mental health symptoms including anxiety, depression and suicidal ideation in previous works (Stear et al. 2023).

Furthermore, Deng et al. (2022) reported that family pressure and severely academic stress are essential factors for university students to develop depression symptoms, as well as negatively affect their academic performance.

Given these risks, it is crucial to seek alternative ways to address and even prevent psychological problems among students. This effort is closely related to the concept of psychological resilience. A number of studies have demonstrated that resilience is associated with students' psychological condition. Resilience is crucial to both coping with stress, anxiety or burn out and mental health in general, allowing students to adapt psychologically when confronted by adversity (Meliala & Ilfiandra, 2024). According to Dwiningrum et al. (2020)- Resilience helps one to live with change, develop comfortable closeness and trust in the relationship, ever come out of negativity in any situation, aspire for excellence, pursue goals meaningfully and vigorously, be proud of its achievements, help themselves from getting help when needed keep its focus on work stay balanced under pressure perceive himself strong that can face all odds.

The students must learn to recover and adapt through the process of facing inevitable life challenges. This is where mental resilience comes into play. Subsequently, the American Psychological Association (2020) describes resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress. Having resilience was understood more broadly as bouncing back from difficulty (Fakhriyani 2021). Resilience does not mean that a person is somehow immune to adversity; resilient people are more likely to cope with the burdens of distress well and also learn from negative events, recover psychologically (Shrivastava & Desousa, 2016) Individuals with high psychological resilience status enjoy more efficient coping strategies, increased hopefulness for the future, more successful help-seeking abilities in social support and smoother care (Connor & Davidson, 2003).

Given the close link between psychological resilience, well-being, and mental health, it is essential to explore these dimensions comprehensively. This study aims to examine how psychological resilience influences psychological well-being and mental health among students. Academic competence alone is no longer sufficient—we must also prioritize students' mental health to foster a resilient generation. Ultimately, this research aspires to contribute to the creation of more supportive learning environments, where students can develop the skills to overcome challenges and grow into mentally healthy, resilient individuals with a strong sense of psychological well-being.

2. MATERIALS AND METHODS

A qualitative design was adopted in this study, using the literature review method. The approach was selected to explore the impact of psychological resilience on students' psychological well-being and mental health. The research was carried out by systematically reviewing scholarly literature, including journal articles, books, and other relevant publications on the topics of psychological resilience and mental health. These references were drawn from both printed materials and digital sources accessed online. The selection criteria for the literature were based on topical relevance, data currency, and originality.

Online literature searches were conducted through electronic databases such as Google Scholar, SpringerLink, and Scopus, all of which are known for providing high-quality, peer-reviewed, and indexed research articles. In addition, the researcher utilized "the Publish or Perish" (PoP) software to enhance the efficiency and effectiveness of retrieving sources relevant with the topic. The keywords used in the search included: "Psychological Resilience," "Psychological Resilience and Mental Health," and "Psychological Resilience & Psychological Well-Being," with a focus on student populations between the years 2021 and 2025.

The screening results reached over 300 articles. The initial selection based on title and abstract aimed to significantly reduce irrelevant publications. Articles that passed the initial selection were then thoroughly read to assess their content's suitability with prior studies. In total, 23 papers were considered to fulfil all criteria and included in the study. The chosen papers seemed to be highly representative of the literature in offering a conceptual insight and empirically demonstrating the role psychological resilience plays in contributing towards students' mental health and psychological well-being.

The data analysis technique used in this study was content analysis. The researcher applied a systematic and objective approach to describe and interpret the collected materials through a quantitative lens. This method was chosen to analyze the literature-based data related to psychological resilience and mental health in students. To ensure the accuracy of the findings, data validation was conducted by rechecking the selected references and reassessing the contents for further confirmation.

3. RESULTS

A review of recent literature from 2021 to mid-2025 has identified a number of relevant studies exploring the role of psychological resilience in supporting students' psychological well-being and mental health.

Table 1. Exploring the Role of Psychological Resilience in Promoting Mental Health and Well-Being

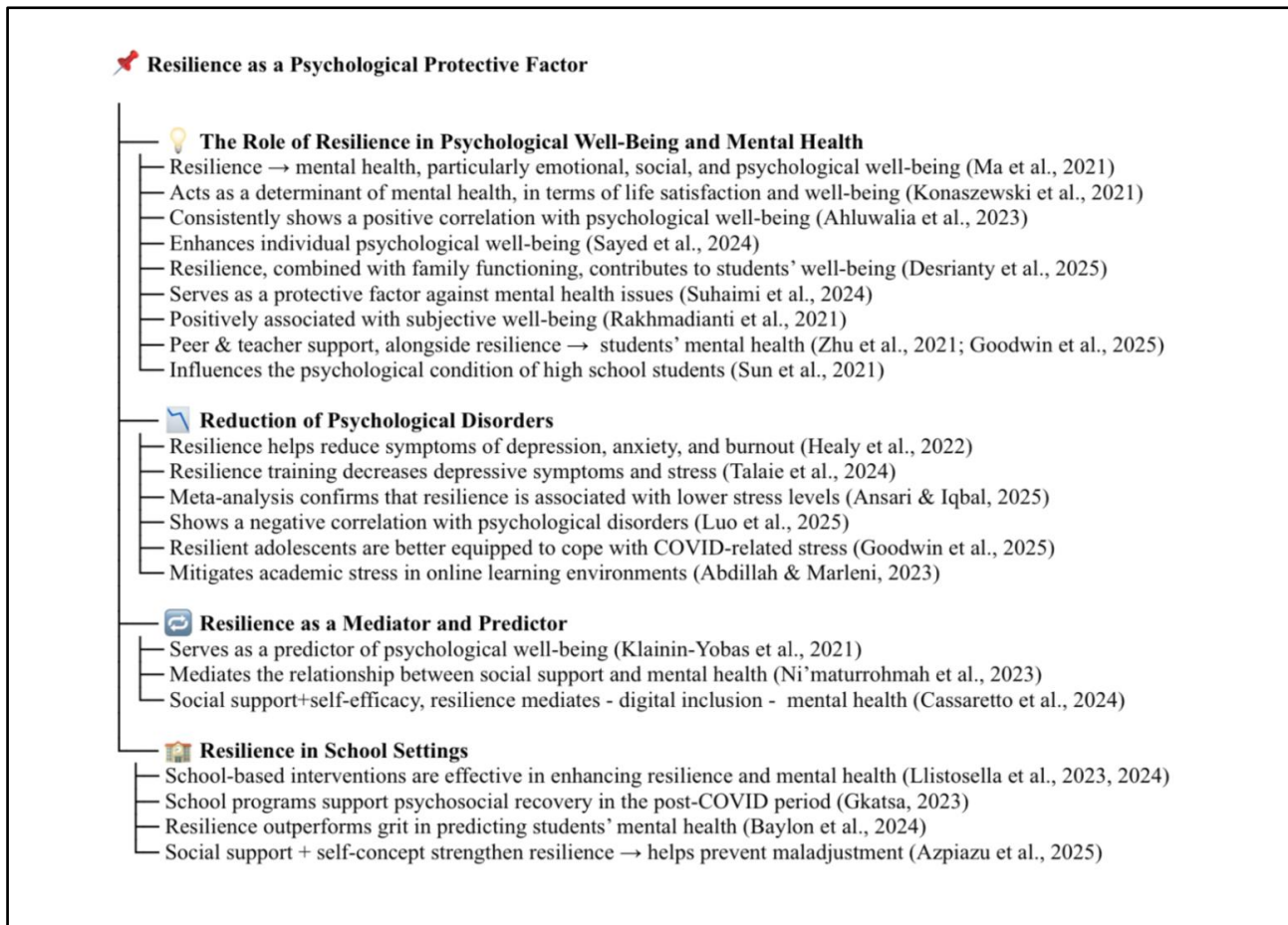
	Author	Title (Year)	Result
1	Ruisi Ma 1, Ting Liu, Kim Wai Raymond Sum, Tianyu Gao, Minghui LI, Siu Ming Choi, Yan Huang and Wenyi Xiang	Relationship Among Physical Literacy, Mental Health, and Resilience in College Students (2021)	There is a positive relationship between physical literacy, psychological resilience, and mental health. Beyond its impact on physical wellness, physical literacy also plays a key role in fostering mental well-being by enhancing an individual's resilience. These results indicate that resilience meaningfully contributes to multiple aspects of mental health, including emotional stability, social functioning, and psychological wellness.
2	Yueyi Sun, Wei Pan, Yi Zhang, Guangxing Xu, Juzhe Xi, Qingfang Bao, Xiaohua Bian	The relationship between stress, resilience, and quality of life in Chinese high school students (2021)	Stress levels influence how students express their resilience. Although no significant differences in resilience were found across different stress levels, the findings demonstrate that resilience impacts students' psychological states.
3	Karol Konaszewski, Małgorzata Niesiołędzka and Janusz Surzykiewicz	Resilience and mental health among juveniles: role of strategies for coping with stress (2021)	Resilience is also recognized as a critical predictor of adolescent mental health. A heightened capacity for resilience in adolescents is often accompanied by greater psychological well-being and a stronger sense of life satisfaction
4	Dewita Rakhmadiani, Sulisworo Kusdiyati, Ihsana Sabriani Borualogo	The influence of resilience on subjective well-being (SWB) in adolescents during the COVID-19 pandemic (2021)	Resilience shows a consistent positive influence on subjective well-being. One study even found that male students displayed higher levels of resilience than female students.
5	Piyanee Klainin-Yobas, Nopporn Vongsirimas, Debbie Q. Ramirez, Jenneth Sarmiento and Zenaida Fernandez	Evaluating the relationships among stress, resilience and psychological well-being among young adults: a structural equation modelling approach (2021)	Resilience significantly predicts psychological autonomy and development. This underscores the importance of implementing stress management strategies and resilience-based programs to foster psychological well-being.
6	Qianyu Zhu, Yeram Cheong, Cixin Wang, Cuiyin Sun	The roles of resilience, peer relationship, teacher-student relationship on student mental health difficulties during COVID-19 (2021)	This study further reveals that students' mental health is influenced by multiple factors—resilience, peer relationships, and student-teacher connections.
7	Colm Healy, Áine Ryan, Catherine N. Moran, Denis W. Harkin, Frank Doyle, & Anne Hickey	Medical Students, Mental Health and the role of resilience – A Cross-Sectional study (2022)	Resilience has been shown to be negatively correlated with depression, anxiety, and burnout. In other words, the higher the resilience, the lower the likelihood of experiencing these mental health issues.
8	Manvir Ahluwalia, Katie J. Shillington, Jennifer D. Irwin	The relationship between resilience and mental health of undergraduate students: A	There is a positive association between resilience and psychological well-being. This means that individuals with greater resilience tend to enjoy

		scoping review (2023)	better mental health overall, further confirming the consistent correlation between resilience and psychological well-being.
9	Hafizh Zain Abdillah & Marleni	Cultivating Resilience: A Key to Managing Academic Stress Among Health Students in Online Learning (2023)	Strengthening resilience has been shown to effectively alleviate academic stress among students. Therefore, initiatives aimed at enhancing resilience among university students are strongly recommended to support their mental health and academic persistence.
10	Ni'maturrohman, E.; Wibowo, M.E., & Sunawan, S	Social Support and Mental Health (2023)	Resilience plays a crucial mediating role in the association between social support and students' mental health. Increased levels of perceived social support tend to foster greater resilience, which subsequently contributes to better mental well-being. Interestingly, this mediating effect appears to be more pronounced among students in lower secondary school (Grade 7) compared to those in upper secondary levels (Grade 10).
11	Tatiani Gkatsa	A Systematic review of Psychosocial Resilience interventions for children and Adolescents in the COVID-19 Pandemic period (2023)	This research highlights that the psychological impact of the COVID-19 pandemic requires serious attention, particularly through psychosocial adaptation approaches and resilience programs for children and adolescents. School- and community-based psychological resilience interventions can greatly support their psychosocial recovery.
12	Maria Llistosella, Blanca Goni-Fuste, Leandra Martín-Delgado, Andrea Miranda-Mendizabal, Berta Franch Martínez, Carmen Pérez-Ventan and Pere Castellvi	Effectiveness of resilience based-interventions in schools for adolescent: a systematic review (2023)	A large body of reviewed research shows that school-based resilience interventions are effective in enhancing students' resilience. These programs are also associated with improvements in positive mental health indicators, such as increased self-esteem and better coping skills.
13	Nicole Karol Baylon, Liezel Moises Abrea, Mary Ann Carpio, Nicole Elija Mesa, Jana Alessandra Montesa, Christine Erica Pusta, Clarisse Sugatan	Grit and resilience as predictors of mental health outcomes of senior high school students (2024)	Resilience has a significant relationship with students' mental health and, notably, is a better predictor of mental health than grit.
14	Tasleem Sayed, Hanelie Malan, & Erika Fourie	Exploring the associations between resilience and psychological well-being among South Africans during COVID-19 (2024)	Resilience and psychological well-being go hand in hand, and both contribute meaningfully to mental health. Individuals with higher resilience tend to experience better mental health outcomes.
15	Maria Llistosella, Pere Castellví, Mercedes Garcia-Ortiz, Griselda López-Hita, Clara Torné, Ramona Ortiz, Erika Guallart, Estefania Uña-Solbas, Juan Carlos Martín-Sánchez	Effectiveness of resilience school-based intervention in adolescent at risk: a cluster-randomized controlled trial (2024)	Improving resilience has been shown to enhance adolescents' capacity to cope with challenges, pressure, and adversity. School-based resilience interventions are proven to be effective in supporting students' mental health and psychological well-being.

16	Mohadese Talaie, Yahya Mohammadi, Mohammadreza Raeisoon	The Effect of Resilience Training on Mental Health Among Students (2024)	Resilience training can help enhance students' mental health. Evidence shows that these programs significantly reduce symptoms of depression, anxiety, and stress.
17	Mónica Cassaretto, Agustín Espinosa, Cecilia Chau	Effects of resilience, social support, and academic self efficacy, on mental health among Peruvian University Student during the pandemic: The mediating role of digital inclusion (2024)	Resilience—together with social support and self-efficacy—demonstrates a strong mediating effect on mental health.
18	Aina Farahim Suhaimi, Nurulum Ahmad, Habibah Kamaruzaman	Examining the Resilience of University Students: A Comparative Mental Health Study (2024)	One study revealed that students in science majors reported poorer mental health than their peers in non-science disciplines. It also confirmed that resilience functions as a protective factor in managing mental health issues.
19	Shulai Luo, Jiangtao Hu, Junshuai Zhang, Zhengyang Mei, Zhongjian Tang, Shi Luo	The Correlation between resilience and mental health of adolescents and young adults: a systematic review and meta-analysis (2025)	A significant inverse relationship has been observed between resilience and adverse mental health symptoms, while a positive association is evident between resilience and favorable psychological outcomes. These findings underscore the critical role of resilience in mitigating the escalating mental health concerns experienced by adolescents.
20	Sameer Ansari & Naved Iqbal	Association of stress and resilience in college students: Systematic review and meta-analysis (2025)	Higher resilience levels are linked to lower levels of stress. Students with greater resilience are less likely to experience high stress levels.
21	Mona Desrianty, Norlizah C. Hassan, Noor Syamilah Zakaria ¹ , Zeinab Zaremohzzabieh	Resilience, Family Functioning, and Psychological Well-Being: Findings from a Cross-sectional Survey of High-school Students (2025)	Students' well-being is significantly influenced by their capacity for resilience, with family functioning emerging as another critical factor in supporting their psychological health. Therefore, fostering resilience should be emphasized both in school and at home.
22	John Goodwin, Aine O'Donovan, Andrew Hawkins, Corina Naughton, Alicia Connolly, Emma J. Hurley, Laura Behan	Adolescents' Mental Well being, resilience, and attitudes towards help-seeking during covid-19: a cross sectional-study (2025)	Resilience serves as a psychological protective factor. Adolescents with higher levels of resilience tend to enjoy better mental well-being and are more capable of coping with psychological challenges—especially those brought on by the pandemic.
23	Lorea Azpiazu, Estibaliz Ramos-Díaz, Inge Axpe, Lorena Revuelta	Social Support, Self-Concept and Resilience as Protectors Against School Maladjustment During Adolescence (2025)	This research confirms that social support and self-concept significantly influence resilience. In turn, resilience acts as a strong buffer in preventing maladjustment among adolescents in school settings.

To summarize, the findings are presented in the concept map below.

Figure 1. Conceptual Map of Psychological Resilience in Relation to Psychological Well-Being and Mental Health



Research findings highlight the crucial role of psychological resilience in supporting psychological well-being and mental health, including among students. For example, resilience as the protective factor of mental health benefits from a fourfold perspective: (1) resilience contributes to improving overall psychological well-being and mental health.; (2) the reduction of psychological disorders; (3) resilience as a mediator and predictor; and (4) resilience-based interventions.

First, resilience — the ability to bounce back from adversity — has been crucial in underpinning psychological well-being and mental health. There is plenty of evidence that shows individuals who have a high sense of resilience are more able to cope with life's trials and renew their emotional stability (Suhaimi et al., 2024, Sayed et al., 2024, Ma et al., 2021, Konaszewski et al., 2021)..

Second, it also found that resilience significantly lowered the level of psychological problems such as anxiety, depression and burnout (Healy et al., 2022; Talaie et al., 2024). Empirical evidence has already suggested that interventions to enhance resilience can produce reductions in stress and depressive symptoms in studies using controlled experimental design approaches. Thus resilience and psychological problems are negatively related; that is the higher resilience students become less distressed, whereas those with low levels of resilience feel threatened by housing attributes causing psychological distress. On the other hand, students with low resiliency prove to be more susceptible to these types of problems.

Third, resilience functions as a mediator, but also as a predictor of psychological well-being and mental health (Klainin-Yobas et al., 2021; Cassaretto et al., 2024). This central role in psychological adaptation is supported by the fact that it moderates the effects of social support and self-efficacy on mental health outcomes.

Fourth - It is necessary to increase resilience, both within families and school environments. Recent research has demonstrated the value of school-based intervention programs at enhancing students' resilience and improving their overall mental health (Llistosella et al., 2023, 2024; Gkatsa, 2023).. Besides, having social support and a positive self-concept as part of resilience also helps reduce the probability of maladaptive behaviors. Similarly, students with supportive family environments and functional family dynamics experience greater resilience, thus contributing to better psychological well-being.

4. DISCUSSIONS

Stress and various psychological difficulties may even lead to students dropping out of school as they are the most prone to stress and a variety of psychological problems which is detrimental not only for their psychological well-being but also on their mental health (Amoadu et al., 2024). This fits the results of research that found stress, and conflict experienced by students decreased their level of psychological well-being (Oh et al. 2022). In this regard, resilience becomes a powerful defence mechanism—enabling students not to cave in, but also empowering them to bounce back — both from emotional pressures and academic stressors.

A growing body of research has demonstrated that resilience is strongly associated with mental health, which could cover several domains including emotional, social and psychological (Ma et al., 2021; Sayed et al., 2024). Indeed, it seems that resilience is a more potent predictor of psychological well-being of students than grit (Baylon et al., 2024). Ahluwalia et al. also support this positive relation (2023), highlighting that greater levels of resilience are significantly correlated with better mental health.

Resilience has been conceptualised in many ways and no one definition seems to cover it comprehensively (Dunn, Samuels, & Hollis, 2021), although resounding and complementary dimensions have been consistently identified throughout the literature by Anderson & Priebe (2021). Resilience, in one definition, is the ability to bounce back without getting down about it at all or suffer less as a result of being knocked down. A student who is bullied may, on the one hand, have no psychological symptoms at all but on the other have academic stress which then subsides — but this stresses that we should not characterise such students as being universally deserving of help. In a second sense, resilience may be seen as a set of habits or characteristics that have stabilized into traits—those that are native to an individual and others which have been learned through life experience. Third, resources can be individual or collective, with social support provided by the family, peer group and school as key supportive agents.

For high school settings, students showed moderate levels of academic resilience and psychological well-being, in genders (Amoadu et al., 2024a), with no significant differences observed between genders (Amoadu et al., 2024). Student engagement, in turn, is linked to academic resilience (Romano et al., 2021), as it also includes emotional support from teachers. Resilience consistently is related to lower symptoms of depression, anxiety, academic stress and burnout (Healy et al., 2022; Luo et al., 2025; Abdillah & Marleni, 2023). Sun et al. Cherry & Ki (2021) additionally determined that resilience may be differentially mediated by stress, with no significant differences in resilience observed across escalating levels of stress.

In the presence of social support, resilience has also been identified as mediating factors between these social capital and mental health outcomes within students (Ni'maturrohman et al., 2023). Both social and self-conceptual characteristics interactively contribute to reduce the risk of developing psychosocial maladjustment among adolescents, for example emotional disturbances, delinquency, aggression or substance use (Azpiazua et al., 2025). Some studies have also pointed out that fostering resilience can decrease the levels of stress and anxiety (Llistosella et al., 2024). Besides, it has been well documented that people who have undergone resilience training tend to demonstrate lower psychological distress (depression, stress) (Talaie et al., 2024). The same results were echoed by Gkatsa (2023) who states that school and community based interventions play a major positive role in psychosocial recovery among adolescents.

Llistosella et al. The review by Werner-Seidler et al. (2023; 2017) indicated that items shown to include mental health, self-esteem and well-being are encouraged for schools seeking to promote resilience and decrease symptoms of mental illness. Such interventions—frequently including mindfulness training, social-emotional learning (SEL), cognitive-behavioral therapy (CBT), mentoring, and life skills education—are proven to be quite successful and multi-faceted. This indicates that schools can be an important point of delivery for the prevention and promotion of mental health and wellbeing, by offering students necessary life skills.

In addition to educational services, family resilience — particularly effective family functioning — is a critical protective factor for students' mental health (Zhuo 2022; Desrianty et al. Ideally, students should be protected at school and in a favorable family environment. Due to the demonstrated effectiveness in improving mental health outcomes, it is highly recommended that resilience be bolstered as part of a comprehensive strategy for enhancing student well-being and academic persistence.

In the end, the body of research suggests a strong prediction power of resilience for student psychological well-being and mental health as an important protective factor. They are better equipped to deal with the daily events of life, neither devastated by minor failures nor unable to rebound from significant events that can have a devastating effect on someone with little resilience.

5. CONCLUSIONS

Psychological resilience is one of the important factors that can help in improving student mental health and psychological well-being. It empowers them with resilience to face and beat diverse stressors such as academic pressures, social repercussions and personal woes. Students with a high level of resilience evidence better stress management skills, more positive mental health and much less likely to be part of the anxiety depression statistics. What is important to focus on is the resilience of the student -- how they grew from the experience, maintained a positive attitude despite adversity, and continued to work hard. These attributes are the foundation of good psychological health. Consequently, schools should be actively engaged in nurturing the psychological resilience of students as a disease prevention and health promoting practice. At the same time, it is indispensable to enhance the family context too because both scenarios are crucial for enabling students to be more resilient and adaptive, having a better life in face of adversities. Directions for future research Future research should investigate intervention models for the development of psychological resilience among students from different social groups.

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