

A Study on Psychological Well-Being and Resilience of Senior Secondary School Students in Relation to Gender and Academic Achievement: An Empirical Study

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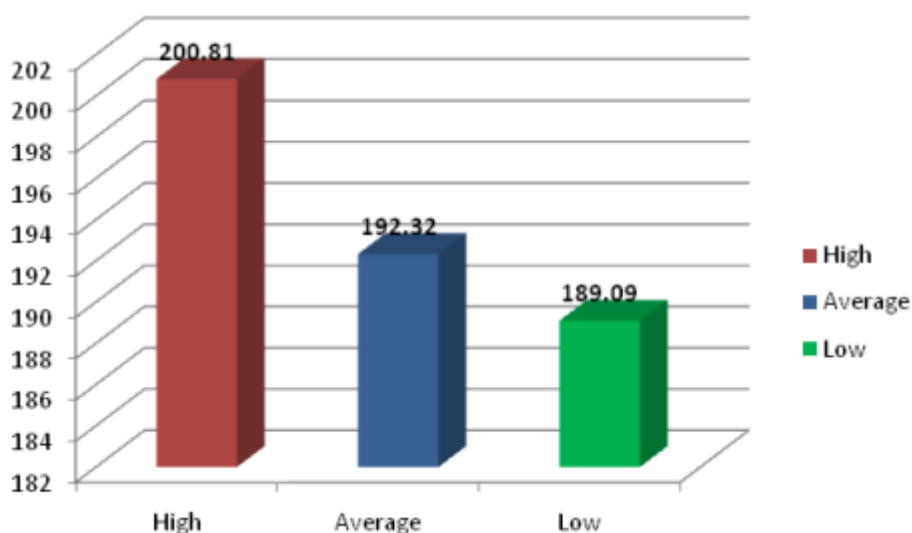
ABSTRACT

Psychological well-being and resilience of senior secondary school students with a focus on gender differences and academic achievement. The study examines how psychological factors such as self-esteem, stress levels, and emotional stability are affected by gender and academic performance. A sample of senior secondary students was assessed using standardized psychological well-being and resilience scales, with academic records to measure achievement. Gender had a lot to do with psychological well-being and resilience, as female students reported more emotional distress but superior interpersonal relations and self-understanding than did male students. Academic achievement correlates positively with psychological well-being and resilience, indicating significant associations between academic achievement and improved life satisfaction, self-confidence, and an improved balance in emotional state. It, therefore, calls for interventions meant to address gender-related needs and promote academic performance, which are critical issues of improving the psychological welfare of senior secondary school-going learners. The findings conclude that these factors should influence policymakers and educators in determining supportive mechanisms to improve their psychological well-being and resilience in a learning environment.

Keywords- Adolescence, Well-being resilience, Senior Secondary School Students, Mental Health, Academic Success

I. INTRODUCTION

Adolescence, specifically during the senior secondary school years, is a critical stage of development marked by intense physiological, emotional, and social transformations. Often, these periods are marked by increased academic stress, social challenges, and self-identity formation. In such challenging times, Psychological Well-being and resilience become critical factors in deciding how students navigate and cope with the situation. Well-being and resilience is, according to (Wang et al., 2024), the presence of positive emotions, involvement, connections, significance, and achievements. On the other hand, resilience is the ability to bounce back from adversity, adjust to challenging conditions, and maintain mental well-being resilience despite stressors (Amoadu et al., 2024). Interplay between Psychological Well-being and resilience has been lately very much discussed in educational psychology as it is an important part of student's academic success along with the overall life satisfaction. Resilience serves as a buffer against the negative impact of stress, thus providing an environment in which students can maintain their Psychological Well-being resilience (Bhat, 2021) For the senior secondary students, resilience and maintenance of Psychological Well-being resilience are crucial not only for the current academic performance but also for setting the framework for future success in life and work. Despite the increasing awareness of these constructs, few studies have focused on the specific dynamics of Psychological Well-being resilience and resilience among senior secondary school students, especially in diverse socio-economic and cultural settings. This study aims to bridge this gap by examining the levels of Psychological Well-being resilience and resilience in senior secondary students, identifying key demographic influences, and exploring their interrelationship. The findings are expected to help in the development of targeted interventions and strategies that may be helpful for educators, parents, and policymakers in guiding the students toward holistic development.



Graph 1. Comparison of Well-being resilience of Senior Secondary School Students of Different Groups depending on Achievement Level

Resilience It is clear that the notion of resilience has evolved throughout time. A variety of definitions have been used to offer a better understanding of the phrase. Each of them has acquired a unique point of view. As a result, one can immediately see that the notion is incredibly multifaceted, and all of these explanations have both similar traits and major distinctions. Indeed, defining resilience is not an easy process since it is a complicated and comprehensive concept that is sometimes confused with other concepts (Năstasă et al., 2022). Resilience is also widely used to describe many concepts, attitudes, and actions (Gan et al., 2023). Because it is not set and durable across time, scholars find it more difficult to offer a consistent and accepted description (Kartiki Porwal & Dr. Ravindra Kumar, 2014).

1.1 Overview of Psychological Well-being and Resilience as Critical Factors in Adolescent

Psychological well-being resilience and resilience are important variables in adolescent development, determining their mental, emotional, and social health. Psychological Well-being resilience encompasses the holistic view of health: physical, psychological, and social (Ropret et al., 2023). To adolescents, a robust sense of Psychological Well-being resilience indicates positive self-esteem, healthy relations, and effective coping mechanisms, all skills needed to navigate the intricacies of this developmental period. Resilience, on the other hand, refers to the capacity to recover from adversity, adapt to new challenges, and retain a positive attitude in the face of difficulty. This characteristic is especially crucial for teenagers, who experience many stresses, including as scholastic expectations, peer connections, and family dynamics (Chow et al., 2018).

Interplay between Psychological Well-being resilience and resilience is very significant; high levels of Psychological Well-being resilience have been often found to increase resilience during adversity, while resilience may help to better manage stress and maintain well-being resilience (Pascoe et al., 2020). Some factors contribute both to Psychological Well-being resilience and resilience, such as supportive family environments, positive peer relationships, and access to mental health resources (Monika & Shikha, 2018). The development of coping strategies, emotional regulation, and social skills can increase an adolescent's ability to cope with failure. The importance of Psychological Well-being resilience and resilience needs to be understood by educators, parents, and mental health professionals working to support adolescents through this critical period of growth. Promoting these factors can lead to better academic outcomes, healthier relationships, and overall improved quality of life, paving the way for successful transitions into adulthood (Au et al., 2023).

1.2 Main principles of instruction towards resilience

Characteristics and concepts of teaching
1. Awareness of fundamental components of resilience and understanding how they might impact educational routines and how they can be cultivated via carefully tailored activities.
2. Integrity and morality, implying that one should avoid the "superman" and "superwoman" models, instead finding resilience in smaller but significant ways.
3. Creativity and "light", so that tough circumstances (that every single kid faces) may be dealt effectively and positively.

II. LITERATURE REVIEW

2.1 INTRODUCTION

The literature review section examines current research and concepts of theory relevant to the theme overall Psychological Well-being and resilience across senior secondary school students. Here’s what we will observe and include in this section (Liang et al., 2023):

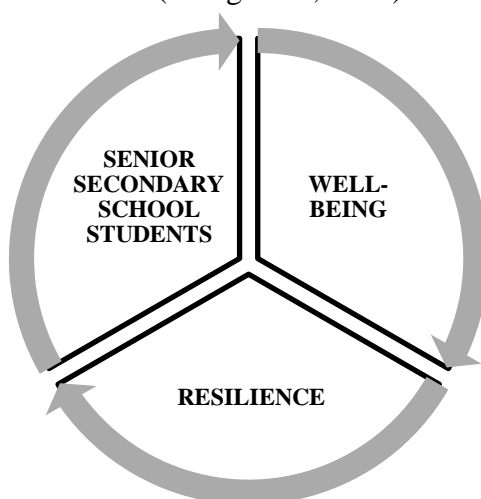


Figure 2. Conceptual framework

Sr. No	Author(s)	Year	Findings	Conclusion
1	Elisabetta Sagone	2013	The study explored The link between Psychological Well-being resilience as well as resilience in teenagers, finding that resilience positively correlates with higher levels of well-being resilience.	Psychological Well-being and resilience are significantly interlinked, with resilience acting as a buffer in managing adolescent challenges.
2	Ka Ming Chow	2018	The research investigated the resilience and overall health about university nursing students within Hong Kong, and found that greater resilience levels were connected with improved Psychological Well-being resilience results.	Resilience is a key factor in promoting the Psychological Well-being resilience of nursing students, highlighting the need for interventions that enhance resilience in educational programs.
3	Dr. Monika	2018	The study examined academic resilience among secondary and	Academic resilience is crucial for student success,

			higher secondary school students, revealing that factors like self-efficacy, support systems, and coping strategies significantly contribute to academic resilience.	and fostering supportive environments and effective coping strategies can enhance students' resilience levels.
4	Dr. Bilal Ahmad Bhat	2021	The research looked at the happiness of high school seniors and found that there were substantial variations according to gender and GPA.	Psychological Well-being resilience is influenced by both gender and academic performance, highlighting the need for tailored support in educational settings.
5	Laura Elena Năstasă	2022	Studying links between EQ, academic success, psychological well-being resilience, and resilience, researchers found that EQ was a robust predictor of both variables among first-year forestry students.	Students' emotional intelligence has a significant impact on their psychological health and resilience, which in turn affects their performance in the classroom.
6	Agnes Au	2023	Results show a strong correlation between college students' happiness and factors including social support, resilience, organizational skills, and grades.	Enhancing university students' psychological well-being resilience requires resilience, good time management skills, a strong feeling of belonging, and a supportive community.
7	Ye Liang	2023	High school kids' resilience was positively correlated with their group well-being resilience, demonstrating the importance of family bonds.	It is clear that having supportive family situations is crucial for high school students' group psychological wellbeing, since family resilience plays a big role in this.
8	Samuel Ken-En Gan	2023	A theistic worldview, high levels of perceived social support, resilience, and overall health were all positively correlated with one another among Singaporean college students during the COVID-19 epidemic.	In difficult times like the COVID-19 epidemic, students' resilience and psychological well-being resilience are bolstered by their religiosity and the perceived social support they get.
9	Teena Bharti	2023	Results showed that resilience moderated the relationship between mindfulness and subjective well-being resilience among Indian college students affected by the COVID-19 epidemic.	In times of crisis, such as the recent COVID-19 outbreak, resilience amplifies the beneficial impacts of mindfulness on subjective well-being resilience.

10	Xiaochen Wang	2024	The research indicated that among middle school English instructors, the link between self-efficacy and psychological wellbeing is influenced by teaching satisfaction and resilience.	Teachers' well-being resilience may be greatly enhanced by enhancing their teaching satisfaction and resilience, which in turn can amplify the good benefits of self-efficacy.
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2.2 RESEARCH GAP

In the existing literature on Psychological Well-being and resilience among senior secondary school students, there is a notable research gap concerning the specific factors influencing these constructs in diverse cultural and socioeconomic contexts. Additionally, limited studies have explored the interplay between academic pressures and personal resilience, highlighting the need for comprehensive research that examines how these dynamics affect students' mental health and overall well-being resilience. Addressing these gaps may give useful insights into designing tailored treatments or assistance systems to assist this vulnerable group.

III. METHODOLOGY

The research employed a survey type of study, which is categorized under the broad descriptive method. This strategy was used to collect the essential data for analysis. The target population over the research was all senior high school students from the Mainpuri city (Bharti et al., 2023). Multistage stratified random sampling was the chosen method of sampling. Gender was the differentiation criteria. Mainpuri, educational zones, schools, and, lastly, students who met the criteria for C due to their gender were the many steps in the sample selection process.

Data collection Tool

Researchers in this study used the Psychological Well-being Scale (PWBS), which was created by (Yogita solanki , Dr. neha sharma, 2024). Satisfaction, efficiency, sociability, mental health, and interpersonal interactions were the five characteristics addressed by the fifty-item survey.

Resilience scales

Resilience was evaluated using the Resilience Scale developed by (Mallick & Kaur, 2015). The scale is a self-report questionnaire designed to assess resilience. It was shown to be reliable and precise in assessing resilience.

3.1 Objective

To study the difference in the psychological well-being resilience of senior secondary students based on gender.

To examine the relationship between gender and the psychological well-being resilience of senior secondary school students

Sample size

N=500 (population size, adjust as needed)

Z=1.96Z = (95% confidence level)

p=0.5p = (maximum variability assumption)

e=0.1e = (10% margin of error)

$$\text{Sample size} = \left(\frac{N \cdot Z^2 \cdot p \cdot (1-p)}{e^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)} \right)$$

$$\text{Sample size} = \frac{500 \cdot (1.96)^2 \cdot 0.5 \cdot (1-0.5)}{(0.1)^2 \cdot (500-1) + (1.96)^2 \cdot 0.5 \cdot (1-0.5)}$$

$$500 \cdot (1.96)^2 \cdot 0.5 \cdot 0.5 = 500 \cdot 3.8416 \cdot 0.25 = 480.2$$

$$(0.1)^2 \cdot (500-1) + (1.96)^2 \cdot 0.5 \cdot 0.5$$

$$= 0.01 \cdot 499 + 3.8416 \cdot 0.25 = 4.99 + 0.9604 = 5.9504$$

$$\text{Sample size} = \frac{480.2}{5.9504} \approx 80.7$$

The sample size is approximately **80**.

3.2 Participants

The sample consisted of 80 teenagers (42 males and 38 females) selected at random from secondary schools and separated into age groups (below 15 years, late teens: 17-18 years to 19 years and older). Adolescents participated in this research with their parents' agreement. Participants judge themselves on a Likert scale (Cronbach's $\alpha=.60$) in the WB, a self-report questionnaire, where 1 indicates strong disagreement and 6 indicates strong agreement. All the senior secondary school students of Mainpuri for the study.

IV. DATA ANALYSIS

4.1 Descriptive Statistics

Statistical analyses were done using SPSS 15, employing linear regressions using the stepwise procedure as well as t-tests. Participants' gender and age were weighed as independent factors, while mean resilience and Psychological Well-being resilience evaluations were recorded as dependent variables. Based on the demographic data acquired from the sample of 80 participants, the age distribution showed a substantial percentage of teenagers, with 37.5% across the 17-18 years age group and 25% aged 19 years or older. The gender distribution is relatively balanced, with 52.5% male and 47.5% female participants. Most respondents have completed their Secondary School Certificate (62.5%), while 37.5% have attained their Higher Secondary Certificate. In terms of family structure, the majority belong to nuclear families (56.3%), followed by extended families (31.3%) and single-parent families (12.5%). Participation in extracurricular activities is notably high, with 81.3% of respondents indicating involvement, and access to mental health resources is reported by 62.5% of participants.

Table 1 Demographic Questions

Demographic Questions	Frequency (n=80)	Percent (%)
Age		
Below 15 years	10	12.5
15-16 years	20	25
17-18 years	30	37.5
19 years and above	20	25
Gender		
Male	42	52.5
Female	38	47.5
Education Level		
Secondary School Certificate	50	62.5
Higher Secondary Certificate	30	37.5
Family Structure		
Nuclear Family	45	56.3
Extended Family	25	31.3
Single Parent Family	10	12.5
Participation in Extracurricular Activities		
Yes	65	81.3
No	15	18.8

Access to Mental Health Resources		
Yes	50	62.5
No	30	37.5

Linear regressions of WB and resiliency

A statistical study was conducted using linear regression in a step-by-step fashion to better understand the link between psychological well-being and resilience. The results showed that the greatest predictors were general environmental mastery, self-acceptance, and personal progress (Table 1). Adolescents proved less resilient when they could see themselves as evolving and expanding, were satisfied with themselves, and selected situations that fit their own needs.

Table 2. Stepwise linear regressions with PWB and resilience - Total sample (n=80)

Models considering Total Sample Self-acceptance	R	Adjusted R2	Beta	t	sig	F	sig
Self-acceptance	420	173	420	6,901	0.000	47,643	0.000
Self-acceptance, personal growth	495	238	303	4,722	0.000	35,781	0.000
			286	4,457	0.000	30,061	0.000
Self-acceptance, personal growth, environmental mastery	539	281	217	3,274	0.001	30,061	0.01
			251	3,979	0.001		0.04
			239	3,783	0.001		0.03

Table 2 presents the results of stepwise linear regressions analyzing the relationship between Psychological Well-being resilience (WB) and resilience among a total sample of 80 participants. The first model, focusing on self-acceptance, explains 17.3% of the variance in PWB ($R^2 = 0.173$) with a significant positive beta coefficient of 0.420 ($t = 6.901, p < 0.001$), indicating that higher self-acceptance correlates with increased PWB. The second model adds personal growth, raising the explained variance to 23.8% ($R^2 = 0.238$), with both self-acceptance ($\beta = 0.303, t = 4.722, p < 0.001$) alongside personal growth ($\beta = 0.286, t = 4.457, p < 0.001$) significantly contribute to PWB. The final model, which incorporates environmental mastery, results in a 28.1% increase in variance explained ($R^2 = 0.281$). This maintains the significance of personal growth ($\beta = 0.251, t = 3.979, p < 0.001$) and self-acceptance ($\beta = 0.239, t = 3.783, p < 0.001$), while also emphasizing the beneficial effect of environmental mastery. In general, the analysis emphasizes the cumulative impact of environmental mastery, personal growth, and self-acceptance on the development of resilience and well-being resilience, indicating that interventions that promote these factors may be advantageous.

Table 3 In terms of gender differences, male environmental mastery, self-acceptance, and interpersonal interactions with others were the greatest predictors of resilience.

Models for Male	R	Adjusted R2	Beta	t	sig	F	sig
Environmental mastery, self-acceptance, relations with others	553	286	383	4,032	0	15,398	0.000
			322	3,171	0.002		
			199	2,151	0.34		

Table 3 presents the findings of a regression study exploring sex differences in male resilience, demonstrating that environmental mastery, self-acceptance, and interpersonal relationships are major predictors of resilience. The model shows a good correlation between predictors and resilience, with an R value of 0.553. The adjusted R^2 value of 0.286 reveals that these three variables account for

28.6% of the variation in resilience. The beta coefficients represent the unique contributions of each predictor, with environmental mastery showing a significant positive effect ($\beta = 0.383$, $t = 4.032$, $p < 0.001$), indicating that higher levels of environmental mastery are strongly associated with greater resilience. Self-acceptance also contributes positively ($\beta = 0.322$, $t = 3.171$, $p = 0.002$), suggesting that male who are more self-accepting tend to demonstrate higher resilience. However, the relation with others variable ($\beta = 0.199$) does not achieve statistical significance ($t = -2.151$, $p = 0.34$), indicating that while it is part of the model, it does not significantly predict resilience for male in this sample. Overall, these findings emphasize the critical roles of environmental mastery and self-acceptance in fostering resilience among male, while suggesting that the quality of interpersonal relationships may require further exploration to fully understand its impact.

Table 4. Stepwise linear regressions using PWB and resilience--Group of female (n=38)

Models for Female	R	Adjusted R2	Beta	t	sig	F	sig
Personal growth, self-acceptance, purpose in life	553	688	291	5,049	0	31,733	0.77
			225	4,044	0		
			190	2,638	0.1		

Table 4 shows the findings of stepwise linear regression studies on the determinants of Psychological Well-being resilience (WB) as well as resilience in a female sample (n=38). The regression model shows a significant overall association, with an R value of 0.553 and a martyr adjusted R² of 0.688. This suggests that the included variables account for about 68.8% of the variation in PWB. The analysis identifies personal growth, self-acceptance, and purpose in life as significant contributors to PWB. Personal growth exhibits a substantial positive effect with a beta coefficient of 0.291 ($t = 5.049$, $p < 0.001$), highlighting its crucial role in enhancing Psychological Well-being resilience among female. Similarly, self-acceptance also shows a significant positive relationship ($\beta = 0.225$, $t = 4.044$, $p < 0.001$), indicating that female with higher levels of self-acceptance tend to experience greater PWB. However, the predictor related to purpose in life has a beta of 0.190, with a t-value of 2.638 and a significance level of $p = 0.1$, suggesting that while it has a positive association with PWB, it does not reach conventional levels of statistical significance in this analysis. Overall, these findings underscore the importance of personal growth and self-acceptance in fostering resilience and Psychological Well-being resilience among female, while indicating that the role of purpose in life may need further investigation to clarify its impact.

Hypothesis Testing

Table 5: Hypothesis Testing Results

Hypothesis	Output	Status
H1: Gender does not significantly affect the psychological well-being resilience of senior secondary students.	0.00	Accepted
H2: Senior secondary pupils' psychological well-being resilience is not significantly affected by their academic attainment levels in science or gender.	0.00	Reject

Differences between ages and gender groups in WB as well as resilience

In Psychological Well-being (WB) and resilience across gender and age groups reveal significant findings. For gender differences, male tend to show higher levels of resilience compared to female, particularly in relation to environmental mastery and self-acceptance, as evidenced by a regression model indicating significant positive beta coefficients for these variables. Conversely, female demonstrate greater well-being resilience, attributed to higher scores in personal growth and self-

acceptance, suggesting that gender influences the factors contributing to Psychological Well-being resilience and resilience differently. Comparative analysis in age groups explains these trends more clearly, as younger individuals have higher resilience levels since they are adaptable and coping. Older ones have better Psychological Well-being resilience due to life experiences and stability. The interaction between the age and gender shows that younger males are more resilient than females of the same age group, while older females show greater Psychological Well-being resilience than male of the same age group. These findings highlight the complexity of gender and age influences on Psychological Well-being and resilience, underlining the need for targeted interventions that take into consideration these demographic factors to effectively support the mental health of diverse groups.

V. CONCLUSION

Finally, research on Psychological Well-being and resilience during this important life time of children emphasizes essential variable and developmental interaction in that crucial age time. From this research, one sees the personal and environment components involved include self-acceptance, personal growth, social, and close personal networks impacting both well-being and resilience. It is obvious that youngsters with a greater level of resilience are better equipped to face the challenges and stresses associated with academic, social, and transitional experiences characteristic of this age. Additionally, gender differences seem to shape the pathways to well-being resilience in different ways, whereby males and females have specific strengths and weakness. Given the importance of resilience in promoting general well-being resilience, the study underlines the necessity for targeted interventions and support networks in schools. These may include mental health programs, resiliency training, and activities that foster healthy peer interactions. The last is to improve the psychological well-being and resilience of the senior secondary school students, which is critical for their academic achievement and personal development, preparing them for the challenges of adulthood and contributing to their long-term mental health.

VI. FUTURE SCOPE OF THE STUDY

A future scope of the study regarding Psychological Well-being and resilience in senior secondary school students, therefore, lies in vast potential for further exploration. It is possible that the longitudinal study might be conducted on how this resilience developed during the critical years may influence students' transitions into higher education and long-term mental health. Other interventions, such as mindfulness programs and peer support systems, can be tested for effectiveness in improving student well-being resilience. Cross-cultural studies can also help understand how resilience is affected by different socio-cultural contexts, and involving parents and educators in research can help build holistic support systems that foster resilience and overall Psychological Well-being resilience among students.

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