

Understanding Psychological Well-being and Resilience among College Nursing Students

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INTRODUCTION

Psychological well-being is defined as enhancing positive states and reducing negative states (Ryff, 1989; Ryff & Keyes, 1995). According to Ryff (1989), psychological well-being encompasses an individual's quality of life to other social units. It is characterized by two prominent varieties. The first refers to the extent to which people experience positive emotions and feelings of happiness. Sometimes this aspect of psychological well-being is referred to as subjective well-being (Diener, 2000). This type of psychological well-being is “Hedonic”, which is normally used to refer to the subjective feelings of happiness (Robertson & Cooper, 1999). It comprises two components, an affective component (high positive affect and low negative affect) and a cognitive component (satisfaction with life) (Robertson & Cooper, 1999). It is proposed that an individual experiences happiness when positive affect and satisfaction with life are both high (Carruthers & Hood, 2004).

The second refers to pursuing happiness by finding meaning and purpose. This type of psychological well-being is “Eudaimonic” which is used to refer to the purposeful aspect of psychological well-being (Robertson & Cooper, 1999). Carol Ryff has come up with a clear model that categorizes Eudaimonic well-being into six key types of psychological well-being. Each dimension of psychological well-being articulates the challenges that individuals encounter when trying to function positively. People strive to have a positive outlook on themselves while also acknowledging their limitations. They aim to establish and maintain warm and trustworthy interpersonal relations and adjust their environment to meet their personal needs and desires. They are seeking a sense of self-determination and personal authority to maintain their individuality in diverse social contexts. Finding meaning in one's pursuits and difficulties is of utmost importance

And last, the core of this model of psychological well-being is the utilization of personal talents and capabilities. Personal growth is positively linked with openness to experience, and positive relations with others are positively linked to agreeableness (Schmutte & Ryff, 1997). The following are example statements from each of the six areas of psychological well-being measured by Ryff:

Autonomy

“I have confidence in my own opinions, even if they are different from the way most other people think.”

Environmental Mastery

“In general, I feel I am in charge of the situation in which I live.”

Personal Growth

“For me, life has been a continuous process of learning, changing, and growth.”

Positive relations with others

“People would describe me as a giving person, willing to share my time with others.”

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Purpose in life

“Some people wander through life, but I am not one of them.”

Self-acceptance

“When I look at the story of my life, I am pleased with how things have turned out.”

Theories about psychological well-being generally focus on understanding the structure of psychological well-being or the dynamics. The breakdown of psychological well-being into eudaimonic components and Carol Ryff's model are widely accepted theories of the structure of psychological well-being.

According to the American Psychological Association's 2022 "Stress in America" report, 46% of adults ages 18 to 35 reported that "most days they are so stressed they can't function. Experts say college students have experienced heightened stress since the COVID-19 pandemic, a trend likely to continue for the foreseeable future.

Stressful experiences can predispose people to subsequent mood and anxiety disorders (Gladstone, Parker, and Mitchell, 2004). Experiencing extremely traumatic events can be beneficial for building resilience and safeguarding psychological well-being. Resilience is the process and outcome of successfully adapting to challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands (APA Dictionary of Psychology). Psychological research demonstrates that the resources and skills associated with resilience can be cultivated and practiced (APA Dictionary of Psychology).

Research shows that the most vulnerable ages during the life course are youth and emerging adults, probably because they have to solve many developmental tasks (separation from the parents' family, economic independence, and the choice of education, and occupation, and cope with the crisis of the first quarter of life (Bynner J. 2005). Youth, especially those going to college, is full of transitions and uncertainties, so those young people need personality traits that help them cope with life's difficulties. This personality trait is resilience. As students navigate the university environment, they encounter numerous roles, responsibilities, and life changes on top of academic responsibilities, and some students may find it overwhelming.

Resilience has played a vital role as a mediator between the various factors influencing nursing students' health and well-being (Devi et al 2021). According to Connor and Davidson, resilience is a personality trait that helps people thrive in the face of adversity and bounce back after stressful events, tragedies, or traumas. University education involves changes in a student's lifestyle and conditions, which could lead to stress (Gibbons 2010).

College nursing education focuses not only on knowledge of nursing practice and clinical skills but also on developing personal traits and qualities. It emphasizes the importance of clinical competence, procedural knowledge, and the development of personal traits.

RELATED LITERATURE

College nursing students are more likely to experience academic stress than students in other disciplines. Being a nursing student is often described as stressful (Pulido-Martos et al., 2012; Turner and McCarthy, 2017; Thomas et al., 2012). The correlation findings of the research on “Psychological Well-Being in Nursing Students: A Multicentric, Cross-Sectional Study (Villarroya, et al, 2021) showed that the low level of well-being was related to stress due to exams, seminars, clinical practices, group projects, and problem-based learning methodologies.

A meta-analysis conducted by Tung (2018) showed high rates of depression in nursing students, with Asia being the location with the highest percentages (43%), followed by Europe (38%), and, in last place, Latin America (21%). The academic workload, clinical practice, and professional nursing training have been identified as some sources of stress in nursing students affecting their psychological well-being.

An integrative review of resilience among nursing students (Pimwalunn Aryuwat, et al, 2023) states that resilience has played a vital role as a mediator between the various factors influencing nursing students' health and well-being. (Devi et al. 2021) indicated that resilience is a vital mediator of psychological health and factors

such as stress, anxiety, and depression in the context of experiencing clinical practice. (Kong et al. 2016) identified resilience as an important mediator between emotional intelligence and clinical communication ability in nursing students during clinical training. During the COVID-19 pandemic, another study showed that resilience mediated life satisfaction and well-being among nursing students (Labrague, 2021).

Several studies have shown that nursing students' psychological well-being is affected by resilience ("Development of resilience in nursing students: A systematic qualitative review and thematic synthesis", Amsrud, et al, 2019); "Resilience and Well-being of university nursing students in Hong Kong: a cross-sectional study", Ka Ming Chow, et al, 2018); "(A cross-sectional study of resilience and well-being among nursing students in Saudi Arabia". Ahmad M, Rayani. Et al, 2024).

In the field of nursing practice, the resilience level of the students varies across countries. Nursing students in Nigeria showed a moderate level of resilience (Olabisi, et al, 2016), while their counterparts in Australia and Spain reported a high level of resilience (Chamberlain, et al, 2016, Rios-Risquez MI, et al, 2016). Resilient nursing students showed better psychological health and lower academic burnout (Rios-Risquez MI. et al, 2016).

In a study by (Sandoval et al, 2017), a high percentage of university students exhibited a medium degree of psychological well-being, indicating that it is an indicator of their degree of adjustment adaptation. Resilient college student nurses tend to find positive meanings in negative situations so that they can handle stress effectively and use the knowledge they gain from the setback as a reference to cope with similar situations in the future (Tugase, et al, 2004).

Research over the last 20 years has demonstrated that resilience is a multidimensional characteristic that varies with context, time, age, gender, and cultural origin, as well as within an individual subjected to different life circumstances [e.g., Garmezy, 1985; Garmezy and Rutter, 1985; Rutter et al., 1985; Seligman and Csikszentmihalyi, 2000; Werner and Smith, 1992].

(Thomas and Revell, 2016) stated that fostering resilience in nursing students is important to prepare them for longevity in today's healthcare system and that it is the responsibility of educational institutions to facilitate it. Table 1 summarizes the salient features of resilience

Table 1 Characteristics of Resilient People

Reference	Characteristic
Kobasa, 1979	View change or stress as a challenge/opportunity
Kobasa, 1979	Commitment
Kobasa, 1979	Recognition of limits to control
Rutter, 1985	Engaging the support of others
Rutter, 1985	Close, secure attachment to others
Rutter, 1985	Personal or collective goals
Rutter, 1985	Self-efficacy
Rutter, 1985	Strengthening effect of stress
Rutter, 1985	Past successes
Rutter, 1985	Realistic sense of control/having choices
Rutter, 1985	Sense of humor
Rutter, 1985	Action-oriented Approach
Lyons, 1991	Patience
Lyons, 1991	Tolerance of negative affect
Rutter, 1985	Adaptability to change
Current	Optimism
Current	Faith

This table was taken from Connor and Davidson (2003, p.77)

METHODOLOGY

The current study aimed to investigate the correlation between the six dimensions of psychological well-being and resilience among college nursing students at a university in the Philippines. To test the relationships, the study measured the degree of psychological well-being across the six dimensions and resilience. The sample of the present study includes 155 male and female college nursing students within the age group of 16 to 25 years.

Two instruments were used, the resilience scale (Connor- Davidson Resilience Scale CD-RISC) comprises 25 items and the psychological well-being questionnaire comprises 18 items (Ryff and Keyes, 1995). The Connor-Davidson Resilience scale (CD-RISC) comprises 25 items, each rated on a 5-point scale (0–4), with higher scores reflecting greater resilience. Table 2 summarizes the content of the Connor-David Resilience Scale. Table 2 summarizes the content of the Connor-Davidson Resilience Scale.

The 18-item version of Ryff's Psychological Well-Being Scale (Ryff and Keyes, 1995) comprises 18 items measuring six dimensions of psychological well-being: autonomy, environmental mastery, self-acceptance, personal growth, positive relations with others, and purpose in life. It is evaluated on a seven Likert Scale; 1 = strongly agree; 2 = somewhat agree; 3 = a little agree; 4 = neither agree nor disagree; 5 = a little disagree; 6 = somewhat disagree; 7 = strongly disagree. Higher scores mean higher levels of psychological well-being. Table 3 summarizes the definitions of Theory-Guided Dimensions of Psychological Well-Being

Descriptive statistics were utilized to assess psychological well-being and resilience, respectively. Inferential statistics, specifically Spearman's rank correlation coefficient, was used to know if there is a significant relationship between psychological well-being and resilience in college nursing students.

Table 2 Content of the Connor-Davidson Resilience Scale

Item no.	Description
1	Able to adapt to change
2	Close and secure relationships
3	Sometimes fate or God can help
4	Can deal with whatever comes
5	Past success gives confidence for a new challenge
6	See the humorous side of things
7	Coping with stress strengthens
8	Tend to bounce back after illness or hardship
9	Things happen for a reason
10	Best efforts no matter what
11	You can achieve your goals
12	When things look hopeless, I don't give up
13	Know where to turn for help
14	Under pressure, focus and think clearly
15	Prefer to take the lead in problem-solving
16	Not easily discouraged by failure
17	Think of yourself as a strong person
18	Make unpopular or difficult decisions
19	Can handle unpleasant feelings
20	Have to act on a hunch
21	Strong sense of purpose
22	In control of your life
23	I like challenges
24	You work to attain your goals
25	Pride in your achievements

This table was taken from Connor and Davidson (2003, p.78)

Table 3 Definitions of Theory-Guided Dimensions of Psychological Well-Being

Autonomy
High scorer: Is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards.
Low scorer: Is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways.
Environmental mastery
High scorer: Has a sense of mastery and competence in managing the environment; controls a complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values.

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Low scorer: Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks a sense of control over the external world.

Personal growth

High scorer: Has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has a sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness.

Low scorer: Has a sense of personal stagnation; lacks the sense of improvement or expansion over time; feels bored and uninterested in life; feels unable to develop new attitudes or behaviors

Positive relations with others

High scorer: Have warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands the give and take of human relationships.

Low scorer: Has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others.

Purpose in life

High scorer: Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living.

Low scorer: Lacks a sense of meaning in life; has few goals or aims, lacks a sense of direction; does not see the purpose of past life; has no outlook or beliefs that give life meaning.

Self-acceptance

High scorer: Possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life.

Low scorer: Feels dissatisfied with self; is disappointed with what has occurred with past life; is troubled about certain personal qualities; wishes to be different than what he or she is.

This table was taken from Ryff and Keyes (1995, p.1072)

RESULTS AND DISCUSSION

The results and subsequent discussion provide a detailed analysis of the correlations between various dimensions of psychological well-being and their influence on resilience, highlighting key insights into how these factors collectively enhance or impede individuals' ability to adapt and thrive in challenging circumstances.

Table 4 Characteristics of the respondents in terms of psychological well-being and resilience

Characteristics	Mean	SD	Interpretation
Autonomy	14.013	2.377	High
Environmental mastery	13.658	2.09	High
Personal Growth	15.987	3.289	High
Positive relations with others	13.258	3.243	High
Purpose in life	12.29	2.697	Moderate
Self-acceptance	14.787	2.584	High
Resilience	69.968	18.135	Moderate

The psychological well-being of the respondents, as measured across six dimensions, indicates overall high levels of personal satisfaction and effectiveness. In terms of autonomy, respondents scored a mean of 14.013 (SD = 2.377), reflecting a high degree of self-determination and independence, with confidence in their ability to make decisions free from external pressures. This finding aligns with existing research highlighting the critical role of autonomy in various contexts and cultures. For example, studies have shown that autonomy is associated with lower burnout and higher job satisfaction (Farfán et al., 2020) and is equally significant for student achievement in both Western and Eastern cultures (Nalipay et al., 2019).

Furthermore, in healthcare settings, autonomy in decision-making is crucial for patient satisfaction and quality of care (Gausman et al., 2023; Vedam et al., 2019). Factors such as education, socioeconomic status, age, and cultural environment have been identified as influential in determining levels of autonomy (Malhab et al., 2021).

The high scores in autonomy among the respondents suggest that these factors might be positively contributing to their sense of self-determination and independent decision-making capabilities.

Similarly, the environmental mastery dimension had a mean score of 13.658 (SD = 2.09), suggesting that respondents feel competent in managing their surroundings and capable of utilizing opportunities to meet their needs. This finding is supported by recent studies indicating that nursing students generally possess high levels of environmental literacy and awareness of global climate change (Dağal & Kiliç, 2023; Incesu & Yas, 2023; Örs, 2022). Factors such as gender, participation in environmental activities, and taking environment-related courses significantly influence environmental literacy and attitudes (Örs, 2022; Sayan & Kaya, 2016).

Despite these high levels, some research points out that nursing students may still require support to enhance their environmental knowledge (Örs, 2022). To further bolster environmental mastery among nursing students, integrating more environmental health courses into the nursing curriculum and encouraging participation in environmental organizations are recommended (Dağal & Kiliç, 2023; Incesu & Yas, 2023; Karavın et al., 2023). These educational strategies can help enhance students' competency in managing their environments, reflecting the high levels of environmental mastery observed in the respondents.

Personal growth emerged as the highest-scoring dimension, with a mean of 15.987 (SD = 3.289), indicating that respondents perceive themselves as continually evolving and open to new experiences, thus showing a robust sense of personal development. This finding aligns with research highlighting the significant role of peer learning in contributing to both personal and professional development (Nelwati et al., 2018).

Additionally, nursing students have demonstrated high levels of self-transcendence, emphasizing selflessness and helping others, which further underscores the importance of personal growth in fostering a sense of purpose and community (Luciani et al., 2020). The pandemic presented numerous challenges, including academic stress and fear of infection, emphasizing the need for supportive learning environments to foster resilience and personal growth (Lovrić et al., 2020).

Positive relations with others scored high, with a mean of 13.258 (SD = 3.243), signifying that respondents generally enjoy strong, trusting, and intimate relationships. This high score highlights their ability to form and maintain meaningful connections. Positive relationships are crucial for well-being and health across the lifespan, protecting against functional decline in aging adults (Baker et al., 2019) and being associated with higher levels of psychological well-being and life satisfaction (Vilca et al., 2023).

Emotional intelligence plays a key role in fostering these positive relationships (Di Fabio & Saklofske, 2019), suggesting that individuals with higher emotional intelligence are more capable of developing and maintaining strong connections. Furthermore, even individuals with negative relational experiences benefit significantly from positive interactions when they occur, highlighting the universal importance of positive relationships (Merolla et al., 2021). These findings underscore the significant impact of positive relationships on various aspects of well-being and health, reinforcing the high scores observed in the respondents.

In contrast, the purpose in life dimension had a mean score of 12.29 (SD = 2.697), which is categorized as moderate. This suggests that while respondents have a sense of direction and goals, there may be some variability in the clarity and strength of their life purpose. Research on purpose in life among nursing students underscores its importance for their well-being and professional development. Purpose in life is associated with improved quality of life, mediated by a consciousness of calling and life satisfaction (Park & Lee, 2018). It also correlates with overall well-being and positive beliefs (Tsai et al., 2018).

A study in Thailand found that nursing students often derive purpose from "living life for others," highlighting the altruistic motivations in this profession (Balthip et al., 2022). During the COVID-19 pandemic, purpose in life acted as a protective factor against psychopathology in health sciences students (Echeverria et al., 2022). However, the pandemic has significantly impacted nursing students' quality of life, with resilience emerging as a crucial factor for maintaining well-being (Keener et al., 2021). Understanding the diverse profiles of meaning in life among nursing students can help educators provide tailored guidance and support (Zhao et al., 2023). These findings highlight the need for targeted interventions to strengthen the sense of purpose among respondents, thereby enhancing their overall well-being and professional fulfillment.

In terms of self-acceptance, respondents achieved a high mean score of 14.787 (SD = 2.584), reflecting a positive attitude toward themselves and acceptance of multiple aspects of their life and personality. Research on nursing students' self-acceptance and related factors reveals several key findings. For instance, psychodrama group practices have been shown to significantly improve self-liking, self-competence, and self-acceptance among nursing students (Kaya et al., 2021). Despite this, many nursing students experience distorted self-perception and body image dissatisfaction, which can negatively impact their overall self-acceptance (Duarte et al., 2021).

Lastly, resilience was measured with a mean score of 69.968 (SD = 18.135), which falls into the moderate category. This indicates that while respondents generally possess the ability to recover from stress and adversity, there is variability, and some may experience challenges in bouncing back from difficult situations. Research on resilience among nursing students reveals varying levels, with some studies reporting moderate to high resilience (Ruppamercy et al., 2021), while others indicate lower levels (Sam & Lee, 2020).

Studies highlight the importance of resilience for academic success and future professional practice, indicating that resilient nursing students are better equipped to handle the demands of their education and subsequent careers (Chow et al., 2018).

Overall, these scores suggest that the respondents exhibit strong psychological well-being, with high levels of personal growth, self-acceptance, and the ability to form positive relationships, albeit with some areas for potential improvement in purpose in life and resilience.

Table 5 highlights the Spearman's correlations between various psychological well-being variables—autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance—and resilience among respondents. The findings reveal several significant relationships that emphasize the interconnectedness of these dimensions and underscore the multifaceted nature of resilience.

Starting with autonomy, the correlation with resilience is indicated by a Spearman coefficient of .155 and a p-value of .053, suggesting a positive yet not statistically significant relationship. This indicates a trend where higher autonomy may be associated with greater resilience, though the connection isn't definitively strong. This observation is supported by various studies. For instance, in healthcare settings, autonomy has been linked to improved quality of life and independence among individuals with cognitive challenges, enhancing resilience (Clement-Carbonell et al., 2019). Additionally, in sports, coaches' support for athletes' autonomy positively impacts their emotional intelligence, self-esteem, and resilience (Trigueros et al., 2019). These examples illustrate that while autonomy can potentially foster resilience, the strength of this effect may vary based on context and population.

Table 5. Association between psychological well-being and resilience

Variable	1	2	3	4	5	6	7
1 A	—						
2 EM	.592	—					
3 PG	< .001	.32	—				
	< .001	< .001					

4	PRWO	.073	.192	.498	—		
		.365	.017	< .001	—		
5	PIL	-.072	-.156	.353	.393	—	
		.374	.052	< .001	< .001	—	
6	SA	.311	.28	.413	.294	.136	—
		< .001	< .001	< .001	< .001	.09	—
7	R	.155	.294	.118	.218	.09	.313
		.053	< .001	.144	.006	.266	< .001

Note. A = autonomy, EM = environmental mastery, PG = personal growth, PRWO = personal relations with others, PIL = purpose in life, SA = self-acceptance, R = resilience, Spearman correlations

Environmental mastery and personal growth both demonstrate robust, positive correlations with resilience, with coefficients of .294 and .313 respectively, both significant at $p < .001$. These relationships suggest that individuals adept at managing their environments or those engaged in ongoing personal development exhibit higher resilience. This aligns with research by Morales-Rodríguez et al. (2020) and Sabouripour et al. (2021), which further strengthens the link between these well-being dimensions and resilience, suggesting that strategies promoting environmental mastery and personal growth could effectively enhance resilience.

The analysis also shows a positive correlation between positive relations with others and resilience ($\rho = .218$, $p = .006$). This finding indicates that strong, trusting, and intimate relationships contribute significantly to resilience, echoing research that associates positive social connections with reduced functional decline and longevity in older adults (Baker et al., 2019; Friedman et al., 2024).

Conversely, the correlation between purpose in life and resilience is less definitive, with a correlation of .090 and a p-value of .266. This suggests that while a sense of direction and goals is valued, it may not significantly influence resilience in this sample. However, the slight positive trend observed warrants further exploration. Mixed findings in research reflect this complexity; some studies report a significant positive link between a clear sense of purpose and resilience (Fischer et al., 2023; Li et al., 202), while others find no significant impact (Sutin et al., 2023).

Lastly, self-acceptance shows a strong positive correlation with resilience ($\rho = .294$, $p < .001$). This highlights that individuals who accept themselves and their life aspects tend to manage stress and adversity more effectively. The relationship between self-acceptance and resilience is supported by research suggesting that self-acceptance acts as a personal resource that fosters resilience by enabling better self-knowledge and regulation (Pilipenko, 2020).

Overall, these insights from the analysis of psychological well-being variables with resilience underscore the importance of a holistic approach in understanding and enhancing resilience, pointing to the benefits of cultivating environmental mastery, personal growth, positive relationships, and self-acceptance.

CONCLUSION AND RECOMMENDATION

In the current study, the college nursing students scored high on autonomy. The participants are self-determined and independent; able to resist social pressures to think and act in certain ways; regulate behavior from within; and evaluate themselves by personal standards. They are reflective, aware of their emotions, interests, values, and experiences, and have a high ability to take control of their learning journey that drives up their engagement and independence.

Scored high on environmental mastery in which the students have a sense of mastery and competence in managing the environment; controlling a complex array of external activities; making effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values. They manage their surroundings and are proficient in choosing activities that are suitable for their personal needs.

The students have a feeling of continued development; see self as growing and expanding; are open to new experiences; have a sense of realizing his or her potential; see improvement in self and behavior over time; and are changing in ways that reflect more self-knowledge and effectiveness. They have a high degree of personal growth which shows dedication and professionalism in their actions.

Their score in positive relations with others was high, in this case, students have warm, satisfying, trusting relationships with others; are concerned about the welfare of others; are capable of strong empathy, affection, and intimacy; and understand the give and take of human relationships. Positive social connections and strong relationships with others are part of their college life.

Moreover, the respondents scored high on self-acceptance, indicating they possess a positive attitude toward the self; acknowledge and accept multiple aspects of self, including good and bad qualities; and feel positive about past life. It has a sense of feeling satisfaction with who they are, despite flaws and regardless of past choices.

On the other hand, in the aspects of purpose in life and resilience, the scores are moderate; while students have goals in life and a sense of direction, others have challenges; moderate living, and recognizing the importance of daily steps that will get them inspired to keep reaching their goals.

Resilience falls into the moderate category showing that respondents typically can deal with stress, but some may encounter difficulties in recovering from difficult situations.

In each of these dimensions of psychological well-being; autonomy, environmental mastery, personal growth, positive relation with others, and self-acceptance; psychological well-being and resilience are positively correlated. The respondents can cope with tough events; can withstand adversity; and bounce back from difficult life situations.

There is a significant relationship between psychological well-being and resilience among college nursing students in the areas of environmental mastery, personal growth, positive relations with others, and self-acceptance. This outcome demonstrated that psychological well-being and resilience are associated; thus, robust development of resilience is imperative to students' survival in nursing studies, helping them thrive in their educational journey and their future professional careers

However, the relationship between autonomy and resilience is not statistically significant; the same thing with purpose in life and resilience; therefore, it is necessary to look at this issue in more depth, providing more observations on these results.

Despite the students' moderate to high degree of psychological well-being, the nursing curriculum must integrate new strategies, including educational policy, and practice for promoting psychological well-being and cultivating resilience course programs. By understanding the factors that foster resilience and developing strategies to nurture it, students can improve their ability to handle stress and adversity and maintain their overall well-being.

Future research on psychological well-being and resilience recommends incorporating longitudinal designs that track individuals' resilience over time. This will allow researchers to better understand the long-term changes and to identify factors that promote resilience over time. Research on psychological well-being and resilience suggests employing diverse samples that include a variety of demographic groups and populations.

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