

IMPACT OF RESILIENCE ON PSYCHOLOGICAL WELL-BEING AMONG MANAGEMENT UNDERGRADUATES IN STATE UNIVERSITIES, WESTERN PROVINCE, SRI LANKA

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ABSTRACT

This study examined the effect of resilience on the psychological well-being of management undergraduates in state universities across the Western Province of Sri Lanka. Resilience, conceptualized as the ability to recover and adapt positively to adversity, was explored as an independent variable, while psychological well-being was the established variable. This observation operationalizes resilience through four key dimensions: personal competence, tolerance of negative effects, positive acceptance of change, and control. Psychological well-being is regarded as a multifaceted construct encompassing the emotional, cognitive, and social dimensions that are critical to student fulfillment. A structured questionnaire was used to collect data from a sample of 249 undergraduate students, and validated scales were used to measure both resilience and psychological well-being. Pearson's correlation and multiple regression statistical analyses were conducted to explore the relationships between resilience and different dimensions of psychological well-being. The results revealed a significant correlation between resilience and psychological well-being, with each dimension of resilience contributing uniquely to the overall psychological well-being of university college students. In particular, personal competence, tolerance of negative effects, positive acceptance of change, and control are strongly associated with higher psychological well-being, underscoring the essential role that resilience plays in college university students' ability to handle academic pressures and personally demanding situations. These findings are particularly relevant in the Sri Lankan context, where socioeconomic and cultural tensions may accentuate the psychological health challenges faced by university students. Given the competitive environment of universities, particularly within Western Province, this study highlights the importance of interventions aimed at enhancing student resilience. Such interventions may be critical to creating an educational environment that supports the psychological health and well-being of university students. This study contributes to the wider literature on student psychological health by providing empirical evidence of the role of resilience in maintaining psychological well-being in higher education settings. The research also identifies gaps within the current educational support systems and indicates that future studies should explore other mental factors, including social support, mindfulness, and coping techniques, that could further enhance the psychological well-being of university students. By understanding the role of resilience, policymakers and educators can implement targeted interventions, including resilience education programs, counseling services, and curricular reforms, to enhance students' mental health outcomes. Finally, this study underscores the importance of resilience as a key determinant of psychological well-being among university undergraduates. As resilience becomes increasingly important in today's challenging academic landscape, fostering this trait among university students may lead to improved psychological health, academic performance, and overall life satisfaction.

Keywords: Control, higher education, management undergraduates, personal competence, positive acceptance of change, psychological well-being, resilience