

The Mediating Role of Coping Strategies on the Relationship Between Psychological Well-Being and Academic Resilience Among College Students

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ABSTRACT

Students' ability to handle academic difficulties and preserve their psychological health depended on their academic resilience. The current study determined the mediating role of coping strategies on the relationship between psychological well-being and academic resilience among college students. A mediation analysis was conducted using data from 353 local college students of Santo Tomas Davao Del Norte. A stratified random sampling technique was utilized for the study. Statistical tools like mean, Pearson's r , and path analysis were utilized for the study. Data were collected from respondents using modified, previously validated survey questionnaires. The study's results demonstrated that local college students of Santo Tomas, Davao del Norte reported very high descriptive levels for coping strategies, psychological well-being, and academic resilience. A strong positive correlation was found between psychological well-being and academic resilience. Furthermore, coping strategies were found to partially mediate the relationship, explaining 63.3% of the effect of psychological well-being on academic resilience and concluded that the remaining 36.7% was either direct or influenced by other factors not included in the study. These findings suggest that students with high psychological well-being were likely to have high academic resilience, especially when coping strategies were utilized.

Keywords: coping strategies, psychological well-being, academic resilience, local college students, mediation analysis, Philippines

INTRODUCTION

Academic resilience describes the capacity of a student to be able to achieve the desired academic goals despite the heavy challenges and adversities and it incorporates three major aspects including determination, cognitive flexibility, and emotional control (Kumalasari et al., 2020). Several institutions were unable to maintain the required standards of education due to lack of sufficient funds and training of faculty members especially in the aspect of technology (Almerez & Duping, 2022). Additionally, lack of proper teacher training focused on student well-being, ongoing academic difficulties faced by students from underprivileged backgrounds, and a lack of support from friends and family (Busu & Andrei, 2022).

In Taiwan, students experience anxiety and depression due to the new normal implemented during post-COVID-19 period, and language barriers and isolation were found to be stressors that caused their performance in school to change drastically (Tran et al., 2023). Students in Syria show low resiliency in their academics due to lack of infrastructure and safe learning environments. Also, students faced extreme instability and trauma that severely impacted their academic performance (Alabdullah et al., 2025).

In the Philippines, it was discovered by the study of Buslig (2019), that students who take pleasure in the company of others were more likely to be resilient and get higher point averages than others. Students from poorer regions such as the rural zones of the Philippines found it difficult to demonstrate resilience due to stratification within the access of technology, lack of support mechanism within the family towards education, and poverty (Lorenzo, J. P., & Lorenzo, M. A. 2020). Also, it was noted that a positive classroom environment, feeling good about oneself and having better relationships with teachers can help students become more resilient that leads to better academic performance and educational outcomes (Serrano et al., 2021).

There were various studies associated with the academic performance of students in Santo Tomas, Davao del Norte, but the researchers have not found any studies related to academic resilience within the locality. This implies a focus on students' performance but shows insufficient exploration of students' psychological aspects, such as their ability to cope with academic pressures. Given these conditions, the researchers recognize the necessity of conducting this study to determine if academic resilience persists among the tertiary students of Santo Tomas, Davao del Norte. The findings of this study raised students' awareness of their mental capabilities and resilience in coping with academic pressures. Furthermore, this study measures how institutions in the locality address students' mental health and how this affects students' education.

Statement of the Problem

The objective of this research determined the mediating role of coping strategies on the relationship between psychological well-being and academic resilience among college students. Specifically, it aimed to answer the following questions:

What is the level of psychological well-being among college students in terms of:

- 1.1. autonomy;
- 1.2. environmental mastery;
- 1.3. personal growth;
- 1.4. positive relations;
- 1.5. purpose in life; and
- 1.6 self-acceptance?

What is the level of academic resilience among college students in terms of

- 2.1. perseverance;
- 2.2. reflecting and adaptive help-seeking; and
- 2.3. negative affect and emotional response?

What is the level of coping strategies among college students in terms of:

- 3.1. cognitive reappraisal;
- 3.2. social support;
- 3.3. problem-solving;
- 3.4. religiosity;

- 3.5. tolerance;
- 3.6. emotional release;
- 3.7. overactivity;
- 3.8. relaxation/recreation; and
- 3.9. substance use?

Is there a significant relationship between:

- 4.1. psychological well-being and academic resilience;
- 4.2. psychological well-being and coping strategies; and
- 4.3. coping strategies and academic resilience?

Does the coping strategies significantly mediate the relationship between psychological well-being and academic resilience?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

There is no significant relationship between:

- 1.1 psychological well-being and academic resilience among college students;
- 1.2 psychological well-being and coping strategies among college students; and
- 1.3 coping strategies and academic resilience among college students.

There is no significant mediating role of coping strategies on the relationship between psychological well-being and academic resilience among college students.

THEORETICAL FRAMEWORK

This study was anchored on Cognitive Behavioral Theory (Beck, 1979) which explains how our thoughts, feelings, and actions work together. It suggested that students who have positive and helpful thoughts were better at dealing with academic challenges because they use better coping strategies. Therefore, this contributes in improving emotional management that leads to better focus on academic challenges (Mychailyszyn et al., 2010).

In the same manner, the study considers the theory, Broaden and Build Theory of Positive Emotions (Fredrickson, 2001) which posits that individuals who experience positive emotions tend to think more expansively and acquire resources that enable them to withstand adversities. Thus, it allowed students to develop their inner strengths that helps them manage stress and maintain emotional well-being which enable them to overcome academic obstacles (Tugade, M. M., & Fredrickson, B. L. 2004).

Furthermore, the Transactional Model of Stress and Coping (Lazarus and Folkman, 1984) suggested that responses to stress also depend on the interpretation of the stressful event and subsequent assessment of one's response to the event. This was supported with coping mechanisms like problem solving and changing perspectives on stressful events to have better adjustments to academic demands and mental health challenges (Seiffge-Krenke, 2006).

Research Design

The researcher used a quantitative approach with descriptive and correlational methods and mediation analysis. The Quantitative method helps in drawing conclusions and making inferences about large populations as well as establishing relationships between various events (Ghanad, 2023). Descriptive approaches in research include the collection of detailed information and insights pertaining to a given group, situation, or environment without the interference of the manipulative control of variables. Also, this research method was correlational as well as it addressed the relationship that exists between two or more variables alike without any manipulation from the researcher on the variables in question (Tabachnick & Fidell, 2019). In addition, mediation analysis were utilize to identify potential variables enabling a thorough exploration of complex relationships within large datasets (Hu et al., 2024).

The researcher applied the aforementioned designs to accomplish the overall goals of the study. A quantitative approach was utilized to collect and analyze numerical data that identifies the relationship among variables, and descriptive correlational design was also used to provide a clear overview of how students use different coping strategies and their levels of psychological well-being and academic resilience in correlation with the tests in strength and direction of relationships between variables. Additionally, mediation analysis was important as it helped examine whether coping strategies mediate the relationship between psychological well-being and academic resilience, revealing insights into how these factors influence each other.

Research Subject

The respondents of this study were the 353 college students out of 4,318 total population studying in a local college in Santo Tomas, Davao del Norte. To determine the sample size, the researcher considered the Raosoft calculator. This study utilized stratified random sampling technique.

According to Nguyen et al. (2021) stratified random sampling (SRS) was a sampling method that improved the accuracy of approximate query processing. SRS works by dividing the population into groups called strata and then selecting samples from each stratum.

Research Instrument

The researchers used three (3) adapted questionnaires for both independent variable, dependent variable, and mediating variable. For the independent variable, psychological well-being, the questionnaire with a total of 18 items, was adapted from the Psychological Well-being of Working Women by Sundaresan and Nalini (2017). For psychological well-being there were six (6) indicators: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance, and each indicator had three (3) items. While describing psychological well-being, the following five-point Likert scales were used: 5 (Always), 4 (Oftentimes), 3 (Sometimes), 2 (Less), and 1 (Least)).

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that psychological well-being is always manifested.
3.40 - 4.19	High	This means that psychological well-being is oftentimes manifested.
2.60 - 3.39	Moderate	This means that psychological well-being is sometimes manifested.
1.80 - 2.59	Low	This means that psychological well-being is less manifested.
1.0 - 1.79	Very Low	This means that psychological well-being is least manifested.

For dependent variable, academic resilience, the questionnaire, with a total of 29 items, was adapted from the Academic Resilience Scale (ARS-30) by Cassidy (2016). For academic resilience there were three (3) indicators which were perseverance with fourteen (14) items, reflecting and adaptive help-seeking with nine (9) items, and

negative affect and emotional response with seven (7) items. In describing academic residence, the following five-point Likert scales were used: 5 (Always), 4 (Oftentimes), 3 (Sometimes), 2 (Less), and 1 (Least).

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that academic resilience is always observed.
3.40 - 4.19	High	This means that academic resilience is oftentimes observed.
2.60 - 3.39	Moderate	This means that academic resilience is sometimes observed.
1.80 - 2.59	Low	This means that academic resilience is less observed.
1.0 - 1.79	Very Low	This means that academic resilience is least observed.

For mediating variable coping strategies, the questionnaire with a total of 37 items, was adapted from The Development Filipino Coping Strategies Scale by Rilveria (2018). For coping strategies there were nine (9) indicators which were cognitive reappraisal with five (5) items, social support with three (3) items, problem-solving with four (4) items, religiosity with four (4) items, tolerance with two (2) items, emotional release with four (4) items, overactivity with five (5) items, relaxation/recreation with five (5) items, and substance use with five (5) items. In describing the coping strategies the following five-point Likert scales were used: 5 (Always), 4 (Oftentimes), 3 (Sometimes), 2 (Less), and 1 (Least).

Statistical Treatment of Data

Using a variety of statistical techniques, the data was examined and the hypotheses were evaluated at a significance level of 0.05.

Mean. The mean was a statistical measure that represents the central tendency of the data distribution. It was categorized as either arithmetic or geometric based on the type of data being analyzed (Li et.al. 2020). This was used to determine the level of psychological well-being, academic resilience among college students, and coping strategies.

Pearson *r*. Pearson's *r*, a normalized linear correlation coefficient ranging from -1 to +1, measures the strength and direction of the relationship between two interval or ratio-level variables (Weisburd et. al.2020). This was used to determine the interrelationship of psychological well-being, academic resilience and coping strategies among college students.

Path Analysis. Path analysis, a statistical technique employing multiple regression analysis, was utilized to investigate the relationships between a dependent variable and multiple independent variables, ultimately evaluating causal theories (Chaitanya et. al. 2024). This was utilized to ascertain the mediating role of coping strategies on the relationship between psychological well-being and academic resilience among college students.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that coping strategies are always observed.
3.40 - 4.19	High	This means that coping strategies are oftentimes observed.
2.60 - 3.39	Moderate	This means that coping strategies are sometimes observed.
1.80 - 2.59	Low	This means that coping strategies are less observed.
1.0 - 1.79	Very low	This means that coping strategies are least observed.

RESULTS AND DISCUSSIONS

The data presented, evaluated, and interpreted in this section were based on the research objectives. The following topics were discussed in sequence: level of psychological well-being among college students; level of academic resilience; level of perceptions of coping strategies; correlations between psychological well-being and academic resilience; psychological well-being and coping strategies; coping strategies and academic resilience; and mediation analysis results.

Level of Psychological Well-Being among College Students

The descriptive statistics findings on determining the level of psychological well-being were shown in Table 2, which had an overall mean of 4.20 and SD of 0.64, described as very high. This means that psychological well-being among college students was always manifested. The results also showed that Purpose in Life had the highest Mean of 4.26 and SD of 0.60 with a descriptive level of very high, which means students' purpose in life was always manifested. Moreover, Self-acceptance had the lowest mean of 4.14 and SD of 0.69, with a descriptive level of high, which means self-acceptance was oftentimes manifested.

These findings suggested that a very high level of psychological well-being, along with purpose in life, had an influence on students to reflect on what they think was important, and make improvements with their lives. Additionally, it suggests that college students were effective in managing their responsibilities, and maintain a sense of balance and control.

Table 2

Level of psychological well-being

Indicator	Mean	SD	Descriptive Level
Autonomy	4.19	0.61	High
Environmental mastery	4.25	0.61	Very High
Personal growth	4.24	0.64	Very High
Positive relations	4.15	0.70	High
Purpose in life	4.26	0.60	Very High
Self-acceptance	4.14	0.69	High
Overall	4.20	0.64	Very High

The findings of the study aligned with the study of Persiyantseva and Artemenkov (2023) which stresses that students showing high levels of psychological well-being have clearer goals in life and tend to display great tolerance for uncertainties that support their overall well-being. Also, students who displayed high psychological well-being, specifically having a purpose in life and mastering their environment consider themselves successful (Hernández et al., 2019).

Level of Academic Resilience among College Students

The descriptive statistics findings on academic resilience were shown in Table 3, which had an overall Mean of 4.20 and SD of 0.57, described as very high. This means that academic resilience among college students was always observed. The results also showed that Perseverance had the highest Mean of 4.41 and SD of 0.49, with a descriptive level of very high, which means that perseverance was always observed. On the other hand, Negative affect and emotional response had the lowest Mean of 4.03 and SD of 0.69, with a descriptive level of high.

Table 3

Level of academic resilience

Indicator	Mean	SD	Descriptive Level
Perseverance	4.41	0.49	Very High
Reflecting and adaptive help-seeking	4.27	0.53	Very High
Negative affect and emotional response	4.03	0.69	High
Overall	4.24	0.57	Very High

These findings suggested that college students have a very high level of academic resilience, with the involvement of perseverance. This means that students stay determined by working hard, by keeping themselves motivated, and by never giving up. Additionally, they would view difficulties as temporary and consider them an opportunity for growth, do their best to stay positive and overcome negative thoughts.

The findings aligned with the study of Kalaivani (2021) which emphasizes that resilient students were more likely to strive academically and survive challenges that helped them improve their performance in school. Also, the study of Constantinescu (2024) highlighted that for students to demonstrate resilience, universities must offer individual and group counseling clusters that were tailored to the specific needs of students. Moreover, educational programs potentially improve resilience among students, and these programs must offer a variety of strategies that accommodate the student population (Carsone et al., 2024).

Level of Coping Strategies among College Students

The descriptive statistics findings on determining the level of coping strategies were shown in Table 4, which had an overall Mean of 4.22 and SD of 0.71, described as Very High. This means that coping strategies among college students were always observed. The results also showed that Religiosity had the highest Mean of 4.51 and SD of 0.63 with a descriptive level of very high, which means students’ religiosity was always observed. In addition, Substance use had the lowest mean of 3.83 and SD of 0.85, with a descriptive level of high, which means that substance use was oftentimes observed.

These findings suggest that students utilized ways in order to cope with academic challenges with religiosity. This means that students engage in prayer to seek comfort and stress relief. They express a strong belief that their experiences were part of God’s will, providing guidance and support beyond their understanding.

Table 4

Level of coping strategies

Indicator	Mean	SD	Descriptive Level
Cognitive reappraisal	4.21	0.67	Very High
Social support	4.14	0.79	High
Problem-solving	4.31	0.63	Very High
Religiosity	4.51	0.69	Very High
Tolerance	4.21	0.74	Very High
Emotional release	4.18	0.79	High
Overactivity	4.27	0.58	Very High
Relaxation/recreation	4.31	0.66	Very High
Substance use	3.83	0.85	High
Overall	4.22	0.71	Very High

The findings aligned with the study of Hatunoglu (2020), which found that students show positive behavior in dealing with stress, utilizing different styles of coping. Additionally, the study of Khaled (2021) suggested that students with a high level of productive coping can contribute to the reduction of social anxiety.

Correlation between Psychological Well-being and Academic Resilience among College Students

Displayed in Table 5.1 was the relationship between the independent variable (psychological well-being) and the dependent variable (academic resilience). The overall coefficient of correlation was 0.678, with a p-value of 0.001, which was lower than the 0.05 level of significance. This means a significant relationship existed between psychological well-being and academic resilience, as the probability value was $p < 0.001$. Thus, the null hypothesis of no significant relationship was therefore rejected. The overall correlation coefficient of .678 indicated a positive strong correlation between the two variables.

Table 5.1

Significance on the Relationship between psychological well-being and academic resilience

Variables Correlated	r	p-value	Decision on H₀	Decision on Relationship
<i>psychological well-being and academic resilience</i>	0.678**	<0.001	Rejected	Significant

These findings aligned with the study of Zaheer and Khan (2022), which found a positive relationship between psychological well-being and resilience among university students. Additionally, a study by Kamble (2022) showed that having a high level of psychological well-being accompanied by the support of families, friends, and other people significantly helps students to be resilient.

Correlation between Psychological well-being and Coping Strategies among College Students

Displayed in Table 5.2 was the relationship between the independent variable (psychological well-being) and the mediating variable (coping strategies). The overall coefficient of correlation was 0.665, with a p-value of 0.001, which was lower than the 0.05 level of significance. This means a significant relationship existed between psychological well-being and coping strategies since the probability value was $p < 0.001$. Thus, the null hypothesis of no significant relationship was therefore rejected. The overall correlation coefficient of .665 also shows a positive strong correlation between the two variables. This suggested that students who used effective coping strategies have better psychological well-being. It also implied that enhancing mental well-being may enable students to manage stress more effectively. Lastly, it showed the importance of promoting psychological well-being in order to improve and strengthen student's coping strategies.

Table 5.2

Significance on the Relationship between psychological well-being and coping strategies

Variables Correlated	r	p-value	Decision on H₀	Decision on Relationship
<i>psychological well-being and coping strategies</i>	0.665**	<0.001	Rejected	Significant

These findings aligned with the study of Dong et al. (2024), which revealed that enhanced psychological well-being has a positive impact on coping traits, fostering resilience and social support. Similarly, the study of Freire et al. (2020) emphasized the importance of psychological well-being in enhancing the coping strategies of students, which eventually promotes their academic success.

Correlation between Coping Strategies and Academic Resilience among College Students

Displayed in Table 5.3 was the relationship between the mediating variable (coping strategies) and the dependent variable (academic resilience). The overall coefficient of correlation was 0.812, with a p-value of 0.001, which was lower than the 0.05 level of significance. This means a significant relationship existed between coping strategies and academic resilience since the probability value was $p < 0.001$. Thus, the null hypothesis of no significant relationship was therefore rejected. The overall correlation coefficient of .812 also showed a positive very strong correlation between the two variables.

Table 5.3

Significance on the Relationship between coping strategies and academic resilience

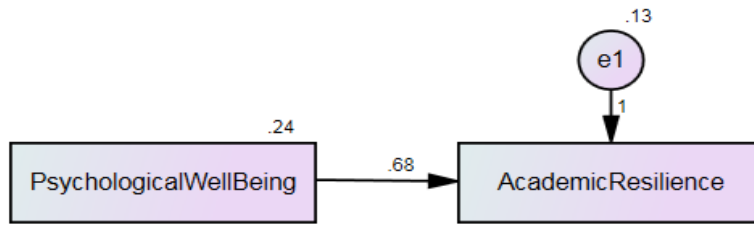
Variables Correlated	r	p-value	Decision on H_o	Decision on Relationship
<i>Coping strategies and academic resilience</i>	0.812**	<0.001	Rejected	Significant

These findings aligned with the study of Sodhi (2020), which highlights that healthy coping strategies help the student to be more resilient, which also helps them adapt effectively to academic stress. Additionally, coping mechanisms such as involvement in spiritual and mental health practices enhance resilience among college students, allowing them to manage academic stress successfully (Austria-Cruz, 2019).

Mediation Analysis of Psychological Well-being, Coping Strategies, and Academic Resilience using Path Analysis

Displayed in the “Regression Weights: (Group number 1 - Default model)” section were the results of the path analysis, which illustrate the relationships between the independent variable (IV) — Psychological Well-being, the dependent variable (DV) — Academic Resilience, and the mediating variable (MV) — Coping Strategies. Additionally, the result of the path analysis was visually represented in the “Path Diagram for the Regression Model” figure 2.

Mediation Analysis of the Three Variables using Path Analysis



Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P
Academic Resilience	<--- Psychological WellBeing	.678	.039	17.323	***

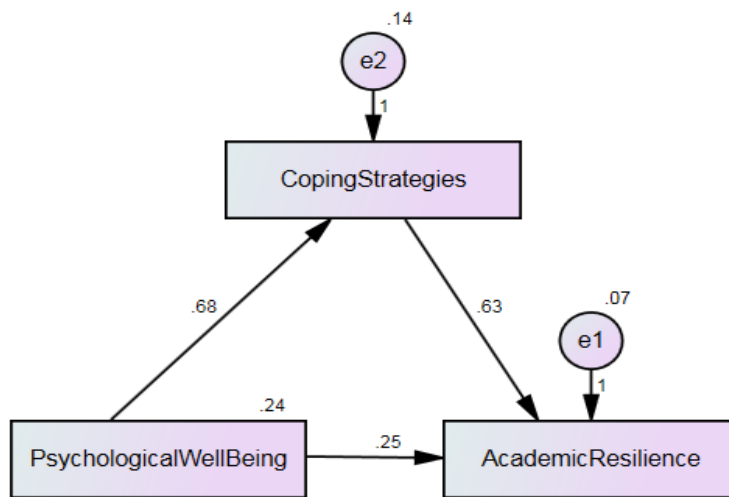


Figure 2: Path Diagram for the Regression Mode

Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P
Coping Strategies	<--- Psychological WellBeing	.680	.041	16.683	***
Academic Resilience	<--- Psychological WellBeing	.249	.039	6.300	***
Academic Resilience	<--- Coping Strategies	.631	.039	16.381	***

Partial Mediation.

In Step 1, path C (IV and DV), it was revealed in the regression analysis between psychological well-being and academic resilience that there is a significant influence. The result yielded an estimate of 0.678, with a standard error (SE) of .039 and a p-value of 0.000, which was lower than the 0.05 level of significance. This means that psychological well-being had a significant influence on academic resilience since the probability value was $p < 0.000$. Therefore, the null hypothesis of no significant relationship was rejected.

In Step 2, path A (IV and MV), with the presence of mediating variables, revealed in the regression analysis between psychological well-being and coping strategies that there was significant influence. The result yielded an estimate of 0.680, with a standard error (SE) of .041 and a p-value of 0.000, which was lower than the 0.05 level of significance.

This means that psychological well-being had a significant influence on coping strategies. Therefore, the null hypothesis of no significant relationship was rejected.

In step 3, path B (MV and DV), with the existence of a mediating variable, revealed in the regression analysis between coping strategies and academic resilience that there was significant influence. The result yielded an estimate of 0.631, with a standard error (SE) of .039 and a p-value of 0.000, which was lower than the 0.05 level of significance. This means that coping strategies had a significant influence on academic resilience. Therefore, the null hypothesis of no significant relationship was rejected.

Additionally, in step 4, path C' the combined influence of IV and MV on DV was examined. It was revealed that academic resilience (DV) regresses on perceptions of coping strategies (MV) and psychological well-being (IV). The result yielded an estimate of 0.249, with a standard error (SE) .039 and a p-value of 0.000, which was lower than 0.05 level of significance. This means a significant influence existed between the three variables, indicating that both psychological well-being and coping strategies significantly contribute to academic resilience. Therefore, the null hypothesis of no significant relationship was rejected.

Since all three paths (A, B, C) were significant, mediation analysis through path analysis was warranted to assess the significance of the mediation effect. The findings of the mediation analysis showed the effect of psychological well-being and academic resilience was partially mediated by coping strategies. This was evident in the regression coefficient, which was substantially reduced after being mediated by coping strategies but remains significant, with a p-value of 0.000. This suggested partial mediation, as the effect of psychological well-being on academic resilience continues to be significant even after accounting for coping strategies.

The findings of the effect size computation in the mediation test between the three variables were shown in the figure 2, regression weights. The effect size indicates how much of the indirect path's effect on academic resilience can be attributed to psychological well-being through coping strategies. The beta value of attitude towards psychological well-being in relation to academic resilience was .678, representing the total effect value. The beta value of psychological well-being in relation to academic resilience with coping strategies included in the regression had a direct effect value of .249. The indirect effect value of .429 was the multiplied portion of the original correlation between psychological well-being and coping strategies, which was .680, and coping strategies to academic resilience, which was .631.

The ratio index was computed by dividing the indirect effect by the total effect. In this case, .429 divided by .678 equals .633. This indicated that approximately 63.3% of the total effect of psychological well-being on academic resilience was mediated by coping strategies, while the remaining 36.7% was either direct or mediated by other factors not included in the model.

The mediation analysis results were consistent with Cognitive Behavioral Theory (Beck, 1979). This theory describes how our actions, feelings, and thoughts interact and was used as the foundation in this research. It proposed that positive and constructive thinking students have better coping abilities and can handle school problems better. This was also supported by the systematic review of Fau et al. (2024), which found that Cognitive Behavioral Therapy promotes academic resilience through the enhancement of coping processes and self-efficacy. The research of Liu et al. (2025) also supports this, finding that Cognitive Behavioral Therapy-based interventions significantly improved psychological resilience and emotional reactions among students, which shows that the cognitive and behavioral skills learned in Cognitive Behavioral Therapy were key to enhancing adaptation and response to academic adversity.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The key outcomes of the study were the following:

1. The level of psychological well-being had an overall descriptive equivalent of Very High. Additionally, psychological well-being obtained an overall mean of 4.20, indicating that it was always manifested among college students. Among the six dimensions, purpose in life had the highest mean of 4.26, while self-acceptance had the lowest mean of 4.14.

2. The level of academic resilience had an overall descriptive equivalent of Very High. Furthermore, academic resilience obtained an overall mean of 4.24, signifying that resilience among college students was always observed. Perseverance had the highest mean of 4.41, while negative affect and emotional response had the lowest mean of 4.03.
3. The level of coping strategies had an overall descriptive equivalent of Very High. In addition, coping strategies obtained an overall mean of 4.22, demonstrating that the use of coping strategies among college students were always observed. Religiosity received the highest mean of 4.51, while substance use had the lowest mean of 3.83.
4. The relationship between psychological well-being and academic resilience proved to have a strong positive correlation, with an r-value of 0.678 and a p-value of <0.001 , which was lower than the significance level of 0.05. This result indicated that the null hypothesis was rejected, confirming a significant relationship between psychological well-being and academic resilience.
5. The relationship between psychological well-being and coping strategies showed a strong positive correlation, with an r-value of 0.665 and a p-value of <0.001 , which was lower than the significance level of 0.05. This result led to the rejection of the null hypothesis, confirming a significant relationship between psychological well-being and coping strategies.
6. The relationship between coping strategies and academic resilience showed a very strong positive correlation, with an r-value of 0.812 and a p-value of <0.001 , which was lower than the significance level of 0.05. This result indicated that the null hypothesis was rejected, confirming a significant relationship between coping strategies and academic resilience.
7. The mediation analysis confirmed that perceptions of coping strategies partially mediated the relationship between psychological well-being and academic resilience. Path analysis revealed that 63.3% of the effect of psychological well-being on academic resilience was mediated by coping strategies, while the remaining 36.7% was either direct or influenced by other factors not included in the study.

Conclusions

In light of this study's findings, the following statements were constructed:

1. The data revealed the level of psychological well-being among college students as very high which means it always manifested. The findings indicated that psychological well-being was important to promote overall well-being, which can have a positive influence on personal growth and academic performance.
2. The data revealed a very high level of academic resilience among college students which means always observed. The findings suggested that students establish the capability of withstanding academic challenges, remaining flexible and determined in their studies.
3. The data revealed a very high level of coping strategies among college students which means always observed. The findings suggested that students were utilizing healthy coping strategies to manage personal and academic challenges, which enables them to maintain their well-being and productivity.
4. A strong positive correlation existed between psychological well-being and academic resilience among college students. The findings showed that having a high level of resilience significantly influences the psychological well-being of students.
5. A very strong positive correlation existed between psychological well-being and coping strategies among college students. Based on the findings, having positive coping traits along with social support can improve the psychological well-being of college students.
6. A strong positive correlation existed between coping strategies and academic resilience among college students. The study's findings showed that resilient students utilize healthier coping strategies that help them adapt academically.
7. The mediation analysis showed that coping strategies partially mediate the relationship between psychological well-being and academic resilience. The findings of the study suggested that psychological well-being had a direct impact on academic resilience, but coping strategies amplify this effect. This highlights the importance of integrating healthy coping mechanisms into students' mental health, which enhances the students' resilience in facing academic struggles.
8. Path analysis revealed that 63.3% of the effect of psychological well-being on academic resilience was mediated by coping strategies, while the remaining 36.7% was either direct or influenced by other factors not included in the study. The findings suggested that even though coping strategies contribute to academic

resilience, factors such as social support, educational programs, and counselling clusters may also enhance the resiliency of students.

Recommendations

The following recommendations were derived from the study's findings and conclusions.

1. Commission on Higher Education (CHED) officials may develop policies and establish standards for institutions. It might include setting guidelines for higher education institutions, supporting research and development, enforcing regular inspections, and offer scholarship programs to make the college education more accessible for incoming tertiary students.
2. School Administrators were encouraged to implement programs that provide technological resources, establish a safe and inclusive climate, and support social and emotional learning. By implementing healthy strategies and creating a school environment that fosters resilience of students, they can empower students to overcome academic challenges.
3. Teachers were encouraged also to engage the students to feel satisfied with their achievements and be content with their performance. This may be done through providing regular feedback, encouraging self-reflection, promoting healthy competition and fostering a growth mindset. By building a healthy learning environment, students may be able to feel safe of taking risks, make errors and eventually learn from them.
4. Parents should provide emotional support to their children and encourage them to maintain their psychological well-being. They may foster self-acceptance by emphasizing learning over grades, celebrating their achievements, and creating a home environment where mistake was seen as a vital role in their growth.
5. Students may consider managing stress and enhancing their ability to overcome academic challenges. They may address negative affect and emotional response by regulating their emotions, be satisfied with their achievements, and think that their chances of success were high.
6. Future researchers may explore this study by investigating the reasons why students resort to substance use, and they may research ways to promote healthier alternatives. This may include recreational activities, engagement in sports, and the encouragement of taking vitamins. By exploring healthier strategies, they may positively contribute to the well-being and academic success of students.

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