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Academic resilience and subjective well-being among university students in licensure-oriented programs: A predictive correlational study

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ABSTRACT

Academic resilience and subjective well-being are important psychological factors that influence students' success, especially in licensure-oriented programs. This study examines how these factors are related among students in high-pressure academic programs at a higher education institution in the Philippines, where recent licensure results have raised concerns about students' emotional readiness and coping ability. A predictive-correlational research design was used, involving 547 students from five programs: Nursing, Psychology, Criminology, Education, and Agriculture. Data were collected using standardized instruments, namely the Academic Resilience Scale and the BBC Subjective Well-being Scale. The results showed that students generally reported high levels of academic resilience and subjective well-being, with significant differences across programs. Education students demonstrated the highest level of perseverance, while Psychology students reported lower levels of both resilience and well-being. A moderate positive relationship was found between academic resilience and subjective well-being. Among the dimensions of academic resilience, only reflective and adaptive help-seeking significantly predicted subjective well-being. These findings highlight the importance of adaptive help-seeking in improving student well-being and suggest the need for targeted interventions. Developing institutional strategies to strengthen resilience is essential to prepare students not only for licensure examinations but also for long-term psychological well-being.

1. Introduction

Academic resilience and subjective well-being are vital psychological resources for student success in higher education. The ability to adapt and thrive amidst challenges among students in high-pressure licensure-oriented programs like nursing, psychology, social work, accountancy, engineering, education, agriculture, forestry, and criminology is essential. In a higher education institution in the Philippines, recent board exam results show inconsistency, with some programs performing below the national passing rate. These trends highlight the need to examine non-cognitive factors that may influence academic performance, mental health, and overall student development.

Academic resilience is the capacity of students to effectively deal with academic stress, setbacks, and adversity while sustaining motivation and performance (Cassidy, 2016). Resilient students tend to exhibit adaptive learning behaviors, sustained engagement, and greater persistence in the face of difficulties (Martin and Marsh, 2008). Existing literature demonstrates that academic resilience can buffer the adverse effects of stress and pressure, ultimately supporting academic achievement and psychological well-being (Luthar et al., 2000; Brewer et al., 2019). Similarly, subjective well-being enables students to manage stress and maintain psychological health under pressure. Higher levels of subjective well-being have been linked to increased academic commitment and better coping strategies during challenging academic experiences (Cao et al., 2024).

Recent studies emphasize the interplay between these two psychological constructs. Academic resilience has been found to function as a protective factor that enhances students' well-being, particularly in academically competitive contexts (Shrivastava and Shrivastava, 2024). Conversely,

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students with greater subjective well-being demonstrate higher levels of perseverance, optimism, and adaptive responses to academic challenges, which in turn strengthen resilience (Bagdžiūnienė et al., 2025; Cassidy et al., 2023). This reciprocal relationship suggests that resilience and well-being are not only correlated but may also reinforce each other in fostering students' academic and emotional stability. Furthermore, resilience is associated with greater emotional intelligence and regulation, factors that contribute to reduced academic anxiety and improved life satisfaction (Berdida and Grande, 2023; Mao et al., 2023; Vilca-Pareja et al., 2022).

Despite growing international evidence, there remains limited empirical research exploring the dynamic relationship between academic resilience and subjective well-being in developing-country contexts. Most Philippine-based studies have examined these variables independently or in relation to stress, academic motivation, or socio-economic status. Students in state universities, particularly those located in rural areas, encounter unique challenges, including economic constraints, limited access to mentoring, and reduced academic support that can erode psychological well-being and undermine academic performance. Yet integrated investigations of resilience and well-being in these contexts are scarce.

To address this gap, this study examined the levels and relationship between academic resilience and subjective well-being among students enrolled in licensure-oriented programs in a higher education institution in the Philippines. Drawing on resilience theory and positive psychology frameworks, this research aimed to provide empirical evidence on how these psychological constructs co-exist and potentially influence one another. The findings are expected to inform institutional policies and guide the development of evidence-based interventions that enhance students' psychological readiness, academic retention, licensure performance, and mental health. By understanding the interrelationship between resilience and well-being, universities can foster a learning environment that supports both intellectual growth and emotional resilience, ensuring that students are equipped to navigate the demands of higher education and beyond.

2. Methodology

This study employed a quantitative correlational-predictive research design. The correlational aspect determined the relationship between academic resilience and subjective well-being, while the predictive component examined the extent to which academic resilience and its dimensions could significantly predict students' subjective well-being. This design is appropriate given the aim of identifying statistical associations and prediction models among psychological constructs without manipulating any variables.

The study was conducted in a higher education institution in the Philippines, which offers a wide range of board degree programs, including Bachelor of Science in Nursing, Bachelor of Science in Midwifery, Bachelor of Science in Psychology, Bachelor of Science in Social Work, Bachelor in Secondary Education, Bachelor in Elementary Education, Bachelor of Science in Agriculture, Bachelor of Science in Forestry, and Bachelor of Science in Criminology. In this study, all these programs are considered except the Bachelor of Science in Midwifery, Bachelor of Science in Social Work, and Bachelor of Science in Forestry since there are no takers yet for their respective licensure examinations.

The respondents were 547 students currently enrolled in board courses in Bachelor of Science in Nursing, Psychology, Bachelor in Secondary Education, Bachelor in Elementary Education, Bachelor of Science in Agriculture, and Bachelor of Science in Criminology. They were selected through simple random sampling. Inclusion criteria covered: 1. must be currently enrolled in a degree program leading to licensure; and 2. must be at least in their second year of study to ensure exposure to sufficient academic challenges.

Two standardized instruments were used for this study: 1. Academic Resilience Scale-30 (ARS-30) by Cassidy (2016), which measures academic resilience across three (3) dimensions: Perseverance, Reflective and Adaptive Help-Seeking, and Negative Affect and Emotional Response. It uses a Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The ARS-30 has demonstrated high reliability (Cronbach's $\alpha > 0.80$) in university student samples globally; 2. The BBC Subjective Well-being Scale that measures the subjective well-being of students across three (3) dimensions, namely: Psychological Well-Being, Physical Well-Being, and Relationships. The BBC Subjective Well-being was originally developed and psychometrically evaluated in the UK, in which exploratory factor analysis supported the three (3) dimensions (Kinderman et al., 2011). Later, the BBC Subjective Well-being was validated by Pontin et al. (2013) and changed the response format using a 5-point Likert scale. Evidence supporting the applicability of the BBC Subjective Well-being in the Philippine context is reflected in local studies. In the study of Arizabal and Yabut (2025), a context-adapted version of the instrument was implemented, and the scale demonstrated an excellent internal consistency ($\alpha = 0.94$). In a separate Philippine study, the BBC Subjective Well-being was subjected to pilot testing and yielded an acceptable internal consistency with Cronbach's alpha values meeting or exceeding 0.70. These instruments had undergone pretesting to suit the Philippine higher education context. Hence, using these instruments in this study is found to be applicable and relevant.

The data gathered in the study were analyzed using SPSS version 26. The following statistical treatments were employed to address the different

research objectives: 1. Descriptive Statistics (mean, standard deviation) to determine the levels of academic resilience and subjective well-being and their respective dimensions; 2. Independent Samples t-test / ANOVA to examine differences in resilience and well-being across student programs; 3. Pearson Product-Moment Correlation Coefficient to assess the relationship between academic resilience and subjective well-being; and 4. Multiple Linear Regression Analysis to determine the extent to which academic resilience and its dimensions predict subjective well-being and its components.

3. Results and discussion

3.1. Level of academic resilience

Table 1 presents the level of academic resilience among university students enrolled in licensure-oriented programs, measured across the three dimensions: perseverance, reflective and adaptive help-seeking, and negative affect and emotional response. Overall, students demonstrated high global academic resilience, suggesting that they generally perceive themselves as resilient when facing academic challenges.

In the perseverance dimension, students highly used feedback to improve their work, indicating a strong inclination to utilize external feedback constructively to enhance their academic performance. Likewise, they work harder, keep trying, and look forward to showing that they can improve their grades, which demonstrates their persistence and optimism. These findings align with Fredrickson's (2001) Broaden-and-Build Theory because constructive appraisal can expand over time and accumulate resources such as competence and academic self-efficacy.

However, students revealed that they would likely not change their career plans, indicating that most of them maintain their educational goals despite setbacks. Hence, for students to maintain perseverance, it is imperative to integrate cognitive reappraisal, motivational commitment, and culturally embedded obligation and aspiration that can potentially strengthen their resilience and discourage their tendency to disengage from their chosen course.

For the reflective and adaptive help-seeking dimension, students demonstrated high tendencies to seek adaptive solutions as reflected in their ability to set their own goals, personal encouragement, and use their past successes to help motivate themselves. This finding supports Hartley (2011), who emphasized that reflective help-seeking enhances academic persistence and psychological well-being as it strengthens self-efficacy and strategic problem solving. Conversely, the students tend to self-impose rewards and punishments depending on their performance, suggesting that punitive self-regulation is less preferred, possibly due to Filipino collectivist cultural norms valuing external affirmation over self-punishment (Alampay, 2024). In the Filipino context, encouragement and praise from others are perceived to be effective and normal, and these socially grounded messages may be internalized through self-encouragement during academic stress. This pattern may also reflect *"kapwa"* (shared identity), where the self is viewed as relational and guided by maintaining harmony with significant others. Considering this, the pattern suggests that students learn to be resilient by setting goals that are focused on mastery and talking to themselves in a positive way. Motivational and cultural factors work together to shape the self-regulation strategies that students find acceptable and long-lasting.

Table 1: Academic resilience among university students enrolled in licensure-oriented programs

Academic resilience dimensions	M	SD	Qualitative description
Perseverance dimension	3.85	0.52	High
Reflective and adaptive help-seeking dimension	3.93	0.67	High
Negative affect and emotional response dimension	3.25	0.59	Moderate
Global academic resilience	3.73	0.47	High

1-1.80: Very low; 1.81-2.60: Low; 2.61-3.40: Moderate; 3.41-4.20: High; 4.21-5: Very high

In the negative effect and emotional response dimension, students showed moderate levels. This means that students are likely to stop panicking, suggesting efforts to regulate emotional distress. However, students enrolled in licensure-oriented programs also revealed that they may get depressed and may feel that everything could be ruined and wrong. This indicates that students still experience notable negative emotions when under academic stress. van der Merwe et al. (2020) emphasized that resilience entails managing vulnerability rather than eradicating it. Fundamentally, students may remain functioning through quick attempts to control their emotions, but ongoing negative assessment sustains more severe discomfort. Therefore, rather than emotional immunity, the results indicate that resilience among students in the licensure-oriented programs is better described as emotion control under stress.

As such, findings suggest that while students generally exhibit high academic resilience, university interventions may prioritize strengthening reflective and adaptive help-seeking behaviors and emotional regulation skills to maximize their potential for academic success and psychological well-being. Programs integrating structured help-seeking workshops, peer mentoring, and reflective learning modules can empower them to utilize support systems effectively, enhancing resilience and life satisfaction. Additionally, considering potential tendencies to depressive thoughts and self-blame due to academic setbacks, there is a need to strengthen the counseling and mental health services of the university. This mechanism is

acknowledged by Lin et al. (2025) and Caldarelli et al. (2024) that counselling and mental health services may mitigate the effect of poor mental health of students and potentially enhance healthy coping strategies.

Overall, the findings revealed that academic resilience is not just one skill; it is a complex process involving persistence, adaptive help-seeking, and emotional regulation. Thus, it is imperative to strengthen these areas through holistic educational methods, which will give students the confidence, hope, and mental stability they need to deal with academic challenges. This will help them succeed not just in college, but it serves as a lifelong learning that they can use both in their personal and professional journey.

3.2. Level of academic resilience when grouped according to licensure-oriented program

Table 2 shows the level of academic resilience of students when grouped according to licensure-oriented programs, where findings revealed significant differences in certain dimensions of academic resilience. Specifically, a significant difference was observed in the perseverance dimension ($F = 5.01$, $p = 0.001$). Post hoc analysis using Tukey HSD revealed that Bachelor in Secondary Education students ($M = 4.11$) scored significantly higher perseverance than Bachelor of Science in Nursing students ($M = 3.73$), with a mean difference of -0.38 ($p = 0.001$), and also higher than to Bachelor of Science in Agriculture students ($M = 3.83$) with a mean difference of -0.28 ($p = 0.048$). Additionally, Bachelor in Elementary Education students ($M = 4.09$) have higher perseverance than Bachelor of Science in Nursing students, with a mean difference = -0.36 ($p = 0.016$).

These findings suggest that teacher education students were much more persistent and goal committed, which is associated with the reflective and adaptive orientation embedded within their curriculum, yet the plausible explanation is insufficient. A more mechanistic interpretation suggests that teacher education curricula frequently establish recurring cycles of performance under observation, iterative improvement, particularly via practicum and microteaching. These practices in teacher education foster mastery, which Bandura (1997) recognized as an important factor of self-efficacy. It is said that people with high self-efficacy tend to be more persistent even in the face of adversity. More so, Hartley (2011) substantiates this pattern, considering that in international schools, the program structures of teacher education students promote adaptability and reflective practice that leads to higher resilience.

In the Philippine context, Ugalingan et al. (2022) found that pre-service teachers demonstrate high perseverance due to early practice teaching and structured reflection. Similarly, Deng et al. (2018) emphasized the role of teaching practicums in building resilience among education students. Additional support comes from Mufanechiya et al. (2024), who noted that teacher education programs often incorporate personal development courses, further enhancing student resilience - a view that also aligned with Walsh et al. (2020) and Hitchcock et al. (2025), who emphasized the role of social responsibility and self-reflection in resilience-building.

On the other hand, Villan and Cunanan (2025) reported that Filipino nursing students experience elevated stress levels due to high academic demands, corroborating the lower perseverance scores found in this study.

Table 2: Academic resilience among university students enrolled in board courses when grouped according to licensure-oriented program

Academic resilience	Program	Mean	SD	df	F	Sig
Perseverance dimension	Bachelor of Science in Psychology	3.87	0.52	5	5.01	0.001**
	Bachelor of Science in Agriculture	3.83	0.47			
	Bachelor of Science in Nursing	3.73	0.53			
	Bachelor of Science in Criminology	3.89	0.57			
	Bachelor in Secondary Education	4.11	0.46			
	Bachelor in Elementary Education	4.09	0.39			
Reflective and adaptive help-seeking dimension	Bachelor of Science in Psychology	3.96	0.65	5	1.59	0.160
	Bachelor of Science in Agriculture	3.90	0.59			
	Bachelor of Science in Nursing	3.86	0.68			
	Bachelor of Science in Criminology	3.91	0.82			
	Bachelor in Secondary Education	4.13	0.52			
	Bachelor in Elementary Education	4.13	0.54			
Negative affect and emotional response dimension	Bachelor of Science in Psychology	3.31	0.55	5	1.51	0.187
	Bachelor of Science in Agriculture	3.18	0.51			
	Bachelor of Science in Nursing	3.19	0.61			
	Bachelor of Science in Criminology	3.32	0.64			
	Bachelor in Secondary Education	3.38	0.62			
	Bachelor in Elementary Education	3.28	0.55			
Global academic resilience	Bachelor of Science in Psychology	3.77	0.46	5	3.85	0.002**
	Bachelor of Science in Agriculture	3.70	0.42			
	Bachelor of Science in Nursing	3.65	0.47			
	Bachelor of Science in Criminology	3.76	0.54			
	Bachelor in Secondary Education	3.95	0.42			
	Bachelor in Elementary Education	3.91	0.40			

**: $p < 0.01$

However, contrary to the current findings, the extensive training and clinical exposure of health-related programs can promote adaptability in students. As a matter of fact, literature is not one-directional. In the nursing program, existing studies (Chernomas and Shapiro, 2013; Mokgele and Rothmann, 2014; Thomas and Revell, 2016) found that nursing students are also exposed to demanding workloads and emotionally intense placements. Interestingly, Mokgele and Rothmann (2014) explained that when nursing students are emotionally exhausted, this situation may push them into survival mode while maintaining performance and conserving psychological resources. However, Thomas and Revell (2016) argued that even when students remain functional, the vicarious trauma exposure and stressors can potentially lead to lower perseverance.

Looking into the reflective and adaptive help-seeking dimension, no significant difference was observed across licensure-oriented programs. This suggests a relatively uniform tendency among students to seek support reflectively and adaptively, regardless of their field of study. Interestingly, it was posited by previous researchers that help-seeking is driven by institutional culture (Chen et al., 2016), faculty approachability (Richards, 2022), and social support (Chang et al., 2020) rather than the academic program per se.

Likewise, in the negative affect and emotional response dimension, no significant difference was found, indicating that students from different programs experience similar levels of negative emotions, such as anxiety or frustration, in their academic journey. Emotional vulnerability is a universal element of resilience and not necessarily indicative of maladjustment (Southwick et al., 2014). Negative emotions are common in high-stakes programs, and institutional support can buffer their adverse impact (Martin and Marsh, 2008).

Overall, the global academic resilience of students revealed significant differences when they are grouped according to their licensure-oriented program ($F = 3.85$, $p = 0.002$). Post hoc Tukey analysis showed Bachelor in Secondary Education students had significantly higher global resilience ($M = 3.95$) compared to Bachelor Science in Nursing students ($M = 3.65$), with a mean difference of -0.30 and $p = 0.05$. This denotes that Bachelor in Secondary Education students reported stronger capacity to cope, adapt, and persist academically compared with Bachelor Science in Nursing students. Several studies have emphasized that teacher education students' training highlights adaptability which enhance overall resilience (Kärner et al., 2021; Pozo-Rico et al., 2023). In fact, resilience-building is embedded more systematically in teacher education preparation than in health programs (Thomas and Revell, 2016).

These findings yield several important implications. First, targeted resilience-building interventions for nursing and agriculture students are necessary to prevent burnout and dropout. Programs such as cognitive-behavioral resilience training (Ohue and Menta, 2024) and resilience workshops (Foster et al., 2019) have demonstrated success in improving mental health and academic engagement in nursing students. Second, while help-seeking and negative affect did not significantly differ across licensure-oriented programs, institutions must continue promoting a supportive environment that fosters open communication, as emphasized by Deci et al. (2017).

In summary, the findings highlight that academic resilience is shaped not only by individual traits but also by program culture, professional identity, and curriculum design. Teacher education students exhibited stronger perseverance and global resilience, supporting prior evidence that teacher preparation cultivates adaptive capabilities essential for managing professional challenges. Thus, curriculum designers, guidance personnel, and administrators may implement resilience-building programs tailored to the unique stressors and learning demands of each academic program to holistically develop students' ability to thrive despite adversities.

3.3. Level of subjective well-being

The results presented in Table 3 revealed the level of subjective well-being among university students enrolled in licensure-oriented programs. Overall, the students' global subjective well-being scored high ($M = 3.49$, $SD = 0.58$), suggesting a generally positive outlook on their life domains. This shows that students feel they have purpose in life, indicating that students perceive a strong sense of meaning and direction. This aligns with Steger et al. (2006), who emphasized that having a life purpose is a central component of eudaimonic well-being, often nurtured in collectivist cultures such as the Philippines. However, literature permits an ambivalent interpretation considering that purpose rooted in obligation can buffer stress through meaningful, yet it may aggravate pressures when success is contingent upon familial expectations. These dual mechanisms help explain why students advocate for high purpose and personal growth while exhibiting vulnerability in adverse emotional states. Looking into the details, the physical health and well-being dimension has a moderate overall mean of 3.39. The result in this dimension is indicative of difficulty with sleep, financial resources, and physical activities. There are similar trends among university students where sleep disturbances and financial strain are key detractors from subjective well-being. In the study of Sygaco (2021), it was found that Filipino students often compromise sleep due to academic demands and commute hours. Sleep is critically important because it serves as a biological regulator of emotional control. Chronic disturbance has a significant impact on the executive functioning and emotional regulation of an individual, which may increase the likelihood of an individual experiencing mental health concerns.

Interestingly, Xiao and O'Neill (2016) argued that financial strain can exacerbate the physical and mental well-being of individuals. This is because economic stress can lead to enduring cognitive load and uncertainty that can potentially result in academic disengagement and mental distress.

Table 3: Subjective well-being among university students enrolled in licensure-oriented programs

Subjective well-being dimensions	Mean	SD	Qualitative description
Physical health and well-being dimension	3.39	0.69	Moderate
Psychological well-being dimension	3.58	0.62	High
Relationship dimension	3.42	0.73	High
Global subjective well-being	3.49	0.58	High

1-1.80: Very Low; 1.81-2.60: Low; 2.61-3.40: Moderate; 3.41-4.20: High; 4.21-5: Very high

In the psychological well-being dimension (M = 3.58, SD = 0.62), it was found that students have high self-acceptance with personal growth, which means that they feel happy with themselves and feel that they can grow and develop as a person. However, students may also be likely to feel depressed or anxious. This student's response is not a simple contradiction; this is indicative of a tension between their well-being as evaluated by them personally and distress as indicated by symptoms. This finding supports Ibrahim et al. (2013) who found that college students worldwide can report high life satisfaction or positive self-views while manifesting clinically significant symptoms of depression and anxiety. Similar findings are also found among Filipino nursing students, where these students report a moderate level of depression and anxiety despite generally favorable well-being ratings (Labrague et al., 2017). As such, students enrolled in licensure-oriented programs may foster a growth-oriented identity while also subjecting them to high-stakes evaluations that can make them more anxious – evidence that competence and distress can co-occur instead of cancelling each other out.

On the other hand, the relationship dimension has an overall high mean of 3.42, indicating a positive social connectedness. Students reported that they were happy with their personal and relationships with their family and friendships. Likewise, students moderately perceived that they are happy with their sex life, potentially contradicting Filipino cultural conservatism where sexual health topics remain taboo (Yamat et al., 2023). Further, students may also not be likely to ask for help when they have problems. This implies that while students have strong peer networks, they hesitate to seek formal help due to stigma or lack of awareness (Carvalho et al., 2024). In general, relationships can help individuals to deal with stress, but cultural and institutional barriers still limit help-seeking when distress crosses a threshold.

Overall, the results align with Diener et al.'s (2018) multidimensional framework of subjective well-being, while also highlighting a significant internal structure: protective factors (purpose, growth, relationships) seem resilient, whereas risk channels (sleep disruption, financial strain, anxiety/depressive symptoms, limited formal help-seeking) continue to operate. This constellation aligns with resilience frameworks that define resilience not as the lack of distress but as constructive adaptation amidst adversity. Interventions that simply boost positivity might not address the factors that are lowering scores. More likely high-impact goals are teaching students about sleep hygiene and how to recover from a heavy workload as part of licensure-oriented program routines (Khawaja and Stallman, 2011), about financial management, and giving them support to help them deal with chronic economic stress (Xiao and O'Neill, 2016), and creating pathways to formal help that are sensitive to stigma and use existing peer networks as bridges to professional services (Carvalho et al., 2024). More so, Ryff and Singer's (2008) focus on autonomy and environmental mastery is particularly pertinent in this context: students may possess meaning and relational support, yet they require institutional conditions that reestablish control over time, health behaviors, and access to psychological services.

3.4. Level of subjective well-being when grouped according to program

Table 4 revealed significant differences in subjective well-being dimensions among students enrolled in different licensure-oriented programs. For the Physical Health and Well-being dimension, there was a significant difference found ($F = 2.82$, $p = 0.016$). Post hoc Tukey analysis indicated that Bachelor of Science in Nursing students (M = 3.47) and Bachelor of Science in Agriculture students (M = 3.46) reported significantly higher physical health and well-being compared to Bachelor of Science in Psychology students (M = 3.18), with mean differences of -0.28 ($p = 0.013$) and -0.27 ($p = 0.045$), respectively. It implies that the program context is linked to students' physical health and well-being. Specifically, Bachelor of Science in Nursing and Bachelor of Science in Agriculture students tend to feel physically healthier or better overall than Bachelor of Science in Psychology students, suggesting possible differences in lifestyle demands, training routines, academic load, and stress, or support systems across programs that may need program-specific wellness interventions, especially for Bachelor of Science in Psychology. According to Labrague et al. (2017), nursing training typically emphasizes health literacy, self-monitoring, and preventive behaviors, which can elevate perceived physical competence even when academic demands are heavy. On the other hand, agricultural training often includes tasks in the field and regular physical activity, which may lead to a stronger sense of

vitality and functional capacity (Ji et al., 2024). In the study of Chernomas and Shapiro (2013), they documented that Canadian nursing students experienced substantial physical fatigue and stress stemming from clinical responsibilities, highlighting the importance of contextual and cultural differences in perceived physical health. The perceived physical well-being may improve when health knowledge, institutional support, and adaptive routines are sufficiently robust to transform clinical demands into stressors. Conversely, it may deteriorate when demands evolve into hindrance stressors that are characterized by sleep deprivation, extended shifts, or inadequate recovery opportunities. Similarly, Ji et al. (2024) noted that while agriculture students often benefit from physical activity due to fieldwork, they are also at risk for fatigue-related strain. The findings do not contradict literature related to fatigue; rather, they are additional information that students' self-appraisals of physical functioning may be buffered by program-specific practices and norms even when objective strain exists.

Table 4: One-way ANOVA results on the level of subjective well-being among university students when grouped according to licensure-oriented program

Subjective well-being	Program	Mean	SD	df	F	Sig
Physical health and well-being dimension	Bachelor of Science in Psychology	3.18	0.65	5	2.82	0.016**
	Bachelor of Science in Agriculture	3.46	0.70			
	Bachelor of Science in Nursing	3.47	0.66			
	Bachelor of Science in Criminology	3.40	0.76			
	Bachelor in Secondary Education	3.24	0.60			
	Bachelor in Elementary Education	3.37	0.61			
Psychological well-being dimension	Bachelor of Science in Psychology	3.42	0.60	5	2.48	0.031**
	Bachelor of Science in Agriculture	3.54	0.66			
	Bachelor of Science in Nursing	3.64	0.64			
	Bachelor of Science in Criminology	3.68	0.54			
	Bachelor in Secondary Education	3.51	0.56			
	Bachelor in Elementary Education	3.57	0.64			
Relationship dimension	Bachelor of Science in Psychology	3.33	0.70	5	1.75	0.122
	Bachelor of Science in Agriculture	3.34	0.76			
	Bachelor of Science in Nursing	3.44	0.73			
	Bachelor of Science in Criminology	3.57	0.74			
	Bachelor in Secondary Education	3.31	0.71			
	Bachelor in Elementary Education	3.32	0.61			
Global subjective well-being	Bachelor of Science in Psychology	3.33	0.55	5	2.57	0.026**
	Bachelor of Science in Agriculture	3.48	0.62			
	Bachelor of Science in Nursing	3.55	0.59			
	Bachelor of Science in Criminology	3.58	0.55			
	Bachelor in Secondary Education	3.39	0.52			
	Bachelor in Elementary Education	3.46	0.54			

**: $p < 0.01$

In terms of the Psychological Well-being dimension, significant differences were also observed ($F = 2.48$, $p = 0.031$). Tukey post hoc analysis showed that Bachelor of Science in Criminology students ($M = 3.68$) and Bachelor of Science in Nursing students ($M = 3.64$) reported significantly higher psychological well-being compared to Bachelor of Science in Psychology students ($M = 3.42$), with mean differences of -0.27 ($p = 0.029$) and -0.23 ($p = 0.044$), respectively. This suggests that students in criminology and nursing maintain higher psychological well-being, possibly due to their structured practicum environments that foster confidence and real-world skills. This further suggests that Bachelor of Science in Psychology students may be relatively more psychologically strained or less supported and may benefit from targeted mental health and coping supports.

These findings align with the study of Hartley (2011), which emphasized that professional programs with practical application components enhance student well-being. Additionally, Thomas and Revell (2016) found that nursing students develop psychological resilience through clinical rotations. Globally, it presents more complex pictures. For instance, Ibrahim et al. (2013) reported a high prevalence of anxiety and depressive symptoms among nursing students worldwide, including Southeast Asia, due to workload stress, raising the need for contextual evaluation of well-being ratings. Meanwhile, in the Philippine context, Dechavez (2024) found that teacher education students benefit from strong familial and faculty support, along with positive school experiences that buffer psychological distress. Yet, vulnerabilities such as self-doubt and internalized pressure remain prevalent, especially in programs with high cognitive and emotional demands like psychology.

For the Relationship dimension, no significant difference was found across licensure-oriented programs, which indicates that students from these various programs experience comparable levels of social connectedness. A culture of collectivism and interpersonal support can create a shared relational baseline that transcends academic silos, aligning with the notion that relationship well-being is fundamentally rooted in familial connections, peer networks, and campus climate rather than solely in program curriculum. Simultaneously, measurement factors warrant attention: relationship scores aggregated within a constrained range may signify a ceiling effect or diminished sensitivity to program-level variation. In any case, the stability of relationship well-being serves as a significant

interpretive anchor: variations in global well-being across programs are less likely attributable to social connectedness and more likely associated with physical and psychological self-assessments.

In terms of the Global Subjective Well-being, a significant difference was found (F = 2.57, p = 0.026). Post hoc analysis revealed that Bachelor of Science in Criminology students (M = 3.58) and Bachelor of Science in Nursing students (M = 3.55) reported significantly higher global subjective well-being compared to Bachelor of Science in Psychology students (M = 3.33), with mean differences of -0.25 (p = 0.031) and -0.22 (p = 0.034), respectively. These findings indicate the need for targeted well-being programs for Bachelor of Science in Psychology students, who scored consistently lower in physical health, psychological, and global well-being compared to other programs. Integrating wellness courses, stress management training, and enhanced practicum experiences could improve their holistic well-being.

Moreover, the discrepancies identified through post hoc analyses provide critical insights for academic leadership. They underscore the necessity for program-specific, data-informed strategies to support student well-being. As emphasized by Diener et al. (2018), subjective well-being is multidimensional and must be interpreted within the interplay of personal, cultural, and institutional factors. The presence of both corroborating and contradictory evidence in literature reinforces the call for contextualized interpretations of well-being, particularly in culturally diverse and emotionally demanding academic environments. Future research may consider using mixed-method approaches to explore the lived experiences behind these statistical differences, providing a richer understanding of what promotes or inhibits well-being among university students in the Philippines.

3.5. Academic resilience predictors of subjective well-being

It can be gleaned from Table 5 that the multiple linear regression analysis conducted to determine the extent to which the dimensions of academic resilience, namely: perseverance, reflective and adaptive help-seeking, and negative affect and emotional response, predict subjective well-being among university students enrolled in licensure-oriented programs.

The overall model was significant (F (3, 543) = 19.95, p = 0.001), explaining 9.4% of the variance in subjective well-being (Adjusted R^2 = 0.094). However, the relatively low adjusted R^2 indicates that academic resilience, as operationalized through the selected dimensions, accounts for only a modest portion of the variance in students' subjective well-being. This further implies that a substantial portion of the variability in subjective well-being is likely attributable to other factors not captured in the current model. The limitation warrants explicit acknowledgement, as subjective well-being is a complex, multidimensional construction shaped by a broad array of psychological, environmental, emotional, and individual-level determinants.

Although reflective and adaptive help-seeking emerged as a significant predictor, the overall effect size suggests that resilience-based variables, when considered independently, provide minimal predictive insights into students' well-being. Consequently, subsequent research may employ more extensive models that incorporate a broader array of psychological and contextual variables, possibly utilizing longitudinal or mixed methods designs to elucidate the dynamic and interactive characteristics of subjective well-being development over time. The current findings nonetheless underscore the potential value of fostering help-seeking competencies as part of student supportive initiatives. While the explanatory power is constrained, fostering reflective and adaptive help-seeking behaviors may still constitute a feasible approach to enhancing facets of student well-being in higher education environments.

This result is consistent with Fredrickson's (2001) Broaden-and-Build Theory, which posits that adaptive coping strategies broaden students' cognitive and social resources, building enduring well-being. Students who effectively seek academic and social support demonstrate greater life satisfaction and mental health stability (Hartley, 2011). In the Filipino context, Datu et al. (2023) emphasized that in collectivist contexts, help-seeking may serve not only as an academic strategy but also as a culturally appropriate means of restoring relational safety—an element that can indirectly enhance well-being.

In contrast, perseverance, negative effects, and emotional response are not significant predictors in the model. This contradicts the findings by Luthar et al. (2000) that perseverance builds life satisfaction through the sense of competence and achievement. The non-significance of these dimensions in the current study may be due to contextual factors such as academic culture, program demands, or potential overlapping variance with reflective help-seeking, as suggested by Southwick et al. (2014). This is exactly what checking collinearity diagnostics (VIF/tolerance) adds credibility, it shows whether non-significance is due to conceptual reality or statistical overlap.

Table 5: Multiple linear regression analysis predicting subjective well-being from academic resilience dimensions

Predictor	B	SE B	β	t	Sig
(Constant)	2.27	0.19		11.66	0.001**
Perseverance	0.11	0.07	0.10	1.45	0.147
Reflective and adaptive help-seeking	0.20	0.06	0.23	3.64	0.001**
Negative affect and emotional response	0.01	0.04	0.01	0.14	0.889

**: $p < 0.01$

Although perseverance did not show a direct predictive effect in this model, it remains a cornerstone of academic success. Universities may continue to foster perseverance through resilience training, values integration, and goal-setting activities. As for negative effects, the findings suggest that while its presence is not directly predictive of well-being, it should not be overlooked, especially under conditions of academic overload or personal crisis. As Thomas and Revell (2016) pointed out, emotional regulation strategies are especially critical during periods of acute academic stress.

Taken together, the current findings suggest that academic resilience enhances subjective well-being mainly through reflective and adaptive help-seeking, rather than through perseverance or negative affect as separate predictors. This pattern suggests that resilience in licensure-oriented programs can be improved by strategically mobilizing informational, interpersonal, and institutional support. Given the modest variance explained, future work may test more integrative, mechanism-focused models and incorporate contextual factors such as academic workload, practicum intensity, and perceived support quality. These methods can help understand when resilience factors lead to improvements in well-being and when they do not, which will make the case for targeted student support programs stronger.

4. Conclusion

This study affirms that academic resilience is a key psychological resource that supports the subjective well-being of students pursuing licensure-oriented programs in higher education. Students who demonstrate greater persistence and adaptive help-seeking are more likely to thrive academically and emotionally, underscoring the importance of non-cognitive skills in student development. Although resilience and well-being were generally high among students, disparities across licensure-oriented programs, particularly the lower scores, highlight the need for program-specific mental health and resilience-building interventions. The findings affirm that while academic resilience modestly predicts well-being, the dimension of reflective and adaptive help-seeking stands out as the most crucial predictor, pointing to the importance of proactive engagement with support systems.

Specifically, the research addressed that students across licensure-oriented programs show varying levels of resilience, with teacher education students scoring higher in perseverance and global resilience. Subjective well-being also differs by licensure-oriented program, with nursing and criminology students reporting better well-being. Among the three dimensions of resilience, reflective and adaptive help-seeking most strongly and significantly influences students' well-being.

Hence, fostering resilience, especially adaptive help-seeking, might be a strategic focus in student development programs. Universities may take a proactive stance in embedding reflective practices, peer support, and emotional regulation workshops into both curricular and co-curricular structures. Doing so will not only enhance academic outcomes but also fortify the psychological foundations necessary for licensure exam readiness and long-term success.

List of abbreviations

ANOVA	Analysis of variance
ARS-30	Academic Resilience Scale-30
B	Unstandardized regression coefficient
BBC	BBC subjective well-being scale (developed in the United Kingdom)
df	Degrees of freedom
F	F-statistic
HSD	Honestly significant difference (Tukey HSD test)
M	Mean
p	Probability value
R^2	Coefficient of determination
SD	Standard deviation
SE	Standard error
SE B	Standard error of the slope coefficient
Sig.	Significance value
SPSS	Statistical package for the social sciences
t	t-statistic
UK	United Kingdom
VIF	Variance inflation factor
α	Cronbach's alpha
β	Standardized beta coefficient

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Compliance with ethical standards

Ethical considerations

The study observed ethical standards by obtaining informed consent from all participants, ensuring that their participation was voluntary, and explaining the purpose of the research before data collection. Confidentiality and anonymity were strictly maintained, and all information gathered was used solely for academic and research purposes with respect for the participants' rights, dignity, and well-being.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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