

Well-being and Resilience on Higher Education: A Systematic Literature

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Abstract

Well-being and resilience are problems that often arise in various circles, including students and lecturers in higher education. This is due to pressure from both internal and external factors experienced. This research used 10 selected journals from a total of 679 articles found related to well-being and resilience in higher education in searches using the Scopus and ProQuest websites. Then a screening was carried out using the PRISMA-P method related to well-being, resilience, and higher education in the last 10 years. This research aims to determine the methods used to measure the well-being and resilience of lecturers and students. The results of this research explain that the methods that can be applied include quantitative research using analysis of variance (ANOVA) or Structural Equation Modeling (SEM) methods and qualitative research using interviews, focus group discussions, Stress Management and Relaxation Techniques (SMART), Mindfulness Training, and Coteaching Model. The advice researchers give for further research is to research what factors can influence well-being and resilience in higher education.

Keywords: Wellbeing, Resilience, Higher Education, Literature Review, PRISMA-P method, Structural Equation Modelling (SEM).

JEL Classification: M42

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1. Introduction

Wellbeing and resilience within educational institutions is a significant concern for both those currently as students and those engaged in the teaching profession. Students face higher pressures than the general public (Mansfield et al., 2016). In addition, teaching is one of the most stressful professions (Gu & Day, 2007) due to high levels of daily stress and a higher risk of burnout compared to many other occupations (Fernet et al., 2012). There are several major sources of stress and distress in the education system, including heavy workloads, working with limited resources and support, challenges to student needs (Leroux & Theoret, 2014), pressures on faculty and student performance through education policy reform (Huisman et al., 2010), the demands of the school environment, and the relational and emotional demands of the role (Fernet et al., 2012). Like professionals in the health and social services sectors, lecturers experience significant compassion fatigue (Cherkowski & Walker, 2018). Daily adversities require resilience responses from lecturers and need to be considered in the training implemented by agencies.

Reviews of higher education literature have highlighted the key role of resilience in helping students overcome challenges, manage their well-being, and complete their studies (Beltman, Mansfield, & Price, 2011; Howe, Smajdor, & Stockl, 2012; McAllister & McKinnon, 2009; Reyes et al., 2015). Universities have responded to this growing interest in resilience. For example, a recent review of health professional education literature revealed a shift towards proactively promoting resilience interventions (Sanderson & Brewer, 2017). However, this review also highlighted a lack of clarity regarding how resilience is conceptualised and limited research on increasing student resilience. Meanwhile, Beltman et al. (2011) in the context of education, educators also found that resilience is an emerging field that lacks conceptual clarity and methodological rigour.

Research has shown that work can enhance well-being and provide a means of individual fulfilment (Brown and Lent 2005; Ross and Mirowsky 1995). However, negative aspects of work can decrease well-being and lead to physical and mental illness. For teachers in particular, high levels of burnout, psychological distress and physical health problems have been reported (De Heus and Diekstra 1999; Kovess-Masféty et al. 2006). Recently, however, there has been a shift towards examining how certain personality factors enhance one's ability to cope with psychological stress, thereby leading to mental and physical well-being.

Resilience is one such factor and refers to the phenomenon that some people remain healthy and still feel a sense of well-being and fulfilment despite being exposed to intense stress and risk, whereas others facing similar conditions are prone to distress and impaired health (Rutter 1987). In detail, positive emotions, such as joy, attraction or love, are expected to build and strengthen resilience (Fredrickson 2001). Resilience is assumed to be stable over time, implying that people will either benefit from their "resilient personality" or suffer from a lack of resilience for longer (Block and Block, 1980). With respect to outcomes, resilience is, for example, associated with fatigue (Schumacher et al. 2005) and the development of psychiatric symptoms (Hjemdal et al. 2006).

The concept of resilience has received particular attention in teacher well-being studies (Gu and Day 2007; Patterson et al. 2004). Regarding teacher resilience, Gu and Day (2007) distinguish between two perspectives on resilience: Resilience can be understood as a psychological construct but also as a multidimensional, socially constructed concept. While the latter concept describes resilience as determined by social contexts and situations (e.g., the workplace), the psychological perspective on resilience focuses on personal resources such as positive emotions and other protective mechanisms.

Psychological resilience is important for lecturers because lecturers experience a variety of stressors, such as high workloads and large class sizes, conflicting demands, lack of recognition, poor physical environment (e.g., noise), lack of control, and lack of decision-making power. In addition, teaching involves high emotional demands such as student misbehaviour and dealing with students from disadvantaged, violent, or neglectful backgrounds (Hargreaves 1998; Howard and Johnson 2004;

Pithers and Soden 1999; Travers and Cooper 1993). Given these stressors and the finding that former teachers who had new jobs reported a reduction in stress symptoms even though their new jobs were still very demanding (Dinham 1993), it can be suggested that resilience may be an important prerequisite for teachers to manage their jobs successfully.

This study aims to classify the results of investigative analyses observed on the resilience and well-being approaches of lecturers and students in higher education, considering the year of the research and the relevance of the studies reviewed. The method used in this research is a Systematic Literature Review (SLR). SLR is a research method that allows collecting, analysing, and synthesis of information from various literature sources relevant to a particular research topic. This approach allows researchers to identify trends, knowledge gaps, and important findings from previous research. The Systematic Literature Review (SLR) approach has certain advantages, making it an important methodological choice in this research. First, SLR allows researchers to systematically investigate the breadth of existing literature, minimizing the risk of selective or biased research. Second, by using strict criteria for literature selection, SLR ensures that only the most relevant and high-quality literature is included in the analysis, increasing the trustworthiness and validity of research findings. Finally, by synthesizing findings from multiple literature sources, SLR enables the development of a deeper understanding of the research topic and identifies knowledge gaps that may be the focus of future research.

To achieve this goal, this research seeks to answer the following questions.

RQ1. What methods are used to measure the resilience and welfare of lecturers and students?

RQ2. What are the recommendations for future research?

2. Literature Review

Wellbeing and Resilience

Wellbeing is a complex concept, requiring a multi-dimensional approach to understand an individual's physical, mental, and psychosocial well-being and address areas of concern. One conceptualisation of well-being comes from the World Health Organization (WHO, 1986): "To achieve a state of complete physical, mental and social well-being, an individual or group must be able to identify and realise aspirations, to achieve well-being, meet needs, and to change or cope with the environment". Well-being as a holistic term encompassing all aspects of life is supported in the literature (i.e., Dodge et al. 2012; Hayes & Joseph 2003; Seligman 2011).

Similarly, resilience is a complex term defined from multiple disciplinary viewpoints, including social sciences and natural sciences (Aburn et al. 2016; Herrman et al. 2011; Southwick et al. 2014), resulting in a lack of consensus regarding a universally accepted and operational definition. Additionally, the health and medical fields, as well as the military, now have a renewed interest in resilience and its relation to stress and post-traumatic stress disorder (Southwick et al. 2014). Some similarities in these definitions include references to positive adaptation and the ability to maintain or regain health in the face of adversity (Herrman et al. 2011; Southwick et al. 2014). As Herrman et al. (2011) state, researchers have studied the personal, biological, and environmental-systemic factors that promote resilience, attempting to develop explanatory models and methods to measure resilience, thus determining how best to enhance it. To better understand students' perceptions of their well-being, further information was obtained in relation to Grit. According to Mohan and Kaur (2021), grit and resiliency are increasingly popular terms in higher education; however, they emphasize that although both terms are associated with success in post-secondary education, the concepts are not exactly the same.

3. Data and Methodology

In this paper the researcher critiques the 2015 PRISMA-P statement to ensure the quality of research included in the process of finding and selecting reviews, explaining how research was found, reviewed, evaluated for feasibility, and included in the study. The main procedure used to answer questions from this analysis is a systematic review of the literature, which is a type of inquiry that explores, critiques, and incorporates the demonstrative literature on a subject in an integrated way to generate context and the most recent viewpoints on a topic (Torraco, 2005). As a result, current empirical investigations need to be scientifically examined and integrated to create a new paradigm in the field of talent development.

Table 1. Stages of a Systematic Literature Review

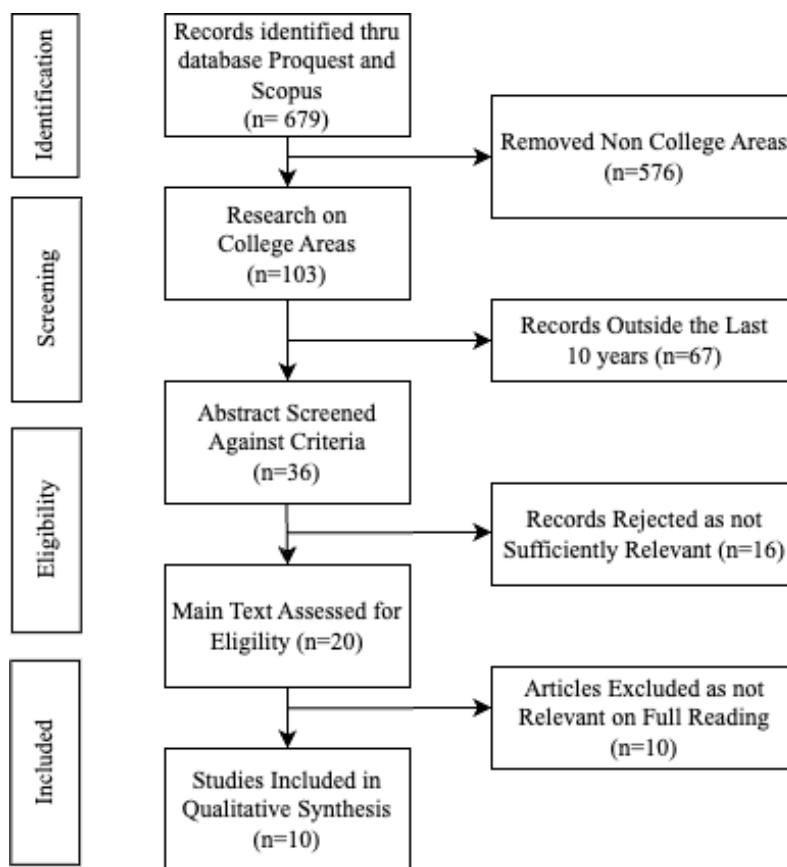
No	Stages	Phase
I	Planning the Review	(0) Identification for the need for a review
		(1) Preparation of a proposal for review
		(2) Development of a review
II	Conducting a Review	(3) Identification of a research
		(4) Selection of a study
		(5) Study quality assessment
		(6) Data extraction and monitoring progress
		(7) Data synthesis
II	Reporting & dissemination	(8) The Report and recommendations
		(9) Getting evidence into practice

Sources: David Tranfield, Denyer David, and Smart Palminder (2003)

This literature review research comes from the ProQuest and Scopus online databases within the last 10 years. To complete this systematic literature review, we adopted the methodology of Tranfield, Denyer, & Smart (2003). This methodological proposal divides the systematic review into three phases: planning the review, conducting the review, and finally, reporting and dissemination. From the data extraction procedure, 679 publications provided by database query and article query were assessed according to their significance to the study area matching with supporting standards for Inclusion. Then, screening was carried out when reviewing titles and abstracts focused on corporate research so that 103 selected journals were obtained. After removing 67 records outside the last 10 years, 36 journals were carefully selected as eligible articles for title and abstract screening. Finally, 10 out of 36 articles were classified as the most suitable journal for final exploration based on inclusion/exclusion criteria. Figure 1 illustrates the process of selecting the papers included in the study.

Inclusion and Exclusion Criteria

The criteria consisted of a literature review of all peer-reviewed (quantitative, qualitative, and mixed methods), scientific investigative research using English texts meeting the criteria for inclusion. Articles were excluded from additional examination to investigate well-being and resilience in academicians' higher education. Therefore, journals that did not explicitly clarify the impact on the field of well-being and resilience were omitted in this study.



Source: Data Proceed (2024)

Figure 1. PRISMA-P. The flowchart shows the paper selection process

Table 2. Exclusion Criteria

Filter	Criteria
1	Filter journals with college research objects
2	Eliminate outside the last 10 years
3	Screening titles and abstracts
4	Remove irrelevant topics
5	All relevant data

Data Extraction

An abstract check was performed to determine which study to use. The 2015 PRISMA-P Statement was used to coordinate, from various perceptions, the investigation of the last 10 articles on the problems and results of the well-being and resilience of students/teachers in college. The main emphasis of this study is Well-being and Resilience; the denotation of Exclusive or Inclusive research purposes is the main concentration of research. Of the 679 journal papers from the ProQuest and Scopus databases, 10 journal papers were produced according to the search criteria filter.

Table 3. General Analysis of Selected Documents

No	Author	Year	Doc Type	Author Keywords	Research Methods	Sample	Results
[1]	Hellen Correia	2021	Book Chapter	Mindfulness, Resilience, Teachers, Emotion, Well-being.	Qualitative research	350 school leaders in Western Australia	This is the development of an online module introducing mindfulness to pre-service teachers, specifically integrating concepts underpinning resilience as outlined in the BRiTE programme. Key elements of mindfulness are explored, including mindful attention in the present moment, awareness of emotion and cultivating mindful attitudes, such as compassion.
[2]	Johanne Klap, Judith MacCallum, and Caroline F. Mansfield	2021	Book Chapter	School principals, Leadership, Mindfulness, Resilience, Stress, Self-compassion	Qualitative research	350 school leaders in Western Australia	The role of mindfulness and self-care in promoting resilience as a way for school principals to meet the challenges of their role. Principals who are mindful and employ self-compassion are better placed and more resilient to impact others and flourish in their roles positively. Leadership does matter, and ensuring that we address leaders' well-being and resilience will mean they will be better equipped to engender resilience in their staff.
[3]	Julieta Galante, Geraldine Dufour, Alice Benton, Emma Howarth, Maris Vainre, Timothy J Croudace, Adam P Wagner,	2016	Journal Papers		This protocol was prepared in accordance with SPIRIT 2013 statement	At least 550 University of Cambridge students in UK University	Outcome assessment and intention-to-treat primary analysis using linear mixed models adjusted for baseline scores will be blind to intervention allocation. We will also conduct per-protocol, subgroup and secondary outcome analyses. An Independent Data Monitoring and Ethics Committee will be set up. We will systematically monitor for and

Table 3. General Analysis of Selected Documents

No	Author	Year	Doc Type	Author Keywords	Research Methods	Sample	Results
	Jan Stochl, Peter B Jones						react to possible adverse events. An advisory reference group will comprise student representatives, members of the University Counselling Service and other student welfare staff.
[4]	Geok Kim Ngui, Yoon Fah Lay	2020	Journal Papers	Emotional intelligence, self-efficacy, subjective well-being, resilience, perceived practicum stress.	A questionnaire developed from several existing	200 student teachers in Sabah, Malaysia	Findings showed that emotional intelligence, self-efficacy, and subjective well-being could explain resilience with good predictive accuracy and relevance but poorly for practicum stress.
[5]	Laura Elena Năstasă, Elena Cocoradă, Iosif Vorovencii, and Alexandru Lucian Curtu.	2022	Journal Papers	forestry students; academic success; emotions; barriers to completion; well-being; gender	Emotional Intelligence Scale, Well-Being Scale from the Workplace PERMA-profiler, Academic Resilience Scale (ARS).	The two studies focused on undergraduate students and included 367 and 227 participants, respectively, in Romania	Forestry students with higher academic performance report higher accomplishment and engagement and feel weak negative emotions concerning aversive academic assessment compared with students with lower academic performance and who abandoned their studies. Female students and students with full ECTS load at the end of the first year use their emotions more effectively, have reported lower dropout intention and lower perception of barriers to completion of study, and have higher GPA admission and expected GPA. Performance at the end of the first year is explained by

Table 3. General Analysis of Selected Documents

No	Author	Year	Doc Type	Author Keywords	Research Methods	Sample	Results
							GPA admission, relationships with high school teachers, expected GPA, gender, and academic resilience. Dropout intention is explained by barriers to completion of studies, general negative emotions and negative affect related to threatened assessment situations and managing others' emotions.
[6]	Chunhong Fan, Shujie Liu	2022	Journal Papers	Teacher emotional support, Resilience, Covid-19 anxiety, Mental well-being	an online questionnaire composed of Teacher Emotional Support, Covid-19 Anxiety Scale, Brief Resilience Scale and Mental Well-being in Chinese version.	1469 Chinese vocational college students	Path analysis was employed in the study, and the results showed that teacher emotional support was an important promoter for building up mental well-being but not a buffer for COVID-19 within the Chinese cultural context, and COVID-19 anxiety was significantly and negatively related to mental well-being. Resilience hindered the incidences of Covid-19 anxiety and was a significant protector of mental well-being. COVID-19 anxiety mediated the relationship between teacher emotional support and mental well-being and resilience and mental well-being.
[7]	Santiago Yubero, Marta de las Heras, Raúl Navarro, Elisa Larrañaga	2021	Journal Papers	Bullying, Chronic victimization, Subjective well-being, Resilience,	an analysis of variance (ANOVA).	1122 university students aged between 18 and 25	The results showed that the chronic bullying victimization group reported the worst emotional well-being. The regression analyses revealed that resilience moderates the association between chronic bullying victimization and emotional well-being. This

Table 3. General Analysis of Selected Documents

No	Author	Year	Doc Type	Author Keywords	Research Methods	Sample	Results
				University students		years, in an autonomous community in central Spain.	study provides evidence for the significantly deteriorated well-being of university students involved in chronic victimization and the need to deal with bullying from the health network along with educational institutions.
[8]	Simon Gibbs, Andy Miller	2013	Journal Papers	teachers' resilience, attribution, efficacy, children's behaviour	Qualitative research	Psychology teachers in Bristol, UK	We outline findings from research that has examined teachers' attributions for the causes of children's misbehaviour, teachers' beliefs in their efficacy as classroom managers of children's behaviour, and how, in principle, such beliefs may be supported and enhanced. We also relate these findings to those associated with educational and developmental outcomes for children. We conclude with some illustrative evidence of ways (involving consultation and other interventions) that applied psychologists have contributed to teachers' professional well-being and resilience.
[9]	Sheila A. Boamah, Hanadi Y, Hamadi, Farinaz Havaei, Hailey Smith, and Fern Webb.	2022	Journal Papers	Burnout, career satisfaction, COVID-19, faculty shortage, nursing faculty, turnover intentions, work environment,	A predictive cross-sectional design was used; the hypothesized model was tested using structural	Nursing faculty members employed in both college and university	The findings add to the growing literature linking burnout to turnover and dissatisfaction, highlighting key antecedents and/or drivers of burnout among nurse academics. These results suggest suitable areas for developing interventions and policies within the organizational structure to

Table 3. General Analysis of Selected Documents

No	Author	Year	Doc Type	Author Keywords	Research Methods	Sample	Results
				work–life interference	equation modelling.	settings in Canada	reduce the risk of burnout during and post-COVID-19 and improve faculty retention.
[10]	Jesús Pinzón-Ulloa, Mariana Tafur Arciniegas, and Irma A. Flores Hinojos.	2021	Journal Papers	coteaching, higher education, phenomenography, team teaching, collaborative teaching	The sample participants' interviews were analyzed using a phenomenography methodology	16 university coteaching practitioners from a top university in Bogotá, Colombia.	Participants' coteaching meanings are determined by four qualitatively different understandings: cooperative teaching, collaborative teaching, pedagogical training, and critical pedagogy. Regarding practice, the findings show eight categories, some of which have been previously described in narrative accounts about coteaching. The variability emerging from our findings highlights conceptual multiplicity rather than uniformity, thereby shedding light on the complexity of coteaching in post-secondary settings.

Source: Data Proceed (2024)

4. Results and Discussion

(1) Hellen Correia: BRiTE Mind: Introducing Mindfulness to Cultivate Personal and Professional Resilience in Teachers

The article's findings are generally echoed in a review of nineteen studies evaluating mindfulness interventions for educators, identifying positive outcomes across most measures of psychological distress, burnout, and well-being (Lomas et al. 2017). Similarly, Jennings and DeMauro (2017) summarised and reviewed a range of mindfulness-based training programs used with teachers, such as CARE for Teachers (Jennings et al. 2013) and *Stress Management and Relaxation Techniques* (SMART) in Education (demonstrating improvements in stress and well-being, as well as the acceptability and feasibility of use with teachers).

Other studies have evaluated the impact of mindfulness training on teacher effectiveness, classroom quality and students. An early review identified potential benefits in teaching self-efficacy, managing classroom behaviour and maintaining supportive student-teacher relationships (Meiklejohn et al. 2012). Others have found a reduction in challenging behaviours in students with a mild intellectual disability following teacher attendance at an 8-week mindfulness training programme applying mindfulness to the classroom (Singh et al. 2013).

The potential for mindfulness to support resilience in teachers is a growing area of academic and professional interest. The core principles of mindfulness, such as being present-oriented, with openness, acceptance, clarity and flexibility, may contribute to adaptive appraisals and action regulation that support coping for everyday resilience (Skinner and Beer 2016). The online BRiTE program provides a framework for understanding and developing resilience in teachers centred around key concepts in BRiTE: Building resilience, Relationships, Well-being, Taking initiative, and Emotions. One of the strengths of BRiTE Mind is the inclusion of a framework that supports the generalizable application of mindfulness qualities and translation of this into personal and professional teacher contexts, which may optimize mindful responding and cultivate resilience in pre-service teachers.

(2) Johanne Klap, Judith MacCallum, and Caroline F. Mansfield: 'Head' First: Principal Self-care to Promote Teacher Resilience

Recent research has shown that mindfulness training can positively influence teachers' resilience, well-being and performance (Hwang et al. 2019). In the United States, interventions based on the Cultivating Awareness and Resilience in Education (CARE) (Jennings et al. 2017) program consistently demonstrate the benefits of mindfulness training on teachers' social and emotional competence and the quality of classroom interactions. Specifically, teachers described how the training increased their ability to reappraise situations and change perspectives, increased awareness of emotions by focusing on the present, and integrated their experience into CARE metaphors (Sharp and Jennings 2015).

Mindfulness is a way to be in the world. Mindfulness practices can enable people to develop the capacity to be more focused, calm and clear in their daily lives (Hougaard and Carter 2018). It is also a way to observe self and to choose a considered response, rather than a reaction towards another person or event, or towards one's own internal dialogue, emotions and feelings. Although mindfulness training has been shown to support resilience in a range of professions and

in the corporate sector, with the exception of Mahfouz (2018), there is limited research exploring the influence of mindfulness training on school leaders.

The mindfulness training in the *Mindful Leader program* significantly positively affected the school principals' stress levels and their ability to be kind to themselves. The training provided preventative stress strategies that focused on the principal's well-being so that they could build new habits and routines that promoted their resilience. This has exciting potential applications for the profession, as leadership does matter, and ensuring that we address leaders' resilience will mean school principals will be better placed to engender resilience in their staff. It would seem that mindfulness programmes for school leaders offer a resilient buffer against stress and could be a helpful precursor to improving teacher resilience.

(3) Julieta Galante, Geraldine Dufour, Alice Benton, Emma Howarth, Maris Vainre, Timothy J Croudace, Adam P Wagner, Jan Stochl, Peter B Jones Protocol for the Mindful Student Study: a randomised controlled trial of the provision of a mindfulness intervention to support university students' well-being and resilience to stress

Mindfulness training has been shown to reduce stress and is popular among students, but its effectiveness in this context needs to be ascertained. In this pragmatic randomised controlled trial, we hypothesize that the provision of a preventative mindfulness intervention in universities could reduce students' psychological distress during the examination period (primary outcome), improve their resilience to stress up to at least 1 year later, reduce their use of mental health support services and improve academic performance.

Introductory, 8-week mindfulness courses for people who meet our selection criteria are not known to be associated with adverse events. However, we will systematically monitor for such events and have a duty of care to react when there is an indication of extreme distress or risk in a student. Participants will be encouraged on enrolment to look for signs of their mental or physical health deteriorating, whether or not it is related to the mindfulness course. The emergence of such symptoms will be considered an adverse event. Subsequently, during the study, there will be three ways of identifying adverse events:

1. There may be uncomfortable moments during the mindfulness course as participants are requested to turn their attention to whatever thoughts are coming into their minds. They will be taught to deal with these thoughts safely, but initial experiences can be distressing. Participants are frequently encouraged to approach the course teacher to discuss any concerns.
2. All participants will complete the CORE-OM questionnaire at baseline, postintervention, during the examination term, and at 1-year follow-up. The study team will monitor the risk subscales of CORE-OM each time participants complete it (as stated in the participant information sheet). Studies support using the following cut-off scores as markers of significant risk: 3 or more for the self-harm risk subscale, 3 or more for the harm to others risk subscale, or 5 or more for the suicide risk subscale. Scores of 7 or more points in any subscale will be prioritized.
3. All the trial participants will be requested to let the study team know if and why they plan to leave the study.

(4) Geok Kim Ngui, Yoon Fah Lay: The Effect of Emotional Intelligence, Self-Efficacy, Subjective Well-Being, and Resilience on Student Teachers' Perceived Practicum Stress: A Malaysian Case Study

This study shows that emotional intelligence has an insignificant relationship with subjective well-being. This contradicted the findings of Razia (2016), who noted a moderate relationship between the two constructs. The ability to control and manage emotions is not certain to satisfy one with one's life. It may be that controlling and managing the problem helps to accept the situations that cause dissatisfaction but does not solve the issues.

Emotional intelligence was also found to be significantly related to resilience. Schneider et al. (2013) explained that emotional intelligence can enhance a person's psychological resilience. In this study, the relationship between subjective well-being and resilience is significant. Soave (2014) stated that a person who perceives his life as happy and satisfying can reduce stress due to his higher resilience. This study found subjective well-being as the best predictor of practicum stress compared to other predictors. A satisfied person with high subjective well-being always thinks positively, happy and less affected by stress. Subjective well-being can create a good feeling, enhance resilience and thus reduce the impact of stress (Soave, 2014). Therefore, subjective well-being has a significant influence on stress. Resilience was also shown to have a significant relationship with perceived stress. This is because resilience has a threshold in an individual to feel the effect of stress, and among those who are resilient, this threshold is high, and the stressful environment is perceived to be relatively mild compared to the less resilient person.

(5) Laura Elena Năstasă, Elena Cocoradă, Iosif Vorovencii, and Alexandru Lucian Curtu: Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students

Early dropout intention was investigated at the beginning of the first year of forestry study and associated with success/failure at the end of the first academic year. The study also considers emotional variables, previous learning experience, and the costs of completing studies, as perceived by the student, but also cognitive variables, such as grades before university studies and the number of credits in the first year of study. Academic success at university is relevant for individuals, universities and society. Our study supports a better understanding of academic success, elaborating more effective interventions for the freshmen's adaptation to the academic context and using programs to improve emotional intelligence and resilience.

The dimensions of emotional intelligence may be included in the psychological intervention for the student's personal development and to increase academic performance, EI being, simultaneously, an outcome. At the same time, EI positively affects the quality of the learning process and the students' relationships with teachers and peers. Because negative emotions in the assessment aversive situation explain the variance of the dropout intention, the use of formative assessment without grades, as an antecedent for the final assessment, could become an organizational change.

(6) Chunhong Fan, Shujie Liu: Exploring the associations among perceived teacher emotional support, resilience, Covid-19 anxiety, and mental well-being: evidence from Chinese vocational college students.

The present study found that perceived teacher emotional support increased students' anxiety if it was managed improperly by teachers during the COVID-19 pandemic period, but it significantly promoted mental well-being. Resilience reduced vocational college students' COVID-19 anxiety and was a crucial protector of mental well-being. In addition, perceived teacher emotional

support and resilience were closely related, and they developed and promoted each other. Both teacher emotional support and resilience affected mental well-being directly and indirectly through the effect of COVID-19 on mental well-being. The study showed a frame for perceived teacher emotional support, Covid-19 anxiety, resilience and mental well-being. It provided us with intervention programs for psychological problems to enhance happiness during public health crises, such as the COVID-19 pandemic.

(7) Santiago Yubero, Marta de las Heras, Raúl Navarro, Elisa Larrañaga: Relations among chronic bullying victimization, subjective well-being, and resilience in university students: a preliminary study

Current findings showed that the chronicity of bullying victimization is negatively related to university students' adjustment in terms of subjective well-being. The present study indicates that those youths who have chronically suffered bullying victimization since their childhood report poorer levels of emotional, social and psychological well-being than youths who sporadically suffer victimization and youth who are nonvictims. Cascade effects may explain the most serious outcomes among university students (Zalaquett & Chatters, 2014), with persistence in bullying victimization across different education contexts.

These findings suggest that the chronicity of bullying victimization is a critical area for intervention efforts. The relationship between university students' bullying chronicity and poorest well-being stresses the importance of making more efforts to suitably identify victims (Sheppard, Giletta, & Prinstein, 2019) to prevent school bullying and ameliorate long-term effects on well-being. Early interventions are also crucial if we try to break the cycle of bullying victimization across development. Interventions on bullying must be multidisciplinary, with relevant health care for victims right from the time when victimization starts and paying special attention to chronic victims. The current study also showed that resilience moderates the relationships between emotional well-being and chronic bullying victimization. This finding signals the need to reinforce resilience levels to face the emotional problems of bullying without ignoring victims' social support and psychological care. Developing resilience can be a promising way to mitigate the persistence of bullying and its effects on emotional well-being, and, therefore, an important action to include in prevention and intervention programs.

(8) Simon Gibbs, Andy Miller: Teachers' resilience and well-being: a role for educational psychology

Teachers are subject to considerable demands from a range of sources. The demands include the expectation that they will manage classrooms successfully and help children learn. In this paper, we have not tried to address all possible sources for such demands and expectations. We recognize that teachers' specific concerns about children's behaviour can be sources of stress and challenge their resilience in the face of stress. Without the support of peers, managers and leaders, morale and motivation may be adversely affected. As a result, teachers may feel increasingly isolated and ineffective. Such feelings may significantly precipitate my decision to leave the teaching profession. There are at least three potentially serious consequences of this loss of resilience: for the teacher's ill-health and time absent from work; for the children a less well-managed learning environment; and for the employer a loss in the investment in the training and intrinsic value of good teachers. These represent substantial cumulative economic and social waste.

(9) Sheila A. Boamah, Hanadi Y, Hamadi, Farinaz Havaei, Hailey Smith, and Fern Webb: Striking a Balance between Work and Play: The Effects of Work–Life Interference and Burnout on Faculty Turnover Intentions and Career Satisfaction

This research adds to the small but crucial body of research describing the effects of work–life imbalance and burnout on faculty retention and career satisfaction. Our findings suggest that academic institutions and organizations must pay close attention to the drivers of burnout and associated symptoms and ensure that concrete and proactive approaches and mechanisms are in place to mitigate the effects of psychological stress and burnout on faculty mental health and wellness, especially during and post-pandemic. With the current nursing practice and faculty workforce shortages, every effort must be made to create healthy work environments to retain satisfied and productive faculty, as it has subsequent effects on the quality of student training, mentoring, and quality research to advance nursing practice globally. Promoting work–life balance and workload management, including reducing teaching assignments and service commitments, providing adequate time for research activities, and pausing the tenure clock for pre-tenured faculty, is a great start to improving faculty satisfaction, retention, and career longevity.

(10) Jesús Pinzón-Ulloa, Mariana Tafur Arciniegas, and Irma A. Flores Hinojos: Two Models of Coteaching from University Teaching Staff: Phenomenographic Research

We conclude that academic circles cannot assume that professors have a shared understanding of coteaching since the literature review and the variation within our outcome spaces reflect a diverse range of meanings attached to the concept of coteaching. In higher education and college research, this concept needs more attention to define the interpretation of co-teaching in college settings clearly. Two models were created inductively and abductively based on the phenomenography results. The first model (Developmental Pathway of Coteaching) is meaningful because it illustrates a conceptual path of coteaching and how to approach this route to obtain a deeper, more complex, and more powerful understanding of coteaching. The second model (The Ecological Model of Coteaching) is useful because it shows ways of approaching coteaching in a systemic and relational context. This wide range of conceptions about co-teaching may promote diversity and inclusiveness in pedagogical practices. Acknowledging this conceptual variety may lead to reflecting on and applying new strategies within institutions and co-teaching communities.

Based on the literature review that has been carried out, it is known that the methods used to measure the resilience and well-being of lecturers and students include quantitative and qualitative research. The quantitative research was carried out by conducting surveys and distributing questionnaires to respondents, then analyzed using analysis of variance (ANOVA) or structural equation modelling (SEM) methods. Apart from that, the resilience and well-being of lecturers and students can also be measured using qualitative research by conducting interviews, focus group discussions, Stress Management and Relaxation Techniques (SMART), Mindfulness Training, and Co-teaching Model with research respondents.

Meanwhile, the recommendation given by researchers for future research is to examine factors that influence the resilience of students and lecturers, including social support, coping skills, academic experience, and the work environment or surrounding environment. This aims to provide greater knowledge regarding what sources influence well-being and resilience.

5. Conclusion

Based on the research conducted, it is known that the methods used to measure employee resilience and well-being include quantitative research using analysis using the analysis of variance (ANOVA) or Structural Equation Modeling (SEM) method and qualitative research using interviews, Focus Group Discussions (FGD), Stress Management and Relaxation Techniques (SMART), Mindfulness Training, and Coteaching Models. The advice given by researchers for further research is to research what factors can influence welfare and resilience in higher education. So that the main causes that disrupt the welfare and resilience of higher education, especially for lecturers and students, can be studied further. The limitation of this research is that it only uses the Scopus and ProQuest websites with the search keywords well-being, resilience, higher education, and the last 10 years. This research implies that analytical tools can be used to measure well-being and resilience in higher education so that they can be used in conducting research related to this topic.

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