



Counseling Interventions for Academic Resilience and School Well-Being: A Systematic Literature Review

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Abstract

Academic resilience and school well-being are increasingly recognized as critical constructs in fostering student success and holistic development. This article aims to systematically synthesize the relationship between academic resilience and school well-being, identify influencing factors, and evaluate the effectiveness of counseling interventions in enhancing both constructs. Employing a Systematic Literature Review (SLR) guided by the PRISMA framework, the study followed stages of identification, screening, eligibility, and inclusion of relevant articles retrieved from major scholarly databases. Thematic analysis was applied to categorize findings into key domains. Results indicate that academic resilience and school well-being are interrelated and shaped by individual, social, and environmental factors. Counseling-based interventions including mindfulness practices, cognitive behavioral therapy, and positive psychology approaches demonstrated significant effectiveness in strengthening resilience and well-being. Moreover, multicomponent interventions yielded more sustainable outcomes compared to single-method approaches. The findings underscore the importance of developing comprehensive and integrated counseling interventions to support students' academic resilience and school well-being. This study contributes to the theoretical foundation and practical advancement of counseling in educational contexts, offering implications for policy, practice, and future research.

INTRODUCTION

Developments in modern education indicate that students' academic success is no longer determined solely by cognitive abilities, but also by psychological conditions that support the learning process. In this context, the concepts of academic resilience and school well-being have become two important constructs that are receiving increasing attention in educational research. Various studies indicate that high academic pressure such as performance demands, heavy workloads, and intense competition contributes to increased levels of stress, anxiety, and even depression among students (Mangoulia et al., 2025). These conditions not only impact mental health but also affect students' engagement in learning and their academic achievement. Academic resilience serves as an adaptive capacity that enables students to

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persevere, bounce back, and thrive amid these various academic challenges. On the other hand, school well-being reflects students' overall sense of well-being, encompassing emotional, social, and environmental aspects within the school context. These two constructs are closely interrelated, with academic resilience serving as a protective factor that can enhance student well-being. Therefore, a deep understanding of the relationship between academic resilience and school well-being is crucial in efforts to improve the quality of education (Srem-Sai et al., 2025; Wikman et al., 2022).

The relationship between academic resilience and school well-being is not straightforward; rather, it involves various complex psychological mechanisms. Research shows that academic resilience contributes to improved well-being through various mediators, such as learning motivation and self-regulated learning skills (Srem-Sai et al., 2025). Furthermore, resilience also plays a role in reducing academic anxiety, which often serves as a major obstacle in the learning process (Liu et al., 2025). Students' ability to make sense of their learning experiences and manage academic stress is also a key factor in enhancing their psychological well-being (Agormedah et al., 2024). On the other hand, positive school well-being can strengthen students' academic resilience by providing a supportive and conducive environment. This indicates that the relationship between these two variables is reciprocal and mutually reinforcing. In addition to internal factors, this relationship is also influenced by social factors, such as support from teachers and peers, as well as the quality of interactions within the school environment (Schwerter et al., 2024). The concept of school belonging serves as a key mediator bridging the relationship between the school environment and student well-being (Vang & Nishina, 2022). Thus, studies examining the relationship between academic resilience and school well-being must take into account various interacting factors.

In addition to understanding the relationship between these two variables, it is also important to identify the factors that influence academic resilience and school well-being. Individual factors, such as motivation, self-regulation, and mindset, play a crucial role in determining students' ability to cope with academic stress (Liu et al., 2025). Students with an adaptive mindset and good emotional regulation skills tend to have higher levels of well-being compared to students with an irrational mindset (Tommasi et al., 2022). Additionally, social factors also play a significant role in shaping students' resilience and well-being. Support from teachers, peers, and family serves as a source of strength for students in facing academic challenges (Liu et al., 2025; Molina Moreno et al., 2024). An inclusive and supportive school environment also contributes to improving students' school well-being (Meekaew et al., 2024). Conversely, an environment rife with bullying, discrimination, and violence can significantly reduce students' well-being (Kim et al., 2023; Meadows et al., 2023; Reddy et al., 2024). Non-inclusive school policies can also have a negative impact on students' resilience and well-being (Sousa & Gato, 2025). Therefore, understanding the factors that influence these two variables is crucial for designing effective interventions.

In the context of efforts to enhance academic resilience and school well-being, guidance and counseling interventions play a highly strategic role. Various studies indicate that school-based psychological interventions, such as mindfulness, cognitive behavioral therapy (CBT), and positive psychology approaches, are effective in improving student well-being (Baumgartner & Schneider, 2023; Shek, 2024). Furthermore, school-based interventions have also been shown to significantly improve academic resilience (Cai et al., 2025).

Multicomponent interventions, which integrate cognitive, emotional, and social aspects, are more effective than interventions that focus on only one aspect. Research also indicates that resilience training can reduce stress levels and improve students' mental well-being (Sperling et al., 2026). However, challenges remain in implementing these interventions, particularly regarding their integration into a sustainable education system (Zhao et al., 2025). Furthermore, many interventions remain fragmented and have not yet comprehensively integrated the various factors that influence resilience and well-being (Hikmat et al., 2026). Therefore, more in-depth research is needed to integrate various intervention approaches within the context of guidance and counseling.

Based on the above discussion, this study is important because there remains a gap in the literature regarding the integration of academic resilience, school well-being, and guidance and counseling interventions. Most previous studies have tended to examine these variables separately, thus failing to provide a comprehensive picture of the relationships and mechanisms at play. Furthermore, few studies have systematically examined the effectiveness of guidance and counseling interventions in simultaneously enhancing both constructs. Therefore, this study aims to conduct a systematic literature review on the relationship between academic resilience and school well-being, the factors influencing them, and the effectiveness of guidance and counseling interventions. This study also aims to identify research gaps and provide recommendations for the development of more comprehensive interventions. Thus, this study is expected to make theoretical and practical contributions to the development of guidance and counseling services in schools.

In line with these objectives, this study is structured around several key research questions, namely: i) what is the relationship between academic resilience and school well-being based on previous research findings, ii) what factors influence academic resilience and school well-being based on previous research findings, and iii) what are the forms and effectiveness of guidance and counseling interventions in enhancing academic resilience and school well-being based on previous research findings. These questions were formulated to provide a clear focus for the literature review process. Through a systematic literature review approach, this study seeks to integrate various relevant research findings to answer these questions. Thus, this study is expected to provide a more comprehensive understanding of academic resilience and school well-being. In addition, the results of this study are also expected to serve as a basis for the development of more effective guidance and counseling interventions. With a systematic and evidence-based approach, this study is expected to make a significant contribution to improving the quality of education.

METHODS

This study employs a Systematic Literature Review (SLR) approach aimed at systematically identifying, evaluating, and synthesizing various research findings related to guidance and counseling interventions in enhancing academic resilience and school well-being. This approach was chosen because it provides a comprehensive overview of research developments, patterns of findings, and existing research gaps (Akem et al., 2025; Engkizar et al., 2018, 2025, 2026; Hamid et al., 2026; Sarkis-Onofre et al., 2021). The research design followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which consist of the stages of identification, screening, eligibility assessment, and study

inclusion. In this study, the process was conducted systematically, from article search to analysis of findings. The primary focus is to examine the relationship between academic resilience and school well-being, the factors influencing them, and the effectiveness of guidance and counseling interventions. By using the SLR approach, this study not only collects data but also conducts an in-depth conceptual synthesis. This enables researchers to identify patterns, trends, and research gaps more accurately. Therefore, this research design is well-suited to address the exploratory and integrative research objectives.

The sample in this study did not consist of individuals directly, but rather of scientific articles relevant to the research topic. The primary data source was the Scopus database, with an initial total of 515 articles obtained through searches using specific keywords: “School Counseling Intervention,” “Academic Resilience in Students,” “Student Well-being in Schools,” and “Guidance and Counseling Services.” The articles used were selected based on their publication years, which were tailored to the research needs. The selection process was conducted in stages by eliminating duplicate articles, irrelevant articles, and those that did not meet the inclusion criteria. After the initial screening process, a number of articles that met the criteria were identified for further analysis. The selected articles encompassed various research designs, such as quantitative, experimental, systematic review, and longitudinal studies. This was done to ensure that the data obtained were comprehensive and representative. Thus, the research sample reflects the diversity of approaches in studies of academic resilience and school well-being. Article selection was conducted systematically to maintain the validity and reliability of the research results.

The instrument used in this study was a data extraction form designed to collect key information from each analyzed article. This form included several main components, such as study identification, research objectives, methods used, variables studied, key findings, and research implications. In addition, coding was performed on the main themes that emerged in the literature, such as academic resilience, school well-being, individual factors, social factors, environmental factors, and the types of interventions used. This instrument allows researchers to conduct a systematic and structured analysis of each article. The data extraction process was carried out meticulously to ensure that all relevant information could be identified and analyzed. Furthermore, this instrument helps organize the data, thereby facilitating the synthesis process. By using this instrument, researchers can ensure that the analysis is conducted consistently across all reviewed articles. Therefore, the use of a data extraction sheet is a crucial component in maintaining the quality of SLR research.

The data collection process was carried out through several systematic steps in accordance with the PRISMA guidelines. The first stage was identification, in which the researchers searched for articles using predetermined keywords in the Scopus database and identified 515 initial articles. The second stage was screening, which involved filtering articles based on their titles and abstracts to ensure their relevance to the research topic. At this stage, a number of articles were eliminated because they did not meet the inclusion criteria. The third stage was eligibility, in which the remaining articles were read in full to assess their suitability for the research objectives. At this stage, articles that did not meet the criteria were further eliminated. The final stage was inclusion, in which articles that met all criteria were included in the final analysis. Based on the PRISMA diagram used, the number of articles ultimately analyzed was approximately 50 primary studies. This process was

conducted systematically to ensure that only relevant, high-quality articles were used. Thus, this data collection phase ensures the validity and transparency of the research process.

Prisma Reporting: New Research I With Slr Prisma



Fig 1. Flowchart of the article selection process using the PRISMA method

The data analysis technique in this study employed a thematic analysis approach aimed at identifying patterns and key themes in the reviewed literature. The analysis was conducted by grouping research findings into several main categories, namely the relationship between academic resilience and school well-being, the factors influencing these two variables, and the types and effectiveness of the interventions used. In addition, a synthesis analysis was conducted to integrate findings from various studies into a cohesive conceptual framework. The analysis process was carried out iteratively, with the researcher reading and reviewing the articles to ensure consistency in data coding. The results of the analysis were then presented in narrative form, describing the relationships between variables and the implications of the research. This technique allowed the researchers to understand the phenomena in depth and comprehensively. Furthermore, thematic analysis also helped identify research gaps and the novelty of the study. Thus, this analytical technique is well-suited for SLR-based research aimed at producing a robust conceptual synthesis.

Overall, this research method was systematically designed to ensure that the research process can be replicated by other researchers. Each stage from research design, sample selection, instrument use, and data collection to data analysis was conducted in a transparent and structured manner. The use of the

SLR approach following the PRISMA guidelines ensures that this study has a high level of validity. Furthermore, the use of thematic analysis provides depth in understanding the phenomenon under study. Thus, this research method not only yields comprehensive findings but also makes a methodological contribution to research in the field of guidance and counseling. This approach also facilitates the integration of various research findings into a coherent conceptual model. Therefore, this research method is highly relevant for addressing the research objectives focused on guidance and counseling interventions aimed at enhancing academic resilience and school well-being.

RESULT AND DISCUSSION

The results of this research synthesis indicate that studies on academic resilience and school well-being have expanded significantly, encompassing a wide range of educational contexts, from elementary school through college. Based on the collected data, most studies employed a quantitative approach with a cross-sectional design, followed by experimental studies, systematic reviews, and longitudinal analyses. These studies originated from various countries, such as Greece, Ghana, Sweden, the United States, China, Germany, and others, indicating that the issues of academic resilience and school well-being are global in nature. Furthermore, the diversity of research subjects ranging from elementary school students to high school students and college students indicates that both constructs are relevant across various levels of education. In general, the research data show that academic resilience and school well-being are often examined together, either as main variables or as mediating or outcome variables. The findings presented in various studies also cover the psychological, social, and environmental aspects that influence these two constructs. This indicates that research in this field is broad in scope and multidimensional. Thus, the results of this synthesis provide an overview of the characteristics of research conducted in the field of academic resilience and school well-being.

Table 1. Findings from a Review and Synthesis of Previous Research on Academic Resilience and School Well-Being

No	Research Title	Author(s) & Year	Key Insights/Findings	Relevance to the Study
1	Exploring the Levels of Stress, Anxiety, Depression, Resilience, Hope, and Spiritual Well-Being among Greek Dentistry and Nursing Students in Response to Academic Responsibilities Two Years after the COVID-19 Pandemic	(Mangoulia et al., 2025)	Academic pressure is associated with stress, anxiety, and depression. Hope is an important predictor of enhanced academic resilience.	Demonstrates the relationship between academic resilience, psychological conditions, and school well-being.

2	Advancing Learning-Oriented Assessment (LOA): Mapping the Role of Self-Assessment, Academic Resilience, Academic Motivation in Students' Test-Taking Skills, and Test Anxiety Management in Telegram-Assisted Language Learning	(Liu et al., 2025)	Academic resilience contributes to improved academic performance through self-assessment and learning motivation, and is associated with academic anxiety.	Highlights the relationship between academic resilience, learning motivation, self-regulation, and academic performance.
3	Exploring the Mediating Role of Anxiety between Resilience and Academic Achievement in Students' English Learning	(Liu et al., 2025)	Resilience can enhance academic achievement by reducing anxiety, which acts as a mediating variable.	Shows that anxiety serves as one of the mechanisms linking resilience to academic achievement.
4	Modelling the Associations between Students' Academic Resilience, Learning Motivation, Self-Regulated Learning and Academic Well-Being in Ghana	(Srem-Sai et al., 2025)	Academic resilience is associated with learning motivation, self-regulated learning, and academic well-being.	Strengthens the evidence for the relationship between academic resilience and student well-being.
5	Self-Concept, Prosocial School Behaviors, Well-Being, and Academic Skills in Elementary School	(Wikman et al., 2022)	Self-concept and prosocial behaviors are positively associated with student well-being.	Indicates that individual and social factors are important components of school well-being.

Students: A Whole-Child Perspective				
6	Comparison on Well-Being, Engagement and Perceived School Climate in Secondary School Students with Learning Difficulties and Specific Learning Disorders: An Exploratory Study	(Kareem et al., 2023)	School well-being is associated with learning status, student engagement, and the social support received by students.	Supports the understanding that school well-being is influenced by both academic conditions and the school social environment.
7	Fostering School Belonging and Students' Well-Being through a Positive School Interethnic Climate in Diverse High Schools	(Vang & Nishina, 2022)	School belonging acts as a mediator between school climate and student well-being.	Demonstrates the importance of a sense of belonging and a positive school climate in shaping school well-being.
8	Importance of Students' Social Resources for Their Academic Achievement and Well-Being in Elementary School	(Schwerter et al., 2024)	Social support from teachers and peers significantly influences students' well-being.	Reinforces the role of social factors in enhancing school well-being.
9	A Randomized Controlled Trial of Mindfulness-Based Stress Reduction on Academic Resilience and Performance in College Students	(Baumgartner & Schneider, 2023)	Mindfulness-based interventions can improve academic resilience and academic performance.	Supports the use of psychological interventions to enhance academic resilience.
10	Effectiveness of Resilience-Based	(Utz, De, 2026)	Resilience-based interventions are used to improve	Supports the importance of comprehensive

Interventions to Promote Mental Well- Being among Secondary School Children: A Systematic Review	mental well-being, and multicomponent interventions show greater effectiveness than single-component interventions.	interventions in improving resilience and well-being.
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Specifically, research findings indicate that academic resilience is often associated with various psychological indicators such as stress, anxiety, depression, motivation, and self-regulation skills. A study by (Mangoulia et al., 2025) found that students in health-related fields experience high levels of stress, anxiety, and depression, with percentages exceeding 50% for some indicators. Furthermore, this study also indicates that hope is a key predictor in enhancing academic resilience. Another study by (Liu et al., 2025) demonstrates that academic resilience plays a role in improving academic performance through the mechanisms of self-assessment and learning motivation. Additionally, resilience was found to be associated with reduced academic anxiety and improved test-taking skills. Research by (Liu et al., 2025) indicates that resilience can improve academic achievement by reducing anxiety as a mediating variable. Similar findings were also reported in a study by (Srem-Sai et al., 2025), which showed that resilience enhances well-being through motivation and self-regulated learning abilities. Thus, the research findings indicate that academic resilience is associated with various complex psychological aspects.

In the context of school well-being, research findings indicate that student well-being is influenced by various factors, including emotional, social, and environmental aspects. Research by (Wikman et al., 2022) shows that self-concept and prosocial behavior are strongly associated with student well-being. Additionally, research by (Kareem et al., 2023) indicates that school well-being is influenced by students' academic status and the social support they receive. Another study by (Murray et al., 2024) indicates that school well-being is influenced by complex factors, including social relationships, the physical school environment, and student participation. Furthermore, research by (Meekaew et al., 2024) suggests that well-being is influenced simultaneously by family, school, and social environmental factors. Research by (Berger et al., 2025) also indicates that meaningful learning experiences influence well-being, not just the use of technology. Thus, the research findings suggest that school well-being is a multidimensional construct influenced by various interrelated factors.

Research findings also indicate that social factors play a significant role in shaping school well-being. A study by (Brown et al., 2025) shows that a sense of belonging is a key factor in enhancing student well-being. Additionally, a study by (Vang & Nishina, 2022) indicates that school belonging acts as a mediator between school climate and well-being. Research by (Schwerter et al., 2024) indicates that social support from teachers and peers has a significant impact on well-being. Research by (Saxer et al., 2025) shows that teacher-student relationships and peer relationships influence student well-being. Furthermore, research by (Schwab et al., 2024) indicates that feedback from teachers can influence students' emotions and social acceptance. Research by (Y. Kim & Lee, 2022) also indicates that involvement

in bullying leads to a decline in well-being. Thus, the research findings suggest that social factors are a crucial component of school well-being.

In addition to social factors, research findings also indicate that environmental factors influence school well-being. A study by (Meadows et al., 2023) shows that discrimination can reduce students' well-being and sense of belonging. A study by (Reddy et al., 2024) indicates that an unsafe school environment can affect psychological well-being. Furthermore, research by Sousa & Gato, (2025) indicates that non-inclusive school policies can increase depression and reduce students' resilience. Research by (Alnahdi & Schwab, 2021) shows that an inclusive school environment influences self-concept and well-being. Research by (Obermeier et al., 2026) indicates that students' well-being undergoes changes influenced by social relationships and the school environment. Research by (Obermeier et al., 2026) also indicates that parental involvement influences students' well-being. Thus, the research findings suggest that environmental factors play a significant role in shaping students' well-being.

With regard to interventions, research findings indicate that various approaches have been used to enhance academic resilience and school well-being. Research by Baumgartner & Schneider, (2023) shows that mindfulness interventions can improve academic resilience and academic performance. Furthermore, research by Cai et al., (2025) indicates that school-based interventions have a significant effect on improving student resilience. Research by Sperling et al., (2026) indicates that resilience training is effective in enhancing resilience and reducing stress. Research by Utz, (2026) indicates that multicomponent interventions are more effective than single-component interventions. Research by Shek, (2024) indicates that positive youth development programs can improve students' well-being and psychosocial competencies. Furthermore, research by Hikmat et al., (2026) and Zhao et al., (2025) indicates that school-based interventions are effective in improving students' mental health. Thus, the research findings suggest that various types of interventions have been used to enhance resilience and well-being.

Result from Keyword Search

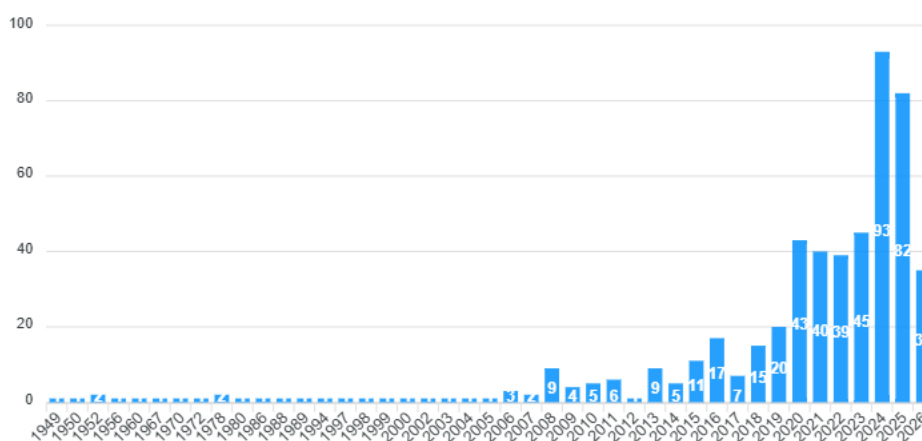


Fig 2. Results from a Keyword Search

The Relationship Between Academic Resilience and School Well-Being Based on Previous Research Findings

A synthesis of previous research indicates that academic resilience and school well-being are closely linked in supporting student learning success and well-being. Academic resilience is understood as an individual's ability to persevere, adapt, and thrive in the face of academic pressures, while school well-being reflects students' psychological well-being in the school context,

encompassing emotional, social, and environmental aspects. Findings [Mangoulia et al., \(2025\)](#) indicate that academic pressures such as stress, anxiety, and depression can negatively impact students' psychological well-being, whereas academic resilience serves as a protective factor. Hope, as a component of resilience, also plays a role in enhancing students' adaptive abilities. Consequently, students with higher academic resilience tend to have better school well-being.

This relationship also involves various psychological mechanisms. Research [Srem-Sai et al., \(2025\)](#) shows that academic resilience enhances well-being through learning motivation and self-regulated learning skills, while [Cai et al., \(2025\)](#) indicates that resilience can reduce academic anxiety, which ultimately improves students' well-being. Furthermore, [Srem-Sai et al., \(2025\)](#) indicate that an individual's ability to make sense of learning experiences through a sense of coherence contributes to improved well-being. This suggests that increased academic resilience can have both direct and indirect effects on student well-being.

In addition to internal factors, the relationship between academic resilience and school well-being is influenced by social and school environmental factors. [Wikman et al., \(2022\)](#) show that self-concept and prosocial behavior are associated with student well-being, while [Kareem et al., \(2023\)](#) demonstrates that social support and the school environment influence student well-being. [Brown et al., \(2025\)](#) emphasize that resilience is also rooted in social relationships and a sense of belonging. Findings by [Vang & Nishina, \(2022\)](#) indicate that school belonging is a key mediator in the relationship between school climate and well-being, while [Schwerter et al., \(2024\)](#) show that social support from teachers and peers significantly influences student well-being. Thus, the quality of social interactions is a crucial factor in understanding the relationship between academic resilience and school well-being.

Factors Influencing Academic Resilience and School Well-Being

The results of the synthesis indicate that academic resilience and school well-being are influenced by individual, social, and environmental factors. Individual factors include motivation, self-regulation, and mindset. [Liu et al., \(2025\)](#) show that academic resilience plays a role in improving academic performance through learning motivation and self-evaluation skills. [Tommasi et al., \(2022\)](#) found that irrational thought patterns have a negative effect on well-being, while [Rahmani et al., \(2025\)](#) found that life satisfaction is positively associated with resilience and that procrastination is negatively associated with it. Thus, developing cognitive and emotional aspects is important for improving student well-being.

Social factors also have a significant influence. [Schwerter et al., \(2024\)](#) show that social support from teachers and peers affects student well-being. [Saxer et al., \(2025\)](#) show that teacher-student and peer relationships influence well-being, while [Schwab et al., \(2024\)](#) show that teacher feedback can affect students' emotions and social acceptance. [Kareem et al., \(2023\)](#) shows that student engagement mediates the relationship between grit and well-being. Furthermore, [Liu et al., \(2025\)](#) and [Molina Moreno et al., \(2024\)](#) show that parental involvement affects student well-being.

Environmental factors also have a significant impact on academic resilience and school well-being. [Kim & Lee, \(2022\)](#) show that bullying has a negative impact on student well-being, while [Meadows et al., \(2023\)](#) show that discrimination can reduce a sense of belonging and increase burnout. [Reddy et al., \(2024\)](#) show that an unsafe school environment has a negative impact on

students' psychological well-being. [Sousa & Gato, \(2025\)](#) show that non-inclusive school policies can increase depression and decrease resilience. [Meekaew et al., \(2024\)](#) also show that student well-being is influenced by family, school, and social environment factors. Thus, a safe and inclusive school environment is crucial for enhancing student resilience and well-being.

Guidance and Counseling Interventions to Enhance Academic Resilience and School Well-Being

The synthesis findings indicate that guidance and counseling interventions play a significant role in enhancing academic resilience and school well-being. [Baumgartner & Schneider, \(2023\)](#) show that mindfulness interventions can improve academic resilience and academic performance. [Cai et al., \(2025\)](#) show that school-based interventions have a significant effect on improving student resilience. [Sperling et al., \(2026\)](#) show that resilience training can reduce stress and improve mental well-being. [Utz, \(2026\)](#) show that multicomponent interventions are more effective than single-component approaches. [Shek, \(2024\)](#) shows that positive youth development programs can improve students' well-being and psychosocial competencies.

The effectiveness of interventions is also influenced by how they are designed and implemented. [\(Hikmat et al., 2026\)](#) show that school-based interventions are effective but still face challenges in implementation. [\(G. X. Zhao et al., 2025\)](#) show that well-being interventions have not yet been systematically integrated into education. Therefore, a comprehensive and integrated approach is needed that combines cognitive, emotional, social, and environmental aspects to have a sustainable impact on student well-being.

Implications, Contributions, and Limitations of the Study

The findings of this study have theoretical and practical implications in the field of guidance and counseling. Theoretically, academic resilience and school well-being are interrelated constructs influenced by various factors and complex psychological mechanisms. Practically, guidance and counseling interventions need to be designed comprehensively and in an integrated manner, encompassing cognitive, emotional, social, school environmental, and family aspects.

However, this study has several limitations. Most of the studies analyzed used a cross-sectional design, which does not allow for an in-depth explanation of causal relationships, while the use of self-report instruments has the potential to introduce bias. Variations in the research context may also affect the generalizability of the results. [\(G. X. Zhao et al., 2025\)](#) indicate that well-being interventions still lack conceptual consistency, whereas [\(Hikmat et al., 2026\)](#) show that the implementation of these interventions still faces challenges regarding sustainability. Therefore, future research needs to develop stronger research designs.

CONCLUSION

Based on the results of the literature review, it can be concluded that academic resilience and school well-being are two interrelated constructs that play a crucial role in supporting students' academic success. The relationship between these two constructs is influenced by individual, social, and environmental factors, such as academic motivation, self-regulated learning skills, academic anxiety management, teacher support, peer relationships, a sense of belonging at school, and a safe and inclusive school climate. The findings also indicate that guidance and counseling interventions such as mindfulness, cognitive behavioral therapy, positive psychology-based programs, and multi-component interventions have the potential to enhance

academic resilience and school well-being. Thus, the research objectives regarding the relationship between these two constructs, the factors influencing them, and the forms and effectiveness of guidance and counseling interventions can be addressed through the finding that strengthening student resilience and well-being requires an approach that considers various factors in an integrated manner. However, the implementation of these interventions still faces challenges, particularly in their integration into a sustainable education system.

The findings of this study can be applied to the development of guidance and counseling services in schools through comprehensive, integrated, and student-need-based interventions that take individual, social, and environmental factors into account. Further research is needed to develop stronger research designs, such as experimental and longitudinal studies, to test the causal relationship between academic resilience and school well-being. In addition, the development of more comprehensive and contextual measurement instruments, as well as the expansion of the research context to various educational levels and cultural backgrounds, is necessary so that the findings can be generalized more broadly. Thus, future research is expected to contribute to the development of effective and sustainable guidance and counseling interventions.

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Author contribution

Destika Ramadhani: data curation, writing-original draft preparation and editing, conceptualization, methodology, validation, visualization, **Defriyanto:** supervision, software.

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