

Resilience, Dispositional Hope, and Psychological Well-Being Among College Students: A Systematic Review



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Abstract:

Background: Mental health problems are a typical occurrence for college students. Resilience and dispositional hope are crucial in positive psychology and constitute essential psychological capital that collectively promotes psychological well-being. However, limited evidence exists regarding the interplay of resilience, dispositional hope, and psychological well-being across diverse cultures and countries.

Objective: This study aims to synthesize evidence on how resilience, dispositional hope, and psychological well-being interplay across different cultures among college students.

Methods: Six databases were searched comprehensively, adhering to PRISMA guidelines. Initially, 122 articles were identified, with 26 duplicates removed, leaving 96 papers for further evaluation. Subsequently, two separate reviewers evaluated the titles and abstracts of these papers using predefined inclusion criteria, identifying 39 articles for detailed full-text review. Among these, 9 studies were extracted and subjected to rigorous quality assessment.

Results: The article highlights hope and resilience's protective role against stress, anxiety, depression, and academic burnout. Psychological strengths such as resilience and hope significantly enhance well-being. Cultivating these constructs alongside coping strategies and support systems is vital for flourishing among college students.

Conclusion: This systematic review is the first to comprehensively summarize evidence regarding the interplay between college students' psychological well-being, dispositional hope, and resilience. Future research should employ diverse methods for a nuanced understanding, focusing on cross-cultural comparisons.

Keywords: Resilience, Dispositional hope, Psychological well-being, College students, Systematic review, PRISMA guidelines.

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1. INTRODUCTION

With societal advancements and escalating competition in education, students are encountering heightened psychological pressures. College students typically deal with academic, social, and psychological difficulties since

they become adults who are intrinsically full of risks and challenges [1]. Mental health problems are a typical occurrence for college students. In recent years, the mental health crisis among Chinese college students has become increasingly prominent, presenting an urgent issue in need of resolution. High detection rates of

psychological issues, such as depression (21.48%) and anxiety (45.28%) among college students, further emphasize the severity of the situation [2]. It is even more pronounced in the youth group aged 18-24, where the detection rate for severe depression risk is alarmingly high at 24.1% [3, 4]. The main contributing factors to this crisis include academic, employment, family, and interpersonal relationship pressures [4, 5].

Resilience, viewed through the lens of positive psychology, delves into an individual's inner potential, emphasizing the activation of this potential and self-transcendence in the context of stress and adversity [6]. It adopts a strengths-based perspective on adolescents, treating each individual as an adept problem-solver in their life. Identifying and leveraging an individual's inherent strengths and resources is crucial for bolstering their resilience [7]. Within positive psychology, a closely related concept to resilience is "Dispositional Hope." Dispositional hope encompasses will (the motivational component) and ways (the pathways component), contributing to goal achievement and fostering a positive life outlook. Dispositional hope and resilience share commonalities in enhancing a positive view of human capabilities and orienting individuals toward a hopeful future [8]. While both hope and resilience are linked to a positive future orientation, they differ in their focus: hope is primarily about the pursuit of specific goals, whereas resilience is about effectively handling setbacks and uncertainties. Dispositional hope relies more on pursuing clear goals, while resilience transcends the certainty of goals and current situations. It can cope with situations in uncertain and unpredictable environments, helping individuals find meaning without clear plans, preparation, rational explanations, or logical interpretations [9].

Resilience and dispositional hope are crucial in positive psychology and constitute essential Psychological Capital (PsyCap), known for bolstering resistance to psychological distress [10]. It's important to consider PsyCap in mental health promotion [11]. Many detrimental mental health diseases, including depression, anxiety, suicide, and trauma-related disorders, may be alleviated or prevented by dispositional hope [12]. Resilience is thought to positively affect stress adaptation, promote emotional health, and enhance psychological well-being [13-16]. Dispositional hope is thought to enhance resilience, particularly in adverse situations [17], and a positive correlation exists between resilience and dispositional hope ($r = 0.58, p < 0.001$) [18]. Several research studies have extensively highlighted their impact on life quality and psychological well-being [19-22]. College students with high resilience and hope are more inclined to seek help positively and experience better psychological well-being when they perceive greater social support [23].

While there are separate studies on resilience [24-26], dispositional hope [27, 28], and psychological well-being [29-31] in college students, there is a deficiency in our understanding of how these concepts interact with each other. Limited evidence exists regarding the interplay of resilience, dispositional hope, and psychological well-

being across diverse cultures and countries. Current research predominantly emphasizes individual concepts, focusing on Western countries [32-34]. However, there is a growing interest in investigations conducted in Eastern settings [1, 35]. It is crucial to broaden our comprehension of the various cultural backgrounds within which studies on these subjects are conducted. Existing studies often examine these concepts individually and primarily within Western contexts, creating a gap in cross-cultural understanding. This study seeks to explore the interaction between resilience, dispositional hope, and psychological well-being among college students in diverse cultural settings. Consequently, this review aims to synthesize evidence on how these constructs interplay across different cultures among college students.

2. METHODS

2.1. Databases and Search Strategy

A predetermined protocol was crucial in forming the primary dataset by outlining the analysis method and inclusion criteria. The following international and national academic databases were searched: Web of Science, Scopus, Google Scholar, PsycINFO, PubMed, and CNKI. Search keywords were created using the Boolean operators OR and AND. Articles were searched using the following keywords: "Resilien*" (the * refers to all derivatives of resilient, such as resilience and resiliency) AND "Dispositional hope" OR "Hope" AND "Psychological well-being" OR "Mental health" AND "College students" OR "University students" and their combinations. "Dispositional hope" is a specialized term, but scholars may simplify using "hope" to refer to the concept or related topics in actual academic writing and research. Therefore, using "hope" as one of the keywords helps to ensure that all literature related to "dispositional hope" is searched and to avoid missing research articles that may simplify or generalize the concept. It was adapted for various databases using proper symbols and Boolean operators. The search was conducted without date restrictions and only focused on English and Chinese languages.

2.2. Eligibility Criteria

The researchers adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines [36] to ensure transparency and reproducibility in their systematic review. The review focused on studies examining resilience, dispositional hope, and psychological well-being among college students. To be included, articles had to meet five criteria: First, the study population had to consist of college students. Second, the study's primary focus needed to be on resilience, dispositional hope, and psychological well-being within this population. Third, the study was required to be peer-reviewed to ensure academic rigor. Fourth, the full article had to be available for review. Lastly, the publication needed to be in either Chinese or English.

2.3. Study Selection and Data Extraction

All articles obtained were transferred to an MS Excel spreadsheet, ensuring the removal of any duplicates. Following the established eligibility criteria, two reviewers discarded irrelevant papers by independently screening the titles and abstracts of the records. They then independently obtained and critically reviewed the remaining full texts for inclusion. In cases of disagreement, the reviewers engaged in a discussion to reach a consensus. If a consensus were unattainable, the opinion of a third reviewer would have been sought [37]. Data from the included studies were extracted by two independent reviewers using a standardized form. The information extracted included (a) author(s), (b)

publication year, (c) country of study, (d) participant characteristics, (e) study design, (f) key findings, and (g) study limitations. The summarized data are presented in Table 1.

A total of 122 articles were initially identified. Among these, 26 duplicates were eliminated, resulting in 96 papers remaining for further evaluation. Subsequently, the titles and abstracts of these papers were assessed by two independent reviewers according to the predefined inclusion criteria. This procedure resulted in the identification of 39 articles for a detailed full-text assessment. 9 of these studies ultimately satisfied the inclusion criteria, as illustrated in the PRISMA flowchart presented in Fig. (1).

Table 1. Details of the included articles.

Authors/Year/Country	Participants	Design	Findings	Limitations
Agyapong <i>et al.</i> 2022 Canada	College students struggle with psychological challenges and lack mental health literacy.	Reviews the evidence supporting the efficacy and effectiveness of the programs.	ResilienceNHop programs offer cost-effective and scalable psychological support for diverse mental health conditions. They enhance college students' resilience, hope, and well-being by tackling mental health issues and improving literacy.	Varying intervention intensity by age may affect how findings apply to different groups. Limited data on intervention costs and policy implications impedes understanding of feasibility and scalability.
Bazargan-Hejazi <i>et al.</i> 2021 USA	132 minority college students.	A cross-sectional survey.	Hope, optimism, and gratitude positively correlate with various aspects of well-being among minority college students, bolstering their mental health.	A small sample size and non-probability sampling method, restrict generalizability. Overlooks potential confounders.
Consoli <i>et al.</i> 2015 USA	121 Latina/o college students.	A cross-sectional study.	Hope predicted resilience and thriving, while spirituality only predicted thriving. Cultural pride also predicted thriving.	Self-selection bias, a predominantly female and young sample, and high acculturation levels among college students primarily of Mexican descent limit generalizability.
Eden <i>et al.</i> 2020 USA	425 U.S. university students.	A cross-sectional study.	Resilience, hope, and optimism significantly influenced media use, stress, anxiety, and mental health, as well as flourishing among college students.	Identify biases, acknowledge research design limitations, and consider sample generalizability issues.
Keshoofy <i>et al.</i> 2023 Canada	12 public university students.	A qualitative descriptive design with one-on-one semi-structured online interviews.	Hope complexity in behaviors, cognitive framing for student resilience, COVID-19 exacerbating concerns, and social/physical environments influencing hope and well-being, with hopeful students adapting positively.	Single-institution focus and participant representativeness are limited. COVID-19's context restricts the findings' generalizability. Virtual interviews overlook in-person interaction nuances.
Mak <i>et al.</i> 2011 China	1419 Hong Kong college students.	A cross-sectional study.	Resilience significantly correlates with positive self, world, and future cognitions, leading to increased life satisfaction and decreased depression, mediated by the positive cognitive triad.	Potential self-selection bias and the sample being specific to Hong Kong may limit generalizability.
Prasath <i>et al.</i> 2022 USA	6 private university international students.	A qualitative descriptive pilot study.	Participating in hope, resilience, and optimism activities boosted international students' well-being, aiding adaptation, self-efficacy, relationship building, and stress coping.	A small sample size limits generalizability. The intervention's format, a marathon retreat-style group experience, may not be feasible in all university settings.
Selvaraj & Bhat 2018 USA	338 public institution undergraduates.	A cross-sectional study.	Positive mental health and college students' positive psychological strengths correlate strongly. Greater PsyCap linked to improved mental health.	Single university focus limits generalizability. Causal inferences are limited by this design.
Yu <i>et al.</i> 2021 China	1971 Chinese undergraduates.	A cross-sectional study.	Resilience, hope, part of PsyCap, mediate family dynamics, and peer support impacts on college students' psychological well-being, emphasizing fostering these traits for mental health, and academic performance.	The cross-sectional design, single university sample, and cultural specificity may impact generalizability.

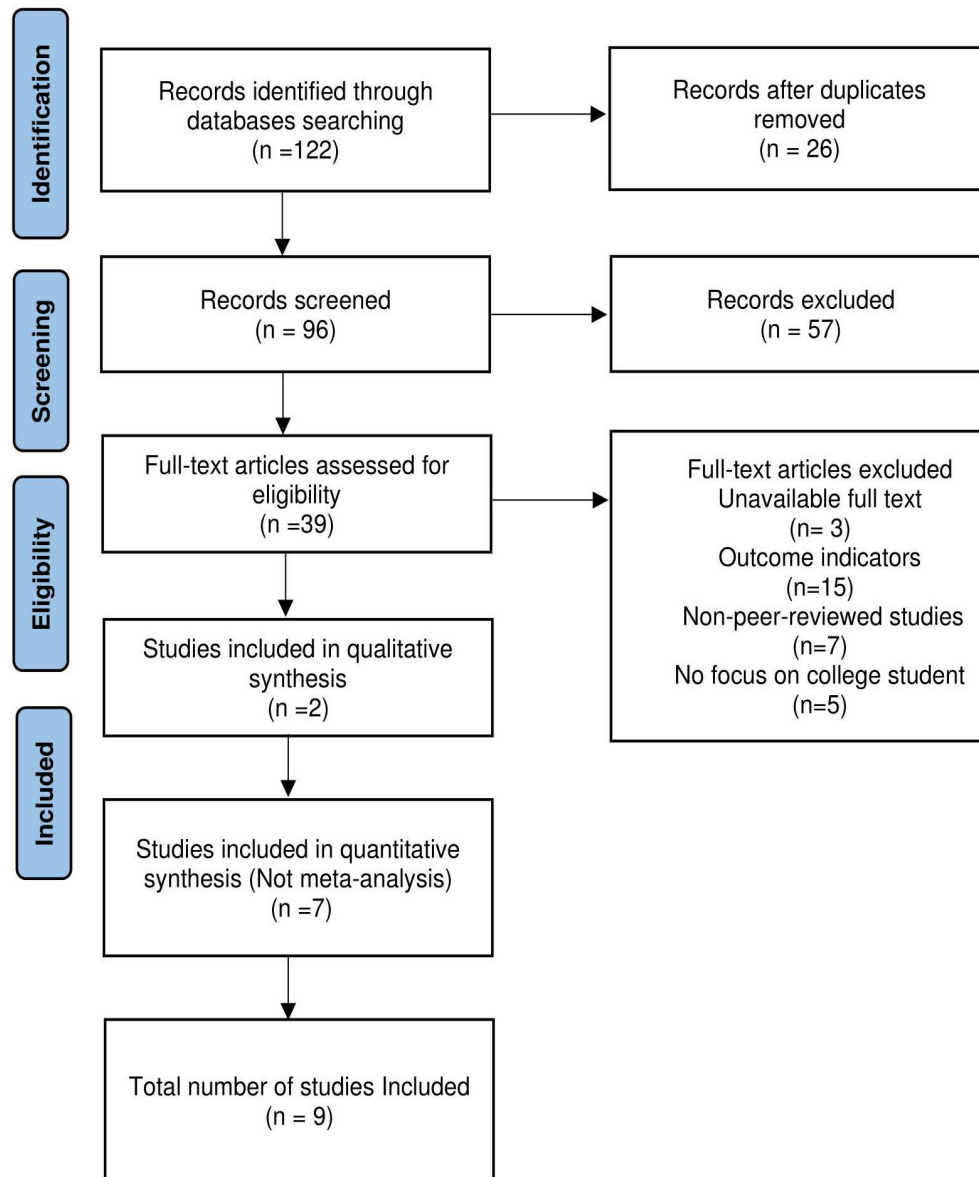


Fig. (1). PRISMA flow diagram.

2.4. Quality Assessment

The review meticulously evaluated the included studies for bias risk by two independent reviewers. For qualitative research, the CASP Qualitative Studies Checklist (2018) was utilized, with the study's quality determined using the Hall *et al.* (2018) coding system, which rates studies on a scale of 0-10 [38]. Within this system, quality is categorized into high (8-10), medium (4-7), and low (0-3) scores. The evaluation determined that the quality of one study was classified as moderate, while another was deemed high quality (see Table 2). To assess the quality of observational studies, we employed the NHLBI (National Heart, Lung, and Blood Institute) Quality Assessment Tool

(2021). Uloko *et al.* (2018) established a grading system combined with rigorous research quality and validity criteria, forming the foundation for this evaluation [39]. This grading system classifies the quality of a study as "good," which denotes a rating of 70% or more, "fair" for ratings between 50 and 69%, and "poor" for ratings under 50%, ensuring a thorough assessment of methodological soundness. Based on our quality assessment, summarized in Table 3, one study was evaluated as good quality, five as fair quality, and one as poor quality. This approach ensures a comprehensive and systematic evaluation of the included studies, adhering to high academic and methodological standards.

Table 2. Assessment of included qualitative research using the CASP tool.

Author/Year	Keshoofy <i>et al.</i> , 2023			Comments
Questions	Yes	Can't Tell	No	
Q1	√	-	-	To investigate students' perceptions and encounters of hope amidst the pandemic and pinpoint factors influencing hopefulness.
Q2	√	-	-	A qualitative technique is appropriate because the study is exploratory and focuses on individual experiences and interpretations of hope.
Q3	√	-	-	The use of semi-structured interviews aligns well, intending to explore subjective experiences and meanings of hope.
Q4	-	√	-	The use of purposive sampling is mentioned, but there's insufficient detail to assess its appropriateness fully.
Q5	√	√	√	The use of interviews focused on hope and mental health during the pandemic directly addresses the research issue.
Q6	√	-	-	There's limited information on how the researcher-participant dynamics might have influenced the responses.
Q7	√	-	-	The study mentions informed consent and ethics approval, indicating attention to ethical considerations.
Q8	√	-	-	Thematic analysis was used for qualitative data, which is appropriate for the study's nature and aims.
Q9	√	-	-	The study presents clear findings, with identified themes and illustrative quotes.
Q10	-	√	-	The value of the research is subjective and depends on its applicability and impact on the field, which is not explicitly discussed.
Grading				7/10

Author/Year	Prasath <i>et al.</i> , 2022			Comments
Questions	Yes	Can't Tell	No	
Q1	√	-	-	To develop and evaluate a strength-based support group for international college students is clearly stated.
Q2	√	-	-	Considering the focus on personal experiences and perceptions of participants, a qualitative approach is fitting.
Q3	√	-	-	The design, involving a pilot study with qualitative feedback from participants, aligns with the study's exploratory and developmental nature.
Q4	√	-	-	The recruitment process targeted the specific group of interest (international students) and is thus appropriate for the study's aims.
Q5	√	-	-	The data collection through individual interviews and thematic analysis was suitable for exploring participants' experiences and perspectives.
Q6	-	√	-	The article does not provide extensive detail on how the relationship dynamics between researchers and participants were managed.
Q7	√	-	-	The study mentions obtaining informed consent and ethical approval, indicating attention to ethical concerns.
Q8	√	-	-	The thematic analysis approach is appropriate for qualitative data, and the study details its analytical process.
Q9	√	-	-	The study provides clear thematic findings based on the participants' feedback and experiences.
Q10	-	√	-	The value is subjective and depends on its contribution to the field and applicability in similar contexts, which is not explicitly discussed in detail.
Grading				8/10

Table 3. Assessment for observational cohort and cross-sectional studies by the nhlbi quality assessment tool.

Studies/Author/Year	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Appraisal
Agyapong <i>et al.</i> , 2022	Y	Y	NR	Y	NR	CD	CD	NR	Y	NA	Y	CD	NA	NR	5/14 (Poor)
Bazargan-Hejazi <i>et al.</i> , 2023	Y	Y	Y	Y	N	CD	CD	NR	Y	NA	Y	CD	NA	Y	7/14 (Fair)
Consoli <i>et al.</i> , 2015	Y	Y	CD	Y	N	Y	Y	NA	Y	N	Y	NA	NA	Y	8/14 (Fair)
Eden <i>et al.</i> , 2020	Y	Y	CD	Y	N	NA	Y	Y	Y	N	Y	NA	NA	Y	8/14 (Fair)
Selvaraj & Bhat, 2018	Y	Y	CD	Y	N	Y	Y	NA	Y	N	Y	NR	NA	Y	8/14 (Fair)
Yu <i>et al.</i> , 2021	Y	Y	CD	Y	N	CD	Y	N	Y	NA	Y	CD	NA	Y	7/14 (Fair)
Mak <i>et al.</i> , 2011	Y	Y	CD	Y	N	Y	Y	Y	Y	N	Y	NA	NA	Y	9/14 (Good)

Note: Y= Yes; N= No; CD = cannot be determined; NA = not applicable; NR = not reported.

3. RESULTS

3.1. Summary of Included Studies

A review of nine articles (see Table 4) reveals a global perspective on college students' psychological well-being,

with studies spanning from 2011 to 2023 across Canada (n=2), the USA (n=5), and China (n=2). These studies involved 4424 participants from various educational backgrounds, including college students from diverse fields such as nursing, medicine, allied health programs,

Table 4. Summary of included studies under the TCCM framework.

T (Theory)	C (Context)	C (Characteristics)	M (Methodology)
1. Psychological Capital (PsyCap) Theory: Encompass hope, efficacy, resilience, and optimism as positive psychological traits.	1. Cultural backgrounds: Including college students from various countries such as the USA (n=2), Canada (n=5), and China (n=2).	1. Participants: Primarily college students, with age ranges of approximately 18-25 years.	1. Research designs: Predominantly cross-sectional designs; Some longitudinal studies and intervention research
2. Resilience Theory: Emphasize individuals' ability to adapt and recover in the face of adversity.	2. Educational settings: Covering both public and private universities, as well as various disciplines (e.g., nursing, medicine, arts).	2. Sample sizes: 4424 participants, varying from small-scale qualitative studies (6 participants) to large-scale quantitative studies (1971 participants).	2. Data collection: Questionnaires: Using standardized scales to measure positive psychological traits, mental health, etc. Interviews: Used for the in-depth understanding of participants' subjective experiences
3. Hope Theory: Focus on individuals' pursuit of goals and ability to plan pathways to achieve them.	3. Special circumstances: Some studies focus on college students' mental health in the context of the COVID-19 pandemic.	3. Special groups: Some studies focus on specific groups, such as ethnic minorities and international students.	3. Data analysis: Quantitative analysis: Correlation analysis, regression analysis, ANOVA, etc. Qualitative analysis: Thematic analysis
4. Positive Cognitive Triad: Including positive views of self, world, and future.	4. Social support: Examining the influence of factors such as family cohesion and peer support.	4. Psychological traits: Emphasizing hope, optimism, resilience, self-efficacy, and other positive psychological attributes.	4. Measurement tools: Psychological Capital Questionnaire (PCQ); Connor-Davidson Resilience Scale; Hope Scale; Mental Health Continuum-Short Form (MHC-SF), etc.
-	-	-	5. Reliability and validity: Most studies reported internal consistency reliability (Cronbach's α) of the scales used, with most above 0.70, indicating good reliability of the measurement tools.

and different university levels from freshmen to seniors. Some studies focused on minority, Latina/o, and international college students, indicating a broad range of cultural and educational contexts.

The methodologies across the reviewed studies encompass a diverse range of approaches, including seven quantitative studies and two qualitative studies. These methodologies are aimed at exploring psychological constructs such as resilience, hope, and well-being among college students, employing tools like standardized questionnaires, semi-structured interviews, and focus groups. One article is different, undertaken in Canada by Agyapong *et al.* (2022), which explored the Resilience NHope program, an evidence-based suite of non-interactive services designed to support psychological well-being and improve mental health literacy among college students [40].

Numerous studies have demonstrated a positive relationship between resilience, dispositional hope, and psychological well-being. Mak *et al.* (2011) found that resilience is positively correlated with both hope ($r = 0.52$, $p < 0.001$) and life satisfaction ($r = 0.39$, $p < 0.001$) and negatively correlated with depression ($r = -0.38$, $p < 0.001$) [35]. In parallel, hope is positively associated with life satisfaction ($r = 0.65$, $p < 0.001$) and negatively associated with depression ($r = -0.61$, $p < 0.001$) [35]. Since life satisfaction is a key indicator of psychological well-being [41] and depression often arises from a deficiency in psychological well-being [42], these findings underscore the interconnection of these constructs. Morgan Consoli *et al.* (2015) also reported positive correlations between resilience and hope ($r = 0.59$, $p < 0.01$), as well as between resilience and thriving ($r = 0.58$,

$p < 0.01$) [33]. Similarly, hope is positively correlated with thriving ($r = 0.40$, $p < 0.01$) [33]. Thriving, which is closely linked to psychological well-being, positively influences individual outcomes [43]. Furthermore, psychological well-being strongly correlates with mental health ($r = 0.902$, $p < 0.01$) and has a slightly weaker, though still significant, relationship with PsyCap—a construct that includes resilience and hope ($r = 0.633$, $p < 0.01$) [34].

Key findings across these articles include the positive impacts of resilience and hope on psychological well-being, the role of positive psychological constructs in mediating stress and enhancing well-being, and the effectiveness of interventions in improving mental health literacy and psychological support. The studies underscore the significance of fostering psychological strengths among college students to navigate the challenges of higher education and life transitions.

However, limitations such as potential biases, inadequate sample sizes, the cross-sectional nature of several studies, and issues related to generalizability are noted, indicating the need for cautious interpretation of the results and suggesting directions for future research to elucidate further these relationships and their implications for mental health interventions in college populations.

3.2. Synthesis of Results

The studies collectively underscore the significance of resilience, hope, and psychological well-being among diverse college students, which are crucial for navigating academic and personal challenges. Positive relationships between resilience, hope, and psychological well-being are

highlighted through interventions like ResilienceNHope programs [40], strength-based support groups [44], and considering individual and environmental factors [1, 12, 32]. These studies emphasize the fostering of resilience, hope, and psychological well-being through PsyCap, supportive environments, and adaptive coping strategies [32, 34, 35, 44].

3.2.1. Hope's Impact on Resilience and Psychological Well-being

Hope significantly predicts resilience and thriving [32-34]. It is positively associated with mental health and reduces stress, anxiety, and depression [32, 35]. Positive cognitions linked to hope contribute to psychological well-being [12, 35]. Strategies fostering hope are considered crucial for mental adjustment in unexpected situations [44].

3.2.2. Resilience's Role in Psychological Well-being

Resilience, as a multifaceted concept, shows a positive correlation with hope [12, 13, 32-35]. It boosts mental well-being, leading to higher life satisfaction and lower depression [35]. Resilience acts as a moderator against the negative impacts of stress, anxiety, and various challenges [13]. Cultivating resilience is crucial for active coping, especially during times of crisis and change [12].

3.2.3. Positive Psychological Constructs and Interventions

Positive psychological constructs correlate positively with mental health, suggesting interventions can improve students' well-being [1, 34, 44]. Strength-based approaches, focusing on positive psychological factors, effectively enhance psychological well-being [44]. Innovative programs, such as ResilienceNHope, demonstrate evidence-based interventions' potential for various mental health conditions. E-mental health interventions help address psychological distress, improving psychological well-being literacy in college students [40].

4. DISCUSSION

The reviewed studies highlight the integral role of resilience, dispositional hope, and psychological well-being in the lives of college students. The findings consistently demonstrate that these constructs are positively interconnected, with resilience and hope serving as critical predictors of psychological well-being. Specifically, the research indicates that hope not only enhances resilience but also contributes to mental health by mitigating stress, anxiety, and depression. This is further supported by interventions like ResilienceNHope and strength-based support groups, which have proven effective in fostering these positive psychological attributes. However, despite the strong agreement on the positive correlation between resilience, hope, and psychological well-being, the studies reveal some discrepancies regarding the effectiveness of various interventions across different contexts. For instance, while strength-based approaches and PsyCap interventions are generally effective, their impact may vary depending on individual and environmental factors,

indicating a need for tailored approaches. Additionally, although e-mental health interventions show promise, further research is needed to establish their long-term efficacy. Research on the combined variables of resilience, dispositional hope, and psychological well-being among college students appears to be in its early stages. While each concept has been widely studied independently, integrated studies are relatively rare. Despite the limited number of studies, this review offers valuable insights into the relationship between these variables and establishes a foundation for future research.

4.1. Implications

The research findings have significant theoretical and managerial implications for promoting college students' psychological well-being. Theoretically, they underscore the interrelationship between positive psychological constructs like hope and resilience, reinforcing positive psychology frameworks and highlighting their synergistic effects on well-being. These constructs serve as protective factors against stress, deepening our understanding of resilience and coping mechanisms. The importance of cultural and contextual factors in shaping these constructs suggests the need for more comprehensive theoretical models. Managerially, these insights advocate for strength-based, culturally sensitive interventions tailored to diverse student populations [32, 33, 44]. Colleges are encouraged to integrate innovative, evidence-based approaches like PsyCap interventions into their mental health services [34, 40] and to develop comprehensive support systems that consider family functioning [1, 12]. Implementing these recommendations requires cross-departmental collaboration within colleges and the establishment of long-term monitoring and evaluation systems. By adopting a more holistic, positive, and personalized approach to student mental health, higher education institutions can better foster academic success, life satisfaction, and psychological well-being among their students. This integrated perspective calls for a shift towards more preventative and positive mental health strategies in college settings, aligning theoretical advancements with practical, student-centered interventions.

4.2. Limitations and Future Research

This review has limitations even though it adhered to a strict systematic approach and took a global view of the existing research. One limitation of this study is the absence of a pre-registered review protocol. Future research should consider pre-registering protocols to enhance transparency. Second, the limited number of included studies restricts our ability to draw broad conclusions and may impact the generalizability of the results. A small sample size might underrepresent certain cultural contexts or subgroups, limiting our understanding of these variables across different settings. Future studies should focus on exploring the interactions among these three variables, particularly in culturally diverse groups of college students. Additionally, the review mostly ignored grey literature sources, drawing from 1 Chinese and 5 English-language databases. It exclusively considered papers in English and Chinese, thereby restricting the

inclusion of studies in other languages. Furthermore, our inclusion criteria focused on peer-reviewed studies available in full text, potentially introducing publication bias and constraining the number of studies incorporated in the review. Consequently, it is imperative to exercise caution when interpreting the conclusions. Lastly, we recognize the absence of meta-analysis as a limitation of this study and recommend that future research consider more refined quantitative analyses when conditions allow.

CONCLUSION

This study is the first to comprehensively summarize evidence regarding the correlation between college students' psychological well-being, dispositional hope, and resilience. Unlike previous reviews, which often focused on one or two concepts [15, 45-48], our approach seeks to address a research gap by investigating the interplay among these three factors. Previous studies, as highlighted in this review, predominantly utilized a cross-sectional design. Future research has to use a variety of study methods to provide a more comprehensive knowledge of resilience, dispositional hope, and psychological well-being. Additionally, there is a need for further investigation to compare how the interaction between resilience, dispositional hope, and psychological well-being manifests among college students in different countries.

AUTHORS' CONTRIBUTION

EZ contributed to the study's concept and design, MA collected the data, NH analyzed and interpreted the results, and ZY drafted the manuscript. All authors reviewed the results and approved the final version of the manuscript.

LIST OF ABBREVIATIONS

PsyCap = Psychological Capital
 PRISMA = Preferred Reporting Items for Systematic Reviews and Meta-Analyses
 NHLBI = National Heart, Lung, and Blood Institute

CONSENT FOR PUBLICATION

Not applicable.

STANDARDS OF REPORTING

PRISMA guidelines and methodology were followed.

AVAILABILITY OF DATA AND MATERIALS

The data and materials in the manuscript are derived from the references and have been listed.

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CONFLICT OF INTEREST

The authors declare no conflict of interest, financial or otherwise.

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Declared none.

SUPPLEMENTARY MATERIAL

PRISMA checklist is available as supplementary material on the publisher's website along with the published article.

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