Mental Well-Being and Life Satisfaction as the Outcomes of Life Orientation and Resilience among University Students

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Abstract

The purpose of this study was to investigate into how life orientation and resilience affect university students' sense of life satisfaction and mental health. It was hypothesized that the correlation between life orientation, resilience, mental health, and life satisfaction would be statistically significant. It was also hypothesized that resilience and life orientation would be significant predictors of life satisfaction and mental-wellbeing, and mental well-being and life satisfaction would have significant differences in terms of gender. The study's sample (N=300) was drawn from university students. Purposive sampling was employed to choose all participants, with age ranging from 18 to 29 years. The Life Orientation Scale (1994) developed by Scheier, the Resilience Scale (NMRQ) developed by McBride (2020), the Warwick Edinburgh Mental Well-being Scale (2006), and the Life Satisfaction Scale (SWLS) developed by Deiner (1985) were used to assess university the study variables. The current study showed that life satisfaction, resilience, life orientation, and mental well-being are all significantly positively correlated. The results also revealed that resilience and life orientation strongly predict the mental health of university students. Life orientation was found to be a significant predictor of university students' life satisfaction. Male university students scored higher than female university students in terms of mental health and life satisfaction.
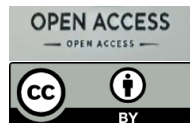
Keywords: Life Orientation, Resilience, Mental Well-Being, Life Satisfaction, And Gender

Introduction

Life Orientation is the holistic approach that deals with the individual's relationship with society. This concept focuses on emotional, physical, social, intellectual, personal development and societal growth (Erdoğdu, 2021). Life orientation provides the learning abilities, skills, beliefs, and attitudes about oneself and his environment. It makes the students cope with their problems and deal efficaciously with the tasks and troubles of life. Positive life orientation relates to all the factors linked with optimism. It is the tendency to assume that good things will happen in the future (Abbasi et al, 2022). A research work by Piper investigated positive outcomes and consequences referred to as optimism. In contrast, the tendency to assume the adverse and worst effects of the future relates to pessimism. Pessimism refers to the most favourable negligible implications. It refers to all the negative attitudes and cognitive behaviours that result in undesirable situations (Usán Supervía et al., 2020). It is linked with the person's negative discipline and the mind's negative tendency, which results in depression, anxiety, underachievement, and even worse mental health. Individuals with a negative personality are most likely to have a negative approach. Pessimistic individuals have a negative attitude and an unhappy psychological state, significantly impacting their mental health (MH) and life satisfaction (LS) (Piper, 2022). Furthermore, life orientation and resilience have a significant role in students' mental well-being (MW) and quality of life. Optimistic individuals with resilience show better levels of adaptation to deal with stressful situations and adversity.

Background

Optimism is directly linked with university students' mental well-being and LS. Individuals with an optimistic approach have more mental well-being (MW) than those who are pessimistic or have low levels of optimism. People with a positive life orientation can better cope with stressors and experience more positive consequences (Dursun, 2021). Optimism may affect mental well-being by promoting adaptive behaviours and cognitive responses linked with greater flexibility, practical elaboration, and problem-solving capacities in students (Craig et al., 2021). This way, the students better cope with the adverse situation and academic achievement. On the other hand, Nishaat (2021) examined a study in which he revealed that pessimistic individuals experience high stress and worse mental health. A negative approach to life orientation has significant negative consequences on individuals' mental health and LS. Hence, optimism and positive life orientation are essential in dealing with uncontrollable actions.

According to Lee & Jeong (2019), resilience relates to a person's ability to improve from wounds or changes brought on by distressing circumstances or cataclysmic forces. Being able to "bounce back" from traumas is what it is. It is a quality that a person must have in order survive. In addition to these benefits, resilience is a character trait and developmental factor that raises self-efficacy and encourages a positive view of one's profession, both of which have a good impact on wellbeing.

Goldie (2018) stated that mental well-being (MW) is linked to the quality and aptitude of the individual to face efficaciously with life's stressors. It is a state of well-being related to the individual's awareness of his skills and capabilities to cope with daily stressors and contributes to society. The abilities associated with mental health are linked with positive attitudes and behaviours, which significantly impact LS (Subedi & Sawhney, 2019). In addition to more, positive life orientation enhances the mental well-being (MW) and life satisfaction of university students among students in university by increasing their learning abilities. Optimism and mental well-being (MW) are about improving individuals' quality of life and making them capable of achieving their self-determined goals. Life satisfaction (LS) is one aspect of subjective well-being that is concerned with the overall assessment of one's life quality. It deals with the conscious and the cognitive assessment of the person's life (Mehrabi et al., 2021). It is also linked with the individual's mental process and the subjective evaluation of his life. It is about the assessment based on comparing a person's life experiences with personal standards. Positive life orientation and resilience significantly impact the LS of university students. A study conducted in context of Pakistani culture during covid-19 explored the mental well-being of university students while they were attending online classes the mediating role of resilience was examined in the relationship between meaning in life and mental well-being, in which it was found that the study sample generally had normal to satisfactory levels of mental well-being during COVID-19. Resilience acted as a mediator between meaning in life and mental well-being. These findings suggest that promoting meaning in life and resilience also have a role in meaning in life. (Rasheed et al., 2022). In another A study that compared working and non-working individuals in Pakistan found that those with employment reported higher levels of happiness, gratitude, and life satisfaction. Interestingly, among non-working individuals, females demonstrated greater levels of gratitude, satisfaction, and positive life orientation compared to males. Furthermore, happiness and gratitude were identified as significant predictors of life satisfaction (Khan et al.,2022), However more studies in this domain are required to better understand the relationship between Mental Well-

being, Life Satisfaction, Life Orientation and Resilience among University Students, since this domain is understudied in Pakistani context.

Problem Statement

This research proposed that life orientation is essential in giving direction to students and enhancing their learning abilities by improving mental well-being (MW) and quality of life. Optimism or pessimism is the constructor of life orientation. Optimistic students assume positive consequences and resilience, which increase their coping strategies to deal with stressors, and they have less experience dealing with anxiety and hopelessness (Avedissian & Alayan, 2021). Life orientation significantly impacts students' mental health and satisfaction with life. Optimistic people experience a lower stress level than pessimism (Britton et al., 2019). They also experience high levels of resilience as compared with pessimism. This research explored the effect of life orientation and resilience on university students' MW and LS. According to research, life orientation and resilience are related to mental well-being and life satisfaction (Carver, 2009; Luthar et al., 2000). Optimistic people report higher levels of mental well-being and life satisfaction than pessimistic people (Scheier & Carver, 1985). Resilient people are also more likely than less resilient people to have better levels of mental well-being and life satisfaction (Connor & Davidson, 2003). So keeping in view the above studies and literature it is important to see how Mental Well-being, Life Satisfaction, Life Orientation and Resilience among University Students plays a role, since there is a scarcity of literature under this domain in Pakistani context.

Research Aims

The research aim indicates the goal of the study. It gives plans and strategies to test the existing problem (Flick, 2015). This research intended to analyse the influence of life orientation and resilience on university students' LS and MW. The research area was limited to examining the phenomenon in this domain, so research explored the effect of life orientation and resilience on university students' life satisfaction (LS) and mental well-being (MW).

Research objectives
The objectives of the study include the following;
- To analyse the role of life orientation and resilience in university students life satisfaction (LS) and mental well-being.
- To observe the influence of life orientation and resilience on university students' mental well-being and life satisfaction (LS).

- To discover the connection among university students' life orientation, resilience, mental health, and life satisfaction (LS).

Hypotheses

H_0: There is no effect of life orientation and resilience on university students' mental well-being and life satisfaction.

H_1: There is a positive impact of life orientation and resilience on university students' mental well-being and life satisfaction.

H_2: There is a negative impact of life orientation and resilience on university students' mental well-being and life satisfaction.

Rationale of the study

The justification of this study is to analyse the role of life orientation and resilience in university students' LS and mental well-being. This study discovered how positive life orientation and resilience effectively enhance university students' LS and mental well-being. The importance of life orientation and resilience in the LS and the mental health of university students in the Western setting has been the subject of numerous studies (Labrague, 2021; Rand et al., 2020; Schleier & Carver, 1985). Rarely does a study concentrate on the Pakistani environment in this field. It is clear that there was a pressing need to look into the function of life orientation, life satisfaction and strengths in the mental well-being of university students in the Pakistani context given the significance of a positive life orientation and strengths as well as the literature vacuum mentioned above. So, this research provided insight to enhance the positive effect of life orientation and resilience on university students' life satisfaction and mental well-being. This research also explained how positive life orientation and resilience affect university students' life satisfaction and mental well-being.

Significance of the study

This research is essential in understanding the role of life orientation and resilience in university students' LS and mental well-being. This study is also significant in exploring the impact of positive and negative life orientations on mental well-being and LS. A positive life orientation or optimistic approach empowers individuals to use their talents and capabilities intellectual, emotional, spiritual, and social potential; positive life orientation and resilience strength help individuals to create skills to maintain positive interaction. This study proved helpful for future research and enhanced university students' LS and mental well-being. This present study's aim and purposes also analysed the topic more in-depth.

Literature review

The construct of life orientation is associated with positive or negative approaches refer as optimism and pessimism. Optimism and resilience significantly impact university students' life satisfaction and mental well-being (Miranda and Cruz, 2020). Life orientation and resilience prepare individuals for their life and to accomplish their goals. This learning area focuses on the beliefs, values, skills, abilities and knowledge about the self and the environment. Positive life orientation engages individuals with psychological, personal, cultural, physical activity and social engagement, responds positively to stress, and permits them to live a meaningful life with purpose. This chapter discussed the critical analysis to explore the role of life orientation and resilience in university students' life satisfaction and mental well-being.

Optimism and pessimism are directly linked with life satisfaction among students by increasing their evaluation and satisfaction with their life. A study demonstrates the significant correlations between mental well-being, optimism, and goal orientation. Goal direction positively impacts optimism and LS (Agberotimi and Oduaran, 2020). It promotes and encourages adaptive behaviours among students that lead to satisfaction that enhances the adaptive behaviours of students, which may improve their academic satisfaction and psychological development. Similarly, a research study indicated that life orientation and resilience significantly increase students' mental health by positively handling adverse situations.

Sevari et al (2020) conducted a study revealing that resilience is an essential construct and a dynamic process to increase mental well-being and LS. When a person is exposed to worse or more damaging events, it is taken into account that person's capacity to maintain the equilibrium of the normal state. Similar to this, a research study revealed that resilience does not make life's obstacles and difficulties go away; rather, it enhances people's capability and gives them the strength to successfully deal with problems (Kardas et al, 2019). They also overcome adversity, go on with their lives, and increase their mental well-being and LS. Resilience enhances mental well-being by enhancing coping. A study conducted by Santilli delved into the concept of resilience, framing it as a subjective encounter with psychosocial and psychological hazards. This perspective underscores the multifaceted repercussions of how individuals respond to adverse circumstances in the present and manage challenging situations. Resilience is regarded as a factor that enhances the mental well-being and adaptive abilities of college students. It represents the capacity to "rebound from adversity" and forms an integral part of overall psychological and physical

health (Santilli, 2020). Seligman presented his explanatory theory of optimism (Winsor, 2022). According to this theory, individuals who perceive stressful adverse life events and failures and do not cope with these personal shortcomings are pessimistic while effectively dealing with the adverse situation and assuming the positive things in life make them optimistic (King & Belkin, 2020). These people think of adverse events as temporary and external causes. In this way, an optimistic approach increases university students' mental well-being and LS. On the other hand, the dispositional theory of optimism explains that positive life orientation is directly linked to lessening stress, anxiety, and depression (Li & Frese, 2019). And these individuals experience more emotional and physical well-being. Resilience theory was presented by Dr Norman Garmezy, who explained that the nature of adversity and how to deal with it is very important (Malin et al, 2019). It is a necessary construct which explains that resilience helps to recover, survive and helps to bounce back. All these theories are efficient in providing the theoretical framework and analysing the role of life orientation and resilience in university students' mental well-being and life satisfaction.

Literature gap

In-depth literature is reviewed and analysed to explore the role of life orientation and resilience in university students' mental health and satisfaction with life. There is limited literature on the role of life orientation and resilience in university students' MW and LS. There is also limited study to explore the effect of positive and negative life orientation on university students' LS and MW. The current study has conducted an in-depth examination of the literature. Despite a lack in the literature, there is still sufficient data available. The goal of current research is to fill the knowledge gap and promote in-depth research into the study problem.

Research Methodology

Research philosophy

The objective of the research methodology is to provide the researcher with the tools required to develop an exhaustive procedure for choosing the appropriate study plan. Here we provides an explanation of the study's approach, design, method, and analysis. Here we also discuss sampling techniques and sample size. The process for acquiring data and performing data analysis is also covered in this chapter. Limitations of the research have also been discussed. Research philosophy covers a wide range of subjects including the source, nature, and origin of knowledge. It is an opinion about how data is collected, examined, and applied. Because the data in this study depends on quantitative characteristics and analysis, positivist philosophy was applied. Since the nature of the data utilized

in this study was objective and the deductive method is always suited to evaluate objective data, this research also used the deductive approach and a quantitative design to perform the investigation. The study's sample (N=300) was drawn from university students. Purposive sampling was employed to choose all participants, with age ranging from 18 to 29 years.

Table 1: Descriptive Statistics of Demographic Variables of the Sample (N = 200).

Variables	f	%
Gender		
Female	150	50
Male	150	50
Year of Education		
1st	75	25
2nd	75	25
3rd	75	25
4th	75	25
Mother's Education		
None	18	6
School	63	21
College	139	46.3
University	80	26.6
Father's Eductation		
None	10	3
School	72	24
College	68	22.6
University	150	50

Research tools

In this study, various questionnaire surveys were used as the study tool for the collection of data and to analyse how life orientation and resilience affect university students' MW and LS.

The life Orientation Scale (Scheier,1994), has been proven to exhibit strong internal consistency, test-retest reliability, and convergent and discriminant validity (Scheier et al., 1994; Scheier & Carver, 1985). The scale has also been shown to predict a variety of outcomes, such as health, well-being, and coping (Gallagher et al., 2007; Scheier et al., 1994).

Resilience scale (NMRQ) developed by (McBride,2020), is a ten-item self-report test of resilience (McBride, 2020). Positive thoughts and actions (5 items) and problem-solving (5 items) make up the scale's two subscales. Items are scored on a 5-point Likert scale, with higher scores indicating better resilience.The NMRQ has been found to have strong internal consistency, test-retest reliability, and convergent and discriminant validity (McBride, 2020). The scale has also been shown to predict a range of outcomes, such as stress, coping, and well-being (McBride, 2020). Warwick Edinburgh Mental Well-being Scale (2006*).*

The Warwick Edinburgh Mental Well-being Scale (WEMWBS) is a 14-item self-report questionnaire designed to assess psychological well-being (Fife-Schaw et al., 2006). The measure is divided into two subscales: positive well-being (seven items) and negative well-being (seven items). The items are scored on a 5-point Likert scale, with higher scores indicating greater happiness. The WEMWBS has demonstrated good psychometric qualities such as high internal consistency, test-retest reliability, and convergent and discriminant validity (Fife-Schaw et al., 2006; Strathdee, MacLennan, & Murray, 2015). The scale has also been shown to predict health, well-being, and quality of life outcomes (Bech, Huser, & Schofield, 2018; Strathdee et al., 2015)

Satisfaction With Life Scale (SWLS), a 5-item self-report measure that assesses overall life satisfaction. Items are scored on a 7-point Likert scale, with higher scores indicating better levels of life satisfaction. The SWLS has demonstrated good psychometric qualities such as high internal consistency, test-retest reliability, and convergent and discriminant validity (Diener et al., 1985; Diener, Emmons, Larsen, & Gryphon, 1984). Diener et al., 1985; Diener & Diener, 1994) discovered that the scale predicts a number of outcomes, including health, well-being, and happiness.

Operational Definitions

Mental well-being

"It is a complex and multifaceted construct that encompasses a range of positive psychological states, including:

Emotional well-being: The ability to experience and express a range of positive emotions, such as happiness, joy, and contentment, while also effectively managing negative emotions, such as sadness, anger, and anxiety.

Psychological well-being: The ability to think clearly, make sound decisions, and solve problems effectively. It also includes the ability to cope with stress and challenges in a healthy way.

Social well-being: Having positive and meaningful relationships with others, feeling connected to one's community, and having a sense of belonging."

Life Satisfaction

"Life satisfaction is a subjective evaluation of one's overall life, reflecting a judgment about how well one's life has turned out compared to what one might have hoped or expected. It is typically assessed using self-report measures that ask individuals to rate their satisfaction with various aspects of their lives, such as their relationships, work, health, and leisure activities".

Life Orientation

"Life orientation refers to a person's general expectancy about the occurrence of positive or negative outcomes in their lives. Optimism is characterized by the belief that good things will happen, while pessimism is characterized by the belief that bad things will happen."

Resilience

"Resilience is the ability to adapt and cope effectively with stress, adversity, and change. It involves bouncing back from difficult experiences and maintaining a positive outlook despite challenges".

Sampling strategy

The term sampling refers to the procedure of selecting a sample (Mishra & Alok, 2022). It is essential to evaluate the accuracy of the study. In this research, the purposive sampling technique was utilised. Young individuals were chosen for this purpose and informed about the research as well as given guidance. All the rules were explained to participants, who might exit the research at any moment.

It was agreed upon, and demographic information was completed beforehand. The questionnaires were filled out by the participants, and confidentiality was ensured.

Procedure

Data were directly gathered for the current investigation using primary approaches. Examining the impact of life orientation and resilience on university students' MW and LS was the goal of the questionnaires.

Data analysis

Following data collection, the collected data underwent analysis and interpretation. Initially, an online survey was conducted to directly gather responses. Subsequently, data analysis was carried out using the SPSS software, which stands for the Statistical Package for the Social Sciences. Microsoft Excel was employed to explore the dataset. This research follows a quantitative research design, utilizing diverse quantitative data analysis methods such as correlation and regression analysis. The data were systematically collected in alignment with specific inclusion and exclusion criteria, and subsequently, an analysis was performed to uncover the influence of life orientation and resilience on the mental well-being (MW) and life satisfaction (LS) of university students.

Ethical consideration

Research conclusion must be objective and honest in order to demonstrate the integrity of the researcher (Oliver, 2010). All of the university's rules of conduct and ethical principles were taken into consideration when conducting this study. Plagiarism, data printing, and data influence were all avoided when conducting this study.

Research limitations

Due to the shortcomings of the research investigation, the validity and reliability of the findings are questioned (Chetwynd, 2022). Time and financial constraints were the two main limits on the research because the funding could not enable deeper studies. Although there were a number of limitations, effective methods were taken to make sure that the overall findings of the study wouldn't have been adversely affected. This study used correlational method and was quantitative in nature, a qualitative study maybe be conducted for more in depth results.

Results

The outcomes were examined using descriptive and inferential statistics. The reliability of the scales was investigated using reliability analysis. Pearson

correlation was used to assess the correlation between the key study variables, correlation was used. The efficacy of life orientation and resilience as predictors of LS and MW was examined using multiple linear regression. T-test for independent samples was utilized to compare the LS and MW of men and women. The impact of life orientation and resilience on LS was investigated using multivariate testing. Cronbach's alpha analysis of reliability was conducted to examine the validity of the research's scales. The results are presented below in the table.

Table 2: *Psychometric Properties of Scales Used for assessing study variables (N=300)*

Scales	M	SD	Range	Cronbach's *α*
Life Orientation	27.67	6.20	6-24	.75
Resilience	44.86	8.18	18-60	.87
Mental Well-being	54.85	10.5	14-70	.93
Life Satisfaction	26.06	6.53	8-47	.88

The mean, standard deviation, response range, and Cronbach's alpha are all shown in this table. Scales' Cronbach's alpha, which ranged from .75 to .93, was found to be acceptable.

Table 3: Correlations among Life Orientation, Resilience, Metal Well-Bieng and Life Satisfaction (N=300)

Variables	*M*	*SD*	1	2	3	4
1 Life Orientation	16.57	3.95	-	-	-	-
2 Resilience	44.90	8.25	.52**	-	-	-
3 Mental Well-being	54.67	10.6	.46**	.87**	-	-
4 Life Satisfaction	44.90	6.66	.48**	.59**	.41**	-

$**p< .01$ Note LO=Life Orientation, RS= Resilience, MWB= Metal Well-Bieng and LS= Life Satisfaction

Table 2 revealed that, there is a significant positive correlation between LO and LS *(r=.48**,p<.01),*MWB *(r =.46**, p.01)* and RS *(r =.52**, p.01).* The results also show a highly significant positive correlation among all study variables.

Table 4: Mean comparsion to Investigate gender differences on Mental Well-Being and Life Satisfaction (N=300)

	Male		*Female*		*t*(298)	*p*	Cohen

	M	*SD*	*M*	*SD*			
MWB	57.0	10.6	52.3	10.0	3.95	.00	3.33
LS	27.9	6.22	24.6	6.67	4.49	.00	3.23

Note. MWB= Metal Well-Bieng and LS= Life Satisfaction

Table 3 showed that there are significant mean differences in males and females in terms of mental well-being and life satisfaction. The resultes show that Men score significantly higer then women in terms of MWB *(M =.57, SD = 10.6), t* (298),*p<.01* and LS *(M = 27.9, SD = 6.22), t* (298),*p<.01.*

Table 5: Regression Coefficients of Study Variables for Predicting Mental Well-Being (N=300)

Predictors		B	*SE*	*β*	*R²*	*ΔR²*
Constant					.21	.21
LO		1.23	.138	.46***		
Constant					.54	.33
LO		.272	.124	.10***		
RS		.872	.059	.67***		
*Dependant Vairable: Mental Well-Being Note: *p<.05, **p<.01, ***p<.001.* *Note:LO=Life Orientation, RS= Resilience*						

Table 4 shows the results of multiple regression analysis. . Life orientation substantially contributed to the first step and accounted for 21% variation with F(79.8) *(β =.46**, R²=.21, p<001)*. The model's second phase incorporated life orientation and resilience, which helped explain for the 54% disparity in mental well-being *(β = .679**, R²=.544, ΔR²=.333, F =216.678, p <.001).*

Table 6: Life Orientation and resilience for predicting variance in Life Satisfaction (N=300)

Predictors		B	SE	*β*	*R²*	*ΔR²*
Constant					.235	.24
Life Orientation		.816	.085	.48***		
Constant					.390	.16
Life Orientation		.403	.090	.23***		
Resilience		.374	.043	.46***		

Dependant Variable: Life Satisfaction *p<.05, **p<.01, ***p<.001 Note: LO=Life Orientation, RS= Resilience*

The results of the multiple regression analysis are shown in this table. A two-level analysis was conducted. Life orientation significantly contributed to the first model's variance and accounted for 23% of variance with $F=(79.8)$, ($\beta=.48**$, $R^2=.24$, $p<001$). The second model includes life orientation and resilience, which combined explained 39% of the variance in Life Satisfaction with $F=(79.8)$, ($\beta=.46**$, $R^2=.39$, $\Delta R^2=.16$, $p<.001$).

Additional Findings.

Table7: Multivariate Analysis of Variance for effects of gender and Life Orientation on Mental Well-being and Life Satisfaction (N=300)

Sources of Variance	Dependent Variable	SS	Df	MS	F	P	η^2	Observed Power
Gender								
	MWB	549.29	1	550.28	6.06	.14	.02	.69
	LS	264.45	1	266.55	7.92	.05	.02	.80
Life Orientation								
	MWB	5223.58	2	2611.79	28.78	.00	.16	1.00
	LS	2436.54	2	1223.34	35.07	.00	.19	1.00
Gender*Life Orientation								
	MWB	135.28	2	67.64	.74	.47	.00	.17
	LS	67.572	2	33.78	1.00	.36	.00	.22
Error								
	MWB	26673.5	294	90.72				
	LS	9887.51	294	33.63				
Total								
	MWB	930243.00	300					
	LS	220931.00	300					

$p < .001***$

The results of the Two-way MANOVA analysis reveal that mental health is significantly influenced by gender. Likewise, a substantial impact of gender on life satisfaction is evident, with F (1, 299) = 6.065, p < .001, partial eta squared = .020, and a notable observed power effect of .690. Additionally, the effect of gender on life satisfaction is statistically significant, as evidenced by F (1, 294) = 7.92, p < .001, partial eta squared = .026, with an observed power effect of .801.

Furthermore, life orientation demonstrates a significant main effect on life satisfaction (F (1, 294) = 28.78, p < .001), with an observed power implication of

1.00. It also exerts a significant primary influence on mental well-being *(F (1, 294) = 36.07, p < .001)*, with a full observed power effect of 1.00. The results of the Two Way MANOVA study also showed that the relationship between gender and life orientat+ion and mental well-being is non-significant. The effect of the observed power is *.17* for *F= (2, 294) 746*, p = ns, partial eta squared =*.005*, and.*224* for *F (2, 294) 1.005.*

Summary of the results

With regards to mental well-being and life satisfaction among university students, there were considerable mean differences between men and women. Men scored much better on LS and mental well-being than women did. Most of the variables showed significant correlations in the directions that previous research had predicted (i.e., positively). Among university students, life orientation and resilience play an important part in predicting mental health and life satisfaction. Multivariate analyses showed that while the interaction effect is non-significant, gender and life orientation significantly impacted life satisfaction and mental well-being.

Discussion

The primary data analysis of this research study work has shown the role of life orientation and resilience on university students' mental well-being and satisfaction in life. The findings of the study revealed an association between life satisfaction, resilience, and life orientation. The results of this study contribute to developing understanding of university students' mental well-being and sense of fulfillment in life.

The first objective of the research is to investigate how life orientation and resilience affect university students' mental health and life happiness. According to study, resilience and optimism have a major positive impact on university students' mental health and sense of fulfillment in life. These findings support Antonio & Zayas' findings that optimism predicts mental well-being through encouraging coping and adaptive behaviors as well as cognitive reactions associated with problem-solving ability. Optimism in students helps to lessen psychological pain brought on by a change in their lives by increasing resilience (Antonio & Zayas, 2018). On the other hand, pessimism reduces the good consequences and enhances tension and stress. Hence, positive life orientation and resilience give students a positive direction and increase their mental well-being and satisfaction in life.

The second objective of this research was to inquire about resilience and life orientation as predictors among university students' mental well-being and life satisfaction. This research indicated that resilience help to decrease psychological anxiety, distress and depression and helps tackle stressful situations. Optimism and resilience help to reduce the negative consequences and significant predictors of satisfaction in life and the mental well-being of university students. These findings are consistent with the previous findings, which revealed a direct association between orientation in life, resilience, mental well-being and satisfaction in life among students (Ungar & Theron, 2020). These studies explained that the optimistic approach helps the students to be happier and assume positive outcomes in adverse situations.

In contrast, the students with a pessimistic approach assume adverse consequences in a negative situation. Hence, University students' mental health and life satisfaction are predicted by resilience and life orientation. Positive life orientations have been linked with better mental health than negative ones (Tkatch & MacLeod, 2021). More self-esteem, pessimism, and low self-confidence are present in optimistic students. Lack of relationships and low self-esteem can both harm one's mental wellbeing. However, there is a strong inverse relationship between resilience and poor mental health, including anxiety, stress, depression, and negative emotions, and a strong inverse relationship with good mental health, including subjective well-being, life satisfaction, and positive emotions.

The third research objective aimed to investigate a substantial gender disparity concerning mental well-being and life satisfaction among university students. Additionally, findings of this study revealed considerable disparities in gender among university students in terms of life satisfaction and mental health. It demonstrated that men have higher levels of life satisfaction and mental well-being than women. The research hypothesis was supported by the body of literature. In a study on the mental health and life satisfaction of men and women, Matud & Fortes (2019) observed into gender differences and the mental health of men and women.

Similar to this, Batz & Tay (2018) investigated how well-being affects gender differences and an individual's mental health. So, despite being popular in the community, the researchers discovered a difference in men's and women's emotional wellbeing. Both men and women's mental health abilities showed notable complexities. Young men with high resilience levels were found to be more content with their lives than women. These findings are consistent with the previous literature (Carriedo et al, 2020) and results revealed that men with optimism had been linked with more positive consequences and reduced

depressive symptoms than women. Men students with positive life orientation and resilience increase their adaptive behaviours, social skills, and problem-solving capabilities. At the same time, those with negative life orientation experience depressive symptoms, low life satisfaction, and mental well-being more than women.

Implications

Since the study is grounded on the correlational research design, the causal relationships among the study variables cannot be assumed. For this study, college students were taken into consideration. To maintain an extensive range in studies to be conducted in future, adults who do are not university can also be included in the study population. This quantitative survey-based study was conducted. Qualitative research can also be done quickly. For future research, the mixed-method technique should be adapted to discover the better insights.

The current study has several implications for future research and clinical practice. This study raises important questions for educational institutions. The stakeholders will benefit from the guidance given to the anxious adults in order to improve their life satisfaction and mental well-being. Educational institutions can run media campaigns, workshops, and seminars to educate adults on how to live happier, healthier lives. Additionally, this study is indigenous, in contrast to earlier research, and will be extremely helpful in Pakistan's educational system. It has a wide range of effects on the study of positive psychology. The findings of the study will help close the positive psychology literature gap. This study has numerous applications in the world of counseling.

Conclusion

It has been concluded that life orientation, resilience, life satisfaction, and university students' mental health all have significant positive relationships with one another. Life satisfaction and mental health among university students are predicted favorably by life orientation and resilience. The levels of life satisfaction and mental health differ significantly. Men are happier and more mentally healthy than women are. On university students' mental well-being and life satisfaction, gender and life orientation have a strong major effect.

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