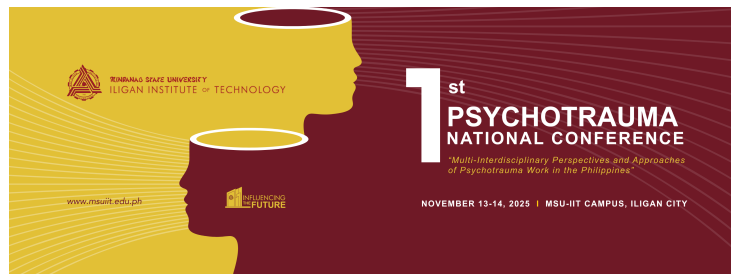


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Academic Resources and Well-Being as predictors of Academic Performance and Resilience

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Abstract. This quantitative study investigates the predictive roles of academic resources and multidimensional student well-being—encompassing psychological, physical, and social dimensions—on academic performance, emphasizing their contribution to post-traumatic recovery among students of City College, a public higher education institution. Guided by the United Nations Sustainable Development Goals (SDGs 3, 4, and 10), the study utilized multiple linear regression analysis (MLRA) on data collected from 166 stratified participants. The model demonstrated strong explanatory power, accounting for 64.6% of the variance in academic performance ($R^2 = 0.65$, adjusted $R^2 = 0.64$, $F = 73.43$, $p < .001$). All four predictors—academic resources ($\beta = 0.21$, $p = .001$), psychological well-being ($\beta = 0.24$, $p = .001$), physical well-being ($\beta = 0.22$, $p < .001$), and social well-being ($\beta = 0.30$, $p < .001$)—showed significant effects, with social well-being emerging as the strongest determinant of academic success and resilience. These results highlight that students' access to academic resources and holistic well-being collectively enhance engagement, recovery, and performance following trauma. The findings advocate for integrated educational and mental health policies that merge academic support, psychosocial care, and social inclusion to strengthen institutional resilience and promote sustainable student success in higher education.

Keywords: Posttraumatic distress, treatment efficacy, academic performance, student well-being, Sustainable Development Goals.

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