

Perceived family resilience and psychological wellbeing among migrant university students: a cross-sectional study

Sevilla Anbar Rachmah^{*)1}, Nur'aini Farida², Kusumasari Kartika Hima Darmayanti³,
Paizaluddin⁴, Ermalinda⁵, Siti Ajnaimah⁶

Program Studi Psikologi Islam, Universitas Islam Negeri Raden Fatah Palembang¹
Universitas Islam Negeri Raden Fatah Palembang²³⁴⁵⁶

*) Correspondence regarding this article should be addressed to: Author address e-mail:
sevillaanbar1501@gmail.com

Abstract: Migrant university students face academic and everyday adjustment demands while living apart from their families, making family-related resources relevant to psychological wellbeing. This study examined the predictive role of perceived family resilience in psychological wellbeing among migrant students. Using a quantitative cross-sectional correlational design, 203 students from the Faculty of Psychology, UIN Raden Fatah Palembang, were selected from a population of 410 through simple random sampling. Perceived family resilience was measured with the 32-item Walsh Family Resilience Questionnaire, whereas psychological wellbeing was assessed with the 42-item Ryff Psychological Wellbeing Scale. Simple linear regression showed that perceived family resilience significantly and positively predicted psychological wellbeing ($B = 0.739$, $\beta = 0.472$, $t = 7.600$, $p < 0.001$). The model explained 22.3% of the variance ($R^2 = 0.223$). These findings indicate that perceived family resilience remains an important relational resource for migrant students living away from home during their university adjustment process.

Keywords: perceived family resilience; psychological wellbeing; migrant university students; family resilience; emerging adulthood

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INTRODUCTION

Students who study far from their families face various adaptation demands that can affect their psychological state, while connection with parents and family support has proven to be an important resource in maintaining wellbeing and reducing stress during higher education (Kumah et al. 2026; Rani et al. 2026). This condition is becoming increasingly important because students who face psychological stress and distress with limited social support show greater susceptibility to depressive symptoms, while supportive parental communication is associated with lower levels of stress, anxiety, and depression as well as higher life satisfaction (Eisenbarth and Kirkhart 2025; Jeong, Kim, and Lee 2023). Although student resilience and wellbeing are increasingly receiving attention, recent studies have tended to emphasize either intrinsic-extrinsic determinants of student wellbeing or the development of resilience through coping, routines, emotional regulation, and support

networks; these explanations do not yet clarify how perceived family-level adaptive capacity is associated with psychological wellbeing when students live apart from their families. (Rahmasari et al. 2026; Scheffert and Henson 2025).

Research on *family resilience* shows that family resilience is related to better psychological conditions, both in the form of increased *psychological wellbeing* and positive mental health, as well as a decrease in various psychological problems (Cheng et al. 2024; Li, Wu, et al. 2025). The role of the family remains visible when individuals enter *emerging adulthood*, because parenting patterns that support basic psychological needs and family characteristics formed from the previous period contribute to wellbeing in early adulthood (Cohrdes et al. 2023; Green et al. 2024). The relationship with the parents also does not lose its influence in this phase; *Insecure attachment* to fathers is associated with lower levels of *psychological wellbeing*, while overly controlling parenting patterns can increase anxiety and depression and inhibit an individual's adjustment during the transition to adulthood (Jilani et al. 2022; McCoy, Dimler, and Rodrigues 2025). In the longer term, the quality of parent-child relationships and parenting experiences may be associated with the onset of depressive symptoms in young adults, while the family's ability to maintain meaning, stability, emotional support, and protective resources helps family members adapt when faced with stress (Fagan, Kobulsky, and Schuler 2025; Perry et al. 2023).

From a systemic-relational perspective, family resilience can be understood as the family's capacity to adapt to pressure through dynamic processes involving relationships among family members and their social environment, whereas family wellbeing reflects the quality of family functioning, health, relationships, and the capacity to maintain that functioning (Crandall et al. 2024; Li et al. 2026). Families that are able to maintain closeness, security, and support between their members tend to have more adequate resources to deal with changes and situations that require continuous adjustment (Crespo and Relvas 2024; Taylor, Masarik, and Hernández 2025). A stress-and-adaptation perspective places a different emphasis by explaining family resilience through the resources and positive beliefs that help family members appraise difficulties and adjust when confronted with pressure (Brik and Wang 2025; Li, Mi, et al. 2025). At the individual level, the experience of being in a resilient and supportive family is related to better psychological conditions, including *psychological wellbeing*, life satisfaction, and the ability to maintain psychological function when faced with difficulties (Chen 2025; Yousefi Afrashteh, Hanifeh, and Morovati 2024). For students, the role of the family remains important even as they begin to live a more independent life, as family support can support psychological wellbeing through academic involvement, strengthening psychological resources, and the use of more adaptive coping strategies (Chaudhry et al. 2024; Wang, Ng, and Siu 2023).

Despite these findings, the unresolved issue is not merely that migrant students have received less attention as a specific population, but how resilience operating at the family level becomes psychologically meaningful for an individual who is physically separated from the family. The two perspectives above provide different explanations but leave an important point unresolved. The systemic-relational perspective explains how relationships, connectedness, and adaptive processes sustain the family as a unit, but it does not fully explain how these family-level capacities are experienced by members who no longer participate in everyday family life. Conversely, the stress-and-adaptation perspective explains how resources, beliefs, and appraisal support adjustment under pressure, but its focus can make it difficult to distinguish the adaptive capacity of the family system from the individual coping processes of its members. The remaining theoretical gap therefore concerns the cross-level link between family-level resilience and individual psychological wellbeing: whether the student's perception of the family's capacity to maintain connection, mobilize resources, and manage difficulties can function as a psychological resource when direct family presence is limited. Geographic separation among migrant students provides a relevant context for examining

this issue because family resources remain psychologically accessible even though everyday face-to-face interaction with family members is reduced. On that basis, this study aims to analyze the influence of *perceived family resilience* on *psychological wellbeing* in migrant students at the Faculty of Psychology UIN Raden Fatah Palembang.

This study expands the discussion on family resilience by positioning perceived family resilience as a potential link between the adaptive capacity of the family system and the psychological wellbeing of individual members who live apart from their families. Rather than locating the novelty solely in migrant students as a specific population, the study examines whether family resilience remains psychologically relevant when family support and adaptive capacity are experienced through students' perceptions under conditions of geographic separation. . The findings of the study provide an understanding that *perceived family resilience* can play a role as a psychological resource that helps students maintain *psychological wellbeing* while living away from their families. These results can also be a consideration for universities, counseling services, and families in building more appropriate support for overseas students, especially through maintained communication, emotional closeness, and family involvement during the study period.

METHOD

Study Design

This study employed a quantitative, cross-sectional correlational design to examine the predictive association between *perceived family resilience* and *psychological wellbeing* among migrant university students. A cross-sectional design allows predictor and outcome variables to be assessed within the same period to identify patterns of association without manipulating participants' experiences or introducing an intervention (Pérez-Guerrero et al. 2024). In the analytical model, *perceived family resilience* was specified as the predictor variable and *psychological wellbeing* as the outcome variable. Their association was examined using simple linear regression.

Participants and Sampling

The study population comprised 410 migrant students enrolled in the Faculty of Psychology at UIN Raden Fatah Palembang. The sampling frame consisted of the 410 students who met the eligibility criterion of living away from their families while pursuing university education. From this sampling frame, 203 students were selected through simple random sampling, so that each eligible student had an equal opportunity to be included in the study. The available study documentation identifies the sampling method as simple random sampling, although the specific random-number generation procedure used during participant selection was not retained in the research records. The final analytical sample consisted of 203 participants. No post-collection exclusions were reported in the available study documentation; however, the number of students initially contacted and the number of nonrespondents were not separately documented, and therefore a conventional response rate could not be reconstructed retrospectively.

Participants were 18–23 years old and represented the 2018–2023 cohorts. The sample consisted of 178 women (87.7%) and 25 men (12.3%). Regarding living arrangements during their studies, 165 participants lived in rented rooms or boarding houses, 9 lived in dormitories, and 29 reported other forms of accommodation. All participants met the study criterion of being university students living away from their families while pursuing their education. The sample was predominantly female, with women accounting for 87.7% of participants. Because the male subgroup consisted of only 25 participants, gender-specific inferential analyses were not conducted. Accordingly, the findings should be interpreted primarily in relation to a predominantly female migrant-student sample, and generalization across gender groups should be made cautiously.

Measures

Perceived family resilience was assessed using the Indonesian version of the Walsh Family Resilience Questionnaire (WFRQ), consisting of 32 items. The instrument conceptualizes family resilience through processes related to family belief systems, organizational patterns, and communication and problem-solving. The WFRQ has been psychometrically examined across different cultural settings, with evidence supporting its use for assessing families' adaptive capacities under stress, although the retained factor structure and number of items may vary across cultural contexts (Morais et al. 2024; Wang and Lu 2023). In the present study, all 32 items were retained and represented the three conceptual domains of family resilience: belief systems, organizational patterns, and communication and problem-solving. No items were reported as being removed from the instrument used in the analysis. Because the study employed the existing Indonesian version rather than developing or restructuring the measurement model, no exploratory or confirmatory factor analysis was conducted, and the three domains were therefore treated as the conceptual structure of the instrument rather than as a factor structure newly established in this sample. A sample-specific Cronbach's alpha coefficient was not available in the retained study documentation and therefore could not be reconstructed from the manuscript data. Responses were recorded on a four-point Likert scale. Higher total scores indicate stronger perceptions of the family's ability to maintain functioning, adapt to difficulties, and mobilize available resources when facing adversity.

Psychological wellbeing was measured using the 42-item Indonesian version of the Ryff *Psychological wellbeing Scale* (RPWB). The scale covers six dimensions: *self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth*. Ryff's multidimensional framework continues to be widely used in the assessment of psychological wellbeing, although psychometric studies have shown that item performance and dimensional structure may differ across populations and cultural contexts (Garcia, Kazemitabar, and Habibi Asgarabad 2023; Nawantara et al. 2026). Negatively worded items were reverse-scored before the total score was calculated. Higher scores represent higher levels of *psychological wellbeing*.

Data Collection Procedure

Data were collected from migrant students who had been selected for participation in the study. Before completing the questionnaire, participants were informed about the purpose of the research, the procedures involved, the voluntary nature of participation, and the academic use of the data. Providing participants with clear information before collecting psychological research data is an important component of informed participation and responsible handling of personal information (Hallinan et al. 2023). The questionnaire consisted of demographic information, the WFRQ, and the RPWB. After submission, responses were screened for completeness and data quality before scoring, as systematic quality checks are recommended in self-report survey research to reduce the risk of incomplete or low-quality responses entering subsequent analyses (Gottfried 2024). Items requiring *reverse scoring* were recoded according to the scoring procedures of the respective instruments, after which total scores for *perceived family resilience* and *psychological wellbeing* were calculated for each participant.

Data Analysis

Data were processed using IBM SPSS Statistics and JASP version 0.18.3. The initial stage of analysis used descriptive statistics in the form of *mean*, standard deviation, minimum score, maximum score, frequency, and percentage to provide an overview of the distribution of *perceived family resilience* and *psychological wellbeing*. The scores of the two variables were also grouped into low, medium, and high categories to illustrate the level tendencies of each construct in the participants. Gender was treated as a descriptive characteristic of the sample rather than as a predictor or covariate in the primary regression model. Because the male subgroup consisted of only 25 participants, separate gender-

specific regression analyses were not performed. The gender imbalance was therefore considered primarily when interpreting the generalizability of the findings.

Hypothesis testing was carried out using simple linear regression with *perceived family resilience* as a predictor and *psychological wellbeing* as an outcome. Before the regression model was interpreted, assumptions related to relationship linearity, residual normality, and homoscedasticity were examined. Examination of assumptions is an important part of regression because the validity of statistical inference depends on the suitability of the model with residual characteristics. In particular, normality in regression refers to the residual distribution of the model, not to the necessity that the predictor variables and outcomes are each normally distributed (Jones, Barnett, and Vagenas 2025; Shatz 2024).

Linearity was evaluated to ensure that the change in mean *psychological wellbeing* could be represented linearly by *perceived family resilience*. At the same time, homoscedasticity was examined to ensure that the residual variance was relatively constant over the predicted value range. Residual checks are important because violations of homoscedasticity can result in *inaccurate standard error* estimates, *p-values*, and *confidence intervals* (Jones et al. 2025). The test was performed at a significance level of $\alpha = 0.05$.

The regression model was used to determine the direction and magnitude of *perceived family resilience*'s contribution to *psychological wellbeing*. The results of the analysis were reported through the non-standardized regression coefficient (B), *standard error* (SE), standardized regression coefficient (β), *t-value*, *F-value*, correlation coefficient (R), coefficient of determination (R^2), *adjusted* R^2 , *95% confidence interval*, and *p*. The relationship was considered statistically significant if $p < 0.05$.

Ethical Considerations

Participation was voluntary, and participants received information about the purpose of the study and how their responses would be used before data collection began. The confidentiality of participants' identities was maintained throughout data collection, data processing, and reporting. Responses were analyzed and reported only in aggregate form, preventing the identification of individual participants. All data were used solely for academic and research purposes.

RESULTS AND DISCUSSION

This study involved 203 migrant students from the Faculty of Psychology, UIN Raden Fatah Palembang. The analysis was conducted to describe perceived family resilience and psychological wellbeing, examine the relationship between the two variables, and test whether perceived family resilience significantly predicted psychological wellbeing.

Descriptive Analysis

Table 1. Results of Descriptive Analysis of Research Variables

Variable	n	Mean	SD	Minimum	Maximum
<i>Perceived Family Resilience</i> (WFRQ)	203	79,72	7,484	61	99
<i>Psychological wellbeing</i> (RPWB)	203	118,00	11,709	94	145

Based on Table 1, the *perceived family resilience score* is in the range of 61–99 with an average of 79.72 (SD = 7.484). The *psychological wellbeing* score ranged from 94–145 and had an average of 118.00 (SD = 11.709). These descriptive statistics indicate variability in both constructs across the participants and provide the basis for the subsequent analysis of their relationship and predictive association.

Category Perceived Family Resilience

Table 2. Category Perceived Family Resilience

Category	Score Range	Frequency (f)	Percentage (%)
Low	$X < 33$	0	0,0
Medium	$33 \leq X < 91$	186	91,6
Height	$X \geq 91$	17	8,4
Total		203	100,0

The score ranges in Table 2 were retained as study-specific descriptive groupings applied during the original scoring procedure. They were not treated as diagnostic or population norms and were not used in the inferential analysis; the original continuous WFRQ scores were used in the regression model.

A total of 186 students (91.6%) had a *perceived family resilience* score in the medium category, while 17 students (8.4%) were in the high category. None of the participants were in the low category. Accordingly, these categories are used only to describe the score distribution within the present sample and should not be interpreted as validated normative classifications for the wider population.

Category Psychological wellbeing

Table 3. Categorization of Psychological wellbeing

Category	Score Range	Frequency (f)	Percentage (%)
Low	$X < 82$	0	0,0
Medium	$82 \leq X < 128$	161	79,3
Height	$X \geq 128$	42	20,7
Total		203	100,0

As with the WFRQ categorization, the score ranges in Table 3 were used only as study-specific descriptive groupings. They were not entered into the regression analysis; the original continuous RPWB scores were retained as the outcome variable.

In the psychological *wellbeing variable*, the score distribution was also dominated by the medium category. Of the 203 participants, 161 students (79.3%) were in the medium category, and 42 students (20.7%) were in the high category. Thus, the categorical results describe the distribution of scores in this sample without treating the cut-points as validated clinical or population norms.

More importantly, the primary inferential analysis was based on the continuous scores of both variables. The regression model produced $R = 0.472$, indicating a positive relationship between *perceived family resilience* and *psychological wellbeing*. The same model showed that *perceived family resilience* significantly predicted *psychological wellbeing* ($\beta = 0.472$, $R^2 = 0.223$, $p < 0.001$), with the complete regression results reported in Table 7.

Analysis Assumption Examination

Before interpreting the simple linear regression model, preliminary distribution and regression-assumption checks were conducted to assess the suitability of the data for linear modeling.

Normality Test

Table 4. Normality Test Results: Kolmogorov–Smirnov

Variable	Asymp. Sig. (2-tailed)
<i>Perceived Family Resilience</i>	0,200
<i>Psychological wellbeing</i>	0,200

The results of the Kolmogorov–Smirnov test showed a significance value of 0.200 for *perceived family resilience* and *psychological wellbeing*. The value is greater than 0.05, so the score distribution of the two variables does not show a significant deviation from the normal distribution. However, these results were treated as preliminary distribution checks because the normality assumption in linear regression specifically concerns the distribution of model residuals rather than requiring the predictor and outcome variables themselves to be normally distributed.

Linearity Test

Table 5. Results of the Perceived Family Resilience and Psychological wellbeing Linearity Test

Components	F	p
Linearity	61,858	< 0,001
Deviation from Linearity	1,316	0,115

The *linearity* component showed significant results ($F = 61.858$; $p < 0.001$), while the *deviation from linearity* was insignificant ($F = 1.316$; $p = 0.115$). Because the deviation from linearity was not statistically significant, there was no evidence of a substantial departure from a linear relationship between perceived family resilience and psychological wellbeing. The linearity assumption was therefore considered acceptable for the regression analysis.

Heteroscedasticity Test

Table 6. Heteroscedasticity Test Results

Predictor	p
<i>Perceived Family Resilience</i>	0,400

Heteroscedasticity testing yielded a value of $p = 0.400$. Because this value exceeded 0.05, no statistically significant evidence of heteroscedasticity was detected based on the test employed. Thus, the residual variance was considered sufficiently stable for interpretation of the regression model.

Predictive Role of Perceived Family Resilience on Psychological wellbeing

The primary hypothesis was tested using simple linear regression, with perceived family resilience as the predictor variable and psychological wellbeing as the outcome variable.

Table 7. Results of Simple Linear Regression of Perceived Family Resilience on Psychological wellbeing

Predictor	B	SE	β	t	95% CI LB	95% CI UB	p
Konstanta	59,069	7,788	–	7,585	43,712	74,425	< 0,001
<i>Perceived Family Resilience</i>	0,739	0,097	0,472	7,600	0,547	0,931	< 0,001

Model summary: $F(1, 201) = 57.765$; $p < 0.001$; $R = 0.472$; $R^2 = 0.223$; *adjusted* $R^2 = 0.219$.

The regression results showed that *perceived family resilience* was a positive and significant predictor of *psychological well-being* ($B = 0.739$; $SE = 0.097$; $\beta = 0.472$; $t = 7,600$; $p < 0.001$; 95% CI [0.547, 0.931]). The positive unstandardized coefficient indicates that each one-point increase in perceived family resilience was associated with an estimated 0.739-point increase in the predicted psychological wellbeing score.

The regression equation was::

$$\hat{Y} = 59,069 + 0,739X$$

The overall regression model was significant, $F(1, 201) = 57.765$, $p < 0.001$. The value of $R = 0.472$ indicates a positive relationship between the two variables, while $R^2 = 0.223$ indicates that *perceived family resilience* 22.3% of the variance in *psychological wellbeing* scores in the study sample. After adjusting for the model size, the *adjusted R*² value of 0.219 indicates that approximately 21.9% of the variance remained explained after adjustment. Meanwhile, 77.7% of the variance in psychological wellbeing was not explained by perceived family resilience in this single-predictor model.

Overall, students with higher perceived family resilience scores tended to report higher psychological wellbeing scores. The positive model correlation ($R = 0.472$), significant regression coefficient ($\beta = 0.472$, $p < 0.001$), and R^2 of 0.223 therefore support the research hypothesis that perceived family resilience is positively associated with and significantly predicts psychological wellbeing among migrant students in the present sample.

The regression results showed that *perceived family resilience* was positively related to the *psychological wellbeing* of migrant students ($\beta = 0.472$; $p < 0.001$), with an R^2 of 0.223. The direction of this relationship is in line with research in Indonesia that shows that resilience plays a role in *students' subjective wellbeing*, while family psychological resilience is related to family support, commitment, and resources that help families maintain their adaptability (Bukhori et al. 2022; Syukur et al. 2023). Resilient families tend to be able to maintain flexibility, interconnectedness, and utilize social and economic resources when faced with stress, while resilience can also act as a buffer factor in maintaining the family's emotional function in demanding parenting situations (Desiningrum et al. 2025; Munawaroh et al. 2025). Similar patterns have been reported in studies showing that family functioning, parental support, and dyadic coping remain related to mental health and wellbeing during emerging adulthood (Aditaputri, Novita, and Abidin 2024; Lippold et al. 2024; Liu et al. 2023). Taken together, these findings suggest that perceived family resilience should be understood as one relational resource associated with wellbeing rather than as a single determinant of students' psychological functioning.

The distance of residence does not necessarily eliminate the psychological function of the family for overseas students. The perception that families are able to cope with problems, maintain communication, and provide support can be a resource when students have to adjust to the demands of academics and daily life in a new place. Family resilience can be related to individual adjustment through strengthening personal resilience, while the family's ability to manage stress helps maintain the functioning of relationships when facing difficult situations (Taylor et al. 2025; Yousefi Afrashteh et al. 2024). In college students and young adults, family involvement is also associated with psychological capital and the use of coping strategies that are more problem-solving, two important resources as individuals begin to live more independent lives (Chen 2025; Wang et al. 2023). The role of family remains visible in the psychological and academic lives of students, as the quality of family relationships is related to mental health conditions, while family social support can be a resource when individuals face academic pressures and demands (Hartanto et al. 2025; Rahmawati et al. 2024). However, student adjustment is also associated with adaptability, parental support, attachment, acculturation processes, and relationships developed in the host environment (Aditaputri et al. 2024; Holliman et al. 2022). Research involving mobile and international students further shows that friendship networks and sociocultural support contribute to psychological adjustment, indicating that family-related resources operate within a broader interpersonal context (Luo et al. 2024; Sheng, Dai, and Lei 2022).

The categorization pattern in this study provides an additional picture of the condition of the participants. As many as 91.6% of students are in the medium category for *perceived family resilience*, while 79.3% are in the medium category for *psychological wellbeing*. This position can be read as part of *emerging adulthood*, when students begin to build independence, but relationships and experiences within the family are still related to how they undergo changes and maintain wellbeing in early

adulthood (Cohrdes et al. 2023; Fagan et al. 2025). Resilience does not depend solely on individual capacity, but develops through family connection, social support, and environmental resources that help individuals and families adapt when faced with stress (Iqbal and Gusman 2026; Nole, Ranimpi, and Fjaagesund 2025). Social support available in the host environment and support maintained across geographical distance may also contribute differently to mental health and adaptation (Razgulin, Argustaitė-Zailskienė, and Šmigelskas 2023; Zheng and Ishii 2023). These findings help explain why perceived family resilience cannot account for the entire variation in psychological wellbeing.

The R^2 value of 0.223 therefore requires a proportional theoretical interpretation. Perceived family resilience explained 22.3% of the variance in psychological wellbeing, while 77.7% remained unexplained by the present model. Rather than indicating that family resilience is a dominant determinant, this result supports a multidetermined account of student wellbeing in which family-level adaptive resources coexist with individual and contextual influences. Personality, self-esteem, individual resilience, and social support have also been associated with university students' mental wellbeing and adjustment (Cui et al. 2024; Siddika et al. 2025). Thus, the observed $\beta = 0.472$ should be interpreted as a meaningful partial predictive association within the specified model rather than as an independent or causal family effect.

The contribution of this study is rooted in the context of geographical separation during university life. Instead of approaching resilience primarily as an individual attribute or treating family support as a general external resource, the study examines how students perceive their family's ability to adapt and maintain functioning while they are living away from home. The theoretical contribution lies not in the magnitude of R^2 alone, but in demonstrating that a construct conceptually located at the family-system level is associated with psychological functioning at the individual level under conditions of residential separation. This provides a cross-level perspective in which perceived family adaptive capacity may remain relevant as students develop greater autonomy, while operating alongside personal, peer, academic, and environmental resources. From a theoretical standpoint, the results lend support to viewing family resilience as a relational resource rather than something that depends entirely on physical co-residence. For students entering greater autonomy during emerging adulthood, perceptions of how the family manages difficulties, maintains relationships, and responds to stress may remain part of their broader psychological resources. The modest explanatory power of the model therefore supports incorporating family resilience into a broader model of student adjustment rather than positioning it as a complete explanation of psychological wellbeing.

The practical implications are similarly relevant for institutions and families. However, these implications should remain proportional to the constructs actually measured. The study does not demonstrate that particular forms of communication or family intervention cause improvements in wellbeing. Rather, it shows that students who perceive their families as more capable of adapting, maintaining functioning, and mobilizing resources tend to report better psychological wellbeing. Counseling and student-support services may therefore consider perceived family functioning as one component of students' adjustment resources, alongside peer support, academic stress, coping resources, and support available within the university environment.

Several limitations should be considered when interpreting these findings. First, the cross-sectional design identifies a predictive association but cannot establish causal direction. Second, both constructs were measured through self-report, creating the possibility of shared-method bias, while the factor structure of the WFRQ was not independently revalidated in this sample. Third, participants were recruited from a single faculty at one university and were predominantly female, which limits generalizability across institutions and gender groups. Fourth, perceived family resilience was the only predictor included in the regression model, meaning that potentially relevant

confounding variables such as pre-migration personality characteristics, baseline mental health, individual resilience, peer support, academic stress, financial strain, attachment, and coping strategies were not controlled. Fifth, although all participants lived away from their families, geographic distance, duration of separation, and frequency or quality of family contact were not tested as moderators.

Future research should employ longitudinal and multisite designs, recruit more gender-balanced samples, and test multivariable models incorporating individual, family, peer, academic, and migration-related factors. Mediation and moderation analyses could examine whether coping, individual resilience, or social support explain the relationship and whether geographic distance, contact frequency, or gender changes its strength. Such designs would provide a clearer account of the pathways through which perceived family resilience is associated with psychological wellbeing.

CONCLUSIONS

Perceived family resilience was positively associated with *psychological wellbeing* among migrant university students, indicating that students who viewed their families as better able to adapt, remain connected, and respond to difficulties tended to report better psychological wellbeing. The model accounted for 22.3% of the variance in *psychological wellbeing*, while 77.7% of the variance remained unexplained by the single-predictor model, indicating that other individual, interpersonal, academic, and contextual factors may also contribute to students' wellbeing. Although all participants lived away from their families, geographic proximity or distance was not tested as a moderator; therefore, the findings do not establish that the association between perceived family resilience and psychological wellbeing varies according to the degree of geographic separation. The findings instead suggest that students' perceptions of their families' adaptive capacity constitute one relational resource associated with psychological wellbeing. Future research should examine broader explanatory models incorporating individual resilience, peer and social support, academic stress, coping, and characteristics of geographic separation to clarify the pathways through which perceived family resilience is associated with student wellbeing.

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