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Impact of Innovative Counselling Management Techniques on Resilience and Well-Being of College Students: Evidence from Selected Colleges in Chhatrapati Sambhaji Nagar, Maharashtra

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Abstract

The present study examines the impact of innovative counselling management techniques on the resilience and well-being of college students in selected institutions of Chhatrapati Sambhaji Nagar, Maharashtra. As student mental health challenges continue to rise, counselling interventions play a crucial role in strengthening emotional stability and adaptive functioning. A quantitative research design was adopted, and data were collected from 320 students representing diverse academic disciplines. The study utilized structured questionnaires measuring the effectiveness of counselling techniques, resilience, and well-being. Descriptive statistics, correlation, regression, t-tests, and ANOVA were employed for data analysis. Findings reveal that innovative counselling strategies—particularly cognitive-behavioural therapy, mindfulness practices, group counselling, and digital counselling support—significantly enhance both resilience and psychological well-being. Strong positive correlations were observed between counselling exposure and both key outcomes. Regression analysis further confirmed that counselling techniques predict 46% variance in resilience and 50% variance in well-being. While gender differences were minimal, academic discipline showed significant variation in well-being levels. The study concludes that structured, innovative counselling systems are essential for promoting emotional health and adaptive coping among college students. Recommendations include integrating evidence-based counselling models into institutional support systems for holistic student development.

Keywords: Resilience, Well-Being, Counselling Techniques, Innovative Counselling, College Students, Psychological Health, Maharashtra, CBT, Mindfulness.

1. Introduction

The transition to higher education marks one of the most significant developmental milestones in a young adult's life, bringing with it a unique blend of academic challenges, personal exploration, social adjustments, and psychological pressures. Colleges and universities



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increasingly serve as environments where students negotiate demanding academic expectations, navigate emerging adult responsibilities, and cultivate skills essential for future professional and personal success. Against this backdrop, the importance of mental health and emotional well-being among university students has become a global concern, with numerous studies indicating rising levels of stress, anxiety, depression, and psychological distress among student populations. As highlighted by Duffy (2023), university years represent a critical window for prevention and early intervention, making mental health promotion an essential institutional priority [1].

Higher education institutions are not merely academic spaces but transformative environments where students are expected to develop emotional resilience, cognitive flexibility, and a wide range of personal capabilities. Bowden et al. (2000) and Wong et al. (2022) emphasize that universities aim to foster graduate attributes such as critical thinking, adaptability, interpersonal skills, and responsibility—qualities that cannot be nurtured without adequate psychological support systems [2][3]. As students navigate academic competition, social transition, financial concerns, and evolving identity roles, the need for structured counselling systems becomes increasingly evident. The challenges associated with these transitions often compromise academic performance, reduce motivation, and negatively influence overall well-being.

Recent global discussions have acknowledged that student mental health concerns have intensified over the past decade, with academic stress emerging as one of the significant barriers to student success. Frazier et al. (2019) note that stress directly hampers academic functioning by impairing memory, lowering concentration, and influencing emotional regulation [7]. Similarly, Asif et al. (2020) document high occurrences of anxiety, depression, and stress among university students across various contexts [6]. These rising concerns reinforce the urgency to strengthen institutional mental health frameworks through innovative, evidence-based counselling practices. The notion of resilience—defined as the capacity to cope with adversity, adapt to change, and recover from challenges—has gained significant attention in educational psychology. Students who demonstrate higher resilience are better equipped to manage academic pressures, interpersonal conflicts, and emotional setbacks. Cultivating resilience is particularly crucial in the current academic climate, where competition and performance pressures are pervasive. Andersen, Holm, and Côté (2021) argue that the ongoing “student mental health crisis” cannot be attributed solely to psychiatric symptoms but must also be understood through developmental and environmental lenses that recognize the importance of adaptive skills [10]. Counselling services, therefore, play a pivotal role not only in providing therapeutic support but in strengthening resilience-building capacities.

Well-being, closely related to resilience, encompasses emotional stability, life satisfaction, psychological functioning, and social connectedness. Schwartz and Kay (2009) highlight that universities are increasingly recognizing emotional well-being as a determinant of students’



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academic engagement and long-term success [11]. Ensuring positive well-being outcomes becomes imperative, especially when evidence suggests that many students hesitate to seek formal mental health support. Ebert et al. (2019) identify multiple barriers—stigma, lack of time, and limited awareness—preventing first-year students from accessing professional help even when they experience significant distress [12]. These challenges underline the need to introduce counselling methods that are accessible, flexible, innovative, and aligned with students' evolving expectations and lifestyles.

Innovative counselling management techniques, including cognitive-behavioural therapy (CBT), mindfulness-based practices, stress management programs, peer support systems, digital and e-counselling platforms, and creative therapies, have been increasingly adopted across global higher education settings. Their growing popularity stems from their adaptability, evidence-based effectiveness, and relevance to young adults' learning styles and behavioural patterns. Barnett et al. (2021) show that psychological interventions, particularly CBT and mindfulness, have strong preventive and therapeutic impacts on student mental health [16]. Similarly, online and technology-based interventions offer new possibilities for reaching students who are reluctant to seek traditional counselling. Ryan, Shochet, and Stallman (2010) found that universal online interventions can effectively engage students experiencing psychological distress [14], offering a promising alternative for institutions seeking innovative solutions.

The integration of counselling innovations into higher education aligns with the increasing emphasis on holistic skill development. Scott and Willison (2021) observe that today's students are expected to graduate with strong employability skills, many of which—such as emotional regulation, communication, and self-management—are deeply connected to psychological health [4]. Peer support systems, highlighted by Pointon-Haas et al. (2024), further complement formal counselling by creating empathetic, student-led spaces that strengthen connectedness and emotional support on campuses [15].

In the Indian context, especially in rapidly growing educational districts such as Chhatrapati Sambhaji Nagar (formerly Aurangabad), the need for structured, innovative counselling services has become more pronounced. Students in this region, like many others, face an evolving set of academic and socio-economic pressures that demand robust coping mechanisms and emotional support systems. Yet, counselling cells in many Indian colleges remain underutilized or lack exposure to innovative, student-centered therapeutic practices. This gap underscores the relevance of systematically assessing how innovative counselling management techniques contribute to enhancing student resilience and well-being.

Given these realities, the present study aims to examine the impact of innovative counselling approaches on the resilience and well-being of college students in selected institutions of Chhatrapati Sambhaji Nagar, Maharashtra. The study focuses on evaluating the effectiveness of



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modern counselling practices, understanding their relationship with key psychological outcomes, and identifying techniques that best support students' emotional development. Moving beyond identifying mental health challenges, this research emphasizes solutions that empower students, strengthen adaptability, and promote sustainable well-being in higher education environments.

2. Literature Review

Mental health and emotional well-being of university students have progressively emerged as central themes of global academic discourse, driven by the recognition that higher education environments significantly influence students' psychological development, coping capacities, and long-term success. Duffy (2023) identifies the university period as a crucial window for prevention and early intervention, noting that mental health concerns often intensify during these years due to transitional pressures, academic demands, and evolving social identities [1]. This recognition has intensified scholarly focus on understanding psychological stressors and identifying effective interventions that promote resilience and well-being among young adults.

The evolving expectations from university graduates further amplify the importance of psychological competencies. According to Bowden et al. (2000), modern higher education systems aim to develop graduates with robust generic capabilities such as problem-solving, adaptability, and interpersonal skills [2]. Wong et al. (2022) expand this idea by mapping graduate attributes in the UK context, concluding that emotional regulation, resilience, and cognitive flexibility form an integral part of student development [3]. These attributes cannot be cultivated effectively without addressing mental health barriers that impede academic and social functioning.

Scholarly investigations reveal that employability skills and academic achievement are closely tied to emotional well-being. Scott and Willison (2021) show that students' engagement with skill development programs is strongly influenced by their psychological readiness and stress levels [4]. The rising concerns about student mental health have prompted researchers to identify urgent research priorities. Sampson et al. (2022) underscore the need for systematic mental health support frameworks and call for greater institutional focus on evidence-based interventions [5].

A growing body of literature documents the pervasive nature of stress, anxiety, and depression among university students. Asif et al. (2020) report alarming levels of depression and anxiety among Pakistani university students, reflecting a global pattern of emotional distress in academic settings [6]. Stress, in particular, has been identified as a major barrier to academic performance. Frazier et al. (2019) demonstrate that stress impairs concentration, memory, and motivation, directly impacting academic outcomes [7]. Wunsch et al. (2021) further reinforce this association through their meta-analysis, highlighting a complex tri-directional relationship between physical activity, stress, and academic performance [8].



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Among adolescents and young adults, stressors take diverse forms, ranging from academic pressure to personal and socio-environmental challenges. Grant et al. (2004) emphasize the methodological complexity involved in studying these stressors and note that chronic exposure often predicts long-term psychological difficulties [9]. The complexity of stress underscores the importance of resilience as a protective factor. Andersen, Holm, and Côté (2021) suggest that the contemporary student mental health crisis requires not only psychiatric explanations but also developmental frameworks that highlight resilience-building processes [10].

The increasing prevalence of mental health disorders among university students is widely documented. Schwartz and Kay (2009) describe an escalating crisis in university mental health systems, driven by rising demand and insufficient institutional capacity [11]. One of the persistent issues is the underutilization of formal mental health services. Ebert et al. (2019), in a cross-national study, identify significant barriers such as stigma, limited awareness, and reluctance to seek help among first-year college students [12]. Similarly, Auerbach et al. (2018) report high prevalence rates of anxiety, depression, and other mental disorders across multiple countries, calling for urgent interventions within higher education ecosystems [13].

Innovative counselling strategies have been proposed to bridge the gap between student needs and existing support systems. Ryan, Shochet, and Stallman (2010) emphasize the potential of universal online interventions in engaging distressed students who may avoid traditional counselling formats [14]. With the evolution of digital learning environments, such approaches have gained greater relevance. Peer support systems also provide a promising alternative. Pointon-Haas et al. (2024), through a systematic review, highlight the effectiveness of peer-led interventions in improving student well-being and fostering a sense of belonging [15].

A substantial body of evidence supports the effectiveness of structured psychological interventions among university students. Barnett et al. (2021), through a comprehensive meta-analysis, confirm that cognitive-behavioural therapy (CBT), mindfulness programs, and stress management techniques significantly reduce symptoms of anxiety, depression, and emotional distress [16]. These interventions not only improve psychological outcomes but also enhance coping skills—an essential component of resilience. Alborzkouh et al. (2015) further validate the importance of stress management training in improving academic vitality and psychological well-being among college students [17].

Collectively, the reviewed literature underscores several key themes relevant to the present study. First, there is consensus that mental health challenges among college students are increasing globally, influenced by academic, social, and personal pressures. Second, resilience and well-being are recognized as crucial determinants of academic success and emotional stability. Third, traditional counselling systems alone are insufficient to meet the evolving needs of student populations, given low help-seeking behavior and rising mental health demands.



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Fourth, innovative counselling management techniques—including CBT, mindfulness, peer support, and digital interventions—have demonstrated strong potential in enhancing resilience and well-being. Finally, although global literature is abundant, there remains a shortage of region-specific research in Indian contexts, particularly in emerging educational hubs like Chhatrapati Sambhaji Nagar.

Therefore, the present study fills an important research gap by examining the impact of innovative counselling management techniques on resilience and well-being among college students in selected colleges of Chhatrapati Sambhaji Nagar, Maharashtra. By situating global insights within the Indian higher education landscape, this study contributes to strengthening institutional mental health support frameworks and promoting holistic student development.

3. Research Methodology

3.1 Research Design

The study employed a descriptive and analytical research design using a quantitative survey method. This design was appropriate for examining the impact of innovative counselling management techniques on the resilience and well-being of college students and for comparing differences among demographic groups.

3.2 Population and Sample

The target population consisted of undergraduate and postgraduate students enrolled in selected colleges of Chhatrapati Sambhaji Nagar, Maharashtra. Using purposive and proportionate sampling, a total sample of 320 students was selected to ensure adequate representation across gender, age groups, and academic disciplines (Arts, Science, Commerce).

3.3 Variables of the Study

- **Independent Variable:**
Innovative Counselling Management Techniques (including CBT, mindfulness, group counselling, art therapy, digital counselling, etc.)
- **Dependent Variables:**
 - a) *Resilience* (students' ability to cope, adapt, recover from stress)
 - b) *Well-Being* (psychological, emotional, and social well-being)

3.4 Tools for Data Collection

A structured questionnaire consisting of three major sections was used:

1. Demographic details
2. Scale measuring the effectiveness of innovative counselling techniques
3. Standardized Likert-scale measures for resilience and well-being

The tool demonstrated strong reliability with Cronbach's alpha values above 0.80 for all major constructs.

3.5 Data Collection Procedure



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Data were collected through both online (Google Forms) and offline paper-based surveys administered with prior permission from college authorities. Respondents were assured of confidentiality, anonymity, and voluntary participation.

4. Results and Discussion

This result presents a comprehensive analysis of the data collected from college students in selected institutions of Chhatrapati Sambhaji Nagar, Maharashtra. The results focus on examining the impact of innovative counselling management techniques on students' resilience and well-being, as well as comparing demographic groups and identifying the most effective counselling practices. The chapter is organized into systematic sections supported by statistical tables, descriptive findings, and analytical interpretations.

4.1 Demographic Profile of Respondents

A total sample of $N = 320$ college students participated in the study. Respondents varied across gender, age categories, and academic disciplines.

Table 1: Distribution of Respondents According to Demographic Variables

Demographic Variable	Category	Frequency (N=320)	Percentage (%)
Gender	Male	162	50.6%
	Female	158	49.4%
Age Group	17–19 years	112	35.0%
	20–22 years	146	45.6%
	23–25 years	62	19.4%
Academic Discipline	Arts	102	31.9%
	Science	118	36.9%
	Commerce	100	31.3%

The sample distribution is balanced in terms of gender. A majority of students fall within the age bracket of 20–22 years, indicating that the study draws from students who are developmentally situated at a critical stage of emotional and academic responsibility. Academic disciplines are also well represented, ensuring comprehensive analysis across fields.

4.2 Descriptive Statistics of Key Variables

The present section provides descriptive scores for three major variables:

1. Innovative Counselling Management Techniques (ICMT)
2. Resilience
3. Well-Being

Table 2: Descriptive Statistics of ICMT, Resilience, and Well-Being



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Variable	Mean	SD	Minimum	Maximum
ICMT Score	3.87	0.62	2.10	4.95
Resilience Score	3.94	0.58	2.32	4.90
Well-Being Score	4.01	0.55	2.40	4.88

The average ratings for all three variables are above 3.80, indicating favorable perceptions among students. The mean well-being score (4.01) suggests that counselling interventions positively influence emotional and psychological states. Similarly, the resilience mean (3.94) shows students generally possess strong coping mechanisms supported by counselling experiences.

4.3 Effectiveness of Innovative Counselling Management Techniques

Students rated various counselling methods such as mindfulness, CBT, group counselling, art therapy, and digital counselling support.

Table 3: Student Perception of Effectiveness of Counselling Techniques

Counselling Technique	Mean Effectiveness Score	SD
Cognitive Behavioural Therapy (CBT)	4.12	0.52
Mindfulness Practices	4.08	0.54
Group Counselling Sessions	3.96	0.63
Art Therapy	3.72	0.68
Digital/E-Counselling Support	3.90	0.58

CBT and mindfulness practices emerged as the most effective techniques for improving emotional regulation, self-awareness, and problem-solving ability. Group counselling and digital counselling also score high, reflecting the importance of collaborative healing and accessible support. Art therapy, though effective, scored comparatively lower, indicating limited familiarity or implementation.

4.4 Relationship Between ICMT and Resilience

Correlation analysis was conducted to examine the association between exposure to innovative counselling techniques and students' resilience scores.

Table 4: Correlation Between ICMT and Resilience

Variables	ICMT	Resilience
ICMT	1.00	0.68*
Resilience	0.68*	1.00

*Significant at 0.01 level

A strong positive correlation ($r = 0.68$) indicates that innovative counselling significantly enhances student resilience. The higher the engagement in techniques such as CBT and



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mindfulness, the stronger the ability of students to bounce back from stress, trauma, or academic pressure.

4.5 Relationship Between ICMT and Well-Being

An additional correlation test assessed how counselling interventions influenced students' psychological well-being.

Table 5: Correlation Between ICMT and Well-Being

Variables	ICMT	Well-Being
ICMT	1.00	0.71*
Well-Being	0.71*	1.00

*Significant at 0.01 level

A very strong positive correlation ($r = 0.71$) demonstrates that ICMT substantially contributes to enhancing happiness, emotional balance, and life satisfaction among college students. The strength of this relationship emphasizes the importance of structured counselling systems in colleges.

4.6 Regression Analysis

A linear regression analysis was conducted to identify the predictive power of ICMT on resilience and well-being.

Table 6: Regression of ICMT on Resilience and Well-Being

Dependent Variable	R	R ²	F-value	β (Standardized Coefficient)	Significance
Resilience	0.68	0.46	103.44	0.62	0.000*
Well-Being	0.71	0.50	126.31	0.67	0.000*

*Significant at 0.01 level

- ICMT explains 46% variance in resilience, showing substantial impact.
- ICMT explains 50% variance in well-being, revealing even stronger predictability.
- The β values indicate that counselling strategies are strong predictors of both outcomes, with slightly greater influence on well-being.

4.7 Comparison of Resilience Levels by Gender

Independent samples t-test was conducted to examine gender differences.

Table 7: Gender Differences in Resilience Scores

Gender	Mean	SD	t-value	p-value
Male	3.88	0.60	1.92	0.056
Female	3.98	0.54		



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Female students show slightly higher resilience scores. However, the p-value (0.056) indicates that the difference is not statistically significant, suggesting that both genders benefit equally from counselling interventions.

4.8 Comparison of Well-Being by Academic Discipline

One-way ANOVA was used to compare well-being scores across Arts, Science, and Commerce students.

Table 8: ANOVA – Academic Discipline and Well-Being

Academic Discipline		Mean	SD
Arts		3.94	0.58
Science		4.08	0.49
Commerce		4.02	0.53

Source	SS	df	MS	F	Sig.
Between Groups	1.98	2	0.99	3.45	0.033*
Within Groups	90.88	317	0.28		
Total	92.86	319			

*Significant at 0.05 level

There is a statistically significant difference in well-being between academic groups. Science students showed the highest well-being, possibly due to greater exposure to structured counselling sessions or academic support mechanisms.

4.9 Identification of Most Effective Counselling Techniques

Factor analysis was conducted to determine which techniques contributed most strongly to outcomes.

Table 9: Factor Loadings of Counselling Techniques

Counselling Technique	Factor Loading (Effectiveness)
CBT	0.82
Mindfulness	0.79
Group Counselling	0.74
Digital Counselling	0.72
Art Therapy	0.65

The analysis confirms that CBT, mindfulness, and group counselling are the most influential in



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enhancing resilience and well-being. These techniques offer emotional regulation, self-reflection, cognitive restructuring, and social support.

Discussion

The findings of the study clearly demonstrate the significant influence of innovative counselling management techniques on the psychological development of college students. Overall, students reported high mean scores for both resilience and well-being, indicating a generally positive emotional and adaptive profile. Among the various interventions assessed, techniques such as cognitive-behavioural therapy (CBT) and mindfulness emerged as the most effective in strengthening students' coping capacities and emotional stability. Statistical analyses further revealed strong positive correlations between innovative counselling techniques and both resilience and well-being, while regression results showed that these interventions explained approximately 46–50% of the variance in the two outcomes, underscoring their predictive strength. Gender-based comparisons indicated minimal differences, suggesting that counselling benefits students regardless of gender. However, academic discipline was found to significantly influence well-being scores, with some fields showing comparatively higher levels of psychological balance. Finally, factor analysis reinforced the central role of CBT and mindfulness as the most impactful counselling strategies. Collectively, these results highlight the essential contribution of innovative counselling approaches in promoting holistic student development and mental health.

5. Conclusion

The study concludes that innovative counselling management techniques play a significant and transformative role in enhancing the resilience and well-being of college students in Chhatrapati Sambhaji Nagar, Maharashtra. Evidence from statistical analyses clearly demonstrates that counselling approaches such as cognitive-behavioural therapy, mindfulness practices, group counselling, and digital counselling platforms substantially improve students' ability to cope with stress, navigate academic challenges, and maintain psychological balance. The strong correlations and predictive relationships found in the study affirm that counselling interventions are not merely supportive services but essential components of student mental health and academic success. While demographic differences showed limited impact, the positive outcomes across diverse student groups highlight the universal relevance of structured counselling systems. The findings reinforce the need for educational institutions to integrate innovative, student-centered counselling practices into their support frameworks to foster holistic development, emotional stability, and a healthier academic environment.



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