



A Comparative Assessment of Resilience and Well-Being Among College Students Using Contemporary Counselling Management Methods

¹Yash Sushil Gadhe, ²Dr. Deepali Mehta

¹Research Scholar, Department of Management, Apex University, Jaipur, Rajasthan, India

²Professor & PhD Supervisor, Department of Management, Apex University,
Jaipur, Rajasthan, India

Abstract

This study examines the comparative influence of contemporary counselling management methods on the resilience and well-being of college students in selected institutions. As mental health challenges continue to rise in higher education settings, effective counselling interventions have become essential for fostering emotional strength and adaptive functioning. A quantitative research design was employed, and data were collected from 340 students representing various academic disciplines and demographic groups. Counselling approaches assessed included cognitive-behavioural therapy (CBT), mindfulness-based counselling, group counselling, solution-focused interventions, and digital counselling support. Descriptive statistics showed generally high levels of resilience and well-being across the sample. Comparative analyses revealed that CBT and mindfulness were significantly more effective than other counselling methods in enhancing psychological outcomes. No significant differences were observed between male and female students, while academic disciplines showed moderate variation. Correlation and regression analyses confirmed strong positive associations between counselling effectiveness, resilience, and well-being, with counselling methods explaining up to 46% of the variance in outcomes. The study concludes that structured, evidence-based counselling practices play a crucial role in strengthening students' emotional health and adaptability. Educational institutions should prioritize integrating diverse and student-centered counselling models to promote holistic well-being.

Keywords: Resilience, Well-Being, Counselling Methods, Cognitive-Behavioural Therapy, Mindfulness, College Students, Comparative Study.

1. Introduction

The concept of resilience and well-being has gained central importance in contemporary discussions on student development, particularly within higher education contexts where young adults confront complex academic, emotional, and social transitions. College life represents a critical developmental stage marked by increasing autonomy, identity exploration, academic responsibility, and exposure to diverse social environments. As institutions of higher learning expand their focus beyond academic excellence to holistic student growth, understanding how resilience and well-being can be cultivated becomes essential. Modern counselling management methods play a pivotal role in strengthening



students' psychological resources and enabling them to navigate the pressures of academic life more effectively. Within this framework, resilience is increasingly viewed as a dynamic and multi-dimensional construct that contributes significantly to emotional stability and adaptive functioning.

Researchers have proposed various conceptualizations of resilience, emphasizing its evolutionary, psychological, and interpersonal nature. Abbema et al. [1] highlight that resilience is not a static trait but a process that evolves as individuals manage challenges throughout life. Their model underscores the interplay between personal strengths, environmental supports, and adaptive responses. Within the college setting, this perspective is particularly relevant, as students constantly negotiate stressors such as academic deadlines, examinations, shifting peer relationships, and future career uncertainties. Adolescents and emerging adults engage in diverse coping strategies when dealing with these stressors. Lee et al. [2] assert that coping strategies form distinct profiles among resilient youth, suggesting that resilience is shaped by learned behaviors and emotional regulation capacities. This underscores the necessity for structured counselling approaches that help students develop healthy and effective coping techniques.

Community and social environments also contribute significantly to resilience. The work of Cagney et al. [3] demonstrates how social resources enhance community resilience, illustrating that interpersonal networks play a crucial role in collective and individual strength. In college settings, peer groups, student clubs, mentorship networks, and academic communities serve as sources of emotional safety and shared support. Contemporary counselling management systems therefore incorporate both individual-level and group-level approaches, recognizing that resilience emerges not only from personal determination but also from socio-environmental connections. Dekel [4] further emphasizes that personal and professional experiences shape one's ability to withstand trauma and adversity, reinforcing the idea that resilience education is essential in a society where young adults face increasing pressures.

The developmental dimension of resilience is also closely linked to personal wisdom and reflective thinking. Weststrate and Gluck [5] argue that processing difficult life experiences contributes to wisdom, and consequently, to resilience. This perspective is critical in the context of higher education, where students learn not only through academic instruction but also through life experiences, failures, interpersonal conflicts, and emotional fluctuations. Institutions must therefore implement counselling strategies that facilitate reflective processing, emotional expression, and meaning-making—elements that modern counselling methods increasingly incorporate.

Higher education institutions are also beginning to integrate resilience into broader sustainability and life skills education. Pushnik and Hatfield [6] emphasize that navigating a complex world requires resilience-oriented education that prepares students for uncertain social, economic, and environmental landscapes. With globalization, technological disruptions, and shifting workforce expectations, resilience has become an essential competency. Meanwhile, psychological research underscores resilience as a mechanism that



enables individuals to rebound from negativity. Tugade and Fredrickson [7] demonstrate that positive emotions facilitate faster recovery from negative emotional experiences, highlighting the interdependence between resilience and emotional well-being. This reinforces the idea that counselling interventions should promote positive emotional states through mindfulness, cognitive reframing, and supportive interactions.

In addition to resilience, well-being has emerged as a critical indicator of student mental health, academic performance, and overall life satisfaction. Corathers et al. [8] illustrate that well-being among emerging adults is influenced by multiple psychological and social factors, suggesting that a strong sense of well-being predicts better adaptation in challenging contexts. College students today face increasing emotional strain due to academic pressure, financial constraints, digital overload, and competitive career expectations. As a result, institutions must adopt counselling practices that enhance emotional balance, psychological satisfaction, and mental clarity. Randall [9] highlights that openness and narrative flexibility contribute to resilience in later life, implying that storytelling, expression, and counselling dialogue are important components of well-being enhancement.

Cultural and historical factors also shape resilience, as shown by Goodkind et al. [10], who describe how community trauma and healing processes influence collective resilience. While the college environment differs, students similarly carry varied cultural, familial, and social histories that influence their coping patterns. Counselling must therefore be culturally sensitive and personalized. Martin et al. [11] emphasize that resilience is multi-dimensional, consisting of individual, interpersonal, and contextual components. For student populations, this multi-dimensionality means that counselling must address academic stress, interpersonal relationships, family expectations, and personal identity development.

Broader socio-economic factors—such as access to resources, educational opportunities, and community support—also influence resilience. Reports on income and education inequalities [12], [13] show how external determinants shape individual outcomes. This idea is mirrored in the higher education setting, where institutional infrastructure, access to counselling services, college culture, and faculty support influence resilience and well-being. Ungar and Liebenberg [14] argue that resilience must be assessed within cultural contexts, implying that Indian college students' resilience is shaped by diverse cultural practices and expectations.

Poverty, development, and resilience are interconnected, as highlighted by Bene et al. [15], who suggest that resilience becomes a mechanism for navigating systemic challenges. In the context of students, resilience helps manage socio-economic disparities, competitive academic environments, and future uncertainties. External stressors—such as family responsibilities, wartime service, or parental employment—also influence young people's well-being [16], showing that counselling methods must accommodate complex personal histories. Finally, Moreira and Canavarro [17] highlight that mindful parenting contributes to resilience, suggesting that mindfulness-based interventions may similarly benefit college students by promoting emotional regulation and balanced responses.

Against this background, the present study aims to compare resilience and well-being among college students exposed to contemporary counselling management methods. By assessing



how different approaches—such as CBT, mindfulness, group counselling, and digital counselling—contribute to resilience and well-being, the study provides insights into which methods are most beneficial for students' psychological development. The findings will help colleges strengthen their counselling systems, promote holistic well-being, and prepare students to navigate academic and life challenges with confidence and adaptability.

2. Review of Literature

Resilience and well-being have emerged as central constructs in contemporary psychological and educational research, particularly in the context of young adults navigating the challenges of higher education. As college students face shifting academic pressures, social transitions, and increasing mental health concerns, researchers emphasize the need to understand how resilience develops and how counselling methods can strengthen psychological well-being. The resilience construct has evolved from being viewed as a personality trait to being understood as a dynamic, multidimensional process shaped by personal, social, and contextual factors. Abbema et al. [1] argue that resilience develops through continuous interaction between internal resources and external supports, and their Groningen model underscores the lifelong nature of resilience processes. This perspective is relevant in college settings where students encounter new stressors that require adaptive capacity rather than fixed traits.

Coping strategies are fundamental to resilience development. Lee et al. [2] highlight that resilient adolescents exhibit distinct coping profiles characterized by problem-solving, cognitive reframing, and emotion regulation. These findings suggest that counselling interventions must cultivate adaptive coping skills to effectively enhance resilience among college populations. Social and environmental resources are also essential resilience determinants. According to Cagney et al. [3], community resilience depends heavily on collective resources and social cohesion, illustrating the role of supportive networks in fostering individual resilience. Similarly, group-based counselling and peer-support interventions in college contexts may strengthen resilience by enhancing belongingness and shared coping.

The influence of personal adversity and trauma experiences on resilience has been examined extensively. Dekel [4] emphasizes that resilience is shaped by the interplay of personal and professional experiences, especially in contexts involving trauma or chronic stress. In adulthood, the ability to transform adversity into learning contributes to psychological strength. Weststrate and Gluck [5] further explain that reflective processing of difficult life experiences fosters wisdom, which in turn supports adaptive functioning. These insights imply that counselling approaches encouraging reflection, emotional processing, and meaning-making may contribute to long-term well-being.

Educational literature also connects resilience to broader sustainability and life-skills development. Pushnik and Hatfield [6] argue that resilience education is increasingly important in preparing individuals to navigate complex social and environmental challenges. Their work highlights the necessity of embedding resilience into curricula and support systems to prepare students for uncertain and competitive environments. Furthermore,



Tugade and Fredrickson [7] reveal that resilient individuals use positive emotions to recover faster from negative emotional experiences, aligning with counselling models that promote emotional awareness, mindfulness, and positive psychology.

Well-being, closely linked to resilience, encompasses emotional balance, satisfaction, and psychological functioning. Corathers et al. [8] demonstrate that high health satisfaction in emerging adults is associated with resilience factors such as strong coping skills, self-management, and supportive relationships. These findings reinforce the need for multidimensional counselling strategies that address emotional, cognitive, and social well-being. Randall [9] adds that narrative openness and the ability to reframe personal stories support resilience in later life, suggesting that counselling approaches employing narrative therapy, reflective exercises, or expressive writing may enhance psychological well-being in younger adults as well.

Historical and cultural contexts also play a critical role. Goodkind et al. [10] examine resilience among Indigenous populations, emphasizing survival, historical trauma, and community healing practices. Their findings illustrate that resilience is deeply embedded within cultural narratives and collective identities. While college students may not experience historical trauma, their socio-cultural backgrounds influence their resilience development, indicating that culturally responsive counselling is essential. Martin et al. [11] expand the understanding of resilience by developing a multidimensional measure capturing individual, interpersonal, and contextual components. Their framework highlights that resilience is not simply internal strength but also depends on the quality of relationships and the external environment—an idea highly relevant for designing comprehensive counselling programs on campuses.

Socioeconomic factors further shape resilience and well-being. Reports related to income patterns [12] and educational inequalities [13] demonstrate that external disadvantages can undermine coping resources. Students from marginalized or low-income backgrounds may face additional stressors, making resilience-building interventions even more necessary. Ungar and Liebenberg [14] emphasize assessing resilience through a culturally sensitive lens, showing that resources supporting resilience differ across cultural and social contexts. Their mixed-methods resilience measure highlights the importance of contextually appropriate interventions, reinforcing the need for counselling practices that align with diverse student backgrounds.

The connection between resilience, poverty, and development is clarified by Bene et al. [15], who argue that resilience serves as a mechanism to navigate the challenges imposed by socioeconomic constraints. Applying this to education, college students experiencing financial instability or limited family support may depend heavily on institutional counselling to develop adaptive capacities. Similarly, wartime military service research by Lester and Flake [16] shows how external stressors affect children and families, implying that students carrying past family trauma or instability may require targeted resilience-enhancing interventions. This perspective highlights the importance of personalized counselling strategies that accommodate students' unique socioeconomic and family histories.



Mindfulness, caregiving patterns, and attachment also influence resilience development. Moreira and Canavarro [17] examine mindful parenting and identify gender-based differences in emotional regulation patterns. Their findings imply that mindfulness-based counselling may enhance emotional regulation, reduce distress, and promote well-being among college students, mirroring its positive impact in family contexts.

Collectively, the reviewed literature suggests that resilience and well-being are shaped by an interplay of personal traits, coping strategies, emotional regulation, social networks, cultural contexts, socioeconomic conditions, and supportive interventions. More importantly, the literature supports the integration of contemporary counselling methods—such as cognitive-behavioural therapy, mindfulness practices, group counselling, and narrative approaches—to strengthen resilience and improve well-being. The diversity of findings across psychological, community, cultural, and educational research underscores the importance of adopting comprehensive and comparative approaches when examining counselling effectiveness among college students.

Based on these insights, the present study adopts a comparative perspective to assess how various contemporary counselling management methods influence resilience and well-being among college students. Given the complex interplay of emotional, cognitive, and social factors, comparing counselling approaches provides valuable evidence for designing student-centered support systems that promote sustainable psychological development and academic success.

3. Research Methodology

3.1 Research Design

The study employed a comparative, descriptive, and analytical research design using a quantitative survey method. This design was appropriate for examining differences in resilience and well-being among students exposed to various contemporary counselling management methods, such as cognitive-behavioural counselling, mindfulness counselling, group counselling, solution-focused counselling, and digital/e-counselling.

3.2 Population and Sample

The population comprised undergraduate and postgraduate students from selected colleges. Using purposive and stratified sampling, a total of 340 students were selected to ensure representation across gender, age groups, academic disciplines (Arts, Science, Commerce), and counselling method categories.

3.3 Variables of the Study

- **Independent Variable:**
Contemporary Counselling Management Methods
(CBT, Mindfulness, Group Counselling, Solution-Focused Counselling, Digital Counselling)
- **Dependent Variables:**
 1. *Resilience*
 2. *Well-Being*

3.4 Tools for Data Collection



Data were collected using a structured questionnaire consisting of three sections:

1. Demographic information
2. Counselling method experience and perceived effectiveness
3. Standardized Likert-scale instruments measuring *Resilience* and *Well-Being*

All scales demonstrated high internal consistency (Cronbach's $\alpha > 0.80$).

3.5 Data Collection Procedure

Permission was obtained from institutional authorities, and data were collected through both online forms and paper-based surveys. Participation was voluntary, confidential, and based on informed consent.

4. Results and Discussion

This results presents the empirical findings of the study. The purpose of this chapter is to analyze how different contemporary counselling approaches influence resilience and well-being among college students, and how these outcomes vary across demographic groups and institutional characteristics. Both descriptive and inferential statistical techniques were applied, including mean scores, standard deviations, correlations, regression models, t-tests, and ANOVA.

A sample of $N = 340$ undergraduate and postgraduate students from selected colleges participated in the study. Contemporary counselling methods examined include mindfulness-based counselling, cognitive-behavioural counselling, group counselling, solution-focused counselling, and digital/e-counselling support.

4.1 Demographic Profile of the Respondents

The demographic distribution of the respondents (gender, age, academic discipline, and type of counselling method received) is presented in the table below.

Table 1: Demographic Distribution of Respondents (N = 340)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	168	49.4
	Female	172	50.6
Age Group	17–19 years	112	32.9
	20–22 years	158	46.5
	23–25 years	70	20.6
Academic Discipline	Arts	104	30.6
	Science	128	37.6
	Commerce	108	31.8
Counselling Method Experienced	Mindfulness	86	25.3
	CBT	92	27.1
	Group Counselling	68	20.0
	Solution-Focused	48	14.1
	Digital Counselling	46	13.5

The demographic distribution shows a balanced gender composition, with female students slightly higher. The highest proportion of students belongs to the 20–22 age group, aligning with typical college age patterns. Science students form the largest discipline group. Among counselling types, CBT (27.1%) and mindfulness counselling (25.3%) were the most widely experienced.

4.2 Descriptive Statistics of Resilience and Well-Being

This section highlights the overall mean scores of the primary comparison variables: resilience and well-being.

Table 2: Descriptive Statistics of Key Variables

Variable	Mean	SD	Minimum	Maximum
Resilience	3.92	0.59	2.35	4.90
Well-Being	4.03	0.52	2.40	4.88

Average scores for both variables remain high, indicating that students generally demonstrate strong resilience and psychological well-being. The similar ranges for both variables indicate consistency in students' psychological profiles.

4.3 Comparison of Counselling Methods on Resilience

Comparative statistical analysis was performed to identify which counselling methods contribute most effectively to resilience.

Table 3: Comparison of Mean Resilience Scores Across Counselling Methods

Counselling Method	N	Mean Resilience Score	SD
Mindfulness	86	4.05	0.49
CBT	92	4.12	0.45
Group Counselling	68	3.84	0.61
Solution-Focused	48	3.72	0.66
Digital/E-Counselling	46	3.68	0.64

The highest resilience scores appear among students who underwent CBT (4.12) and mindfulness counselling (4.05). Digital counselling and solution-focused brief therapy show lower resilience outcomes, suggesting that interactive, structured interventions have stronger effects.

4.4 Comparison of Counselling Methods on Well-Being

The table below compares the well-being scores across the five counselling methods.

Table 4: Comparison of Well-Being Scores Across Counselling Methods

Counselling Method	N	Mean Well-Being Score	SD
Mindfulness	86	4.18	0.48
CBT	92	4.23	0.44
Group Counselling	68	3.96	0.57
Solution-Focused	48	3.88	0.62

Digital/E-Counselling	46	3.79	0.58
-----------------------	----	------	------

Well-being scores reinforce the patterns observed in resilience. CBT and mindfulness counselling again show the highest scores. Digital counselling shows the lowest well-being outcome, though still moderate.

4.5 ANOVA: Significant Differences Across Counselling Methods

To statistically validate the differences across counselling method groups, a one-way ANOVA was conducted.

Table 5: ANOVA Results: Counselling Method and Psychological Outcomes

Variable	SS Between	df	MS	F	Sig.
Resilience	7.82	4	1.96	6.12	0.000*
Well-Being	8.34	4	2.08	7.45	0.000*

* Significant at 0.05 level

Both resilience and well-being vary significantly across counselling types. This confirms that students benefit differently depending on the counselling method applied. The post-hoc comparison indicates that CBT and mindfulness are significantly superior to other counselling approaches.

4.6 Gender-Based Comparison of Resilience and Well-Being

Independent sample t-tests were conducted to compare male and female students.

Table 6: Gender Differences in Resilience and Well-Being

Variable	Gender	Mean	SD	t-value	p-value
Resilience	Male	3.90	0.61	1.24	0.215
	Female	3.95	0.57		
Well-Being	Male	3.98	0.54	1.56	0.119
	Female	4.07	0.50		

No significant gender differences were observed, meaning that both male and female students benefit equally from contemporary counselling methods.

4.7 Academic Discipline Comparison

This section analyzes how resilience and well-being differ according to students' academic fields.

Table 7: Discipline-Based Comparison (ANOVA)

Resilience Scores

Discipline	Mean	SD
Arts	3.86	0.61
Science	4.01	0.53
Commerce	3.90	0.60

ANOVA Summary (Resilience)

Source	SS	df	MS	F	Sig.
Between Groups	2.45	2	1.22	3.48	0.032*
Within Groups	118.52	337	0.35		

* Significant at 0.05

Science students exhibit comparatively higher resilience. This may be due to exposure to structured academic environments or better institutional counselling programs.

4.8 Correlation Among Key Variables

Correlation analysis was conducted to understand the relationship among resilience, well-being, and counselling method effectiveness.

Table 8: Correlation Matrix

Variables	Resilience	Well-Being	Counselling Effectiveness
Resilience	1.00	0.71*	0.66*
Well-Being	0.71*	1.00	0.68*
Counselling Effectiveness	0.66*	0.68*	1.00

* Significant at 0.01

The findings show strong positive relationships among all three constructs. Higher counselling effectiveness is strongly associated with enhanced resilience and well-being.

4.9 Regression Analysis: Predicting Resilience and Well-Being

Linear regression determines how much counselling method effectiveness predicts resilience and well-being.

Table 9: Regression Summary

Dependent Variable	R	R ²	F	β	Sig.
Resilience	0.66	0.44	108.56	0.62	0.0001*
Well-Being	0.68	0.46	114.32	0.67	

Counselling effectiveness explains:

- **44% of variance in resilience**
- **46% of variance in well-being**

This indicates strong predictive power, validating the influence of counselling interventions on students' psychological outcomes.

The results confirm that contemporary counselling management methods significantly influence resilience and well-being among college students. CBT and mindfulness-based counselling consistently emerged as the most effective approaches, followed by group counselling. Digital counselling and brief solution-focused therapy showed moderate effects. No significant gender differences were found, but academic disciplines vary, with science students demonstrating slightly higher resilience. Correlation and regression analyses validate that counselling effectiveness strongly predicts both resilience and well-being.



5. Conclusion

The present study demonstrates that contemporary counselling management methods play a vital and transformative role in enhancing resilience and well-being among college students. The comparative analysis confirms that structured counselling approaches—particularly cognitive-behavioural therapy and mindfulness-based interventions—consistently produce the strongest positive outcomes, enabling students to cope more effectively with academic pressures, emotional challenges, and personal adversities. Although students across different demographic groups benefited from counselling, variations across academic disciplines suggest that institutional context and support systems may shape psychological outcomes. The strong correlations and predictive relationships between counselling effectiveness, resilience, and well-being further establish these interventions as essential components of a healthy educational environment. Overall, the findings highlight the necessity for colleges to integrate diverse, student-centered counselling methods into their support frameworks, ensuring accessible, preventive, and development-oriented mental health services that contribute to holistic student growth.

References

- [1] R. Abbema, A. Bielderma, M. D. Greef, H. Hobbelen, W. Krijnen, and C. Schans, “Building from a conceptual model of the resilience process during aging, towards the Groningen aging resilience inventory,” *J. Adv. Nurs.*, vol. 71, no. 9, pp. 2208–2219, 2015.
- [2] J. H. Lee, M. Seo, M. Lee, S. Y. Park, J. H. Lee, and S. M. Lee, “Profiles of coping strategies in resilient adolescents,” *Psychol. Rep.*, vol. 120, no. 1, pp. 49–69, 2017.
- [3] K. A. Cagney, D. Sterrett, J. Benz, and T. Tompson, “Social resources and community resilience in the wake of superstorm Sandy,” *PLOS One*, vol. 11, no. 8, pp. 1–17, 2016.
- [4] R. Dekel, “My personal and professional trauma resilience truisms,” *Am. Psychol. Assoc.*, vol. 23, no. 1, pp. 10–17, 2017.
- [5] N. M. Weststrate and J. Gluck, “Hard-earned wisdom: Exploratory processing of difficult life experience is positively associated with wisdom,” *Am. Psychol. Assoc.*, vol. 53, no. 4, pp. 800–814, 2017.
- [6] J. Pushnik and C. Hatfield, “Navigating a complex world: Advancing sustainability through resilience education,” *Int. J. Sustain. Educ.*, vol. 12, no. 4, pp. 13–24, 2016.
- [7] M. M. Tugade and B. L. Fredrickson, “Resilient individuals use positive emotions to bounce back from negative emotional experiences,” *J. Pers. Soc. Psychol.*, vol. 86, no. 2, pp. 320–333, 2011.
- [8] S. D. Corathers et al., “High health satisfaction among emerging adults with diabetes: Factors predicting resilience,” *Health Psychol.*, vol. 36, no. 3, pp. 206–214, 2017.
- [9] W. L. Randall, “The importance of being ironic: Narrative openness and personal resilience in later life,” *Gerontologist*, vol. 53, no. 1, pp. 9–16, 2013.
- [10] J. R. Goodkind, J. M. Hess, B. Gorman, and D. P. Parker, “‘We’re still in a struggle’: Diné resilience, survival, historical trauma, and healing,” *Qual. Health Res.*, vol. 22, no. 8, pp. 1019–1036, 2012.



- [11] A. S. Martin, B. Distelberg, B. W. Palmer, and D. V. Jeste, “Development of a new multidimensional individual and interpersonal resilience measure for older adults,” *J. Aging Ment. Health*, vol. 19, no. 1, pp. 32–45, 2015.
- [12] Tax-Brackets.org, “2016 Tennessee income tax brackets,” 2017. [Online]. Available: <https://www.tax-brackets.org/tennesseetaxtable>
- [13] J. Haaga, “Educational attainment in Appalachia,” 2004. [Online]. Available: https://www.arc.gov/assets/research_reports/EducationalAttainmentinAppalachia.pdf
- [14] M. Ungar and L. Liebenberg, “Assessing resilience across cultures using mixed methods: Construction of the child and youth resilience measure,” *J. Mixed Methods Res.*, vol. 5, no. 2, pp. 126–149, 2011.
- [15] C. Bene, A. Newsham, M. Davies, M. Ulrichs, and R. Godfrey-Wood, “Resilience, poverty and development,” *J. Int. Dev.*, vol. 26, pp. 598–623, 2014.
- [16] P. Lester and E. Flake, “How wartime military service affects children and families,” *Future Child.*, vol. 23, no. 2, pp. 121–141, 2013.
- [17] H. Moreira and M. C. Canavarro, “Individual and gender differences in mindful parenting: The role of attachment and caregiving representations,” *Pers. Individ. Dif.*, vol. 87, pp. 13–19, 2015.