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Academic Resilience in College Students

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Abstract- This study was conducted to investigate the difference of Academic resilience in college students. The main purpose of this research is to increase knowledge of the relationship between academic resilience and college students, and highlight the need for psychosocial support for college students. A total of 120 samples of college students at different schools, were taken from Bhavnagar (Gujarat). Their samples were taken along with the data collected with the help of 'Academic resilience scale' this scale was constructed by Simon Cassidy (2016). The data was used to obtain the Academic resilience measurement of the subjects. The collected data was statistically analyzed with the help of ANOVA and L.S.D. The results show that there is significant difference in academic resilience between boy and girl college students. (F=24.52). There is no significant difference in academic resilience between rural and urban college students. (F=2.35). There is no significant difference in academic resilience between gender and residential area. (F=1.14). The findings show that two hypotheses were accepted and one hypothesis was rejected. According to the findings, academic resilience of boy is found to be better as compared to girl. Gender has a notable effect on Academic resilience; residential area and the interaction between gender and residential area do not significantly impact Academic resilience among college students.

Key Words: Academic Resilience, College Students, Gender, Residential area, Rural, Urban

I. INTRODUCTION

For many years, psychologists struggled with an important question: How can we truly understand a person and help them become capable in social life? Is it their intelligence, their personality, or something else? In the field of psychology, this question was repeatedly explored. The main reason was that many academically bright students, who score very high marks, often fail to achieve success in real life. Many talented people are unable to handle practical situations effectively. After long-term research, psychologists discovered that apart from intelligence, another factor plays a major role in shaping a person's success. This factor is known as Academic resilience. Experts who have examined Academic resilience closely have concluded that it is strongly connected to a person's social skills. Through various studies and observations, researchers have shown that Academic resilience significantly contributes to success in real-life situations. People who succeed in life typically possess a high level of Academic resilience. According to these findings, Academic resilience helps individuals manage their own behavior and maintain healthy relationships with others. Thus, Academic resilience is considered essential for proper adjustment, good Academic resilience, and overall success in life.

What is Academic resilience?

Academic resilience refers to a student's capacity to effectively deal with academic challenges, setbacks, stress, and pressure, and still maintain or improve their academic performance. A widely cited definition is given by Martin & Marsh (2006) who describe academic resilience as students' ability to overcome acute or chronic adversity that is seen as a major threat to a student's educational development. Cassidy (2016) defines academic resilience as the ability to effectively deal with academic setbacks, stress, and pressure, using adaptive cognitive, motivational, and behavioral responses. Morales and Trotman (2004) Based on a sociocultural perspective, define Academic resilience is the process by which students from disadvantaged or high-risk backgrounds succeed academically despite adverse conditions. Rew &

Horner (2003) defines academic resilience is the ability of adolescents to use personal strengths and external supports to achieve academic success despite academic or personal challenges.

Review of Literature

Geethanjli (2022–2023) conducted A Study on Academic Resilience, Grit and Learning Strategies among Undergraduates (SFC college repository). Detailed descriptive comparisons by gender and residence are presented; the dissertation reports small/insignificant gender differences on many resilience-related subscales, with urban-dominant sample composition and some differences in study-related resources (device access, coaching) that could mediate resilience. Rupkumar Panda (2025) conducted A Comparative Study of Academic Resilience among Rural and Urban school Students. The major findings were no significant difference in academic resilience between boys and girls in either rural or urban groups; however, urban students scored significantly higher in academic resilience than rural students. Gretta Maria DSouza and Dr. Prem Prabha Singh (2024) conducted Academic Resilience of Boys and Girls of Higher Secondary Level. The major findings were no significant difference in academic resilience between boys and girls in ISC schools.

II. METHODOLOGY

(1) Objectives

The present study was, hence, undertaken with the following objectives.

1) To study of academic resilience among boy and girl college students.
2) To study of academic resilience among rural and urban college students.

(2) Hypothesis

The following things of hypothesis have been formulated for the investigation, here, researcher builds a null hypothesis.

1) There is no significant difference in academic resilience between boy and girl college students.
2) There is no significant difference in academic resilience between rural and urban college students.
3) There is no significant difference in Academic resilience between gender and residential area.

(3) Participants

Total participants of 120 college students at different college. Were randomly selected from Bhavnagar (Gujarat). The care was taken that the socio-economic levels of all subjects remain almost the same.

Table No. – 1 A Table of Sample Distribution

Independent Variable	Boy	Girl	Total
Rural	30	30	60
Urban	30	30	60
Total	60	60	120

(4) Design

The experimental design for this study was 2 x 2 factorial designs. The first independent variable was Gender (Boy & Girl). The second independent variable was use of Residential Area (Rural & Urban). The dependent variable was academic resilience score.

(5) Measuring Instruments

For collecting the pertinent data, the following measuring instruments were used.

(a) Personal Information Schedule

The main purpose of this schedule is to collect certain pertinent data regarding the variables of the study, the various information such as, gender, age, residential area, Medium of study are collected through this schedule.

(b) Academic Resilience Scale (ARS-30)

The inventory was developed by Simon Cassidy (2016). To measure the academic resilience. Here is the information about the inventory. The ARS-30 comprises 30 items categorized into three dimensions: (I) Perseverance, (II) Reflecting & Adaptive Help-Seeking, and (III) Negative Affect & Emotional Response, This instrument was administered to 14 years and above students. Each question has five options. It is sequence in this Very unlike me, Quite unlike me, Somewhat like me, Quite like me and Very like me to get target group has to choose any one option after data collection. It is analyzed and finds the solution.

Reliability- Reliability of the scale was established by calculating the Cronbach Alpha value, which was found to be highly significant at 87–.91. Furthermore, Subscales Reliability is 0.72–0.85.

Validity - To establish the validity of the scale, expert opinions were sought, and item-total correlation and the scale's construct validity was established through a study involving 532 undergraduate students.

(6) Procedure

A very smooth, cooperative and fresh environment was created for collecting the data, the investigator approached individually to all participants. The 'Academic resilience scale' was given to the participants when participants fill up the scale, these were collected. The scoring was done according to the manual.

A very smooth, cooperative and fresh environment was created for collecting the data, the investigator approached individually to all participants. The 'Academic resilience Scale' was given to the participants when participants fill up the scale, these were collected. The scoring was done according to the manual.

The academic resilience Scale has three areas (I) Perseverance, (II) Reflecting & Adaptive Help-Seeking, and (III) Negative Affect & Emotional Response, To ask him to tick mark (✓) before the question if they agree with this academic resilience Scale is to measure the five options, Very unlike me, Quite unlike me, Somewhat like me, Quite like me and Very like me. The inventory consists of 30 questions, each of which is scored 1, 2, 3, 4 and 5. Reverse scored for negative items 5, 4, 3, 2 and 1, respectively. The maximum is arrived at 150 and minimum score of 30 in this Inventory. Higher scores indicate greater levels of academic resilience, providing a comprehensive measure of students' adaptive responses to academic adversity.

(7) Statistics

Here in this study ANOVA and L.S.D. was conducted as a statistical technique to prove the objective.

III. RESULT

Table No – 1 Summary of analysis of variance for academic resilience in college students

Source of Variation	Sum of Square	df	Mean Sum of Square	'F' Ratio	Level of Significant
A (Gender)	1968.30	1	1968.30	24.52	0.01
B (Residential Area)	34.13	1	34.13	2.35	NS
A x B	70.53	1	70.53	1.14	NS
Wss	9310.20	116	80.26		
Tss	11383.17	119			

NS = Not Significant

Table No-2 Showing the means and 'F' value of gender variable for academic resilience

Gender	N	Mean	'F' Ratio	Level of Significant
Boy	60	134.53	10.29	0.01
Gils	60	128.98		

Table No-3 Showing the L.S.D. difference of gender variable for academic resilience

No	Pair	Difference of Mean	Level of Significant
1	A_1 Vs A_2	5.55	0.01

Table No – 4 Showing the means and 'F' value of residential area variable for academic resilience

Residential area	N	Mean	'F' Ratio	Level of Significant
Rural	60	132.48	1.42	N.S
Urban	60	131.03		

N.S. = Not Significant

Table No-5 Showing the L.S.D. difference of residential area variable for academic resilience

No	Pair	Difference of Mean	Level of Significant
1	B_1 Vs B_2	1.45	N.S

N.S. = Not Significant

Table No-6 Showing the means and 'F' value of gender and residential area variable for Academic resilience

No	Variable	N	Mean		'F' Ratio	Level of Significant
			A_1	A_2		
1	B_1	120	134.37	130.60	1.06	N.S
2	B_2	120	134.70	127.37		

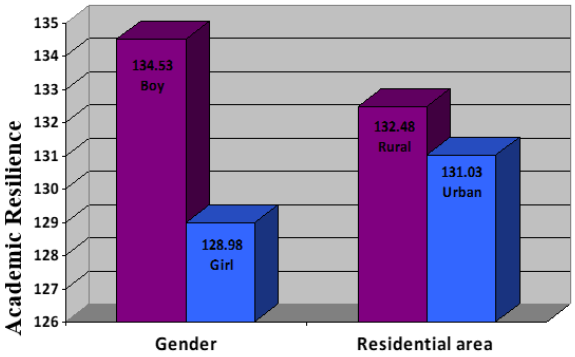
N.S. = Not Significant

Table No-7 Showing the L.S.D. difference of gender and residential area variable for Academic resilience

No	Pair	Difference of Mean	Level of Significant
1	$A_1 B_1$ VS $A_1 B_2$	0.33	N.S
2	$A_1 B_1$ VS $A_2 B_1$	3.77	N.S
3	$A_1 B_1$ VS $A_2 B_2$	7.00	0.01
4	$A_1 B_2$ VS $A_2 B_1$	4.10	N.S
5	$A_1 B_2$ VS $A_2 B_2$	7.33	0.01
6	$A_2 B_1$ VS $A_2 B_2$	3.23	N.S

N.S. = Not Significant L.S.D. Level 0.01 = 6.29
0.05 = 4.79

Figure – 1 Showing the mean score of gender and residential area variable for Academic resilience



IV. DISCUSSIONS

The chief aim of the present research was to examine academic resilience among college students. The derived result shows that out of three hypotheses, two hypotheses have been accepted and one hypothesis are not accepted.

Table No-2 reveals a meaningful difference in academic resilience between boy and girl college students. Although both groups show relatively high levels of resilience, the mean score of boys (134.53) is noticeably higher than that of girls (128.98). The obtained F value (10.29) is significant at the 0.01 level, confirming that this difference is statistically reliable and not due to chance. These findings suggest that gender plays a significant role in shaping academic resilience. The higher resilience among boys may reflect variations in coping strategies, confidence levels, or the ways in which academic pressures are managed. It is also possible that socio-cultural expectations encourage boys to show greater persistence and control in stressful academic situations, resulting in higher resilience scores. On the other hand, girl students may experience different stressors or emotional demands that could influence their academic coping patterns. Overall, the analysis indicates that boy students tend to demonstrate stronger academic resilience than girl students in this sample, and this difference is strong enough to be statistically significant at the 0.01 level. These results underline the need for gender-sensitive approaches in promoting resilience among college students.

Several studies support the present finding. For example, Singh & Kaur (2017) reported that boy college students showed higher academic resilience, explaining that boys often demonstrate greater persistence and confidence when facing academic setbacks. Similarly, Patel (2019) in a study on Gujarat university students observed that boy students scored significantly higher than girls, suggesting that social expectations and coping patterns may contribute to this difference. However, not all research agrees. Sharma (2020) found no significant gender difference among undergraduate students, indicating that both boys and girls displayed similar levels of resilience when academic pressures were comparable. Likewise, Joshi & Chavda (2018) reported non-significant gender differences in Gujarat, arguing that resilience is more strongly influenced by family support and academic environment than by gender alone. On the

other hand, some studies report results opposite to the present findings. Kumari & Devi (2016) found girl students scoring higher in academic resilience, suggesting that girls often use more adaptive emotional and social coping strategies, enabling them to deal with academic challenges more effectively. Thus, compared with existing research, the current result falls into the group of studies that show higher academic resilience among boy students. At the same time, the presence of contradictory findings in the literature indicates that gender differences in resilience are not universal and may depend on cultural background, institutional context, and personal coping resources.

Table No.-4 indicates that rural and urban college students do not differ significantly in their levels of academic resilience. Although the mean score of rural students (M = 132.48) is slightly higher than that of urban students (M = 131.03), the obtained F-ratio of 1.42 is not significant at any conventional level ($p > 0.05$). This suggests that residential area does not play a meaningful role in shaping the academic resilience of college students in the present sample. The non-significant result implies that factors related to academic resilience-such as coping skills, motivation, self-efficacy, and support systems-may are relatively similar among rural and urban students. It may also reflect increasing access to educational resources, technology, and supportive learning environments for both groups, reducing earlier urban–rural disparities. Therefore, the hypothesis that rural and urban students differ significantly in academic resilience is not supported by the current findings.

The finding of the present study that rural and urban college students do not differ significantly in academic resilience—is consistent with several earlier studies. For example, Singh and Kaur (2019) found no significant urban–rural differences in academic resilience among Indian undergraduate students, concluding that exposure to similar academic challenges and family support systems may create parallel levels of resilience. Similarly, Patel (2017) in a Gujarat-based study reported that both rural and urban college students showed comparable resilience levels, attributing this to improving educational opportunities and reduced gaps in institutional support across regions. International studies also support the present findings. Kim and Lee (2018) observed no meaningful residential differences in academic resilience among Korean university students, suggesting that resilience is influenced more by individual psychological factors than by geographic location. In contrast, a few earlier studies Borman & Overman, (2004) documented higher resilience among urban students due to greater exposure to competitive educational settings. However, more recent research trends show diminishing urban–rural disparities, aligning more closely with the results of the current study.

The ANOVA results for the interaction between Gender and Residential Area show an F-ratio of 1.14, which is not significant at the 0.05 level. This indicates that the combined effect of gender and residential background does not meaningfully influence academic resilience among college students in the sample. In practical terms, this means that the difference between boys and girls in academic resilience remains similar in both rural and urban settings. Likewise, the rural–urban difference does not vary depending on whether the student is boy or girl. The absence of an interaction effect suggests that academic resilience is shaped by individual psychological factors - such as motivation, coping skills, and emotional regulation more than by the combined influence of demographic variables like gender and residence. It also implies that the social, educational, and support environments available to students today may be similar enough across genders and locations that no unique interaction pattern emerges. Thus, the present findings indicate that gender and residential area operate independently, and their combination does not produce any significant difference in academic resilience. Therefore, the hypothesis expecting a significant interaction between gender and residential area is not supported.

V. CONCLUSIONS

1) The difference in academic resilience between boy and girl college students was significant.
2) The difference in academic resilience between rural and urban college students was not significant.
3) The difference in academic resilience between gender and residential area was not significant.

Overall, out of the three hypotheses, two were accepted and one was rejected. The results emphasize

that while gender has a notable effect on academic resilience, residential area and the interaction between gender and location do not significantly impact academic resilience among college students.

VI. LIMITATIONS OF STUDY

1) The study area is limited. That is, the sample taken in the study is limited to Bhavnagar, Gujarat.
2) The study was limited to college students only. Therefore, the results of this research cannot be made applicable to any other people or any other city.
3) This study used a sample of 120 participants, so the results may differ if a larger or smaller sample is used.
4) The sample size is small. In future studies larger sample size should be studied for generalizability.
5) There may be limitations prevailing because of statistical analysis in research.

VII. IMPLICATIONS FOR FURTHER RESEARCH

Future research should include a larger and more diverse sample from different regions to verify whether the gender differences in academic resilience remain consistent. Studies involving students from various educational levels would also help broaden the understanding of resilience across age groups. More advanced statistical techniques and mixed-method approaches may provide deeper insights into the factors influencing academic resilience. Additionally, future studies should examine other variables such as socio-economic status, parental support, or personality traits, different professional groups, gender, caste, type of family, level of education, different age groups that may better explain resilience differences beyond gender and residential area. Longitudinal research could further clarify how academic resilience develops over time.

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