



Review on Academic Resilience Among Students in India

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Abstract

Academic resilience is a critical psychological construct that enables students to maintain their willingness to achieve success despite many challenges. The present paper reviews the existing literature on academic resilience among students in India with the objectives of understanding the concept, identifying its major influencing factors, examining the research trends and methodologies. The study also focusses to highlight the research gaps. The study adopts a qualitative literature review design based on secondary data collected through peer-reviewed journals and articles published between 2000-2026. The study reveals that academic resilience is positively associated with academic achievements, optimism, self-efficacy, self-esteem, grit, emotional regulation, supportive family and self-regulated learning strategies. Findings were also found inconsistent about gender and locality; many studies provide contradictory results on it. The review also suggests that research conducted in India on academic resilience is predominantly found quantitative and centred to secondary and higher secondary school levels. Furthermore, there is found a need of an appropriate research tool to measure level of academic resilience among students suitable for Indian context. The study concludes that academic resilience is a dynamic and developable attribute that can be fostered with the help of proper educational interventions, guidance and supportive Learning environments.

Keywords: *Academic resilience, Students, India, Literature review.*

I. Introduction

Students from contemporary educational system encounter a wide range of unpredictable academic, social, emotional and economic problems that can influence their academic life, personal relationships and mental health. Increasing academic competition, examination pressure, parental expectations, financial issues and technological development have made the ability to deal and adjust with these adversities more crucial

than ever. In many societies different types of learners faced problems related to personal and academic life which hinder their academic life in terms of failure. Repeated academic failure can lead to depression. Students may face various difficulties on the basis of their different socio-economic background. Despite these challenges many students are able to achieve positive academic outcome by overcoming those challenges in a constructive way. This ability to maintain a balance and consistent academic performance despite unpredictable challenges is termed as academic resilience. Academic Resilience is strongly associated with quality of life, well-being and functional capacity of students in times of adversity.

Resilience is conceptualized as an individual characteristic that reflects good, stable and consistent adaptation under various life challenges. It gives individual positive strengths to cope with stress and hardships in life. Resilience is a positive psychological construct that found among people that motivates individuals to achieve success in adverse circumstances (Singh & Singh, 2025). The resilience is also crucial mostly in students' lives as they face various problems during their academic careers in terms of adjusting to new situations, adolescents' transformation with a trait of storm and stress, loss of a loved one during examination and academic workloads.

A person who is a good problem solver has a better chance of achieving success in life. Academic resilience can be considered as a positive trait that exist in human beings which strengthens individuals to constructively manage their problems related to academic life. Academic resilience can be learned and foster with the help of contextual experiences in a student's life over time (Edward & Warelow, 2005). It can also define as an effort to increase the success and accomplishment of students in life. Both academic resilience and problem-solving abilities are critical components of education with the proper interventions teachers or experts can foster these abilities among students. Academic resilience represents a crucial variable for educational success or accomplishment.



It reflects students' ability to adapt and thrive in the face of academic challenges or problems (Gorghiu et al., 2024). Academic resilience encompasses a combination of cognitive, emotional and behavioural factors that enable students to overcome challenges by maintaining a positive attitude and continuing to strive for success. Resilient students are better in managing stress, regulate their emotions and seek support when needed (Flores-Buils & Andres-Roqueta, 2023). Thus, academic resilience is a crucial factor in students' academic success in the educational environment.

Academic resilience has become a growing concept in the field of educational research as students face various challenges in the contemporary world. Resilient students often demonstrate strong self-regulation and self-efficacy, which help them sustain academic buoyancy. Academic resilience is a critical psychological and educational construct as it enables students to cope with different problems they face during their academic life.

In the context of India, academic resilience has become a growing area of concern by gaining increasing attention due to the country's diverse educational landscape. Students from different socio-economic, cultural, linguistic and geographical backgrounds face many educational disadvantages. Many students encounter barriers such as poverty, parental rejection, gender bias, limited educational resources and inequality between rural and urban areas. Despite these challenges, many students demonstrate perseverance and willingness to accomplish success. Understanding the underlying factors that promote resilience among Indian students is therefore crucial for ensuring quality education in India. It also promotes informed decisions- making regarding effective teaching method, educational policies and supportive learning environments.

The present study aims to critically examine the existing literature on academic resilience among students in India. By synthesizing current knowledge, the review seeks to contribute significantly to a deeper understanding of how resilience can be fostered to support students' success and holistic development.

II. Rationale of the study

The concept of academic resilience has become a crucial construct or variable for research in the field of education. As it facilitates to understand how students achieve success despite unfavourable circumstances from family, society, peers, teachers and institutions. In the context of Indian, students

belong to diverse backgrounds in terms of socio-economic status, responsibility of family, mental health and unhealthy practices or prejudices. Sometimes this diversity among students shows positive outcomes or opposite of it. Despite many challenges some students perform better in academic career by showing positive accomplishment, which reflects their academic resilience. Understanding the factors which contribute to such a resilience is critical for promoting equitable and quality education in a country like India. Therefore, a systematic review of the existing research or literature is crucial to critically identify research trends, methodologies, research gaps and develop a comprehensive understanding on research related to academic resilience. This review can contribute to the development of context oriented educational interventions, institutional support systems to enhance the education system or make informed decision regarding policies because many researchers, educators and policy makers still lack an integrated and comprehensive understanding of the current state of knowledge in this area. Thus, the present study makes an attempt to provide a comprehensive understanding of the literature on academic resilience among students in India.

III. Objectives of the Study

- A. To develop an understanding on academic resilience among students in India through a review of the existing literature.
- B. To know the research trends and major findings in research studies on academic resilience conducted in India.
- C. To identify dimensions and major factors influencing academic resilience among students in India.
- D. To identify the research gaps in the existing literature and suggest directions for future research.



IV. Delimitations of the Study

- A. The study is delimited to academic resilience among students in India.
- B. The review primarily includes research studies published between 2000 and 2026.
- C. The study is based on secondary data and does not include any primary sources.

V. Methodology

Methodology is considered the heart of a study or a research investigation. The methodology for the present study is classified under the following sub headings.

5.1 Research Design

The present study meticulously follows a qualitative research design and is mainly based on a qualitative review of secondary data. It relies on existing literature, research journals and scholarly articles on academic resilience.

5.2 Search Strategy

A systematic search was conducted using major academic databases including Google Scholar, PubMed and Semantic Scholar. The search employed keywords such as academic resilience, students' resilience, resilience among students and education.

5.3 Inclusion and Exclusion Criteria

Studies were included if they focused on - academic resilience among students in India, peer-reviewed journal, articles and empirical studies (qualitative, quantitative and mixed method) published in English. Studies were excluded - if they focused on general resilience without any link to educational outcomes and studies conducted outside India without relevance to the Indian context.

VI. Review on Academic Resilience Among Students in India

Ahmed and Panda (2012) conducted a literature review focusing on 17 research studies which related to the study criteria. The study shows that educational institutions play a crucial role in enhancing the academic resilience among the students. With secure learning environments, constructive social interactions, academic expectations and social success, educational institutions facilitate students in fostering academic resilience.

Mathur and Sharma (2015) have undertaken a study with sample of 300 students (16 to 18 years) from the Jaipur City. The study shows academic stress is negatively related with resilience and optimism. Various existing research studies reflect that resilience and optimism foster resistance to stress. But the present study stated

when students cope with academic stress then it leads negatively to the capacity to become resilient and optimistic.

Mallick and Kaur (2016) conducted a study to explore learning environment and academic resilience of senior secondary school students. With a descriptive research approach, a sample of 600 students was selected from Punjab by using stratified random sampling technique. The study shows boys reflect more academic resilience than girls, but in terms of learning environments girls students have high level of learning environment as compared to boys. The study also revealed that urban students show more academic resilience and have higher learning environment than rural students.

Rao and Krishnamurthy (2018) focused on high school students with the aim of understanding the impact of Academic Resilience on their Scholastic Performance. The study was conducted with the representative sample of 125 from public school students (12-17 years old) in North Bangalore. The study revealed that there is a significant correlation between level of resilience and the scholastic performance of students, but there is no significant difference among the male and female students in their resilience attributes, which reflects resilience does not vary based on gender. The study also concluded that age has a significant influence on levels of academic resilience among adolescents.

Singh and Khatiwora (2020) investigated academic resilience among higher secondary students of Missing community with special reference to child rearing practice. For the study a representative sample of 120 (60 boys & 60 girls) students was selected through a simple random sampling from Missing community. The present study found no significant differences between boys and girls in terms of their level of academic resilience and child rearing practice of higher secondary school students, which means boys and girls possess more or less same level of academic resilience. Further the study also suggests that there exist no significant differences between rural and urban locality students with reference to academic resilience and child rearing practice of higher secondary school students. The study concluded that there is no significant difference between academic resilience and child rearing practices. It means no significant relationship was found between the two variables.

Borah and Sultana (2020) conducted a study among secondary level students from rural area of Sonitpur district to examine their level of



academic resilience with a quantitative type of research and descriptive survey research method. By selecting a sample of 210 students from IX standard, it was found no significant difference in academic resilience among secondary level rural students in accordance with gender and parental occupation. But a low academic resilience is found among rural students.

Mohan and Verma (2020) explored self-regulated learning strategies in relation to academic resilience among adolescent. The study was conducted with a sample 160 adolescents from public schools of Patiala, Ludhiana and Chandigarh. The study concerned with various learning strategies such as critical thinking, metacognition, self-regulation and peer learning. Also, dimensions of academic resilience such as self-belief, persistence, anxiety and uncertain control were focused on the present study. The findings of the study revealed a significant positive correlation between the dimensions of self-regulated learning strategies and the dimensions of academic resilience.

Mohan and Kaur (2021) carried a study with an attempt to assess relationship between Grit and Academic Resilience among school students. The study has undertaken with a sample of 120 (60 males and 60 females) students from private schools of Chandigarh, Ludhiana and Phagwara. The study highlighted a positive relationship between self-belief and persistence components of academic resilience and grit while study also found a negative relation between control and anxiety components of academic resilience and grit. The study also found no differences in Grit among male and female students. This study provides a path to understand the Grit and Academic Resilience among school students for further critical educational implications.

Borah and Sultana (2022) carried out a study to examine academic resilience of adolescent during COVID-19 pandemic situation. The study adopted a quantitative approach focused on a sample of 150 adolescent (Grade IX) from Provincialized high schools of Jorhat district, Assam. The study revealed a significant difference among adolescent students' level of academic resilience in the COVID-19 pandemic situation when compared with regard to their location and socio-economic status.

Kaur and Kaur (2023) conducted a study on academic resilience as a predictor of academic achievement among secondary school students. The study adopted a quantitative approach with a sample of 488 students from class XI of various schools in Amritsar district of Punjab. The sample was selected through a simple random sampling technique. The findings of the study suggested that academic

resilience is a strong predictor of academic achievement among secondary school students. Various dimensions of academic resilience such as academic confidence, sense of well-being, motivation and ability to get goals, relationship with peers and adults, emotional regulation and physical health can effectively predict the ability of students to achieve academic success.

Pillai and Sivagnanam (2024) carried a study on organizational support and adaptive performance to enhance academic resilience among students from higher education. For the study data were collected through Google Forms from 410 students who were pursuing degrees in higher education institutions in Tiruchirappalli. Samples were selected through stratified random sampling method. The study revealed that organizational support and adaptive performance is positively related to academic resilience.

Appukuttan et al. (2024) conducted a study with purposive sampling technique on a sample of 180 male and female students, aged between 14 and 18 years old. The study was aimed to understand the relationship between three types of learning styles such as Enactive, Verbal and Figural, which correlates with Academic Resilience (AR) and its dimensions - Academic Confidence, Sense of Well-Being, Motivation, Relationship, Emotional Regulation and Physical Health. The study revealed that each learning style is linked to resilience which support academic success. Figural learners reflect confidence, motivation and emotional balance while verbal learners strengthen well-being and positive relationships with peers, parents and teachers. Enactive learners build confidence, goal focus and stability through hands on or experiential learning. The study helps to recognize a student's dominant learning style which helps stakeholders to nurture resilience, which also enhances academic performance.

Sarkar and Gupta (2024) conducted a study on academic resilience among students with learning disabilities. The study mainly focused on contributing factors influencing academic resilience and strategies for fostering it among students with learning disabilities. The study is based on a systematic literature review which revealed that most crucial factors of academic resilience are self-efficacy, self-esteem and motivation. Academic resilience can be promoted by nurturing learning environment, includes teachers and peer support. Various effective strategies like differentiated instruction, individualized education plans (IEPs) and the development of self-advocacy competencies



can enhance academic resilience among students with learning disabilities.

Chutia and Swargiary (2024) have carried a study to understanding the relationship between parenting style and academic resilience among adolescents. The study was conducted with sample of 101 high school students belong to Class X from Jorhat district, Assam. The study revealed that there exists a favourable relationship between democratic parenting style and academic resilience among adolescents. The study also found that a low correlation between autocratic parenting and permissive parenting style and academic resilience. Also, the study found a weak relation between uninvolved parenting style and academic resilience among adolescent students.

Chelladurai et al. (2025) conducted a study among Undergraduate Nursing Students to find predictors of academic resilience based on demographic and psychological profiles. The study adopted a descriptive cross-sectional design. The study showed that sociodemographic and psychological variables can be predictors of academic resilience among undergraduate nursing students from India. Undergraduate Nursing students come in the age group of 24 to 30 years was significantly linked with higher resilience compared to age group of 17-19 years. The study also has revealed that male students reflect a higher academic resilience than female students.

Singh and Singh (2025) undertook a study to investigate the academic resilience of higher secondary school students in relation to specific demographic variables. The present study followed a descriptive survey method. The study was conducted in Varanasi district, Uttar Pradesh with a sample of 184 high school students by using simple random sampling technique. The study revealed that gender may not be a significant factor influencing academic resilience. The results of the present study also suggest that no difference exists between rural and urban high school students which means locality or geographical area does not significantly affect the academic resilience of higher secondary school students.

Kumar (2025) focused on a sample of 680 intermediate education students of higher secondary schools from Dindigul District, Tamil Nadu. The sample was selected with stratified random sampling technique. The study adopted a comparative approach to examine academic resilience and test anxiety of students of intermediate education. The study found a moderate level of academic resilience and test anxiety among intermediate students. The study also forwarded a

view regarding the significance statistical differences between male and female students, government and self-financing schools' students of intermediate education special references to academic resilience and test anxiety. In the study rural and urban locale students reflected a significance difference regarding their academic resilience but found no differences on test anxiety. Ultimately, the study concluded by interpreting statistical relationship between academic resilience and test anxiety among students of intermediate education.

Panda (2025) compared academic resilience among rural and urban school students. For the study representative sample of 112 students was selected from Classes IX and X through simple random sampling from four schools of North 24 Parganas District of West Bengal, India. The study adopted a descriptive survey research method and the approach was quantitative in nature. The study found no significant difference in terms academic resilience between boys and girls belonging to both rural and urban areas. However, study showed students from urban areas reflects higher academic resilience compared to students from rural areas. The study concludes by pointing the need of improvement in rural areas to develop academic resilience among students.

Ali and Kumar (2025) conducted a study among secondary school students to understand the gender differences related to academic resilience. The study used a descriptive survey research method. For the study a representative sample of 148 students of Class X was selected through purposive sampling technique from west Bengal, India. In the study it was found that the academic resilience of male and female secondary level school students did not differ significantly, which means gender is not a significant predictor of academic resilience of secondary level school students.

Das and Baidya (2026) conducted a review to investigate the impact of academic resilience on academic performance of students. For the present study the researchers reviewed 20 papers. The study highlighted a significant relationship between academic resilience and academic performance. The study also suggested students with higher level of academic resilience are capable to manage stress, navigate challenges and enhance their level of motivation and engagement.

Karim et al. (2026) examined the mediating effects of family cohesion and self-esteem on the relationship between academic resilience and academic performance among students aged



between 13 and 21 years. The study followed a cross-sectional survey research design. Sample consisted of 238 students from schools and colleges in Odisha, India. Among the 238 samples only 220 students provided valid and complete responses. In the study, academic resilience was found positively associated with both family cohesion and self-esteem. Study suggested that family cohesion enhanced self-esteem, which as result predicted higher academic performance among students. In the present study, it is reflected that academic resilience and academic performance among students can be enhanced through various strategies by focusing on family cohesion and self-esteem effectively.

VII. Findings and Discussion

By going through the various existing literature on academic resilience among students especially in India, it becomes clear that academic resilience as a variable or construct takes a favourable and crucial place in educational research. Most of the research studies revealed that students with higher academic resilience perform better in academic life and they are also able to manage their stress by staying continuously motivated despite adversity. A student with higher academic resilience also presents a scholastic performance in the academics. Academic resilience can be considered as a strong predictor of academic achievement students. Confidence, sense of well-being, motivation, positive relationship with peers and adults, emotional regulation and physical health can effectively predict the ability of students to achieve academic success (Rao & Krishnamurthy, 2018; Kaur & Kaur, 2023).

The findings also suggest that educational institutions play a crucial role in developing academic resilience among students. In a supportive environment where parents, peers and teachers work cooperatively can promote higher expectations regarding student's academic resilience. It also helps to shape proper interventions and strategies. From existing research studies, it was found that self-belief, grit, optimism, persistence, motivation, self-esteem and self-regulated learning strategies contribute in fostering academic resilience of students. Family also plays an important role in fostering academic resilience among students. Various types of parenting styles can shape child's cognitive abilities to deal with adversity in life. When parents actively show involvement in their child's academic tasks or home works than they become confident and feel supportive by parents. In contrast, some studies found that child

rearing practices does not significantly effect on the level of academic resilience of child (Ahmed & Panda, 2012; Mathur & Sharma, 2015; Mohan & Kaur, 2021; Kaur & Kaur, 2023; Pillai & Sivagnanam, 2024; Chutia & Swargiary, 2024)

The present study provides evidence about the influence of demographic variables on academic resilience. Many studies revealed that gender cannot be a predictor of academic resilience and does not influence academic resilience strongly. Male and female students possess similar levels of academic resilience without having a higher statistical difference. But many studies found that male students have a higher academic resilience than female students. Research findings related to locality were inconsistent. While some studies found that urban students exhibited higher academic resilience than their rural students. While some researchers show a there is no significant differences between rural and urban students (Mallick & Kaur, 2016; Rao & Krishnamurthy, 2018; Singh & Khatiwora, 2020; Borah & Sultana, 2020; Singh & Singh, 2025; Ali & Kumar, 2025). In contrast Borah and Sultana (2022) found a significance difference among adolescent students' level of academic resilience during the period of COVID-19 pandemic situation with special reference to their location and socio-economic status. But their earlier study found no significant difference in academic resilience among secondary level rural students. A low academic resilience was found among rural students (Borah & Sultana, 2020). Many studies found that age was a significant factor which influence academic resilience among students (Rao & Krishnamurthy, 2018; Chelladurai et al., 2025). Learning styles like critical thinking, self-regulated learning strategies, differential instruction, Individualized Education Plans (IEPs) and organizational support can effectively foster academic resilience among students who face learning difficulties and educational challenges (Mohan & Verma, 2020; Sarkar & Gupta, 2024)

The existing studies revealed that research on academic resilience in India have expanded. But, in various context several gaps remain. Most of the research studies adopted quantitative approaches particularly descriptive survey method and correlational research design. Some studies are based on cross-sectional data. There is a lack of longitudinal studies, qualitative approach and mixed method research design. Also, researchers can use experimental research to understand the real causes and its effects on the levels of academic resilience among the students. The majority of the research studies are collected through standardized self-



report questionnaires. Few researches use observation and interviews to explore the student's lived experiences and the contextual factors that influencing the academic resilience. In India, there is lack of standardized psychometric research tools suitable for India's socio-cultural context. Although the literature spans the period from 2000 to 2026, but the research studies published in early 2000s were found limited possibly due to the lack of appropriate research tool. Researches on academic resilience in India increased significantly after 2010.

Most of the research studies focused only on secondary and higher secondary school students. Comparatively there remain limited researches among primary school students, undergraduate and post graduate students, vocational and teacher education students. Research studies were confined to specific districts or states of India such as – Assam, Punjab, Rajasthan, Karnataka, Tamil Nadu, Uttar Pradesh, West Bengal and Odisha. Therefore, the existing studies may not be generalised to diverse educational scenario of India. Many research studies reflect contradictory findings focusing on gender and locality which implies that there is a need of further investigation using more research approaches, techniques and methodologies. Existing literature mainly focused on specific themes such as academic performance or students with learning disabilities. There remains a lack of comprehensive understanding on academic resilience in Indian students with various themes. While many studies explored the relationship between academic resilience and various psychological construct, only few studies able to provide practical implications.

Therefore, there is a need of systematic research to identify existing patterns and inconsistencies in present researches and provide directions for future research, educational practices and policy formations. Overall, the existing literature represents academic resilience as a multidimensional construct. This construct is influenced by various factors such as home environment, family, parenting styles, relationship with peers and teachers, self-esteem, optimism, persistence, motivation and self-concept. Also, various teaching strategies can be developed academic resilience among students for better adjustment. Strengthen these factors by keeping a comprehensive understanding is crucial for helping learners overcome academic difficulties and teach them to maintain a willingness to success.

VIII. Educational Implications

- A. Educational institutions should create a supportive learning environment that promotes positive outcomes. Learning environment must be safe, encouraging and inclusive which can help students in developing confidence and academic resilience.
- B. Teachers should help students develop resilience and coping skills. Counselling, guidance and life skills programmes promote students' ability to remain persistent in achieving their academic goals.
- C. Learning should encourage self-confidence, motivation and critical thinking. Teaching strategies must promote self-regulated learning and perseverance automatically enhance academic resilience and confidence among students.
- D. Parents and schools should work together to support students. A supportive family can help to build their child's confidence along with it may develop emotional wellbeing among students.
- E. Individual attention should be a priority to the students come from disadvantaged groups. Students from low socio-economic status and rural areas should get opportunity and inclusive environment in educational institutions it strengthens their confidence and academic success.

IX. Recommendations For Further Research

- A. Further research should include students from different educational levels and socio-cultural backgrounds suitable for Indian context. It promotes a comprehensive understanding about the academic resilience of students.
- B. Researches should adopt qualitative, mixed method and longitudinal studies which help to gain deeper insights into students' experiences for the development of the academic resilience among the students.
- C. Experimental and intervention-based research is required to understand the major factors or causes that can foster the level of academic resilience of students.
- D. Researchers should construct and standardize an appropriate research tool to measure academic resilience of students. It must be suitable for the Indian socio-cultural context.

X. Conclusion

Academic resilience is a positive trait that helps an individual, particularly students to



constructively face academic challenges and continuously work towards their goals despite various adversities. The present study shows that resilient students perform better in academics by overcoming stress, work pressures and remain motivated. Various factors like self-confidence, motivation, optimism, self-esteem, parental support, positive relationships with peers and teachers, and mostly a supportive learning environment contribute significantly in fostering academic resilience among students.

Further, the reviews show that research on academic resilience in India has increased over the years. However, findings related to factors such as gender and locality are not always found same, sometimes it becomes contradictory by other research findings. Overall, academic resilience is not a static trait. It can be developed by appropriate interventions and strategies such as critical thinking, guidance and support. Thus, promoting academic resilience should be an integral part for educational institutions and families to help learners' success both in their academic and personal life.

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