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Factors Influencing Students Academic Resilience: A Systematic Review

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ABSTRACT

This study aims to explore the relationship between meeting basic psychological needs, academic resilience, and student success in facing academic challenges. Using a Systematic Literature Review (SLR) approach, this study analyzed various studies that discussed factors that influence students' academic resilience, including growth mindset, social support, and learning environment. The results showed that students with growth mindset tend to be more resilient, because they see failure as an opportunity to learn and able to cope with stress and academic pressure. In addition, support from family and school environment plays an important role in strengthening students' resilience capacity, helping them overcome the challenges they face. This study also identified limitations, such as limited sample size and uncontrolled external variables, which may affect the generalizability of the results. This research is important to create a supportive learning environment and appropriate interventions to improve students' academic resilience. Thus, this study provides valuable insights for educators and policymakers in designing effective strategies to support students in achieving academic success amidst various complex challenges

INTRODUCTION

Education is a fundamental component in character formation and individual capacity building. Education encompasses not only the mastery of academic content but also the development of psychological competencies that underpin students' mental and emotional well-being.

Students' behavioral, cognitive, and effective well-being is strongly influenced by the fulfillment of their basic psychological needs. A high level of independence reflects an individual's ability to initiate learning, regulate cognitive and behavioral processes, and exercise self-control to achieve predetermined academic goals. This is supported by the findings of Wehmeyer and Schwartz (1998), who highlighted self-determination as a critical determinant of learning success.

When these psychological needs are adequately met, students demonstrate an increased capacity to face various educational challenges. Conversely, failure to meet these needs can hinder the development of students' adaptive skills necessary to cope with difficulties such as academic setbacks, increased stress levels, or emotional disturbances. Therefore, understanding the interaction between basic psychological needs and student well-being is crucial for improving academic achievement and psychological resilience. A harmonious and supportive family environment significantly contributes to fostering disciplined learning behaviors in children. Conversely, a disharmonious or unsupportive family atmosphere characterized by parents preoccupied with personal affairs and a lack of attention to educational needs can lead to decreased student motivation and, consequently, suboptimal academic performance (Sasmito et al., 2012).

In this context, the concept of resilience becomes crucial in understanding how students cope with academic difficulties. Masten (2014) defines resilience as an individual's capacity to adapt and recover in the face of substantial stress or adversity. This adaptive capacity can manifest persistence under pressure or as the ability to overcome obstacles that hinder goal achievement. In an academic setting,

resilience is closely related to a student's ability to manage stress, regulate emotions, and overcome obstacles to learning.

Riley and Masten (2005) emphasize that resilience requires positive adaptation in the context of adversity. Similarly, Dewi (2014) describes resilience as the capacity to respond positively to life's challenges, learn from experiences, and move forward. Thus, resilient individuals are not only able to cope with change and adversity but also able to transform these experiences into opportunities for growth. For example, students who experience exam failure or academic difficulties can use these experiences to refine their strategies, thereby enhancing future academic success.

Academic resilience is a specific manifestation of resilience directly related to a student's capacity to face and navigate challenges in the educational environment.

Hendriani (2017) defines academic resilience as a dynamic process through which individuals demonstrate internal strengths in overcoming academic stress and difficulties. It encompasses a student's capacity to manage adverse academic experiences, including exam failure, stress related to academic demands, and difficulty mastering course material. According to Cassidy (2016), academic resilience consists of four main dimensions: negative affect and emotional responses (the ability to regulate stress and negative emotional states), adaptive help-seeking (the tendency to seek help when needed), adaptive thought processes (the capacity to maintain a positive mindset and remain focused on academic goals), and persistence (the determination to persist in the face of academic difficulties).

The relationship between academic resilience and educational achievement has been widely documented in the literature. Romano (2021) found a positive correlation between academic resilience and academic performance, indicating that resilience equips students with the tools to manage academic burnout, stress, and performance pressures common in learning environments. Furthermore, academic resilience serves as a protective mechanism against

broader psychological challenges, such as mental exhaustion and anxiety related to academic responsibilities, enabling students to maintain focus and academic performance.

Students who demonstrate high levels of academic resilience are generally more adept at managing the stress associated with a heavy academic load. They are able to regulate their emotions, maintain motivation despite setbacks, and persist in the face of challenges that initially seem insurmountable. This capacity is crucial, as students are not only faced with academic responsibilities but are also exposed to various external stressors that can significantly impact their academic performance, such as family-related stress, social difficulties, and peer pressure.

In addition to internal attributes such as individual abilities, student resilience is also shaped by external factors, particularly social support from family, peers, and the school environment. Bronfenbrenner's (1979) Ecological Theory of Development emphasizes the importance of the dynamic interaction between individuals and their surrounding ecological systems in influencing psychological well-being and developmental outcomes. Within this framework, risk factors such as inadequate social support, family instability, or an unsupportive school climate can exacerbate the challenges students face. Conversely, protective factors such as the presence of empathetic parents or supportive educators can strengthen students' resilience by fostering a sense of security and support, thereby enhancing their ability to overcome adversity. In this regard, schools play a crucial role as social and psychological support systems that can significantly enhance students' academic resilience.

Furthermore, the cumulative risk theory proposed by Evans et al. (2013) stated that student challenges are shaped not only by isolated individual factors, but also by the cumulative burden of risks faced across multiple life domains, including personal, family, and educational domains. Students exposed to multiple risk factors such as poverty,

family discord, or psychological distress often face greater barriers to educational success.

Recognizing and addressing these risks is crucial to building academic resilience. A closely related concept is an academic growth mindset, which relates to an individual's belief in the potential to improve abilities through sustained effort and perseverance. Students who hold a growth mindset are more likely to view academic challenges as opportunities for growth, rather than indicators of incompetence. In contrast, those with a fixed mindset often view their abilities as static and unchangeable, which can hinder resilience and reduce motivation in the face of adversity.

An academic growth mindset has been empirically linked to increased resilience. McMillan and Reed (1994) showed that students with a growth mindset tend to be more persistent in the face of failure, viewing it as a learning opportunity, rather than a defeat. Supporting this, Syam and Yusri (2023) found a strong correlation between student resilience and their academic performance, noting that resilient students tend to achieve greater success.

Effectively managing various academic demands and challenges, their ability to recover from setbacks increases their focus and motivation, thus positively impacting their academic outcomes.

Based on the theoretical framework and empirical findings reviewed, it can be concluded that academic resilience is a crucial factor in determining student success.

This resilience is shaped by a combination of internal influences such as the fulfillment of basic psychological needs and the development of a growth mindset, and external support, including social support systems and a conducive educational environment. Therefore, this study aims to identify factors influencing students' academic resilience, basic psychological needs, and academic resilience, and explore how these variables interact to facilitate students' capacity to cope with academic adversity.

METHODS

The method used in this study was a Systematic Literature Review (SLR), which involved a comprehensive search of relevant articles through two major academic databases: Science Direct and Google Scholar. As stated by Davies and Crombie (2009), a systematic review increases the depth of literature analysis by applying a structured and methodical approach, allowing for a more accurate and reliable synthesis of research findings. In this study, the keywords used during the literature search were related to academic resilience and student well-being. Inclusion criteria consisted of peer-reviewed research journals or articles published between 2020 and 2024, in both English and Indonesian.

The initial search yielded a total of 100 articles based on the specified keywords. After assessing relevance and eligibility, 6 articles were selected for further analysis.

The identification of relevant literature was carried out using Boolean operators in the search process. Boolean operators (AND, OR, NOT) are essential tools in conducting precise and efficient academic searches. The OR operator broadens the search scope by combining terms with similar or synonymous meanings, whereas the AND operator narrows the results by retrieving only documents that contain all specified terms. The NOT operator is utilized to exclude records containing unwanted keywords. The correct and strategic use of Boolean

operators is critical to obtaining search results that are both relevant and comprehensive. The literature search was conducted using the ScienceDirect and Google Scholar databases.

RESULTS AND DISCUSSION

The initial search for articles began by entering keywords in 2 databases (Science Direct and Google Scholar), then searching with the keywords “Academic Resilience” and “Student” combined with the Boolean Operator “AND” resulted in 754,112 articles. Articles that did not meet the inclusion criteria were excluded as many as 710,220 and left 16,552 articles. Then 16,552 articles were excluded because they did not match the research objectives, were not in Indonesian and English, did not discuss coping strategies, were aimed at high school students, and were outside the time range criteria, namely 2020-2024. The 100 articles were then selected again based on articles that discuss “coping stress” strategies and then get the final result of 8 articles.

There are 6 articles that are analyzed further, namely: Hashmi & Shakir (2023), Heard & Yakimowski (2024), Adeyem & Adufe (2024), Duru, Obasi, & Oguoma (2024), Elnaem, dkk (2024), Trigueros, dkk (2024).

Table 1. Systematic Literature Review Results

Article Title	Research Objective	Research Type	Data Collection Method	Population Sample Size	Results
A Study of Academic Resilience in Relation to Academic Anxiety of School Learners	To study the level of academic resilience and academic anxiety of secondary school students. To examine the relationship between academic resilience and	Quantitative Approach	Survey using questionnaires	Population: All secondary school students in Lucknow District, India. Sample: 320 secondary school students selected by simple random sampling.	The results of this study have important implications for education. Schools and teachers need to pay attention to developing academic resilience in students, especially in

	<p>academic anxiety.</p> <p>To analyze the extent to which the dimensions of academic resilience can predict academic anxiety.</p>				<p>female students.</p> <p>By increasing academic resilience, it is expected to reduce the level of academic anxiety and improve student achievement.</p>
<p>From The Lens Of Urban Middle School Students: Factors That Promoted Their Academic Resilience</p>	<p>To identify individual protective factors that can promote academic resilience in urban middle school students.</p>	<p>Qualitative Approach</p>	<p>Interview</p>	<p>Population: Urban middle school students.</p> <p>Sample: 20 junior high school students.</p>	<p>Provide opportunities for students to share their experiences with education leaders.</p> <p>Conduct further research to understand more deeply the individual protective factors and how they can be applied in educational practice.</p>
<p>Future-Directed Therapy On Academic Resilience Among Academically Frustrated Students In Extramural Centres, Osogbo, Nigeria</p>	<p>To determine the effectiveness of Future-Directed Therapy (FDT) in enhancing academic resilience of academically frustrated students in extramural centers in Osogbo, Nigeria.</p> <p>To examine the moderating effect of perceived social</p>	<p>Quantitative Approach</p>	<p>Simple random sampling: Used to select two extracurricular centers.</p> <p>Instruments: Basic Psychological Need Satisfaction and Frustration Scale Social Support Surprising Support Surprise.</p>	<p>Population: Students experiencing academic frustration in extracurricular centers in Osogbo.</p> <p>Sample: 90 randomly selected students from two extracurricular centers (45 students per center).</p>	<p>The results of this study can be used by counselors and educational psychologists to develop more effective intervention programs to help students experiencing academic difficulties</p>

	support on the relationship between FDT and academic resilience.		Academic resilience scale Intervention: FDT for eight weeks		
Predictive Analysis: Academic Resilience as A Determinant of Mathematics Achievement Among Senior Secondary School Students in Nigeria	Analyzed the relationship between academic resilience and mathematics achievement of senior secondary school students in Owerri City Council. Tested whether academic resilience can predict students' mathematics achievement, regardless of gender.	Quantitative Approach	Simple random sampling: The sample was drawn randomly from the population of senior secondary school students in Owerri City Council.	Population: All public senior secondary school students in Owerri City Council. Sample: 180 students randomly selected from the population.	The results of this study suggest the importance of developing programs that can enhance students' academic resilience early on. By equipping students with coping skills, maintaining motivation and having a positive outlook, it is expected to improve their overall academic performance, especially in mathematics. In a broader context, this research highlights the importance of balancing cognitive development (academic achievement) and social-emotional development (resilience) in students.

<p>Assessment of Academic Resilience and Its Associated Factors Among Pharmacy Students in Twelve Countries</p>	<p>The main objective of this study was to assess the level of academic resilience among pharmacy students in 12 countries and identify factors associated with the level of resilience. This study also aims to fill the gap in international research addressing the academic resilience of pharmacy students.</p>	<p>Quantitative Approach</p>	<p>This study used a cross-country online survey method. The survey was conducted using a validated academic resilience scale. Data were collected from pharmacy students in 12 countries, including Indonesia, during the period November 2022 to April 2023. After data collection, descriptive and inferential statistical analyses were conducted.</p>	<p>Population: All pharmacy students in 12 countries are involved in the study. Sample: 3950 pharmacy students who participated in the online survey.</p>	<p>Major Findings: Pharmacy students' levels of academic resilience varied across countries. Factors such as gender, university type, academic performance, exercise habits, and involvement in extracurricular activities influenced the level of academic resilience. Implications: This study provides insights into factors that may enhance the academic resilience of pharmacy students. Targeted interventions can be designed to improve students' resilience and academic performance.</p>
<p>Satisfaction of psychological needs, resilience, confidence and</p>	<p>Satisfaction of psychological needs: This refers to the extent to which students feel their basic needs</p>	<p>Quantitative Approach</p>	<p>Reliability Analysis: To ensure that the questionnaire used measures accurately what</p>	<p>Population: All secondary school students. Sample: A total of 786 secondary</p>	<p>Major Findings: Students' psychological needs fulfillment is positively related to their</p>

willingness to communicate in English of secondary school students	such as competence, autonomy and relationships are met in the learning environment. Resilience: Students' ability to overcome challenges and persist in the face of adversity. Confidence in communication: The extent to which students feel confident to use English in various situations.		it is supposed to measure. Descriptive Statistics: To describe the data obtained, such as mean and standard deviation. Bivariate Correlation: To see the relationship between two variables, for example between psychological need fulfillment and resilience. Structural Equation Modeling (SEM): To examine more complex relationships between multiple variables at once.	school students (406 males and 380 females).	resilience and confidence in communicating in English. Students who felt their psychological needs were met tended to be more courageous in using English. Implications: These results highlight the importance of creating a learning environment that supports students' psychological need fulfillment to improve their English proficiency.
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There is substantial potential for enhancing academic resilience by providing targeted support that helps students manage stress, develop adaptive coping mechanisms, and strengthen positive attitudes toward education. Research conducted by McMillan and Reed (1994) showed that students who participated in an intervention program designed to foster emotional resilience demonstrated increased capacity to cope with academic-related stressors. This finding aligns with Research Question 1 (RQ1), which emphasized that structured counseling initiatives can facilitate the development of adaptive competencies essential for student

resilience, particularly in contexts where academic and emotional stress often trigger dropout.

Complementing this, Riley and Masten (2005) emphasized that resilience not only helps maintain student engagement in academic settings but also fosters the ability to learn valuable lessons from failure. Within an intensive counseling framework, students can be guided to reinterpret failure as a natural and constructive element of the learning process, thereby strengthening their resilience in anticipating and facing future challenges.

Family support emerged as another important factor in developing student resilience.

Bronfenbrenner's (1979) Ecological Systems Theory states that individual development is strongly influenced by interactions within various environmental systems, with the family serving as a primary context for emotional and social support. Consistent with this theoretical perspective, Wan Gita Lovita (2020) found that parental supervision and guidance play a crucial role in enhancing students' motivation to learn and helping them overcome academic difficulties. Resilient students, supported by a strong family foundation, are generally better able to manage academic stress and adapt to transitions in the educational environment. For students at risk of dropping out, continued family support can help maintain motivation and a sense of purpose in achieving educational goals.

Evans et al (2013) further confirmed that students who benefit from a stable family environment tend to demonstrate greater resilience in the face of life challenges, including academic difficulties. Consistent family support enables students to manage stress more effectively and cope with pressures that can lead to dropping out. This support also helps develop critical emotion regulation and the skills necessary for psychological resilience.

Furthermore, other research underscores the protective role of social support particularly from family in overcoming psychological and educational challenges. Cassidy (2016) reported that students who experience strong family connections tend to demonstrate greater resilience when facing adverse academic situations. Such support not only increases resilience but also fosters a sense of psychological safety, which contributes to increased focus and optimism in the face of adversity.

Supporting this, research by Sari and Zaini (2024) highlights the crucial role of social support in helping first-year students overcome initial academic obstacles and maintain their enthusiasm for learning.

CONCLUSION

This article examines the factors influencing academic resilience. Findings indicate that academic resilience plays a crucial role in helping students overcome learning difficulties. Students with higher levels of resilience are better able to manage academic stress and anxiety, which in turn contributes to improved academic achievement. The development of resilience is strongly supported by social support systems, particularly from family and educational institutions. However, the presence of a growth mindset also plays a significant role in fostering resilient attitudes and behaviors. The implications of this study highlight the importance of prioritizing the development of academic resilience, especially among female students, as a strategy to reduce anxiety and improve academic outcomes. This study advocates a holistic support system involving family, school, and community to effectively cultivate student resilience.

Suggestions

1. For Teachers

Integrate topics related to mental health and resilience into the counseling curriculum to raise students' awareness of the importance of psychological well-being for academic success. Use a variety of teaching and counseling methods tailored to students' diverse learning styles, thereby increasing engagement and motivation. Create a positive and supportive classroom environment where students feel psychologically safe to express their concerns and challenges without fear of judgment.

2. For Students

Practice stress management strategies such as mindfulness, deep breathing exercises, or physical activity to better cope with academic anxiety. Proactively seek support from teachers, peers, or school counselors when experiencing feelings of stress or anxiety, as open communication can help alleviate psychological burdens.

3. For Future Researchers

Conduct further empirical studies to evaluate the effectiveness of specific interventions aimed at strengthening academic resilience and reducing anxiety among college students. Develop comprehensive case studies of college students who have successfully managed academic anxiety to identify key factors contributing to their resilience and inform best practices for intervention design.

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