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RESEARCH ARTICLE

Predicting academic resilience: The role of emotional intelligence, self-efficacy, and gender differences in university students

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Abstract: Many students face various complex academic challenges, ranging from heavy workloads, pressure to achieve, to intense academic competition. These conditions can trigger emotional stress that affects academic resilience. This study aims to examine students' academic resilience in terms of emotional intelligence, self-efficacy, and gender. This quantitative study used purposive sampling and involved 217 students. Data collection was conducted using two scales: one to measure emotional intelligence and another to measure students' self-efficacy, which were administered through questionnaires, along with demographic data on students' gender. Hypothesis testing showed a significant influence between emotional intelligence, self-efficacy, and gender with an F value of 0.000 at $p < 0.05$. Emotional intelligence, self-efficacy, and gender contributed 48.6% of the variability in academic resilience ($R^2 = 0.486$), indicating a significant impact. These findings indicate that by enhancing emotional intelligence and self-efficacy, students' academic resilience can be improved, enabling them to better cope with academic pressure and challenges. Additionally, understanding gender differences in resilience enables the development of more targeted counseling programs and psychological interventions to help students manage stress, maintain learning motivation, and improve their academic well-being.

Keywords: Academic Resilience, Emotional Intelligence, Self-Efficacy, Gender, Students

INTRODUCTION

The academic environment in higher education is one of the most challenging contexts. Students are not only expected to achieve high academic performance but must also be able to adapt to various changes, ranging from learning systems, intensive class schedules, complex assignments, to social demands from the surrounding environment. Based on the results of a survey conducted by Ambarwati et al., (2019), the level of academic stress among Indonesian students is quite high, ranging from 36.7% to 71.6%. This percentage reflects the number of students who experience difficulties in facing academic demands and consider these demands as obstacles that hinder their learning process. Research conducted by Sosiady & Ermansyah, (2020)found that students experiencing academic stress may experience reduced rest intensity, irregular sleep patterns, chronic fatigue, anxiety symptoms, negative thinking, and difficulty understanding, thereby weakening their intellectual abilities in visual, verbal, conceptual, and numerical skills. According to Mosanya, (2019), academic stress can have negative effects, such as reduced learning achievement and the emergence of maladaptive behavior in students. Furthermore, the Indonesian Child Protection Commission (KPAI) has recorded cases of teenagers who have taken their own lives due to heavy pressure and accumulated academic burdens (Livana et al., 2020).

At the global level, the phenomenon of academic resilience is also a serious issue in various countries. A study by Alshammari, (2024)in the UK revealed that 61% of students experience academic anxiety triggered by high expectations and intense academic competition. In South Korea, Hoon, (2024)reported that 68.3% of students feel stressed due to grade competition and the pressure of academic achievement culture. Even a report from the Organisation for Economic Co-operation and Development OECD, (2023) states that over 55% of students in OECD countries experience chronic stress related to intense academic competition, with significant impacts on their mental health, learning motivation, and quality of life. This fact indicates that the issue of academic pressure is not merely a local concern but has become a global problem

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requiring serious attention from higher education institutions worldwide.

Academic resilience is one of the important skills that students need to face these challenges. Martin & Marsh, (2006) define academic resilience as an individual's capacity to persevere, adapt, and bounce back from various pressures and obstacles in an academic environment while maintaining motivation and academic performance. Students with good academic resilience are better able to cope with pressure, manage stress, and maintain their motivation to learn in difficult situations (Wardhana, 2018). Those who have developed resilience become more resilient and view failure not as the end of the road. Additionally, someone with resilience will find ways to enhance their mindset or knowledge to a higher level, enabling them to address issues comprehensively, with attention and enthusiasm (Amelasasih et al., 2018).Several psychological factors have been identified as contributing to the development of academic resilience, including emotional intelligence and self-efficacy. Emotional intelligence, according to Goleman, (1995), is an individual's ability to recognize, understand, and regulate their own emotions and those of others. Individuals with high emotional intelligence tend to be more capable of responding adaptively to difficult situations, managing stress, and maintaining positive social relationships in an academic environment. Students with high emotional intelligence are typically better able to regulate their emotions when facing academically stressful situations, thus avoiding panic, frustration, or giving up when confronted with heavy academic loads or unsatisfactory academic outcomes. Additionally, through emotional intelligence, individuals can manage the emotions they feel as motivation to be stronger in facing difficult situations (Elmiyanti et al., 2017).

Meanwhile, self-efficacy is an individual's belief in their ability to complete tasks or deal with certain situations Bandura, (2012). Students with high self-efficacy will have confidence in their ability to face academic challenges, so they are more motivated to try and do not give up easily when encountering difficulties. Self-efficacy encourages students to work harder and not easily give up when facing failure or pressure, as they have the belief that success can be achieved through sustained effort. Martin & Marsh, (2006)revealed that academic resilience is influenced by various factors, one of which is self-efficacy, where self-efficacy is seen as an important predictor that significantly contributes to the formation of academic resilience. In line with these findings, Cassidy (2016) also revealed that self-efficacy is one of the main characteristics closely related to academic resilience. Furthermore, the research results from Oktaningrum & Santhoso, (2019) showed that academic self-efficacy can contribute 48.7% to improving resilience in students. Similarly, a study conducted by Salim & Fakhrurrozi, (2020)shows that self-efficacy plays a significant role in shaping resilience among university students. Based on these research findings, it can be concluded that self-efficacy is one of the most influential factors in enhancing academic resilience.

This study develops a conceptual framework that maps the relationship between emotional intelligence, self-efficacy, and academic resilience, taking into account the role of gender as a moderating factor that can influence the strength or direction of the relationship between emotional intelligence and self-efficacy on academic resilience. MacCann et al., (2020) in their study in Australia found that women have higher emotional intelligence scores than men, which implies differences in how they cope with academic pressure. Usher & Pajares, (2008)also reported significant differences in academic self-efficacy between men and women, with women tending to show lower self-efficacy in mathematics but higher self-efficacy in verbal domains.

Rosenman & Friedman, (1974) showed that women are more open in expressing emotions and more often use adaptive coping, such as seeking social support, while men tend to use avoidance coping. This has the potential to moderate the relationship between psychological factors and academic resilience, because different coping patterns between genders can influence how students build academic resilience when facing pressure. Therefore, in this study, gender is positioned as a moderator influencing the relationship between emotional intelligence and self-efficacy toward academic resilience. By incorporating gender into the conceptual framework, it is hoped that a more comprehensive understanding of the mechanisms underlying the development of academic resilience in higher education settings will be achieved, thereby enriching both theoretical and practical research in the field of educational psychology.

Based on these research gaps and urgency, this study aims to examine the influence of emotional intelligence and self-efficacy on the academic resilience of university students, while incorporating gender as a moderator of differences in academic resilience, and reinforcing the urgency of the issue through global literature, in order to provide theoretical and practical contributions to the development of academic resilience services for students in Indonesia. The findings of this study are also expected to serve as a foundation for the development of counseling, guidance, and soft skill enhancement programs at universities, to build students' resilience in facing academic challenges in the increasingly competitive modern era.

METHODS

Research Design

This study is a quantitative study that aims to determine the academic resilience of students in terms of emotional intelligence and self-efficacy, and to examine the role of gender as a moderator in this influence. A quantitative approach was used because this study sought to measure the influence between variables statistically and to test the hypotheses that had been formulated.

Sampling Technique and Participant

The sampling technique used in this study was purposive sampling, which is a technique for determining samples based on certain considerations or criteria that are in line with the characteristics of the population needed in the study. The inclusion criteria in this study included active undergraduate students (S1), aged between 18 and 25 years, currently attending lectures, and having experienced academic pressure or stress while studying at university. The study was conducted in a university setting with a population of active students enrolled in semesters 2 to 8. Purposive sampling was chosen because it is considered effective for obtaining data from a population with direct experience of the phenomenon of academic resilience, which is the focus of this study. The sample of this study was determined using the Muckstadt & Isaac, (1981)formula for a relatively small population. The population of active students in the faculty or university studied was 500 students, so with a margin of error of 5%, a minimum of 217 respondents was obtained.

Data Analysis Techniques

The data collection procedure was conducted online using the Google Forms platform, given its ease of access, time efficiency, and ability to reach students from various universities more broadly. The data collection process began with the development of an online questionnaire consisting of four sections: demographic data, emotional intelligence scale, self-efficacy scale, and academic resilience scale. Before distribution, the questionnaire was first validated by two educational psychology experts to ensure the items aligned with the research objectives.

Next, the questionnaire link was disseminated through social media, student WhatsApp groups, and online academic forums. To control for potential bias, several measures were taken, such as including a statement that participation was voluntary, avoiding suggestive questions that could influence respondents' answers, and limiting respondents to one questionnaire completion per person by utilizing Google Forms account settings. All participants were assured of data confidentiality, where the information provided was only used for academic research purposes and would not be published in any form that could reveal the respondents' identities.

Research Instrument

This study used three main instruments in the form of psychological scale questionnaires that had been adjusted and adapted from previous scales, each to measure the variables of emotional intelligence, self-efficacy, and academic resilience.

Emotional Intelligence Scale, this scale is adapted from the Emotional Intelligence Scale developed by Schutte et al., (1998). The scale consists of 33 statements that measure an individual's ability to recognize, understand, and manage their own emotions and the emotions of others. An example of an item in this scale is *"I can recognize other people's feelings even if they do not express them directly"*. Academic Self-Efficacy Scale to measure self-efficacy, adapted from the Academic Self-Efficacy Scale by Chemers et al., (2001), consisting of 10 statements. This scale measures students' confidence in their ability to complete academic tasks and face challenges in college. Example item: *"I am confident that I can complete academic tasks even in difficult circumstances"*. The Academic Resilience Scale is measured using an adaptation of the Academic Resilience Scale (ARS-30) developed by Cassidy, (2016), consisting of 30 items that cover students' ability to cope with academic pressure, motivate themselves, and recover from academic failure. Example item: *"I will remain motivated even if I receive poor grades"*. All instruments use a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Before use, all instruments were first tested for content validity by involving two educational psychologists to ensure that each item was consistent with theoretical indicators and relevant to the cultural context of Indonesian students. To analyze the research data, the SPSS program version 25 was used. Subsequently, empirical validity was tested through item-total correlation (Corrected Item-Total Correlation) on 30 students in the initial trial. An item was deemed valid if the r value was ≥ 0.30. The reliability test results in the pilot study showed Cronbach's Alpha values: Emotional Intelligence Scale = 0.88, Academic Self-Efficacy Scale = 0.85, Academic Resilience Scale = 0.91. All instruments were deemed reliable and suitable for use in the study. Before conducting regression analysis, several statistical assumptions were tested to ensure the data met parametric requirements, namely: normality test, linearity test, multicollinearity test, and heteroscedasticity test.

RESULTS OF STUDY

Based on the data collected, the following is the demographic data of the respondents. The table 1 shows that most respondents were aged 20–21 years old, totaling 94 people (43.3%). It also shows that there were more female respondents than male respondents, with 117 female respondents (53.9%) and 100 male respondents (46.1%).

Table 1.
Demographic Data of Respondents (N= 217)

Demographic Data of Respondents		Frequency	Percentage (%)
Based on Age	18–19Years Old	35	16,1
	20–21Years Old	94	43,3
	22–23Years Old	66	30,4
	24–25Years Old	22	10,1
Based on Gender	Male	100	46,1
	Female	117	53,9

Based on the results of the multiple regression analysis in tabel 2, it was found that emotional intelligence, self-efficacy, and gender can significantly explain the variance in students' academic resilience ($F = 0.000$, $p < 0.05$). This indicates that emotional intelligence and self-efficacy together (simultaneously) influence students' academic resilience. The correlation coefficient between the three variables ($R^2 = 0.486$) indicates that 48.6% of the variance in students' academic resilience can be explained by emotional intelligence and self-efficacy, while the remaining 51.4% is influenced by factors outside the scope of this study. Furthermore, the results of the analysis of the influence of each variable show that emotional intelligence ($\beta = 0.435$, Sig = 0.000, $p<0.05$) has a positive partial effect on students' academic resilience, where 43.5% of the variance in students' academic resilience can be explained by emotional intelligence. Furthermore, self-efficacy ($\beta = 0.368$, Sig = 0.002, $p < 0.05$) significantly influences students' academic resilience, with 36.8% of the variance in academic resilience explained by self-efficacy.

Table 2.
Multiple Linear Regression Analysis Test

Predictor Variables	Dependent Variable	F	R^2	B	Sig.
Emotional Intelligence	Student Academic Resilience	0,000*	0,486	0,435	0,000*
Self-Efficacy				0,368	0,002*
Gender				0,236	0,000*

Meanwhile, the gender variable has a sig. value of 0.037 < 0.05 (table 3), which means that there is a significant difference between the academic resilience of male and female students. Female students have higher academic resilience than male students. The practical implication of this finding is that when designing resilience development programs in higher education, an approach that considers gender differences is necessary. Male students may require specialized support in emotional management and self-efficacy enhancement, as they tend to use avoidance coping strategies compared to females, who are more open in expressing emotions and seeking social support.

Table 3.
Difference Test

Gender	Mean Resilience	Sig. (2-tailed)
Male	115,30	0,037
Female	121,50	

These results practically show that efforts to improve students' academic resilience in higher education cannot be separated from the importance of strengthening emotional intelligence and self-efficacy. Students with good emotional intelligence are more likely to be able to recognize and manage their emotions, making them better prepared to handle academic pressure without losing motivation. In practice, this is important because students with good emotional control are more easily able to adapt when facing difficult exams, low grades, or social conflicts on campus, enabling them to persevere and achieve their academic goals.

DISCUSSION

The results of this study indicate that emotional intelligence, self-efficacy, and gender can explain significant variance in students' academic resilience. These findings are consistent with various theories and previous research results that state that these three variables are important factors in shaping students' resilience in facing pressures and challenges in the academic environment. Based on the analysis results, it partially shows that emotional intelligence has a positive and significant influence on students' academic resilience with a β value of 0.435 and p = 0.000. This means that if students have high emotional intelligence, their academic resilience will be high, and vice versa. This aligns with the theory proposed by Goleman, (1995), who states that emotional intelligence is related to an individual's ability to recognize, understand, and manage their own emotions, as well as establish healthy social relationships. Students with high emotional intelligence are more likely to adapt to academic pressure, handle failure wisely, and maintain self-motivation when facing challenges. In line with this, research conducted by Maisyarah & Matulessy, (2015) also shows that emotional intelligence plays a role in predicting resilience levels. In difficult situations that have the potential to cause stress, individuals with good emotional intelligence are able to manage their emotions and maintain their resilience in facing such conditions. Supporting this, the results of a study conducted by Anggraini & Yanto, (2023) also support the notion that emotional intelligence is related to student resilience

Self-efficacy variable also had a positive and significant effect on students' academic resilience with a β value of 0.368 and p = 0.002. This means that if students have high self-efficacy, their academic resilience will be high, and vice versa. This aligns with Bandura, (2012) theory, which explains that self-efficacy is an individual's belief in their ability to complete tasks or handle specific situations. Students with high self-efficacy believe they can overcome academic challenges, making them more resilient in facing academic pressure or failure. In line with this theory, Martin & Marsh, (2006)state that self-efficacy is an important predictor of academic resilience. Cassidy, (2016) also emphasizes that self-efficacy is a key feature closely related to students' ability to endure and recover from various academic pressures. Research by Oktaningrum & Santhoso, (2019) found that academic self-efficacy has a 48.7% influence on students' academic resilience. Meanwhile, Salim & Fakhrurrozi, (2020) state that self-efficacy plays a significant role in student resilience, where students with high self-efficacy are better able to cope with academic failure and maintain their motivation to learn. Furthermore, according to Dewi et al., (2023), high self-efficacy makes students more confident in their abilities and better prepared to tackle tasks assigned by instructors.

Based on the research results, it shows that 48.6% of the variability in students' academic resilience can be explained by emotional intelligence and self-efficacy, while the remaining 51.4% is influenced by other factors outside the scope of this study. Practically speaking, these results illustrate that nearly half of students' resilience in facing academic pressure is greatly influenced by their ability to manage their emotions and their belief in their own abilities. In other words, the better students are at recognizing, understanding, and managing their emotions, and the higher their self-confidence in completing academic tasks, the stronger their resilience in facing various academic challenges will be. However, these results also imply that there are still 51.4% of other factors that play a role in shaping students' academic resilience and have not been revealed in this study. These factors could include social support, campus environment factors, mental health conditions, parenting styles, or previous life experiences. Therefore, for university administrators and student service institutions, it is important not only to focus on enhancing emotional intelligence and self-efficacy but also to consider other aspects that can support students' resilience in coping with academic pressures.

The findings of this study also show differences in academic resilience based on gender, with a significance value of p = 0.037. The data indicate that female students have higher academic resilience than male students. This finding can be explained through Nolen-Hoeksema, (2012) perspective, which suggests that women tend to have better abilities in managing and expressing emotions, as well as being more open in seeking social support when facing difficulties. This may contribute to the higher level of academic resilience among female students. Theoretically, gender differences in resilience can be explained through Bem's (1981)gender role theory, which states that social roles and societal expectations toward men and women can influence the development of their psychological characteristics, including their ability to cope with problems.

In Indonesia, strong collectivist cultural values also reinforce these gender role differences. Research byAgustiningsih, (2019) shows that female students in Indonesia are more accustomed to seeking emotional support from peers, family, or academic advisors when experiencing academic pressure, while male students tend

to internalize stress and are less likely to openly express their difficulties. Additionally, in Indonesian culture, women are often raised to be more adaptable, patient, and focused on maintaining social relationships, which indirectly shapes their resilience when facing academic challenges. Men, however, due to masculine norms, tend to rely on coping avoidance or handling problems alone(Hapsari & Karjoso, 2023). Another social-cultural factor at play is society's perception of academic expectations. Research byAbdelrahman, Qadire, et al., (2025) shows that women in higher education often feel they must prove themselves in the face of the stigma that men are superior in academic and professional fields. This pressure actually drives female students to develop higher academic resilience

Overall, the results of this study reinforce the view that students' academic resilience is not only determined by internal factors such as emotional intelligence and self-confidence, but is also influenced by demographic factors such as gender. Students with high emotional intelligence tend to be able to manage academic stress, while self-confidence provides the confidence to complete challenging academic tasks. Gender can either reinforce or weaken these factors depending on the social roles and environmental support received. The findings of this study are important as a basis for designing student development programs, particularly in terms of enhancing emotional intelligence and improving self-confidence, without neglecting the gender factor that may influence students' resilience in facing academic challenges.

RESEARCH LIMITATIONS

This study has several limitations. First, it only involved undergraduate students (S1) aged 18–25 from several universities, which limits the generalizability of the findings to a broader student population, such as graduate students, professional students, or non-traditional students over the age of 25. Second, the use of a cross-sectional survey design (one-time measurement) restricts the ability to draw causal inferences between variables; relationships such as the influence of emotional intelligence and self-efficacy on academic resilience can only be interpreted associatively, and the developmental dynamics of student resilience over time cannot be captured.

Third, all data were obtained through self-report questionnaires, which are prone to subjective biases, including social desirability bias and the influence of the respondent's mood at the time of completion. Lastly, the R^2 value of 48.6% indicates that 51.4% of the variance in academic resilience is accounted for by factors not examined in this study, such as social support, spirituality, personality traits, academic environment, and financial stress.

CONCLUSION AND RECOMMENDATION

Based on the results of the research and discussions that have been conducted, it can be concluded that students' academic resilience is significantly influenced by emotional intelligence, self-efficacy, and gender. Students with good emotional intelligence tend to be better able to manage stress, maintain motivation, and adapt to the academic challenges they face. Additionally, self-efficacy plays a crucial role in shaping students' confidence in their academic abilities, so students with high self-efficacy are better able to persevere and bounce back in difficult academic situations. Gender was also found to play a role in academic resilience, although these findings vary depending on respondent characteristics and the academic environment context. Overall, these results highlight the importance of considering all three factors holistically in efforts to enhance students' academic resilience.

Future research is recommended to expand on other variables that may also influence academic resilience, such as social support, self-regulation, and student learning styles. In addition, in-depth qualitative studies can be conducted to explore other psychological factors that play a role in academic resilience. It is recommended that universities pay more attention to students' psychological aspects by providing emotional intelligence training programs, strengthening self-efficacy, and offering easily accessible counseling services for students. Specifically, the findings of this study also call on universities to not only focus on students' cognitive academic achievements but also to build a strong psychosocial support system through gender-based counseling services, soft skills training, faculty training, and regular student resilience surveys. These steps are important to ensure that students not only graduate academically but are also mentally resilient in facing academic pressures and the future workplace. Students are expected to develop emotional management skills and boost their self-confidence in tackling academic challenges, and not hesitate to seek help from social or professional networks when facing difficulties.

DECLARATIONS

Ethics Approval And Consent To Participate

This study was reviewed and approved by the Komisi Etik Penelitian Kesehatan Universitas Malahayati No. 4474/EC/KEP-UNMAL/VII/2024. Informed consent was obtained from all participants prior to their involvement in the study. The research was conducted in accordance with the principles of the Declaration of Helsinki and relevant local regulations.

Consent For Publication

Not applicable.

Availability Of Data And Materials

The data supporting this study are available upon reasonable request from the corresponding author.

Conflicts Of Interest Statement

The authors declare that they have no competing interests.

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Authors' Contributions

In this article, the contributions of each author are as follows:

First Author (V.S.) : V.S. played a major role in designing the research, collecting data, analyzing data, and writing the manuscript. V.S. was also responsible for coordinating the research team and ensuring the quality of the research results.

Second Author (S) : Scontributed to data processing, performing statistical analysis, and assisting in the

interpretation of results. In addition, S also participated in revising the manuscript and providing relevant suggestions for article improvement.

Third Author (P.H.): P.H. was involved in field data collection, conducting interviews with respondents, and assisting in the data processing process. P.Halso provided important input in the research design and discussion of results.

All authors have read and approved the final version of this manuscript and agree to submit this article for publication.

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