

**RESEARCH REPORT ON  
THE ACADEMIC RESILIENCE OF UNIVERSITY STUDENTS**

---

**FOR THE PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE AWARD OF BACHELOR'S OF BUSINESS ADMINISTRATION**



**UNDER THE GUIDANCE OF:**

**MS. RICHA SHEKHAR**

**SUBMITTED BY:**

**HIMANSHU AGRAWAL 18GSOB1010257**

**ARADHYA KUMARI 18GSOB1010265**

**ISHIKA . 18GSOB1010294**

# **TABLE OF CONTENTS**

**1.Acknowledgement**

**2.Organization overview**

**3.Executive summary**

**4.Recommendations**

**5.Introduction**

**6.Students demographic**

**7.Objectives of the study**

**8.Research methodology**

**9. Findings**

**10.Conclusion**

## **Certificate From Faculty Guide**

This is to certify that the project report on The Academic Resilience Of University Students has been prepared by Himanshu agrawal, Aradhya kumari, and Ishika . under my supervision and guidance. The project report is submitted towards the partial fulfilment of 3 year, full time Bachelor of Business Administration.

---

## Declaration

We, Himanshu Agrawal, Aradhya kumari, and Ishika ., students of BBA/BMS of School of Business, Galgotias University, Greater Noida, hereby declare that the project report on “The Academic Resilience Of University Students” is an original and authenticated work done by me.

We further declare that it has not been submitted elsewhere by any other person in any of the institutes for the award of any degree or diploma.

Himanshu Agrawal, Aradhya kumari, and Ishika .

---

## **Acknowledgment**

Firstly We would like to thank Galgotias University for giving us this opportunity to do this Research Project, then We would like to express my heartfelt gratitude to my mentor Ms. Richa Shekhar who supported and provided me with the opportunity of working on a research project in which we got to learn a lot about marketing strategies of a multinational company. We would also like to express my gratitude to my family and friends who supported me endlessly. This project would not have been possible without them.

## Organization overview

The Resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation. When a person is "bombarded by daily stress, it disrupts their internal and external sense of balance, presenting challenges as well as opportunities." However, the routine stressors of daily life can have positive impacts which promote resilience. It is still unknown what the correct level of stress is for each individual. Some people can handle greater amounts of stress than others. According to Germain and Gitterman (1996), stress is experienced in an individual's life course at times of difficult life transitions, involving developmental and social change; traumatic life events, including grief and loss; and environmental pressures, encompassing poverty and community violence. Resilience is the integrated adaptation of physical, mental and spiritual aspects in a set of "good or bad" circumstances, a coherent sense of self that is able to maintain normative developmental tasks that occur at various stages of life.

---

## EXECUTIVE SUMMARY

We surveyed GALGOTIAS University students on a number of variables related to their stress and well-being. The following summary overviews key findings from the student surveys.

*Overall, students reported moderate to high levels of well-being based on our survey measures. However, there is a small but significant number of students we would classify as at risk for mental health issues and in need of additional support.*

### KEY FINDING

- **Psychological Distress:** 69.5% of students were classified as high or very high in psychological distress, indicating a risk of mental health disorder.
- **Perceived Stress:** 81.8% of students indicated moderate stress and 7.8% high stress.
- **Loneliness and School Belonging:** 24% of students were high to very high in loneliness. 14% of students were low to very low in school belonging.
- **Coping:** 38% of students reported using maladaptive coping strategies (denial and self blame) to some degree.
- **Self-harm:** 6.8% of students reported using self-harm coping strategies (e.g., physical harm, suicidal ideation).
- **Social Support:** Many students reported rarely or never receiving informational support (41%), esteem support (37%), and emotional support (21%) from people they know.
- **Resilience and Satisfaction with Life:** 94% of students rated themselves moderate to high in resilience, and 46% reported above average or extremely high life satisfaction.

## RECOMMENDATIONS

- **Build resilience-based skills into the classroom:** Faculty should be taught and encouraged to incorporate coping skills and opportunities for social connection, inclusivity, empathy, mindfulness, failure, and life purpose into classrooms.
- **Create resilience-specific courses:** Develop courses that focus on resilience and enable programmatic connection and reflection that can be incorporated into existing curricula.



## INTRODUCTION

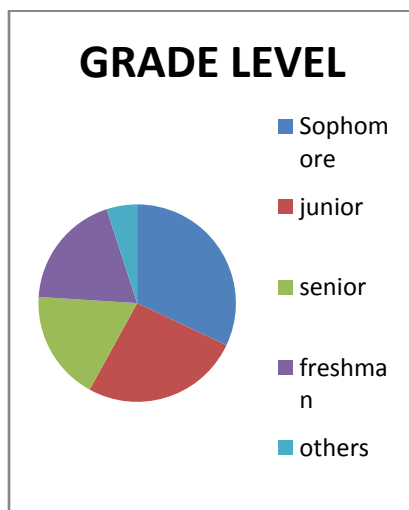
During the last two decades researchers have found that resilience is an important trait in a person/learner, necessary for academic success because Academic Resilience enables them to face challenges.

So, it becomes an important part of the education system. Students face many challenges or difficult situations in everyday life like, academics (difficulties or social challenges like classroom situations, difficulty in learning or stress due to learning in capabilities) or adjustment with peer group, problems in society or community adjustment, home or family adjustment etc. In Indian education system, we see that there are students who are academically weak, who come from disadvantaged groups and socially backward groups who find it difficult to deal with the present competitive world. Cases have been found that students coming from these backgrounds suffer dramatically in their academics as well as in their personal lives.

## STUDENT DEMOGRAPHICS

In total, 683 students completed the survey on resilience and several constructs related to student resilience. In this total, 428 completed the survey during the spring 2019 semester and 255 completed the survey during the fall 2019 semester. The sample consisted of students from all grade levels (freshman,  $n = 128$ ; sophomore,  $n = 218$ ; junior,  $n = 180$ ; senior,  $n = 126$ ; and other,  $n = 31$ ; see Figure 1). The sample included more female students ( $n = 416$ ) than male students ( $n = 260$ ); 3 students identified as non-binary and 2 did not specify. Similar to the larger Boise State University student population, a majority of students in the sample identified as Caucasian/White ( $n = 535$ ). See Table 1 for details on respondents' reported ethnicity.

There are many books on crisis communication and crisis management, but there is no particular accepted definition of a crisis. Coombs (2014) differentiates crisis as organizational crisis and disaster. According to him, disasters are sudden large-scale events which can generate organizational crises and many government units need to respond. Coombs (2014, pp. 2-3) defines crisis as “the perception of an unpredictable event that threatens important expectancies of stakeholders related to health, safety, environmental, and economic issues, and can seriously impact an organization's performance and generate negative outcomes”. Ulmer et al. (2014, p. 7) further defined organizational crisis as “a specific, unexpected, and non-routine event or series of events that create high levels of uncertainty and simultaneously present an organization with both opportunities for and threats to its high-priority goals”. Crisis management comprises actions such as prevention, preparation, response (communication) and revision. Many of the researchers who studied crisis communication (e.g., Huang, 2006) got to the conclusion that crisis communication plays an important role in a successful crisis management organizational response to the crisis situations decides the success of a crisis management plan.



## PSYCHOLOGICAL DISTRESS

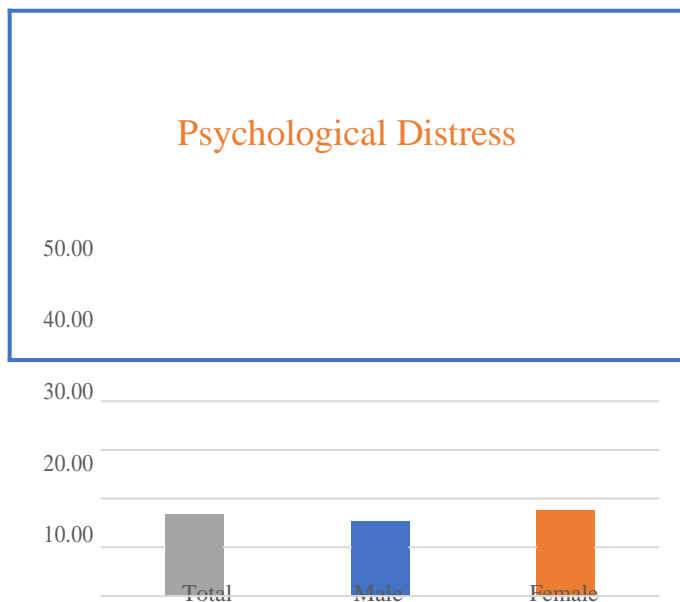
---

Psychological distress is a proxy to measure signs and symptoms of anxiety and depression. We used the Kessler Psychological Distress Scale (Kessler et al., 2002) that assesses emotional states associated with anxiety and depression. While the Kessler Psychological Distress Scale is not used for diagnosis, it has been used for screening and alerting health professionals who might benefit from a possible referral. Psychological distress is measured on a 1-5 scale.

Students in our sample ( $n = 676$ ) had moderate levels of psychological distress ( $M = 26.7$ ). Males and females viewed their psychological distress differently, with females higher ( $m = 27.5$ ) than males ( $m = 25.4$ ). See Figure 2.

**Figure 2.**

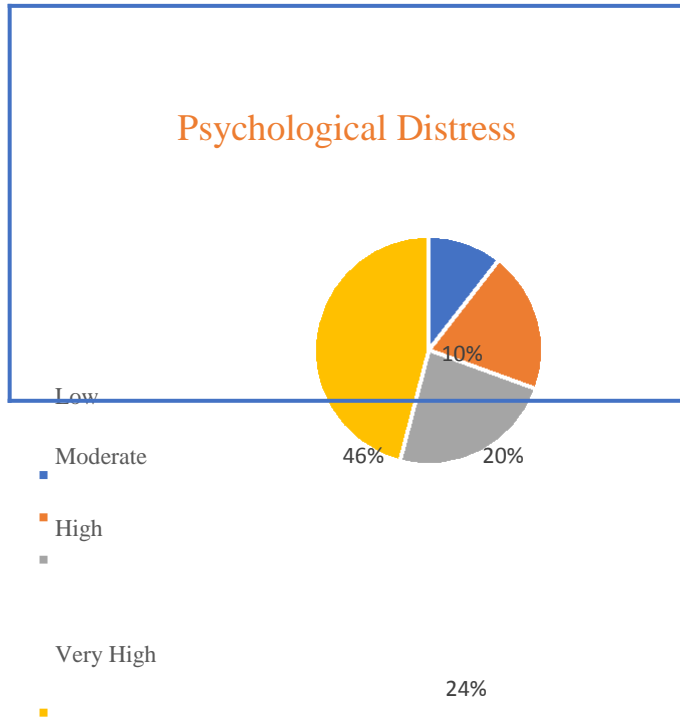
*Psychological distress score means for total sample, males, and females*



The Kessler Psychological Distress Scale is well used, and a number of researchers have calculated norms for the scale. General guidelines indicated that scores from 10-15 are low, scores from 16-21 are moderate, scores from 22-29 are high, and scores from 30-50 are very high. For our sample, only 10.5% of students scored in the low category with another 20% of students scoring in the moderate range. Alarming, we would classify 23.5% of students as high in distress and another 46% of students as very high. See Figure 3.

**Figure 3.**

*Distribution of individual psychological distress mean scores*



## PERCEIVED STRESS

---

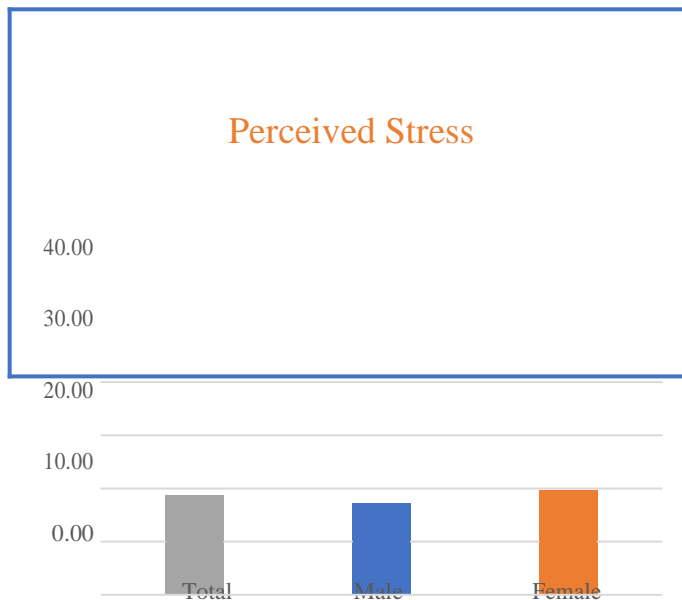
Excess levels of stress can lead to a host of negative physical and mental health consequences. How much stress individuals perceive can greatly influence their well-being. Stress was assessed using the Perceived Stress Scale (Cohen, Kamarck, & Mermelsetin, 1983).

The Perceived Stress Scale is widely used, and a number of researchers have calculated norms for the scale. Norms reported for the U.S. population indicated that females ( $M = 13.7$ ) had slightly higher perceived stress than males ( $M = 12.1$ ) and those in 18-29 age range had the highest levels of perceived stress ( $M = 14.2$ ) compared to the others. Students in our sample ( $n =$

670) had high levels of perceived stress ( $M = 18.8$ ) with our sample mirroring national trends. Specifically, females perceived higher stress ( $m = 19.7$ ) than males ( $m = 17.2$ ). See Figure 4.

**Figure 4.**

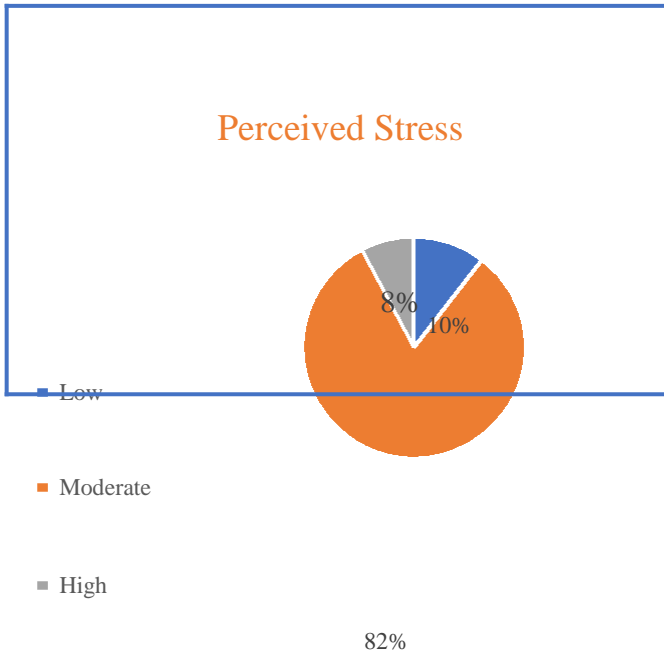
*Perceived stress score means for total sample, males, and females*



In terms of norms for the Perceived Stress Scale, 0-13 would be considered low perceived stress, 14-26 moderate perceived stress, and 27-40 high perceived stress. For our sample, we classified 10.4% of students as low perceived stress, 81.8% moderate perceived stress, and 7.8% as high perceived stress. See Figure 5.

**Figure 5.**

*Distribution of individual perceived stress mean scores*



## SATISFACTION WITH LIFE

---

Well-being can consist of a number of unique constructs, yet a number of researchers identify subjective well-being as high levels of positive affect, low levels of negative affect, and high levels of life satisfaction. The two affect components include emotional aspects of well-being; satisfaction with life involves the cognitive, judgmental assessment of one's life situation. We measured life satisfaction using the Satisfaction with Life Scale, the most widely used psychological measure for life satisfaction (Diener, Emmons, Larsen, & Griffin, 1985).

Students in our sample ( $n = 675$ ) had moderate levels of satisfaction with life ( $M = 23.3$ ). Males and females viewed their satisfaction with life similarly, with males the same as ( $m = 23.3$ ) females ( $m = 23.3$ ). See Figure 6.

**Figure 6.**

*Satisfaction with life score means for total sample, males, and females*



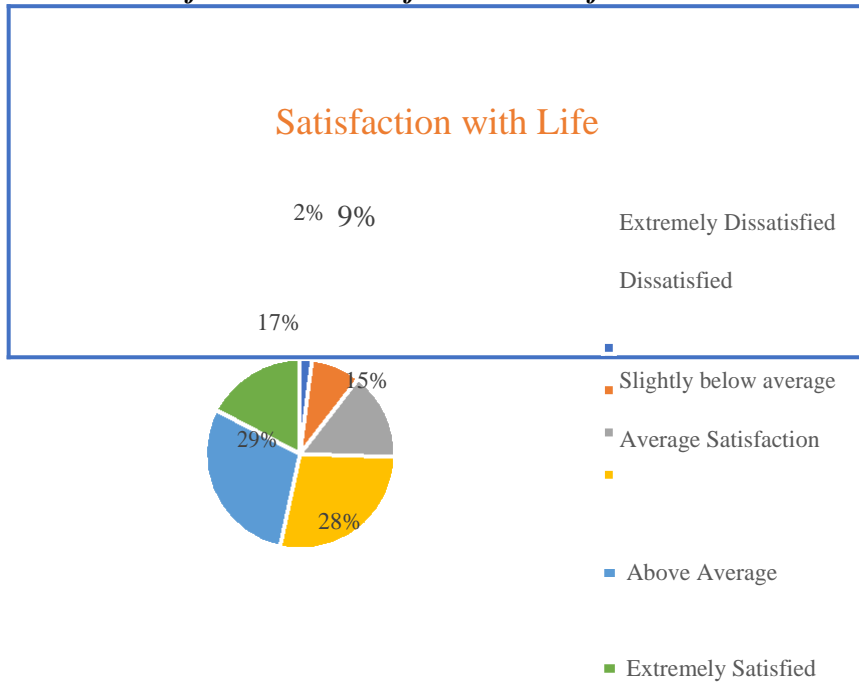
5.00

Total Male Female

In terms of interpreting the satisfaction with life scale, previous studies have indicated that 5-9 is extremely dissatisfied, 10-14 is dissatisfied, 15-19 is slightly below average, 20-24 is average, 25-29 is above average, and 30-35 is extremely satisfied with life. In our sample, 26% of students indicated below average satisfaction with life, while 46% indicated above average satisfaction with life (see Figure 7).

**Figure 7.**

*Distribution of individual satisfaction with life mean scores*





## SELF-ESTEEM

---

Self-esteem is the overall positive or negative evaluation of one's worth or value. Those who have high self-esteem view themselves positively in terms of self-worth or value. Individuals with low self-esteem view themselves as holding little self-worth or value. Self-esteem was measured on a 1-5 scale using the Rosenberg Self-esteem Scale (Rosenberg, 1965).

Students in our sample ( $n = 380$ ) had moderate levels of self-esteem ( $M = 3.79$ ). Males and females viewed their self-esteem similarly, with males slightly higher ( $m = 3.83$ ) than females ( $m = 3.78$ ). See Figure 8.

**Figure 8.**

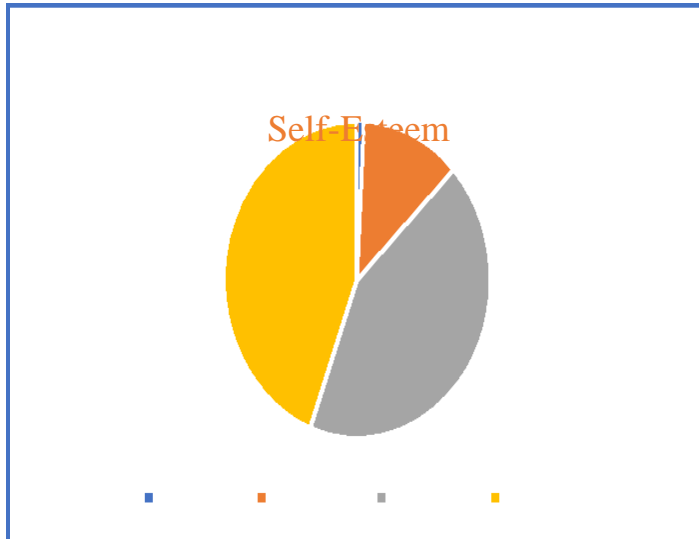
*Self-esteem score means for total sample, males, and females*



Overall, a majority of students scored above the mid-point on the scale (3.00-3.99,  $n = 163$ ; 4.00-5.00,  $n = 168$ ), but over 12% of students scored below the mid-point (1.00-1.99,  $n = 3$ ; 2.00-2.99,  $n = 46$ ). See Figure 9.

**Figure 9.**

*Distribution of individual self-esteem mean scores*



1 - 1.99    2 - 2.99    3 - 3.99    4 - 5.00

## PERFECTIONISM

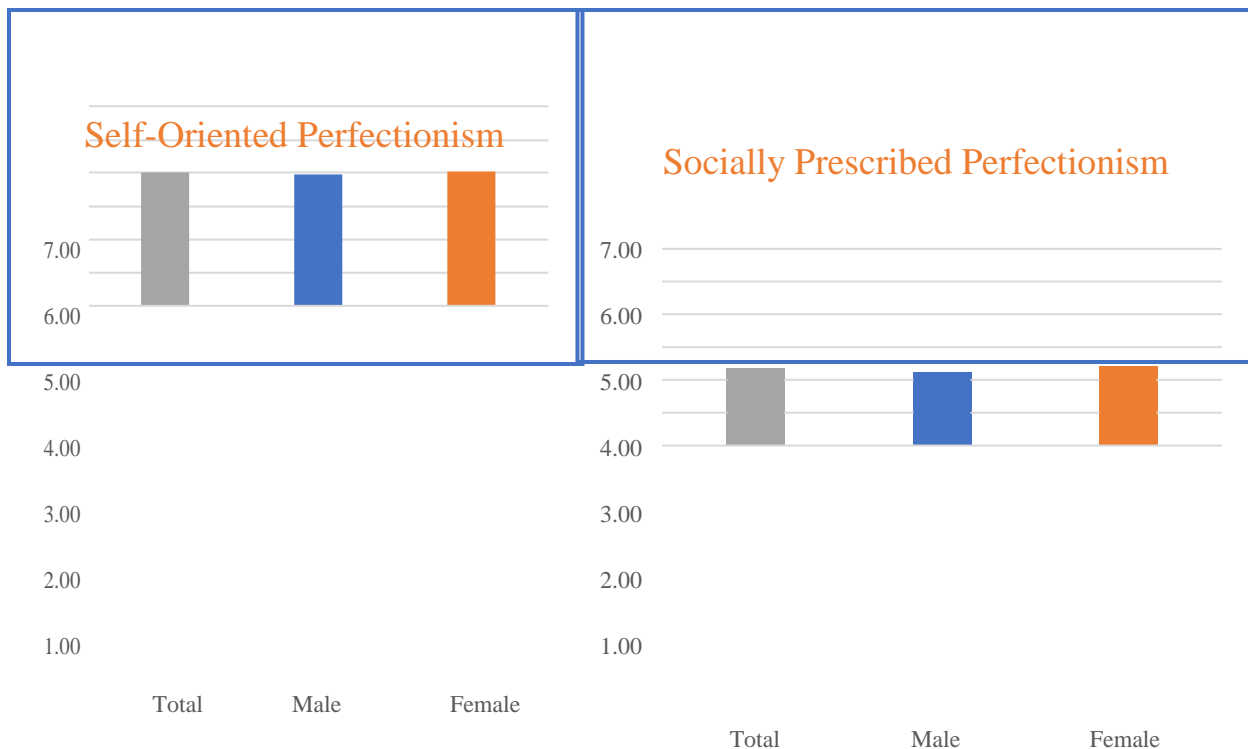
---

Perfectionism has both personal (i.e., self-oriented) and social (socially prescribed) aspects. Self-oriented perfectionism is characterized by a strong motivation to be perfect, setting and striving high self-standards, focusing on flaws, and generalizing self-standards. Socially prescribed perfectionism involves the belief that others have perfectionistic expectations and motives for oneself. Perfectionism was measured on a 1-7 scale using the Multidimensional Perfectionism Scale (Hewitt & Flett, 1991).

Students in our sample ( $n = 672$ ) had high levels of self-oriented perfectionism ( $m = 5.01$ ). Males and females viewed their self-oriented perfectionism similarly, with females slightly higher ( $m = 5.04$ ) than males ( $m = 4.95$ ). Students in our sample ( $n = 678$ ) had moderately low levels of socially prescribed perfectionism ( $m = 3.37$ ), with females slightly higher ( $m = 3.41$ ) than males ( $m = 3.26$ ). See Figure 10.

**Figure 10.**

*Self-oriented and socially prescribed perfectionism mean scores for total sample, males, and females*



On self-oriented perfectionism, a majority of students (82%) scored over the mid-point on the scale (4.00-3.99,  $n = 164$ ; 5.00-5.99,  $n = 230$ ; 6.00-7.00,  $n = 160$ ), with 24% at the highest point on the scale, indicating high levels of self-oriented perfectionism. See Figure 11.

**Figure 11.**

*Distribution of individual self-oriented perfectionism mean scores*



## LONELINESS

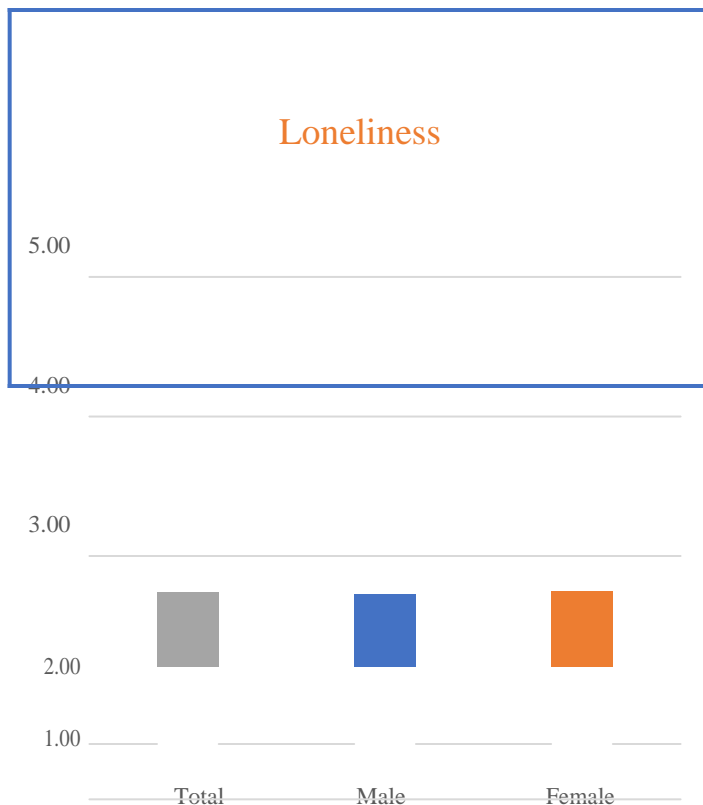
---

Loneliness reflects an individual's evaluation of their level of social connectedness. Someone who is high in loneliness would be relatively isolated while someone low in loneliness would be more likely to have a variety of connections in their lives. We know one of the primary indicators for well-being is connection, and therefore, loneliness might be especially important to understand in terms of student well-being. To measure loneliness, we used the Dejong Gierveld Loneliness scale, where 1 = low loneliness and 5 = high loneliness (Gierveld & Tilburg, 2006).

Students in our sample ( $n = 674$ ) had low to moderate levels of loneliness ( $M = 2.35$ ). Males and females viewed their loneliness similarly, with females slightly higher ( $m = 2.36$ ) than males ( $m = 2.32$ ). See Figure 12.

**Figure 12.**

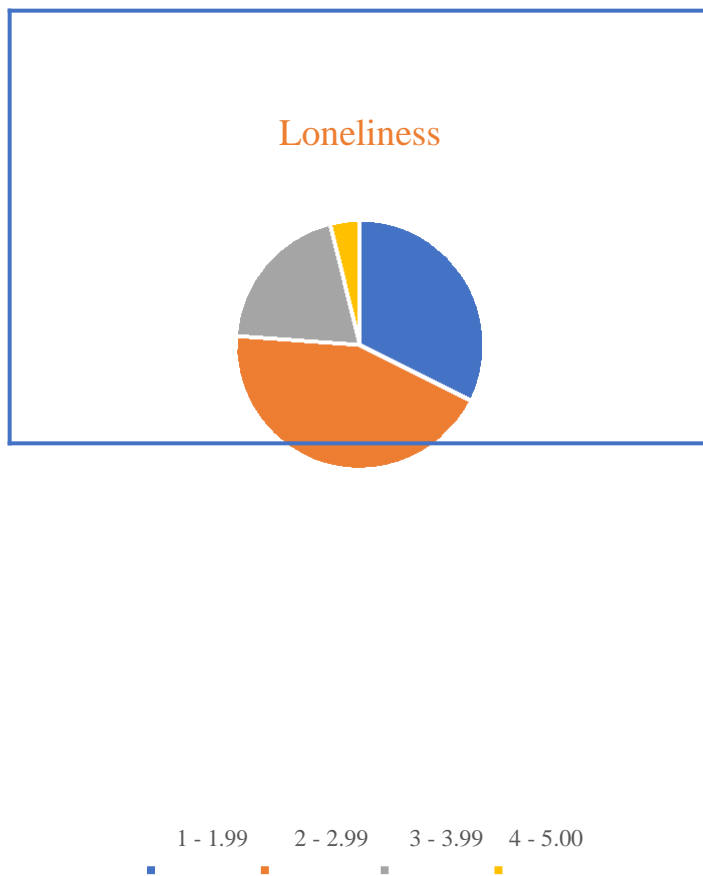
*Loneliness score means for total sample, males, and females*



Overall, a majority of students scored below the mid-point on the scale (1.00-1.99,  $n = 219$ ; 2.00-2.99,  $n = 294$ ), but over 24% of students scored above the mid-point (3.00-3.99,  $n = 135$ ; 4.00-5.00,  $n = 26$ ) indicating high levels of loneliness. See Figure 13.

**Figure 13.**

*Distribution of individual loneliness mean scores*



## RESILIENCE

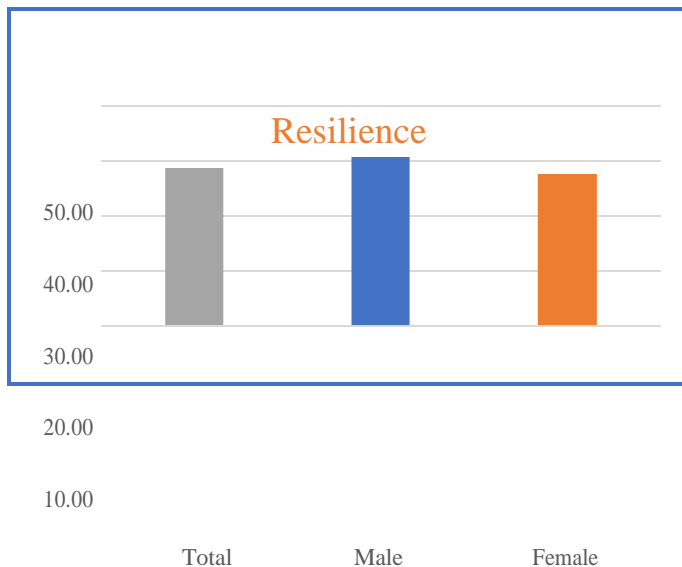
---

Resilience embodies personal qualities that enable a person to thrive amongst adversity and challenges, and it can be considered a measure of successful stress-coping ability. People high in resilience will adapt to disruption, return to homeostasis, or even experience growth. People low in resilience establish a lower level of homeostasis or remain in a dysfunctional state which may lead to destructive coping behaviors. To measure resilience, we used the 10-item Connor-Davidson Resilience (CD-RISC) scale where 1 = low resilience and 5 = high resilience (Campbell-Sills & Stein, 2007).

Students in our sample ( $n = 667$ ) reported moderate levels of resilience ( $M = 38.75$ ). Males and females viewed their resilience differently, with males reporting higher resilience scores ( $m = 40.65$ ) than females ( $m = 37.57$ ). See Figure 20.

**Figure 20.**

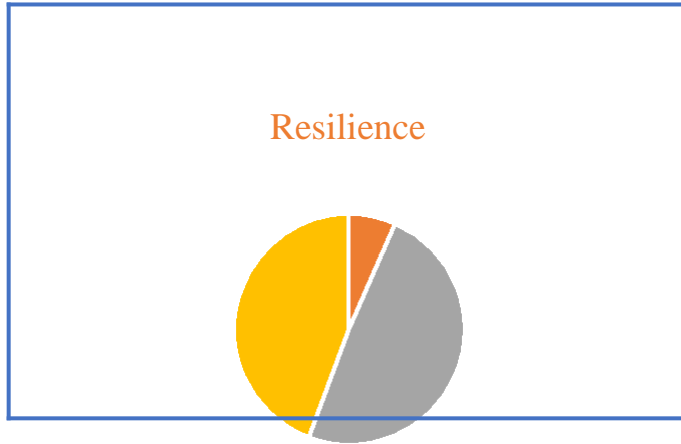
*Resilience score means for total sample, males, and females*



Overall, a majority of students (94%) scored above the mid-point on the scale (3.00-3.99,  $n = 329$ ; 4.00-5.00,  $n = 295$ ), with only 6% of students scoring below the mid-point (1.00-1.99,  $n = 0$ ; 2.00-2.99,  $n = 43$ ). See Figure 21.

**Figure 21.**

*Distribution of individual resilience mean scores*



1 - 1.99    2 - 2.99    3 - 3.99    4 - 5.00



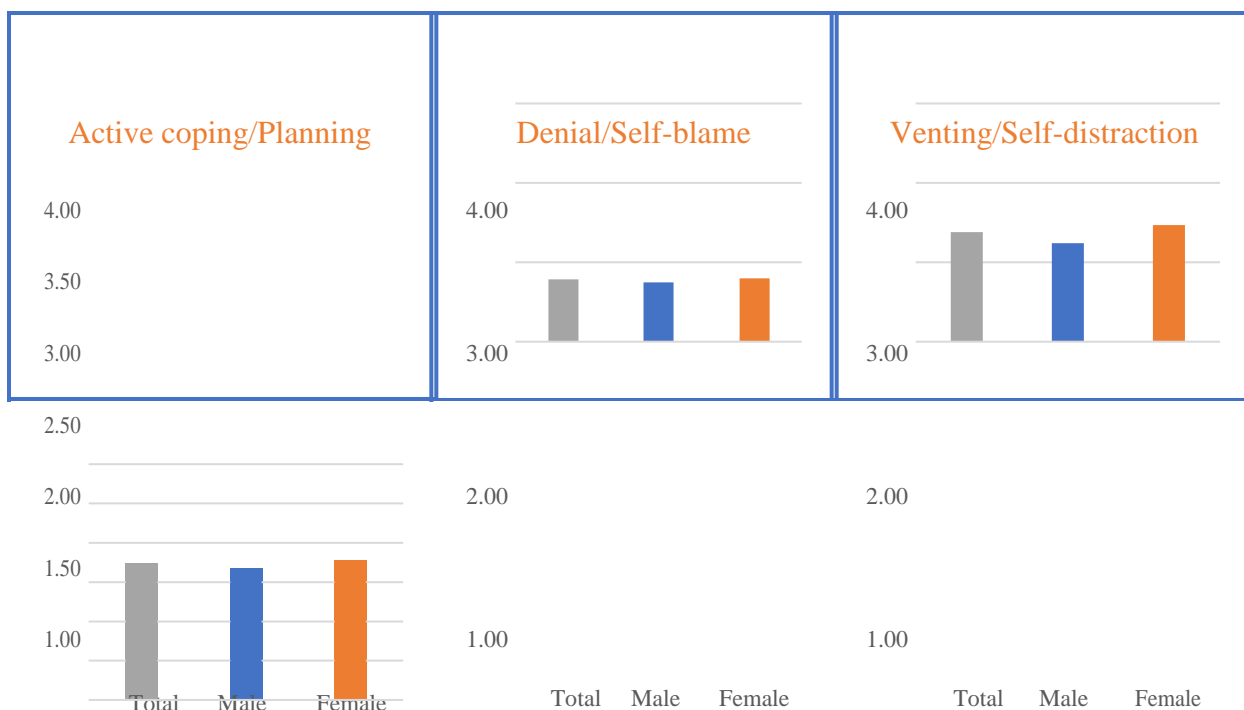
## COPING BEHAVIORS

Coping is the process of executing a response to stress, which can involve thoughts or action and can be positive or negative. In order to measure coping, we used the Brief Cope Scale (Carver, 1997). Coping strategies included active coping, self-distraction, venting, acceptance, denial, substance use, behavioral disengagement, planning, positive reframing, and self-blame. These coping strategies fall into three sub-scales: active coping/planning, denial/self-blame, and venting/self-distraction. Active coping/planning may be considered the most adaptive form of coping. Denial/self-blame may be considered a more maladaptive form of coping.

Students in our sample ( $n = 654$ ) reported moderate levels of active coping/planning ( $m = 2.73$ ), with females ( $m = 2.77$ ) and males ( $m = 2.68$ ) similar in their use of these coping strategies. Students reported low levels of denial/self-blame ( $m = 1.78$ ), with females ( $m = 1.80$ ) and males ( $m = 1.74$ ) similar in their use of these coping strategies. Students reported moderate levels of venting/self-distraction ( $m = 2.37$ ), with females ( $m = 2.46$ ) slightly higher than males ( $m = 2.24$ ) in their use of these coping strategies. See Figure 22.

**Figure 22.**

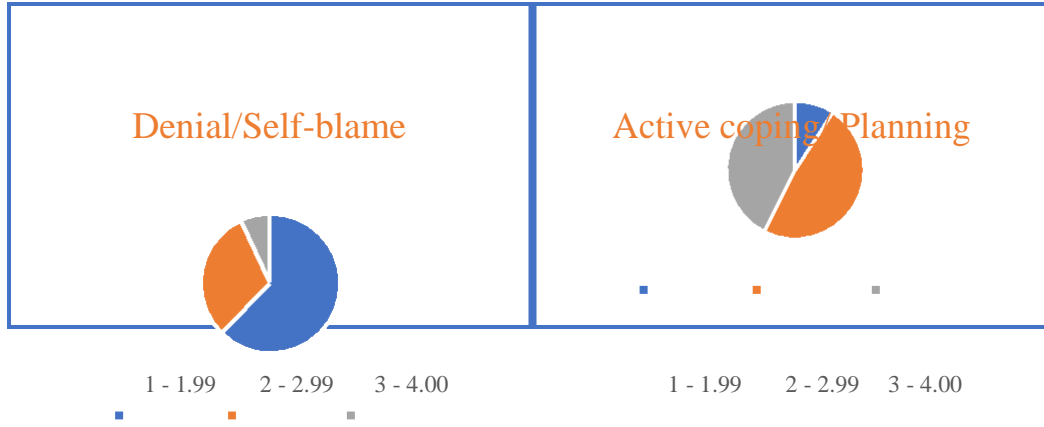
*Active/planning, denial/self-blame, and venting/self-distraction coping strategy score means for total sample, males, and females*



It is important to note that 31% of the sample reported using denial/self-blame to cope “a little bit” to a “medium amount” (2.00-2.99,  $n = 202$ ); 7% reported using this strategy a “medium amount” to “a lot” (3.00-4.00,  $n = 47$ ). Also, 9% of the sample reported not using active coping/ planning strategies at all or only using them “a little bit.” This indicates 38% of our sample are using maladaptive coping and 9% are under-utilizing adaptive coping strategies. See Figure 23.

**Figure 23.**

*Distribution of individual denial/self-blame and active coping/planning mean scores*



Lastly, we included a measure of self-harm (i.e., physical harm, suicidal ideation) in our survey. Levels of self-harm were low ( $n = 665$ ,  $m = 1.13$ ). However, it is important to note that 5% of the sample reported using self-harm to cope “a little bit” to a “medium amount,” and an additional 2% reported using self-harm a “medium amount” to “a lot.” In our sample, males were more likely to indicate using this coping strategy (12.0% indicated using it at least “a little bit”) compared to females (3.7% indicated using it at least “a little bit”). See Figure 24.

**Figure 24.**

*Distribution of individual self-harm mean scores*



1 - 1.99    2 - 2.99    3 - 4.00



Methodology is the pathway or an approach to get the needed information by locating the data from different sources which are primary & secondary. Marketing research is the systematic collection, analysis, interpretation and reporting of data and findings relevant to the company.

## **1.1 RESEARCH OBJECTIVES**

The main objectives of this project are :-

### **1. To know customer perception of service quality variables**

(Provider courtesy, Timely service, Competent and motivated employees, Convenient operating hours, Neat and clean place, Easy access to service, Parking facilities, Reasonable service costs, Quality of climate within the organization, Attractive building exteriors.)

### **2. To investigate customer perception of product quality variables**

(Quality of specific products, Product range, Taste & look of products, Free extra quantity of supplementary items such as sanvar, chhole , onion etc., Price of products.)

### **3.To find out customer perception of their value satisfaction about their brand value satisfaction about the brand:-**

( Wether organization delivers what it promises.)

### **3. To understand major points of difference between 2 restaurants in context of products & services.**

### **4. To draw conclusions and results.**

## **RESEARCH PROBLEM**

Investigating individual level predictors of the academic resilience of University students

## **1.2 Research Design**

The type of research is **exploratory cum descriptive research design**.

In this research various secondary sources of data are studied, individual surveys are being conducted and then the collected data is analyzed. The individuals who were being surveyed were the people who had practical experience of the area to be researched. The research also focuses on certain descriptive things like- age, sex composition, etc.

## **1.3 Data Sources**

For this research study, primary data as well as secondary data was collected.

**Primary Data** is the first hand data collected by someone specifically for the purpose of facilitating the study. In this research data has been collected from the customers through questionnaire.

**Secondary data** has collected from company literature and websites.

## **1.4 Questionnaire Design/Formulation**

A questionnaire is a set of questions presented to respondent for their answers.

### **Type of questions included-**

The questionnaire includes **close ended questions** of various types in which the respondent has to choose from the given options. These options are given on the bases of the areas on which the research is being conducted so that the student's preference could be easily found out. In order to find out which of the two companies customer prefer they are given both the companies as option in the questions so as to know which company people go for. Questionnaire also contains some multiple choice questions to find out what age group people eat out more, on what occasions, with whom, etc.

## **1.5 SAMPLE DESIGN**

**Sample Element/ Sample Unit** – The target population of this survey was the customers visiting the outlet of Haldirams

**Extent** – Delhi & NCR

**Time Frame** - 40 days

**Sampling Technique** - For this survey **Convenience Sampling** technique has been used.

**Sample Size** – It is the number of people surveyed. **The sample size is 100.**

## **FINDINGS**

Resilience is a psychological construct observed in some individuals that accounts for success despite adversity. Resilience reflects the ability to bounce back, to beat the odds and is considered an asset in human characteristic terms. Academic resilience contextualizes the resilience construct and reflects an increased likelihood of educational success despite adversity. The paper provides an account of the development of a new multidimensional construct measure of academic resilience. The 30 item Academic Resilience Scale (ARS-30) explores process—as opposed to outcome—aspects of resilience, providing a measure of academic resilience based on students' specific adaptive cognitive-affective and behavioral responses to academic adversity. Findings from the study involving a sample of undergraduate students (N = 532) demonstrate that the ARS-30 has good internal reliability and construct validity. It is suggested that a measure such as the ARS-30, which is based on adaptive responses, aligns more closely with the conceptualisation of resilience and provides a valid construct measure of academic resilience relevant for research and practice in university student populations.



## CONCLUSION

Academic resilience will definitely help the child to live a better life with confidence. With this the child will learn to cooperate, communicate, inculcate moral values, behave according to the situation, learn to be calm, learn from experiences etc. and all these skills will help the child in the development and help him in his professional and in personal life. Academic resilience is a tool that will help the child to overcome from his fears and failures and help them to get a life changing experience for them. Most studies that investigated academic resilience dealt with samples from school students, but only few studies dealt with university students, which examined the individual and school factors and features associated with academic resilience, this is why the researcher is encouraged to do this research, besides, and we are in bad need of developing ARS for university students. The few studies that do deal with academic resilience are focusing on ethnic minority groups and extreme underachievers. Students who face academic pressure and study setbacks either in schools or in universities and are in an urgent need of developing their academic resilience

THANK YOU