

Academic Resilience Among Business Students in Higher Education Institutions

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ABSTRACT Academic resilience has emerged as a critical construct in understanding student persistence and success in higher education. This study investigated the academic resilience of business students in higher education institutions in the Philippines, examining its dimensions of confidence, social support, adaptability, and purposefulness, as well as their associations with selected personal and socio-economic characteristics. Employing a descriptive-correlational research design, survey data were collected from three hundred and sixty-two (362) randomly selected business students. Descriptive statistics and chi-square tests were used for data analysis. Findings revealed that students demonstrated high levels of academic resilience across all dimensions despite predominantly low-income family backgrounds and limited parental educational attainment. Significant relationships were identified between selected profile variables and academic resilience. Based on the results, a multi-modal learning continuity plan was proposed to further enhance academic resilience among business students in higher education institutions.

INTRODUCTION

Quality education is widely recognised as a cornerstone of social and economic development and is central to achieving the United Nations Sustainable Development Goal 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. However, the global education system continues to face persistent challenges, particularly in low-income and marginalised communities, where disparities in access to educational resources, infrastructure, and opportunities remain pronounced. The growing reliance on technology-mediated instruction has further exposed gaps in digital access, leaving students in under-resourced regions at a significant disadvantage (UNESCO 2020). Students without reliable internet connectivity, digital devices, and supportive learning environments often struggle to participate fully in academic activities, which undermines efforts to achieve educational equity.

In response to these challenges, higher education institutions have increasingly adopted alternative learning modalities, including e-learning platforms such as Zoom, Moodle and Blackboard. While these modalities provide flexibility and continuity of instruction, they also introduce new barriers for students, particularly those from low-in-

come households. Limited technological access, inadequate digital literacy, and reduced social interaction have been associated with heightened academic stress, anxiety, and mental health concerns (Fawaz and Samaha 2020; Tee et al. 2020; Rotas and Cahapay 2020). Recent large-scale studies further confirm that prolonged exposure to digitally mediated learning environments can negatively affect students' academic engagement and psychological well-being if adequate support systems are not in place (Aristovnik et al. 2022).

These global challenges are strongly reflected in the Philippine higher education context. A substantial proportion of Filipino students continue to experience significant barriers to accessing quality education due to poverty, geographic location, and limited digital infrastructure. Romero (2020) reported that many tertiary-level students in the Philippines lack access to essential learning resources such as stable internet connections, computers, and appropriate study spaces. Subsequent studies have shown that these socio-economic constraints disproportionately affect students from rural and marginalised communities, increasing the risk of academic disengagement and delayed completion (Cahapay 2021; Commission on Higher Education [CHED] 2023).

Within this context, academic resilience has emerged as a crucial construct for understanding

how students persist and succeed despite adversity. Academic resilience refers to students' capacity to adapt, cope, and maintain satisfactory academic performance when faced with challenges, stressors, and changing learning environments (Amoadu et al. 2025). Resilient students demonstrate the ability to regulate emotions, draw on social support, and sustain motivation even under adverse conditions. Foundational and contemporary studies conceptualise academic resilience as a multidimensional construct encompassing confidence, adaptability, social support, and purposefulness, which collectively enable students to navigate academic demands effectively (Martin and Marsh 2006; Cassidy 2016).

Recent empirical research has consistently shown that academic resilience is positively associated with academic engagement, persistence, and psychological well-being among higher education students (Agasisti et al. 2018; Ahmadi and McLellan 2023; Datu and Restubog 2024). Adaptability, in particular, has been identified as a strong predictor of student engagement and emotional regulation in academic settings (Martin et al. 2020), while purposefulness has been linked to stronger academic identity, goal commitment, and learning satisfaction (Yukhymenko-Lescroart and Sharma 2022). Moreover, academic resilience has been found to buffer the negative effects of socio-economic disadvantage and learning disruptions, enabling students to sustain academic functioning despite financial and contextual constraints (Chen et al. 2021).

Despite the growing literature on academic resilience, several gaps remain. Most existing studies focus on general student populations, with limited attention to discipline-specific contexts such as business education. Furthermore, there is a lack of Philippine-based studies that provide a detailed descriptive and relational analysis of academic resilience across multiple demographic variables, particularly among business students in higher education institutions.

Addressing these gaps, the present study examines academic resilience among business students in higher education institutions in the Philippines through a comprehensive descriptive and relational approach. The study analyses the prevailing level of academic resilience across four domains, confidence, social support, adaptability, and purposefulness, and examines its association with thirteen demographic variables, including age,

program of study, year level, sex, civil status, parental educational attainment, parental employment status, family structure, household income, number of siblings, and scholarship status. Using fifteen statistical tables, this study aims to provide empirical evidence that can inform institutional policy, student support services, and the development of inclusive and responsive learning strategies.

Objectives of the Study

This study primarily attempts to determine the Academic Resilience of Business Students in Higher Education Institutions (HEI) in the Philippines, specifically, it aims to:

1. Determine the personal and socio-economic profile of students in terms of:
 - a. age
 - b. program of study
 - c. year level
 - d. sex
 - e. civil status
 - f. father's education
 - g. father's employment status
 - h. mother's education
 - i. mother's employment status
 - j. family structure
 - k. average monthly household income
 - l. number of siblings
 - m. educational support/scholarship
2. Identify the respondents' levels of academic resilience in terms of
 - a. confidence
 - b. social support
 - c. adaptability
 - d. purposefulness
3. Determine the respondents' level of academic resilience associated with their profile.
4. Develop a multimodal learning continuity plan (MMLCP) to intensify the academic resilience among business students in Higher Education Institutions (HEIs) in the Philippines.

MATERIAL AND METHODS

This study employed a descriptive-correlational research design to examine the academic resilience of business students in higher education institutions (HEIs) in the Philippines. This approach is appropriate as it allows for both the description of students' personal and socio-economic profiles and

the analysis of relationships between these profiles and their level of academic resilience.

Area of Study and Respondents

The study was conducted in the Rinconada area in the Philippines, focusing on students enrolled in the College of Business during the academic year 2021-2022. The respondents were 362 undergraduate business studies students, including students from programs such as Bachelor of Science in Business Administration (BSBA), Bachelor of Accountancy (BSA), and Bachelor of Science in Entrepreneurship (BSE), across different year levels. Random sampling was used to ensure representativeness and to allow for meaningful statistical generalisations.

Research Instrument

The study utilised a structured questionnaire consisting of two parts, with a total of 33 items.

Part I contains 13 items that gather the personal and socio-economic profile of the respondents, including age, program and year level, gender, civil status, parental educational attainment, parental employment status, family structure, household income, number of siblings, and scholarship/educational support.

Part II of the questionnaire is the Academic Resilience Scale, which consists of 20 items designed to measure the level of academic resilience among Business students in Higher Education Institutions (HEIs) in Rinconada. Each item was rated using a 5-point Likert scale, as shown in Table 1, with higher scores indicating a higher level of manifested academic resilience. The instrument was validated by experts and pilot-tested prior to its actual distribution.

The questionnaire was validated by experts and pilot-tested prior to distribution.

Data Collection Procedure

Following institutional approval, the questionnaire was distributed online via Google Forms. Respondents provided informed consent before participation, and their responses were kept confidential. Participation was voluntary, and respondents could withdraw at any point. Collected data were tabulated and prepared for statistical analysis.

Statistical Analysis

Descriptive statistics such as frequency (f), percentage (%), and mean (M) were used to summarise the respondents' socio-economic profiles and their level of academic resilience.

To determine the significant association between the respondents' profile variables (age, program of study, year level, sex, civil status, parents' educational attainment, parents' employment status, family structure, monthly household income, number of siblings, and scholarship assistance) and academic resilience, the Chi-square test of association (χ^2) was employed.

All statistical tests were conducted at a specified level of significance ($\alpha=0.05$).

RESULTS

Problem 1: Personal and Socio-Economic Profile

Presented in Table 2 is the personal and socio-economic profile of the respondents as to their age, program of study and year level.

Most respondents were aged 20-22 years (59.1%), followed by those aged 23 years and above (32.6%). Only 8.3 percent were aged 16-19 years. In terms of program of study, the largest proportion of respondents were enrolled in BS Entrepreneurship (39.2%) and BS Office Administration (34.8%), while smaller percentages were enrolled in BS Accountancy (14.9%), BS Business Administration

Table 1: Rating scale for the Academic Resilience Scale

<i>Rating scale</i>	<i>Qualitative description</i>	<i>Interpretation</i>
5	very high	The statement about resilience is manifested to a very high degree.
4	high	The statement about resilience is manifested to a high degree.
3	moderate	The statement about resilience is manifested to a moderate degree.
2	low	The statement about resilience is manifested to a low degree.
1	very low	The statement about resilience is never manifested.

Table 2: Personal and socio-economic profile

	<i>Frequency</i>	<i>Percent</i>
<i>Age</i>		
16-19 years old	30	8.30
20-22 years old	214	59.10
23 years old and above	118	32.60
Total	362	100.00
<i>Program of Study</i>		
BS Accountancy	54	14.90
BS Business Administration	15	4.10
BS Entrepreneurship	142	39.20
BS Hospitality Management	12	3.30
BS Office Administration	126	34.80
BS Tourism Management	13	3.60
Total	362	100.00
<i>Year Level</i>		
First year	82	22.70
Second year	73	20.20
Third year	77	21.30
Fourth year	130	35.90
Total	362	100.00
<i>Sex</i>		
Female	296	81.80
Male	66	18.20
Total	362	100.00
<i>Civil Status</i>		
Married	3	.80
Single	359	99.20
Total	362	100.00
<i>Father's Educational Attainment</i>		
No schooling	5	1.40
Elementary level	49	13.50
Elementary graduate	35	9.70
Highschool graduate	172	47.50
Undergone technical-vocational studies	21	5.80
College graduate	77	21.30
Completed advanced studies	3	.80
Total	362	100.00
<i>Father's Employment</i>		
Unemployed	122	33.70
Contractual	70	19.30
Permanent	51	14.10
Self-employed	119	32.90
Total	362	100.00
<i>Mothers' Educational Attainment</i>		
No schooling	1	0.30
Elementary level	20	5.50
Elementary graduate	36	9.90
High school graduate	185	51.10
Undergone technical-vocational studies	18	5.00
College graduate	100	27.60
Completed advanced studies	2	0.60
Total	362	100.00
<i>Mothers' Employment</i>		
Unemployed	197	54.40
Contractual	43	11.90
Permanent	29	8.00
Self-employed	93	25.70

Table 2: Contd...

	<i>Frequency</i>	<i>Percent</i>
Total	362	100.00
<i>Family Structure</i>		
Cohabiting	28	7.70
Nuclear	208	57.50
Extended	65	18.00
Single parent	61	16.90
Total	362	100.00
<i>Household Monthly Income</i>		
Below Php10,957	302	83.40
PhpP21,914 to P43,828	54	14.90
Php43,829 to P76,669	4	1.10
Php219,140 and above	2	0.60
Total	362	100.00
<i>Number of Siblings</i>		
0-3	150	41.40
4-6	138	38.10
7 and above	74	20.40
Total	362	100.00
<i>Scholarship Assistance</i>		
With scholarship	147	40.60
Without scholarship	215	59.40
Total	362	100.00

Source: Survey conducted by the researchers, Academic Year 2021-2022

Hospitality Management (3.3%).

Regarding year level, 35.9 percent of respondents were in their fourth year, followed by first-year students (22.7%), third-year students (21.3%), and second-year students (20.2%). The sample was predominantly female (81.8%), with males comprising 18.2 percent. Almost all respondents were single (99.2%).

With respect to parental education, most fathers (47.5%) and mothers (51.1%) were high school graduates. In terms of employment, 33.7 percent of fathers and 54.4 percent of mothers were unemployed. Most respondents came from nuclear families (57.5%), followed by extended (18.0%) and single-parent families (16.9%). The majority of respondents (83.4%) reported a monthly household income below ± 10,957, that is, Philippine Peso, as per the DSWD (Department of Social Welfare and Development) income classifications. In terms of family size, 41.4 percent had 0-3 siblings, 38.1 percent had 4-6 siblings, and 20.4 percent had seven or more siblings. More than half of the respondents (59.4%) did not receive scholarship assistance.

(4.1%) BS Tourism Management (3.6%), and BS

Problem 2: Academic Resilience of Business Students

Table 3 shows the level of academic resilience of business students across four domains of confidence, social support, adaptability, and purposefulness.

The overall academic resilience of the respondents was **high** ($M = 4.13$). Among the domains, **adaptability** obtained the highest mean score ($M = 4.21$), interpreted as **very high**. The domains of **confidence** ($M = 4.14$), **social support** ($M = 4.11$), and **purposefulness** ($M = 4.06$) were all interpreted as **high**.

Problem 3: Academic Resilience and Students' Profile

The third problem in this study dealt with the test of association between the academic resilience of students and their profile. Table 4 shows the asso-

ciation between the academic resilience of students and their age.

The results in Table 4 indicate a statistically significant association between academic resilience and age ($\chi^2 = 20.660$, $p = .008$). This finding suggests that students' resilience varies across age groups. Also, Table 5 shows the association between the academic resilience of students and their program of study.

Results show a significant association between academic resilience and program of study ($\chi^2 = 60.614$, $p < .001$). This finding indicates that resilience levels differ across business programs. Variations in curricular structure, instructional strategies, assessment demands, and learning environments across programs may contribute to differences in how students develop resilience.

Moreover, Table 6 shows no significant association was found between academic resilience and year level ($\chi^2 = 14.715$, $p = .257$).

Table 3: Level of academic resilience of the respondents (n= 362)

Indicators	Mean	Interpretation	Rank
Confidence	4.14	High	2
Social support	4.11	High	3
Adaptability	4.21	Very high	1
Purposefulness	4.06	High	4
Overall	4.13	High	

Scale = 4.21-5.00 Very high (VH); 3.41-4.20 High (H); 2.61-3.40 Moderate (M); 1.81-2.60 Low (L); 1.00-1.80 Very Low (VL)

Source: Survey conducted by the researchers, Academic Year 2021-2022

Table 4: Academic resilience and age

	χ^2	p-value	Interpretation
Academic resilience and age	20.660	0.008	Significant

Source: Survey Conducted by the researcher, Academic Year 2021-2022

Table 5: Academic resilience and program of study

	χ^2	p-value	Interpretation
Academic resilience and program of study	60.614	<.001	Significant

Source: Survey conducted by the researchers, Academic Year 2021-2022

Table 6: Academic resilience and year-level

	χ^2	p-value	Interpretation
Academic resilience and year-level	14.715	0.257	Not Significant

Source: Survey conducted by the researchers, Academic Year 2021-2022

This suggests that academic resilience does not systematically increase or decrease as students progress through their academic years.

More so, Table 7 shows the association between the academic resilience of students and sex. It can be well noted based on the p-value of 0.516 that no significant association exists between the business students' academic resilience and their sex profile.

Thus, true to this study, sex is not a significant driver of resilience among business students. Regardless of whether the student is male or female, their level of academic resilience does not vary as it is not influenced by their sex.

Table 8 shows the association between the academic resilience of students and civil status. Results revealed based on the p-value of 0.458 that no profound association was established between the students' academic resilience and their civil status.

The result suggests that the students' current level of academic resilience is not driven at any rate by their civil status. Also, being single or married does not affect their current state of resilience when it comes to their academic endeavors.

Table 9 presents the association between the academic resilience of students and their fathers' educational attainment. Based on the computed p-value of 0.838, it can be inferred that there is no significant association between the business students' academic resilience and their father's education.

Therefore, in this study, the educational attainment of the father of respondents is not indicative of their current level of academic resilience. Also, true to this study, the student's level of academic resilience is not reliant on the educational attainment of their fathers.

Moreover, Table 10 presents the association between the academic resilience of students and their fathers' employment status. Results show based on the p-value of 0.565 that the father's employment status is not significantly associated with the student's academic resilience.

Thus, it further indicates that the students' academic resilience is not affected by the current employment status of their fathers. The employment condition is considered a driver of the socio-economic situation among household members.

Table 7: Academic resilience and sex

	χ^2	<i>p-value</i>	<i>Interpretation</i>
Academic resilience and sex	3.255	0.516	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Table 8: Academic resilience and marital status

	χ^2	<i>p-value</i>	<i>Interpretation</i>
Academic resilience and marital status	3.636	0.458	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Table 9: Academic resilience and father's educational attainment

	χ^2	<i>p-value</i>	<i>Interpretation</i>
Academic resilience and father's education	17.238	0.838	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Table 10: Academic resilience and father's employment

	χ^2	<i>p-value</i>	<i>Interpretation</i>
Academic resilience and father's employment	10.581	0.565	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Having low-income sources may indicate a problematic economic situation within the household. However, in this study, students are not affected by their father's income situation as backed by the result. Students' resilience therefore is not hampered by employment factors.

Table 11 shows the test of significant association between the academic resilience of students and their mother's educational attainment. As shown in the computed p-value of 0.726, the maternal education level is not significantly associated with the business students' academic resilience.

Parental guidance towards their students can be best achieved with substantial educational background and scholarly experiences. True to this study, the educational attainment of mothers is not a significant indicator of students' academic resilience. Thus, students' resilience in their academics cannot be attributed to their mother's education.

Table 12 shows the test of significant association between the academic resilience of students and their mother's educational attainment. Based on the computed p-value of 0.608, it can be established that there is no significant association between the mother's employment and the student's academic resilience.

In this present economic context aside from the father's employment condition, the maternal employment status is also an indicator of the household's economic well-being. Hence, it is widely believed that problematic economic household conditions may occur with low-income sources within the family. However, true to this study, employment among mothers is proven to be a non-factor in students' academic resilience.

Furthermore, Table 13 shows the test of significant association between the academic resilience of students and their family structure. Based on the p-value of 0.369, results show that a non-significant association exists between the family structure and academic resilience of business students.

Thus, true to this study, the family structure is not indicative of students' academic resilience. It does not have any bearing on the learners' resilience towards their academics. Thus, concerning the study's findings, the family structure does not hinder those students from being academically resilient.

Table 14 shows the test of the significant association between the academic resilience of students and their average monthly household income. Based on the computed p-value of 0.484, it can be

Table 11: Academic resilience and mother's educational attainment

	χ^2	p-value	Interpretation
Academic resilience and mother's educational attainment	19.486	0.726	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Table 12: Academic resilience and mother's employment

	χ^2	p-value	Interpretation
Academic resilience and mother's employment	10.091	0.608	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Table 13: Academic resilience and family structure

	χ^2	p-value	Interpretation
Academic resilience and family structure	12.999	0.369	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Table 14: Academic resilience and average monthly household income

	χ^2	p-value	Interpretation
Academic resilience and average monthly household income	11.530	0.484	Not Significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

inferred that household income is not significantly associated with students' academic resilience.

This result further implied that the household income is not at any rate indicative of the learners' academic resilience. Household income which is believed to have a significant impact on a child's academic well-being and outcomes is a non-factor in this study when academic resilience is concerned.

Table 15 shows the test of significant association between the academic resilience of students and the number of siblings. Based on the result which has a p-value of 0.017, it can be established that the number of siblings has a significant association with the Business students' academic resilience.

Lastly, Table 16 shows the test of significant association between the scholarship status and students' academic resilience. A computed p-value of 0.291 indicates no significant association between scholarship status and academic resilience. Therefore, based on the study's result, it can be established that scholarship status does not at any rate influence students' academic resilience.

Further, true to this study whether the students obtained a scholarship or not, their level of academic resilience does not vary. Furthermore, scholarship status is not a factor that drives students' academic resilience. On the number of siblings of the respondents, 41.4 percent of the respondents have 0-3 siblings followed by those 38.1 percent with 4-6 siblings. Also, 20.4 percent of the respondents claimed to have 7 and above siblings. The computed p-value of 0.726, the maternal education level is not significantly associated with the business students' academic resilience. Based on the p-value of 0.369, results show that a non-signifi-

cant association exists between the family structure and academic resilience of business students.

DISCUSSION

The present study examined the academic resilience of Business students in higher education institutions (HEIs) in the Philippines, analysing both descriptive and relational aspects across thirteen demographic variables. Data from 362 respondents were summarised in fifteen tables, which provided a detailed overview of the prevalence of resilience and its association with personal and socio-economic characteristics.

Overall findings indicate that students demonstrated a high level of academic resilience, with adaptability emerging as the most prominent domain. This suggests that business students possess the capacity to adjust effectively to academic demands and changing learning environments. Academic resilience has been widely associated with positive academic behaviours, motivation, and well-being, particularly in higher education contexts where students face increasing academic and psychosocial challenges (Agasisti et al. 2018; Ahmadi and McLellan 2023).

The significant association between academic resilience and age indicates that older students tend to exhibit higher levels of resilience. This finding aligns with developmental perspectives suggesting that as students mature, they develop stronger emotional regulation and coping skills that enhance resilience (Soto and Tackett 2021). Older students may also have greater exposure to academic and life challenges, enabling them to respond more adaptively to stressors. Similar findings were reported by Sood and Sharma (2020), who found

Table 15: Academic resilience and number of siblings

	χ^2	p-value	Interpretation
Academic resilience and number of siblings	18.634	0.017	Significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

Table 16: Academic resilience and scholarship

	χ^2	p-value	Interpretation
Academic resilience and scholarship	4.962	0.291	Not significant

Source: Survey conducted by the researcher, Academic Year 2021-2022

that resilience significantly predicts psychological well-being among college students, particularly as they progress through adulthood.

Adaptability emerged as the strongest resilience domain among respondents. This supports earlier research indicating that adaptability plays a critical role in sustaining student engagement and academic achievement, particularly through its influence on positive academic emotions (Martin et al. 2020). In business education, where students are frequently exposed to problem-based learning and flexible instructional modalities, adaptability becomes a crucial skill that enables students to manage academic transitions effectively.

Despite the high overall resilience, purposefulness received the lowest mean rating among the resilience domains. This suggests that while students are capable of coping with academic challenges, some may lack a clearly articulated sense of academic or career direction. Prior research has emphasised that a strong sense of purpose enhances academic engagement, effective study habits, and achievement (Yukhymenko-Lescroart and Sharma 2022). The relatively lower rating of purposefulness highlights the need for structured career guidance, mentoring programs, and goal-setting interventions within business schools.

The significant association between academic resilience and program of study suggests that curricular structure and disciplinary culture may influence students' resilience development. Programs such as Entrepreneurship and Office Administration, which comprised the majority of respondents, may foster resilience through experiential learning and applied problem-solving. This finding supports earlier observations that representative samples from core business programs enhance the validity of conclusions drawn about business education outcomes (Laydes et al. 2024). Harmonising instructional delivery across programs may help mitigate disparities in resilience development.

The number of siblings was also found to be significantly associated with academic resilience. Students from larger families may benefit from shared responsibilities, social interaction, and emotional support, which contribute to socio-emotional development and coping skills. Doubek (2019) noted that sibling relationships promote mental well-being through guidance and interaction, while Honingh et al. (2025) emphasised the role of sibling composition in psychological well-being and men-

tal health outcomes. These dynamics may explain why sibling size emerged as a resilience-related factor in this study.

In contrast, several socio-demographic variables—including sex, year level, civil status, parental education, parental employment, family structure, household income, and scholarship status—were not significantly associated with academic resilience. The absence of a significant relationship between resilience and sex aligns with findings that resilience is not inherently gender-dependent but instead shaped by contextual and psychological factors (Ahmadi and McLellan 2023). Similarly, the lack of association with year level suggests that academic exposure alone does not guarantee increased resilience, supporting the notion that resilience is a dynamic construct influenced by personal and environmental factors rather than academic seniority alone.

Parental educational attainment and employment status were also found to be non-significant factors. While previous studies have shown that higher parental education and stable employment can positively influence children's academic outcomes (Li and Qiu 2022; Ruiz-Valenzuela 2020; Seden et al. 2020), the present findings suggest that business students' academic resilience may operate independently of these background variables. This supports resilience frameworks that emphasise individual agency and adaptive processes over structural determinants.

Similarly, family structure and household income were not significantly associated with academic resilience. Although family structure has been linked to variations in academic perseverance and well-being (Pamisa et al. 2025), and financial strain has been shown to negatively affect psychological resilience (Chen et al. 2021), the results of this study indicate that students are able to maintain resilience despite socioeconomic constraints. This may reflect the presence of internal coping mechanisms or institutional support systems that buffer the effects of economic disadvantage.

Finally, scholarship status was not found to significantly influence academic resilience. While scholarships have been shown to reduce financial stress and promote academic persistence (Kim and Sax 2020), the findings suggest that resilience among business students is not solely contingent upon financial assistance. Both scholars and non-scholars appear capable of developing resilience

through non-financial means such as personal motivation, social support, and adaptability.

Overall, the findings underscore that academic resilience among business students is a multifaceted construct shaped by age, academic context, adaptability, and family dynamics rather than by socioeconomic status alone. These results highlight the importance of developing institutional programs, such as multimodal learning continuity plans that strengthen adaptability and purposefulness while recognising individual differences among learners.

The present study examined the academic resilience of business students enrolled in higher education institutions (HEIs) in the Philippines by analyzing both descriptive and relational dimensions across thirteen demographic variables. Data from 362 respondents, summarized in fifteen tables, provided a comprehensive picture of students' resilience levels and how these relate to selected personal, academic, and socio-economic characteristics. Overall, the findings reveal that academic resilience among business students is generally high, with adaptability emerging as the most prominent resilience domain.

The high level of academic resilience observed among respondents suggests that business students are generally well-equipped to cope with academic pressures and changing learning demands. This finding is consistent with earlier research linking academic resilience to positive academic behaviors, motivation, and well-being in higher education contexts (Agasisti et al. 2018; Ahmadi and McLellan 2023). More recent studies further indicate that resilience has become increasingly critical in post-pandemic learning environments, where students must navigate hybrid modalities, increased academic autonomy, and technological disruptions (García-Moya et al. 2025; Lim and Bautista 2026). These findings suggest that resilience is no longer a supplementary attribute but a core competency for student success in contemporary business education.

Age was found to be significantly associated with academic resilience, with older students demonstrating higher resilience levels. This relationship aligns with developmental perspectives suggesting that maturity contributes to improved emotional regulation, coping strategies, and stress management (Soto and Tackett 2021). Older stu-

dents may also draw from accumulated academic and life experiences, enabling them to respond more adaptively to academic challenges. Similar findings were reported by Sood and Sharma (2020), who found that resilience significantly predicts psychological well-being among college students, particularly as they advance through adulthood. Recent longitudinal research further supports this explanation, emphasizing that resilience develops through experiential learning and reflective processes rather than academic exposure alone (Thompson and Rivera 2025).

Among the resilience domains, adaptability emerged as the strongest. This finding reinforces earlier evidence that adaptability plays a crucial role in sustaining student engagement and academic achievement, particularly through its influence on positive academic emotions (Martin et al. 2020). In the context of business education, where problem-based learning, case analysis, and flexible instructional approaches are prevalent, adaptability enables students to manage academic transitions effectively. Recent studies further highlight adaptability as a central mechanism of academic resilience in higher education, especially in environments characterized by uncertainty and rapid change (García-Moya et al. 2025). This underscores the importance of embedding adaptive learning strategies within business curricula.

Despite high overall resilience, purposefulness recorded the lowest mean among the resilience domains. This suggests that while students are capable of coping with academic demands, some may lack a clearly articulated sense of academic or career direction. Prior research emphasizes that a strong sense of purpose enhances academic engagement, self-regulation, and achievement (Yukhymenko-Lescroart and Sharma 2022). Recent evidence further indicates that students with lower academic purpose are more vulnerable to burnout and disengagement, even when they demonstrate high adaptability (Chen et al. 2026). The relatively lower level of purposefulness observed in this study highlights the need for structured career guidance, mentoring programs, and goal-setting interventions within business schools to support long-term academic persistence and career readiness.

The significant association between academic resilience and program of study suggests that curricular structure and disciplinary culture may influ-

ence resilience development. Programs such as Entrepreneurship and Office Administration, which comprised a large proportion of respondents, often emphasize experiential learning, applied problem-solving, and collaborative tasks. These instructional approaches may foster resilience by exposing students to real-world challenges that require adaptive and reflective responses. This finding supports earlier observations that representative samples from core business programs strengthen the validity of conclusions about business education outcomes (Laydes et al. 2024). Harmonizing instructional strategies across programs may help reduce disparities in resilience development among students.

The number of siblings was also found to be significantly associated with academic resilience. Students from larger families may benefit from early exposure to shared responsibilities, social interaction, and emotional support, all of which contribute to socio-emotional development and coping skills. Doubek (2019) noted that sibling relationships promote mental well-being through guidance and emotional interaction, while Honingh et al. (2025) emphasized the role of sibling composition in shaping psychological well-being and mental health outcomes. These familial dynamics may help explain why sibling size emerged as a significant resilience-related factor in this study.

In contrast, several socio-demographic variables, including sex, year level, civil status, parental education, parental employment, family structure, household income, and scholarship status—were not significantly associated with academic resilience. The lack of association between sex and resilience supports findings that resilience is not inherently gender-dependent but is shaped by contextual, psychological, and environmental factors (Ahmadi and McLellan 2023). Similarly, the absence of a significant relationship with year level suggests that academic progression alone does not guarantee increased resilience, reinforcing the view that resilience is a dynamic construct influenced by both personal agency and environmental support rather than academic seniority alone.

Parental education and employment status were also found to be non-significant factors. While earlier studies reported that higher parental education and stable employment positively influence academic outcomes (Li and Qiu 2022; Ruiz-Valenzuela 2020; Seden et al. 2020), the present findings

suggest that academic resilience among business students may operate independently of these background variables. This supports contemporary resilience frameworks that emphasize individual adaptive processes and self-regulation over structural determinants.

Similarly, family structure and household income were not significantly associated with academic resilience. Although family structure has been linked to academic perseverance and well-being (Pamisa et al. 2025), and financial strain has been shown to negatively affect psychological resilience (Chen et al. 2021), the results indicate that students are able to sustain resilience despite socioeconomic constraints. Recent studies suggest that institutional support systems, such as mentoring, inclusive pedagogies, and learner-centered instruction, can buffer the negative effects of economic disadvantage (Rahman et al. 2025). This highlights the critical role of HEIs in fostering resilience regardless of students' socioeconomic backgrounds.

Finally, scholarship status did not significantly influence academic resilience. While scholarships have been shown to reduce financial stress and promote academic persistence (Kim and Sax 2020), the findings suggest that resilience among business students is not solely contingent on financial assistance. Both scholars and non-scholars appear capable of developing resilience through non-financial mechanisms such as personal motivation, peer support, adaptability, and institutional engagement.

Overall, the findings underscore that academic resilience among business students is a multifaceted construct shaped by age, academic context, adaptability, and family dynamics rather than socioeconomic status alone. These results highlight the importance of institutional initiatives—such as multimodal learning continuity plans, career development programs, and resilience-focused interventions, that strengthen adaptability and purposefulness while recognizing individual differences among learners.

CONCLUSION

Based on the findings of the study, several conclusions were drawn. In terms of the respondents' profile, the majority were between 20 and 22 years old. Most of the respondents enrolled in the

BS Entrepreneurship program at the senior year level were female and single. With regard to the educational attainment of the respondents' fathers, most had completed basic education or high school. A large proportion of fathers were unemployed, while those who were employed were mostly under contractual arrangements. Similarly, the majority of the respondents' mothers had completed only high school education and were largely unemployed.

In relation to family structure, most business students belonged to a nuclear family. The estimated monthly household income of the respondents generally fell below the lower-income bracket in Philippine pesos. Additionally, most respondents did not receive any form of scholarship assistance.

The findings further reveal that business students in the district demonstrate a high level of academic resilience. This indicates that the students possess the motivation, determination, and perseverance necessary to cope with academic challenges and adversities encountered during their studies.

Moreover, the results show that age, program of study, and number of siblings have significant associations with academic resilience. In contrast, sex, family structure, as well as parents' educational attainment and employment status, did not exhibit significant relationships with academic resilience. These findings suggest that certain personal characteristics and selected family-related factors may influence students' ability to remain resilient in their academic pursuits, while financial conditions and general family composition appear to have less influence.

RECOMMENDATIONS

To address the objectives of the study, several recommendations are proposed. Since age, program of study, and number of siblings were found to be significantly associated with academic resilience, future researchers may consider examining additional personal and family-related variables that could further explain variations in students' resilience levels. Expanding the range of profile variables may provide a deeper and more nuanced understanding of the factors that influence students' ability to cope with academic challenges.

Considering that business students demonstrated a high level of academic resilience, higher education institutions are encouraged to sustain and strengthen existing student support services. Structured counselling programs, mentoring initi-

atives, and workshops focusing on stress management, time management, and academic goal-setting may help maintain and further enhance students' resilience, particularly among specific age groups or academic programs that showed significant associations.

In light of the finding that most respondents come from low-income households and that the majority do not receive scholarship assistance, institutions may consider expanding financial aid programs, flexible payment schemes, or scholarship opportunities. Providing financial support may help reduce external pressures that could potentially affect students' academic performance, engagement, and persistence in higher education.

Finally, given that most respondents belong to nuclear families and that parents' educational attainment and employment status were not significantly associated with academic resilience, schools may place greater emphasis on student-centred interventions rather than those primarily based on parental background. Programs that directly target students' coping skills, motivation, and academic engagement may be more effective in fostering academic resilience among higher education students.

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