

# Resilience Profiles of University Students: An Analysis of Differences Based on Demographic Characteristics

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## Abstract

Discussion surrounding mental health continues to be a prominent issue in society. Despite increasing public awareness, cases of depression, suicide, self-harm behaviors, and substance abuse persist, including among university students. In fulfilling the role of a university student, individuals encounter various personal and academic demands. Previous studies have identified resilience as a key factor enabling students to cope with such challenges constructively. Therefore, it is important to investigate factors associated with students' levels of resilience. This study aims to identify demographic factors associated with students' resilience levels. This research employed a quantitative approach, utilizing independent samples t-tests and ANOVA through JASP version 0.18.1.0. Data analysis was based on resilience scores obtained from 275 university students measured using the Indonesian version of the Resilience Evaluation Scale. These scores were then examined in relation to demographic factors including gender, age, campus activity involvement, financial status, and residential status. The findings revealed significant differences in students' resilience scores based on gender, age, campus activity involvement, and residential status. In contrast, no significant differences in resilience scores were found based on financial status. The dynamics of how each factor contributes to students' resilience are further elaborated in the discussion.

## 1. Introduction

Mental health problems remain a critical concern in everyday life, including in Indonesia. Based on the latest data compiled by the Indonesia National Adolescent Mental Health Survey (I-NAMHS) in 2022, 34.9% of adolescents were reported to have at least one mental health problem (Center for Reproductive Health, University of Queensland, & Johns Bloomberg Hopkins School of Public Health, 2022). Consistent with these findings, data from the Basic Health Research Survey in 2018 indicated that 10% of individuals aged 15–24 years experienced mental disorders (Riskasdas, 2018). Previous research further found that the most prevalent mental health symptoms among university student were anxiety (51.1%), followed by stress (38.9%), and depression (25%) (Astutik et al., 2020).

This issue warrants collective attention, given that Indonesia's current population is predominantly composed of young individuals aged between 15 and 24 years (BPS, 2022). Individuals within this age range are more commonly known as Generation Z, defined as those born between 1996 and 2010 (www.mckinsey.com). Most individuals within this age group are university students. The prevalence rates described above are notably high because, when quantified, they indicate that millions of university students in Indonesia experience mental health problems. Furthermore, as a substantial proportion of individuals belong to this productive age group, they are expected to become the driving force of Indonesia's future development.

These mental health problems are generally triggered by challenges or obstacles that individuals struggle to manage effectively. The problems currently experienced by university students revolve around concerns regarding the future, undergraduate thesis completion, academic and financial difficulties, as well as feelings of loneliness (Setiawan, Fattah, & Puspitaningrum, 2019; Kaligis et al., 2021). Consequently, such mental health problems lead to suicidal ideation, suicide attempts, or self-harm behaviors. Survey findings revealed that the majority of adolescents who engaged in self-harm and exhibited suicidal behavior were reported to have mental health disorders (Center for Reproductive Health, University of Queensland, & Johns Bloomberg Hopkins School of Public Health, 2022). An analysis of online mass media reports throughout 2022–2023 documented nine cases of university student suicide had already occurred across various regions in Indonesia, each associated with different underlying problems. This phenomenon appears contradictory to the relatively high level of public awareness regarding mental health, particularly among young people (Bethune et al., 2019).

Further examination suggests that this phenomenon is associated with various factors, including social stigma, unequal distribution of psychological consultation services, and characteristics inherent to university students themselves. The persistence of negative stigma toward mental health issues discourages individuals from seeking help due to fear of social labeling (Junior et al., 2019). Furthermore, mental health service providers in Indonesia remain unevenly distributed. Overall, only 50% of public health centers in Indonesia provide mental health services ([www.sehatnegeriku.kemkes.go.id](http://www.sehatnegeriku.kemkes.go.id)). The ratio of psychologists and psychiatrists relative to Indonesia's population also remains far below the ideal standard established by the World Health Organization (WHO), reaching only 1.3 per 100,000 individuals. Additionally, available mental health professionals (psychologists/psychiatrists) are not evenly distributed, with approximately 80% concentrated on Java Island (IPK Indonesia, 2020). Simultaneously, university students are expected to independently manage and overcome their own problems. Consequently, the desire to avoid feelings of being "unable to solve problems independently" deters individuals from seeking professional assistance when experiencing psychological problems. Instead, some choose merely to confide in close friends (Kaligis et al., 2021). Supporting these findings, surveys demonstrate that only 2.6% of adolescents ultimately sought professional assistance when experiencing mental health problems (Center for Reproductive Health, University of Queensland, & Johns Bloomberg Hopkins School of Public Health, 2022).

Given these challenges, one of the most feasible solutions is to strengthen individuals' personal characteristics, particularly their ability to manage everyday problems. One characteristic that may help individuals maintain optimal functioning amid adversity is resilience (Sutcliffe & Vogus, 2003). Resilience refers to an individual's ability to adapt to problems, endure difficulties, overcome adversity, and continue to develop despite hardship (Connor & Davidson, 2003). It also involves possessing adaptive coping mechanisms when confronted with challenges and problems. The presence of resilience enables individuals to recover from failure and adjust adaptively by utilizing difficulties as opportunities to learn and prepare for similar challenges in the future. Low resilience may cause individuals to become trapped in risky behaviors such as self-harm (Kaligis et al., 2021). Consequently, individuals with greater resilience are expected to manage their problems more effectively and thereby mitigating more severe mental health issues.

An individual's level of resilience does not develop automatically but is influenced by various internal and external factors including psychological characteristics such as self-efficacy, optimism, emotion regulation, coping strategies, and the ability to derive meaning from life experiences. Individuals with high self-efficacy tend to possess greater confidence in their capacity to cope with difficult situations, making them better able to adapt under pressure (Baluszek, Brønnick, & Wiig, 2023). In addition, emotion regulation abilities help individuals manage negative affective responses, preventing them from escalating into more severe psychological conditions (Andriyani & Sa'adah, 2024). Research also indicates that individuals with adaptive coping abilities are more capable of dealing with stressful situations and maintaining optimal psychological functioning (Gati & Pujianto, 2024).

Beyond internal factors, external factors such as social support from family, peers, and the surrounding environment also play pivotal role in the development of resilience. This social support functions as a protective factor that helps individuals obtain a sense of security, emotional assistance, and psychological resources when facing difficulties. Individuals who perceive support from their environment tend to exhibit higher levels of resilience than those with lower perceived social support. This relationship indicates that resilience is not solely influenced by personal characteristics but is rather a product of interactions with the social environment (Liu, Reed, & Fung, 2020; Song, Ha, & Jue, 2020).

Among specific populations such as university students, several studies suggest that factors related to resilience are multidimensional. Research has demonstrated that social support, psychological well-being, and individual characteristics such as gender and certain life experiences are associated with students' resilience levels (Auttama et al., 2021). These findings indicate that resilience develops through interactions among various personal and environmental factors that mutually influence one another.

Although resilience research continues to expand, several limitations remain evident in previous studies. Most prior studies have primarily focused on the relationships between resilience and specific psychological variables, such as social support, self-determination, and self-esteem (Supriyati, 2023; Diskhamarzeweny, Dewi, & Irwan, 2023). These studies generally emphasize individual psychological factors, whereas foundational, everyday indicators such as demographic characteristics have received limited empirical attention. Furthermore, studies investigating factors associated with resilience among Generation Z university students in Indonesia remain limited. Existing findings in Indonesia predominantly examine relationships between two specific variables, such as social support–psychological well-being or coping–psychological distress, rather than comprehensively examining the multidimensional factors contributing to student resilience (Akbar & Aisyawati, 2021).

Generation Z, however, has developed within an environmental context distinct from previous generations, characterized by greater exposure to digital technology, extensive social media use, rapid social

changes, and increasing uncertainty regarding education and career pathways. These conditions may involve specific factors influencing resilience development among Generation Z university students. Therefore, further studies are required to identify factors associated with student resilience, particularly foundational demographic characteristics closely tied to daily life. Considering the important role of resilience in enabling university students to cope with everyday challenges, identifying which demographic factors intersect with resilience is crucial. To address this gap, this study was conducted to identify factors contributing to student resilience, beginning with proximal factors such as demographic characteristics.

## 2. Method

This study employed a quantitative research design utilizing t-test and ANOVA statistical analysis techniques. Statistical analyses were conducted using the JASP software (version 0.18.1.0). The sample consisted of 275 active undergraduate students in Indonesia selected through a purposive sampling technique. The demographic characteristics of the participants are summarized in Table 1.

**Table 1. Characteristics of Research Respondents**

Demographic Factors	Total	%
<b>Age</b>		
17	9	3.3%
18	26	9.5%
19	52	18.9%
20	103	37.5%
21	57	20.7%
22	17	6.2%
23	9	3.3%
24	2	0.7%
<b>Gender</b>		
Male	63	22.9%
Female	212	77.1%
<b>Campus Activity Involvement</b>		
Academic activities only	185	67.3%
Active in student organizations	53	19.3%
Employed while studying	28	10.2%
Running a business while studying	9	3.3%
<b>Domicile Status</b>		
Out-of-town students	136	49.5%
Local students	134	48.7%
Others	5	1.8%
<b>Financial Status (Monthly Allowance)</b>		
> IDR 2,500,000	8	2.9%
IDR 1,500,001 to IDR 2,500,000	10	3.6%
IDR 500,000 to IDR 1,500,000	137	49.8%
≤ IDR 500,000	120	43.6%

The variables analyzed in this study were students' resilience levels and demographic data, including gender, campus activity involvement, financial status, and residential status. Students' resilience levels were measured using the Resilience Evaluation Scale, which had been adapted into the Indonesian version by Primasari et al. (2022). The adapted instrument demonstrated acceptable psychometric properties in the validation study, including criterion validity ( $r = 0.27-0.73$ ), internal consistency ( $\alpha = 0.74-0.82$ ), and test-retest reliability ( $r = 0.68-0.78$ ; ICC = 0.67-0.78) conducted by Primasari et al. (2022).

Data collection was conducted online via the Zoho Survey platform. The data collection process lasted for approximately 1.5 months, from August to September 2023. As a reward, 20 selected respondents received e-wallet credit balances. The selection process was conducted randomly and applied only to respondents who agreed to participate in the selection process, as indicated by their willingness to provide their e-wallet account numbers in the questionnaire.

## 3. Results and Discussion

The statistical analysis results indicated that four out of the five demographic factors examined demonstrated significant variations in students' resilience levels across groups, whereas one factor did not show significant variation in students' resilience scores between groups.

### 3.1. Description of Findings

Based on the findings of this study, several noteworthy results were identified. First, age was found to be significantly associated with students' resilience levels ( $p < 0.001$ ), with students aged 21 years demonstrated the highest levels of resilience, whereas those aged 18 years exhibited the lowest resilience levels. Second, male

students exhibited significantly higher resilience scores than female students ( $p = 0.002$ ). Third, students who participated in organizational activities on campus demonstrated higher resilience levels compared to those who did not engage in extracurricular activities ( $p = 0.003$ ). Lastly, students with out-of-town residential status were found to be more resilient than those who did not relocate and continued living with their parents or families ( $p = 0.018$ ). These comparative analyses are summarized in Table 2.

**Tabel 2. Results of ANOVA and t-test Analyses on Students' Resilience Levels Based on Demographic Variables**

Demographic Variable	<i>p-value</i>	Description of Differences
Age	< 0.001**	Lowest resilience level: 18 years old; Highest resilience level: 21 years old
Gender	0.002**	Male students demonstrated higher resilience levels compared to female students
Campus's Activity	0.003**	Students actively involved in organizational activities exhibited higher resilience than students who focused solely on academic activities ("class-home students")
Domicile Status	0.018**	Out-of-town students (e.g., boarding houses, rented accommodations) demonstrated higher resilience levels
Financial Status	0.803	No significant differences were found across all categories of financial status

## 3.2. Discussion

### 3.2.1. Resilience & Age

The first finding indicated that age exhibited a highly significant association with resilience ( $p < 0.001$ ), with students aged 21 years exhibiting the highest levels of resilience, whereas those aged 18 years showed the lowest levels. This finding supports developmental perspectives within the emerging adulthood phase, which emphasize increased capacities in emotion regulation, cognitive flexibility, and adaptive coping strategies as individuals grow older. Recent longitudinal studies have shown that increased academic and social experiences throughout the transition to higher education contribute to the strengthening of self-efficacy and adaptive coping mechanisms that serve as the foundation of resilience (Arslan & Allen, 2022; Gómez-López et al., 2022). Another study also found significant differences in resilience levels between undergraduate and graduate students (Steel et al., 2024).

Psychologically, the relationship between age and resilience may be explained through developmental processes occurring during the emerging adulthood phase. As individuals grow older, they accumulate greater experience in dealing with academic and social demands, thereby providing opportunities to develop more adaptive psychological resources. Resilience is understood as a dynamic process that develops through interactions among various psychological, social, and developmental systems rather than as a fixed characteristic (Denckla et al., 2020). Furthermore, research has demonstrated that cognitive control and self-regulation functions are associated with resilience among young adults, suggesting that increased psychological maturity during developmental stages may help individuals cope with stress more adaptively (Afek et al., 2021). Thus, increasing age in the context of university students may be understood as a reflection of psychological maturity and the strengthening of internal protective systems.

### 3.2.2. Resilience & Gender

Furthermore, gender analysis revealed significant differences ( $p = 0.002$ ), with male students exhibiting higher levels of resilience than female students. This finding is consistent with several international studies reporting that women tend to report higher levels of psychological distress, which subsequently influences resilience scores measured through self-report instruments (Zhang et al., 2018; Mao et al., 2021). Nevertheless, the literature also suggests that such differences are often mediated by emotion regulation patterns and sensitivity to interpersonal stressors. Studies conducted in the Indonesian context found that female students tend to use social support-based coping strategies while simultaneously exhibiting higher levels of self-criticism when facing stressful situations (Wahyuni, Cahyawulan, & Prabowo, 2022; Sitinjak et al., 2024). Therefore, gender differences in resilience should be interpreted as differences in stress response patterns rather than differences in absolute adaptive capacity.

### 3.2.3. Resilience & Organizational Involvement

In addition, involvement in campus organizational activities was found to be significantly associated with higher resilience ( $p = 0.003$ ). Students actively participating in organizations demonstrated higher levels of resilience than those who were not involved in extracurricular activities. This finding aligns with the social-ecological model of resilience, which identifies social support and community engagement as major protective factors (Liu et al., 2022). Recent studies have shown that participation in extracurricular activities enhances students' sense of belonging and positively influences resilience (Soria, Boettcher, & Hallahan, 2022). Other studies have also found that greater student involvement in activities both inside and outside the classroom is positively associated with academic resilience (Annisania & Nursanti, 2023). Therefore, organizational activities may be understood as a social learning context that strengthens emotion regulation and problem-solving capacities in real-life situations.

### 3.2.4. Resilience & Domicile Status

Residential status also demonstrated significant differences ( $p = 0.018$ ), with students living independently exhibiting higher resilience levels than those residing with their parents. The experience of living independently represents an important context for the development of autonomy and self-regulation, particularly during the emerging adulthood phase. Specifically, students who relocate and live independently encounter various adaptive demands that foster these psychological attributes. Research indicates that out-of-town students are required to adjust independently, which is closely related to self-regulation abilities (Suryandari & Kawuryan, 2024). Moreover, when facing challenges such as homesickness, these students must independently select and apply coping strategies, reflecting processes of decision-making and emotional management (Rahmah et al., 2025). Enhanced self-regulation, decision-making skills, and emotional management abilities may help students manage stress constructively and become more resilient.

### 3.2.5. Resilience & Financial Status

In contrast, financial status did not demonstrate a significant influence on resilience ( $p = 0.803$ ). This finding suggests that economic conditions do not directly determine students' adaptive capacities within the context of this study. Recent studies indicate that the influence of financial conditions on resilience tends to be indirect and mediated by factors such as perceived social support or self-efficacy (Liu et al., 2022; Park et al., 2023). Within the Indonesian context, mechanisms such as family support, scholarships, and social solidarity may function as buffers against economic pressures, thereby rendering the direct effect of financial factors on resilience statistically insignificant. Furthermore, there is a possibility of bias arising from differences in individual perceptions regarding income standards and socioeconomic status itself.

## 3.3. Implications

Overall, the findings of this study provide a strong foundation for higher education institutions to design more precise and data-driven mental health intervention programs. Given that students' resilience is significantly influenced by interactions between personal and environmental factors, promotive efforts cannot rely on a one-size-fits-all approach.

First, the finding that 18-year-old students demonstrated the lowest resilience levels suggests the need to redesign first-year student transition initiatives. Universities should implement initiatives such as structured resilience-based orientation programs that focus not only on academic and technical orientation but also on strengthening coping mechanisms and self-efficacy. Peer-mentoring programs involving senior students (aged 21 years) may represent an effective strategy, considering that this age group demonstrated more mature resilience levels in managing campus-related stressors.

Second, higher education institutions should begin to view student organizations as platforms for personality development and life skills enhancement rather than solely as channels for interests and talents. A concrete step may involve integrating life skills training, such as conflict management and emotion regulation, into organizational curricula. Providing academic recognition or incentives for students actively involved in organizations may encourage less active students like "class-home students" (students who only attend classes and return home) to participate in social interactions that have been shown to improve adaptive capacities.

Third, resilience differences based on gender and residential status suggest the need for gender-sensitive and contextually responsive mental health services. University psychological service centers are encouraged to provide specific support groups for female students to strengthen their social support systems. Conversely, for students living with parents, universities may encourage participation in independent projects or intensive committee-based activities to stimulate psychological autonomy that typically develops naturally among students living independently in boarding accommodations.

Finally, the finding that economic factors are not direct determinants of resilience provides an important implication for university policy. Although financial assistance remains necessary, institutions should recognize that material well-being alone does not guarantee mental resilience. Therefore, universities are advised to balance resource allocation between scholarship provision and the creation of a safe, inclusive, and supportive school climate. By strengthening psychosocial aspects, higher education institutions may foster educational ecosystems that excel not only academically but also in producing graduates who are mentally resilient in facing life challenges.

## 3.4. Limitations

The findings of this study primarily provide quantitative data regarding the resilience profiles of university students in Indonesia. Consequently, future research should incorporate qualitative data to offer a more comprehensive understanding of students' resilience, including challenges encountered, strategies implemented, available resources, and other relevant aspects. In addition, this study involved a relatively small

sample of 275 participants, so it can't be generalized into to the entire population of Indonesian undergraduate students. Furthermore, the provision of rewards may have introduced potential bias in questionnaire responses.

## 4. Conclusion

In conclusion, this study demonstrates that demographic factors including age, gender, campus activity involvement, and residential status were significantly associated with students' resilience levels. First, students aged 21 years demonstrated the highest resilience levels, whereas students aged 18 years exhibited the lowest levels. Second, male students exhibited significantly higher resilience scores than their female students. Third, students involved in campus organizational activities demonstrated greater resilience compared to students who did not participate in extracurricular activities. Lastly, students with out-of-town residential status exhibited higher resilience levels than students who did not relocate and continued living with their parents or family members. In contrast, financial status was not significantly associated with students' resilience levels. This finding indicates that no significant differences existed across the various monthly allowance categories.

## Author Contributions

Annisa Andriani: Conceptualization, Methodology, Data Collection, Formal Analysis, Resources, Writing – Original Draft Preparation, Writing – Review & Editing, Visualization, Project Administration; Siti Raudhoh: Conceptualization, Data Collection, Supervision, Funding Acquisition; Marlita Andhika Rahman: Conceptualization, Data Collection; Verdiantika Annisa: Conceptualization, Data Collection; Nurul Hafizah: Conceptualization, Data Collection.

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## Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/ or publication of this article.

## Data Availability

The datasets generated during and/ or analyzed during the current study are available from the corresponding author on reasonable request.

## Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

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