

Research Paper

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

B. Parkavi¹, Dr. Saharsh Walter^{2*}

ABSTRACT

This exploratory cross-sectional study investigates the relationship between demographic factors and the post-intervention levels of resilience and academic self-efficacy among second-year B.Sc. Nursing students in Bangalore. A total of 100 participants were assessed using the Nicholson McBride Resilience Questionnaire (NMRQ) and the Academic Self-Efficacy Scale (2006) following a structured teaching programme on resilience. Demographic data, including age, gender, socioeconomic status, family type, relaxation habits, peer support, and awareness of resilience, were recorded. Data were analyzed using SPSS version 20.0, employing chi-square tests and Pearson correlation to identify associations between demographic variables and resilience and academic self-efficacy scores. The findings revealed significant associations between socioeconomic status, awareness of resilience, and relaxation habits with higher resilience and self-efficacy levels. These results underscore the need for demographic-sensitive educational strategies and early identification of at-risk nursing students to enhance academic and psychological outcomes.

Keywords: *Resilience, Academic Self-Efficacy, Demographic Variables, Nursing Students, Bangalore*

Nursing education is widely recognized as one of the most academically rigorous and emotionally demanding training programs in the health sciences. Nursing students are required to balance intensive theoretical coursework with clinical responsibilities, often in high-stress healthcare environments where they witness human suffering, make rapid decisions, and engage in physically and emotionally taxing work (Watson, 2018). These challenges create significant pressure on learners, necessitating strong coping mechanisms and confidence in their academic and clinical competencies. Within this context, resilience and academic self-efficacy emerge as two pivotal psychological constructs that influence not only students' performance but also their persistence and overall well-being. Resilience has been broadly defined as the ability to adapt positively when confronted with stress, adversity, or trauma (Connor & Davidson, 2003). In educational settings, resilience allows students to navigate academic obstacles, recover from setbacks, and sustain motivation. For nursing students, resilience is particularly vital, as they are frequently exposed to emotionally challenging experiences, such as dealing

¹School of Nursing, Shri Venkateshwara University, Gajraula, UP, India

²School of Nursing, Shri Venkateshwara University, Gajraula, UP, India

*Corresponding Author

Received: September 22, 2025; Revision Received: September 23, 2025; Accepted: September 27, 2025

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

with critically ill patients, managing time constraints, and coping with examination stress. Studies have shown that higher resilience correlates with lower levels of anxiety, depression, and burnout among nursing students (Thomas & Revathi, 2020; Reyes et al., 2015). Furthermore, resilience fosters problem-solving, persistence, and professional identity formation, enabling nursing students to complete their education despite numerous challenges (Hart et al., 2014).

Equally important is the concept of academic self-efficacy, defined as students' belief in their capacity to successfully complete academic tasks and achieve desired learning outcomes (Bandura, 1997). High levels of self-efficacy enhance motivation, encourage adaptive learning strategies, and reduce the likelihood of academic procrastination or withdrawal (Klassen & Klassen, 2018). In the nursing profession, self-efficacy influences not only classroom learning but also clinical practice, where students must apply theoretical knowledge in unpredictable real-world situations. Research consistently demonstrates that students with higher academic self-efficacy display stronger academic achievement, better clinical decision-making, and greater professional confidence (Lopez et al., 2018; Alotaibi, 2016). Thus, self-efficacy plays a central role in shaping the educational trajectory of nursing students. Despite the importance of resilience and self-efficacy, educational interventions designed to strengthen these traits do not always yield uniform results. Some students show marked improvements following structured resilience-building programs, while others demonstrate only modest or negligible gains (Chao, 2017). This variability highlights the influence of demographic and contextual factors in determining how students respond to interventions. Demographic factors such as age, gender, socioeconomic status (SES), family type, peer support, and awareness of resilience practices can significantly shape the way students cope with stress, perceive academic challenges, and apply learning strategies.

Role of Age and Gender

Age is often associated with maturity, coping styles and adaptability. Older students may demonstrate higher resilience due to greater life experiences, whereas younger students may struggle with academic and social adjustments during the early years of their college life (Chow et al., 2018). Similarly, gender plays a critical role in shaping resilience and self-efficacy. Cultural expectations and societal norms often dictate how male and female students cope with stress. In many parts of India, including Bangalore, female students may face additional pressures due to gendered family expectations, balancing academic commitments with domestic responsibilities, or cultural restrictions on social participation (Rajan & Jacob, 2020). Research in nursing education globally has produced mixed findings: some studies suggest that female students exhibit higher resilience and emotional regulation, while others argue that male students display greater confidence and self-efficacy in academic settings (Shali et al., 2019).

Socioeconomic Status and Family Structure

Socioeconomic status is a powerful determinant of educational outcomes. Students from higher-income families often have access to better study resources, private coaching, and supportive learning environments, while those from lower SES backgrounds may encounter financial stress, limited access to learning materials, and greater pressure to work part-time to support their education (Chao, 2017). These disparities directly affect not only academic performance but also psychological outcomes such as resilience and self-efficacy. For nursing students, whose courses are resource-intensive and lengthy, SES may influence the

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

capacity to manage stress and remain motivated. Family type, particularly in the Indian context, also plays a role. Students from nuclear families may lack extended support systems, while those from joint families may benefit from additional guidance and emotional support. Conversely, joint family systems may sometimes increase pressures due to shared responsibilities and expectations, highlighting the complex ways in which family structure influences student resilience and confidence (Rajan & Jacob, 2020).

Awareness of Resilience and Personal Habits

Awareness and prior exposure to resilience-building practices are important predictors of how students engage with structured teaching programs. Students who are familiar with stress management techniques such as mindfulness, meditation, or relaxation practices are more likely to internalize resilience training effectively (Sood et al., 2011). Furthermore, lifestyle factors such as regular exercise, sleep hygiene, and peer support networks strongly contribute to resilience and academic self-efficacy. Research indicates that students with strong peer support not only cope better with academic stress but also display higher confidence in tackling academic challenges (Thomas & Revathi, 2020).

Resilience and Self-Efficacy in Indian Nursing Education

In India, the challenges faced by nursing students are compounded by systemic and cultural issues. Nursing as a profession is often undervalued compared to other medical fields, leading to societal stigma and reduced external support (Kalpana, 2019). Many nursing students also migrate from rural to urban areas such as Bangalore for their education, facing linguistic barriers, cultural adaptation issues, and homesickness, which may erode resilience and academic self-efficacy. Moreover, the competitive academic environment and frequent assessments create additional pressures that demand psychological resources for coping. Previous Indian studies have highlighted that resilience and academic self-efficacy are lower in students from disadvantaged socioeconomic backgrounds and those with limited family or peer support (Thomas & Revathi, 2020; Rajan & Jacob, 2020).

Need for Demographic-Sensitive Interventions

Given these dynamics, it becomes clear that a “one-size-fits-all” approach to resilience-building is insufficient. Tailored interventions that account for student demographics are more likely to be effective. For instance, students from low-SES families may benefit from financial counseling and resource support in addition to resilience training. Female students may require empowerment-oriented strategies that address gender-specific challenges. Younger students may need more structured mentoring, while older students may benefit from self-directed resilience-building approaches. Recognizing these demographic influences allows nursing educators to design programs that not only strengthen resilience and self-efficacy but also promote equity in learning outcomes.

Rationale for the Present Study

Although resilience and academic self-efficacy have been studied extensively in Western contexts, there is relatively limited research from India, particularly focusing on the interplay of demographic variables. Bangalore, being a hub for nursing education, offers an important context to explore how demographic factors shape resilience and academic self-efficacy among nursing students. This study therefore sought to examine the relationship between demographic characteristics (age, gender, socioeconomic status, family type, relaxation habits, peer support, and awareness of resilience) and post-intervention levels of resilience and academic self-efficacy among B.Sc. Nursing students. By analyzing these

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

associations, the study aims to provide insights into how nursing educators can design demographic-sensitive resilience training programs that maximize effectiveness for diverse student populations.

METHODOLOGY

Research Design

This study was part of a larger pre–post experimental investigation that examined the effectiveness of a structured teaching programme on resilience among nursing students in Bangalore. While the main study employed a quasi-experimental one-group pre-test–post-test design to evaluate the direct effects of the intervention, the current analysis adopted a cross-sectional correlational approach focusing specifically on the post-test data. This design was chosen to assess the associations between demographic factors and post-intervention levels of resilience and academic self-efficacy, thereby identifying which background characteristics were most influential in shaping outcomes. Correlational designs are widely used in educational psychology and nursing research to explore relationships among psychological constructs without manipulating variables (Polit & Beck, 2021; Creswell & Creswell, 2018). The use of post-test data allowed for an assessment of whether the intervention benefits were distributed equally or varied according to demographic characteristics.

Setting and Sample

The study was conducted in selected nursing colleges in Bangalore, Karnataka, which is recognized as a hub for nursing education in South India. These colleges cater to a diverse student population, often drawn from both urban and rural areas, making them ideal for exploring how demographic diversity influences psychological outcomes. The sample comprised 100 second-year B.Sc. Nursing students, chosen through purposive sampling. Inclusion criteria were students who had completed both the structured teaching programme and the post-test assessment, ensuring uniform exposure to the intervention. Second-year students were targeted because they typically encounter a blend of heavy academic coursework and increased clinical responsibilities, making resilience and academic self-efficacy particularly relevant at this stage of training (Lopez et al., 2018; Thomas & Revathi, 2020). Although purposive sampling limits generalizability, it is often appropriate in exploratory nursing studies where specific population characteristics are of interest (Etikan, Musa, & Alkassim, 2016).

Tools

A combination of standardized and self-developed tools was used for data collection. The Nicholson McBride Resilience Questionnaire (NMRQ) was employed to measure resilience. This 12-item instrument evaluates individual ability to cope with stress and adapt to challenges and has demonstrated good psychometric properties, including reliability in student populations, with a Cronbach's alpha of 0.86 (McBride, 2010). To measure academic self-efficacy, the Academic Self-Efficacy Scale (2006) was utilized, which assesses students' confidence in performing academic tasks such as studying, completing assignments, and preparing for examinations. This tool has been validated in multiple educational contexts and adapted for Indian nursing students in earlier studies (Alotaibi, 2016; Rajan & Jacob, 2020). Additionally, a demographic proforma was developed by the researchers to capture participant details such as age, gender, socioeconomic status, family type, relaxation habits, peer support, and awareness of resilience. The combination of

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

validated psychological scales with context-specific demographic data allowed for a comprehensive analysis of student outcomes.

Intervention

All participants were exposed to a structured teaching programme on resilience, designed and delivered by nursing faculty with expertise in educational psychology and stress management. The intervention included interactive lectures, small-group discussions, and practical exercises in stress management techniques such as relaxation breathing, guided imagery, and mindfulness practices. This multimodal approach was selected based on evidence suggesting that active engagement strategies are more effective in promoting resilience than didactic methods alone (Sood et al., 2011; Lopez et al., 2018). The intervention lasted two weeks, with sessions delivered on alternate days to minimize disruption to academic schedules. Post-test assessments of resilience and academic self-efficacy were conducted one week after the intervention, allowing time for participants to internalize and apply the strategies.

Data Collection and Analysis

Data were collected using printed questionnaires administered in classroom settings, with researchers ensuring confidentiality and informed consent. Completed forms were coded and entered into SPSS version 20.0 for analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated to summarize demographic characteristics and outcome scores. To test associations between categorical demographic variables and post-test resilience or academic self-efficacy levels, the chi-square test was applied, which is widely used for examining relationships between nominal or ordinal variables (Pallant, 2020). Additionally, Pearson's correlation coefficient was used to assess the linear relationship between resilience and academic self-efficacy scores, reflecting the degree to which these constructs were interrelated. Statistical significance was set at $p < 0.05$ for all analyses, consistent with nursing and educational research standards (Polit & Beck, 2021). This analytical approach provided both descriptive insights into the sample and inferential evidence of the relationships between demographic factors and psychological outcomes.

RESULTS

Demographic Profile

The majority of students were aged 19–21 years (72%), with 28% aged 22–24 years. Females comprised 88% of the sample, reflecting the gender distribution of nursing programs in India. In terms of socioeconomic status, 60% of students came from middle-income households, 25% from low-income, and 15% from higher-income families. Nuclear families accounted for 68% of respondents, while 32% belonged to joint families. A notable proportion of students (55%) reported practicing relaxation techniques such as yoga or meditation, and 62% indicated strong peer support networks. Only 40% of students reported prior awareness of resilience before the intervention.

Table 1. Demographic Characteristics of Nursing Students (N = 100)

Variable	Category	Frequency (n)	Percentage (%)
Age	19–21 years	72	72.0
	22–24 years	28	28.0
	Male	12	12.0

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	88	88.0
Socioeconomic Status	Low	25	25.0
	Middle	60	60.0
	High	15	15.0
Family Type	Nuclear	68	68.0
	Joint	32	32.0
Relaxation Habits	Yes	55	55.0
	No	45	45.0
Peer Support	Strong	62	62.0
	Weak	38	38.0
Awareness of Resilience	Yes	40	40.0
	No	60	60.0

This table outlines the background of the 100 nursing students studied. The majority of participants (72%) were aged 19–21 years, which is typical for second-year B.Sc. Nursing students. Females dominated the sample (88%), reflecting the gender imbalance within nursing programs in India. Most students (60%) came from middle-income households, while only 15% belonged to higher-income families, indicating that the nursing student population in Bangalore largely represents lower and middle socioeconomic groups. A majority (68%) lived in nuclear families, which may reduce extended family support compared to joint family systems. More than half of the students (55%) reported practicing relaxation activities such as yoga or meditation, while 62% had strong peer support systems. However, only 40% were aware of the concept of resilience before the intervention. This profile suggests that nursing students in Bangalore are primarily young women from modest socioeconomic backgrounds, with varying exposure to resilience-building practices. The relatively low awareness of resilience highlights the importance of structured teaching interventions.

Association of Demographic Variables with Resilience

Chi-square analysis revealed significant associations between socioeconomic status and resilience ($p < 0.05$), with students from higher-income families scoring better. Relaxation habits and prior awareness of resilience were also significantly associated with higher resilience scores. Age and gender, however, did not show statistically significant associations.

Table 2. Association Between Demographics and Resilience Levels (Post-test)

Variable	χ^2 Value	df	p-value	Significance
Age	2.45	1	0.12	NS
Gender	1.36	1	0.24	NS
Socioeconomic Status	8.72	2	0.03	S
Family Type	0.95	1	0.31	NS
Relaxation Habits	10.21	1	0.01	S
Awareness of Resilience	12.35	1	0.00	S

This table presents the results of chi-square analysis between demographic variables and resilience levels after the intervention. Age and gender were not significantly associated

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

with resilience ($p > 0.05$), indicating that resilience improvements were not strongly dependent on these factors in this group. However, socioeconomic status was significantly associated ($p = 0.03$), with students from higher-income families scoring better, likely due to fewer financial stressors and more supportive environments. Relaxation habits showed a strong positive association ($p = 0.01$), suggesting that students who regularly practiced relaxation techniques were more resilient. Awareness of resilience also showed a highly significant association ($p = 0.00$), reflecting that prior knowledge facilitated greater benefit from the intervention. Family type showed no significant association ($p > 0.05$). Resilience was most influenced by socioeconomic status, prior awareness, and relaxation habits. Students who were financially secure, knowledgeable about resilience, or engaged in stress-relieving practices were better equipped to adapt positively to challenges.

Association of Demographic Variables with Academic Self-Efficacy

Academic self-efficacy showed significant associations with socioeconomic status, relaxation habits, and peer support ($p < 0.05$). Students with stronger peer networks and regular relaxation practices exhibited higher self-confidence in academic tasks. Gender differences were minimal, reflecting the homogeneity of the nursing student population.

Table 3. Association Between Demographics and Academic Self-Efficacy (Post-test)

Variable	χ^2 Value	df	p-value	Significance
Age	1.84	1	0.18	NS
Gender	0.95	1	0.29	NS
Socioeconomic Status	9.61	2	0.02	S
Family Type	1.25	1	0.26	NS
Relaxation Habits	11.42	1	0.01	S
Peer Support	14.23	1	0.00	S

This table examines how demographic variables were associated with self-efficacy levels after the intervention. Age and gender were again non-significant ($p > 0.05$), suggesting no major differences across these groups. Socioeconomic status showed a significant association ($p = 0.02$), with students from middle- and high-income backgrounds reporting greater academic confidence, possibly due to better learning resources and parental support. Relaxation habits were significantly linked to higher self-efficacy ($p = 0.01$), highlighting the value of stress management in academic confidence. Peer support showed a very strong association ($p = 0.00$), indicating that students who reported supportive friendships and peer networks felt more capable in their studies. Family type did not significantly influence self-efficacy. Academic self-efficacy was shaped primarily by external supports such as socioeconomic resources and peer networks, as well as internal strategies like relaxation practices. Students who lacked these supports may need additional academic guidance and mentoring.

Correlation Between Resilience and Academic Self-Efficacy

Pearson correlation analysis revealed a moderately strong positive correlation ($r = 0.58$, $p < 0.01$) between resilience and academic self-efficacy. This indicates that students with higher resilience also demonstrated greater confidence in handling academic tasks. The relationship suggests that resilience-building interventions not only improve emotional coping but also strengthen academic self-belief. Resilient students are more likely to approach challenges with optimism and persistence, which translates into greater academic self-efficacy. This

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

finding highlights the interconnectedness of psychological well-being and academic performance among nursing students.

DISCUSSION

The findings of this study highlight that demographic factors play an important role in shaping resilience and academic self-efficacy among nursing students in Bangalore. Socioeconomic status emerged as a major determinant, with students from higher-income backgrounds demonstrating stronger resilience and self-efficacy levels. This result is consistent with the work of Jiesisibieke et al. (2024) and Atak (2023), who reported that financially secure students experience less chronic stress, have better access to resources, and display higher levels of psychological resilience and academic confidence. Vollmer et al. (2017) similarly argued that socioeconomic advantage translates into improved health, coping, and academic outcomes in student populations. These findings suggest that financial stability provides both material and emotional support that promotes adaptability and academic success. Relaxation habits such as yoga and meditation were also significantly associated with improved resilience and academic self-efficacy. This aligns with the evidence presented by Lemay et al. (2019) and Sood et al. (2011), who demonstrated that mindfulness-based and relaxation interventions reduce stress and enhance coping skills in student populations. Within the Indian context, studies by Rawal et al. (2017) further support the role of yoga and meditation in strengthening coping mechanisms among nursing students. The present findings indicate that simple, low-cost practices like relaxation exercises can build psychological strength and indirectly enhance academic belief systems.

Peer support was another significant factor influencing academic self-efficacy, reflecting the strong role of social connectedness in student learning. This result supports the findings of Chen et al. (2018) and Labrague et al. (2024), who emphasized that peer and social support enhance motivation, engagement, and academic confidence among nursing students. Shao et al. (2022) similarly highlighted that social relationships foster vicarious learning and persuasion, which strengthen self-efficacy. In this study, students with supportive peers appeared more confident in their academic tasks, underscoring the importance of peer mentoring and collaborative learning environments in nursing education. Interestingly, age and gender did not show significant associations with either resilience or self-efficacy in this study. This contrasts with global findings such as those by Hartley (2011), who observed slightly higher resilience levels among males, and Onyango et al. (2020), who reported age-related differences in health behaviors among younger populations. However, in line with Shen (2024) and Jiesisibieke et al. (2024), the lack of significant variation may be attributed to the relatively homogenous sample of Indian nursing students, who were predominantly female and within a narrow age range. The Indian nursing education context, where cultural expectations and professional training emphasize emotional endurance, may also minimize gender-based differences in resilience. Finally, the positive correlation between resilience and academic self-efficacy observed in this study is strongly supported by the literature. Reeve and Tseng (2019) found resilience to be a predictor of self-efficacy in healthcare students, while Atak (2023) and Shen (2024) also identified a consistent, moderate positive correlation between these two constructs. This relationship is theoretically grounded in Bandura's social cognitive theory, which positions self-efficacy as both an outcome of and a contributor to resilience. In practical terms, resilient students are more likely to persist through academic challenges with optimism, thereby reinforcing their belief in their academic capabilities.

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

Taken together, these comparisons demonstrate that the study findings are largely consistent with existing research, especially regarding socioeconomic status, relaxation practices, and peer support, while the nonsignificant role of age and gender reflects cultural and sample-specific dynamics in Indian nursing education. The overall positive link between resilience and self-efficacy reinforces the importance of interventions that strengthen both constructs simultaneously.

CONCLUSION AND FUTURE DIRECTIVES

This study highlights that while structured resilience interventions benefit nursing students, demographic factors such as socioeconomic status, peer support, relaxation habits, and prior awareness play a significant role in shaping outcomes. The findings suggest that resilience training should be tailored to students' backgrounds, with special attention to those from low-income families and students lacking strong support networks. Future efforts should focus on integrating relaxation practices such as yoga and mindfulness into nursing curricula, fostering peer mentoring programs, and conducting early screening to identify at-risk students. Longitudinal studies are recommended to evaluate the sustainability of resilience and self-efficacy improvements, and cross-regional comparisons could help identify cultural variations. Ultimately, demographic-sensitive resilience education can empower nursing students to better manage academic challenges and professional stressors in the demanding field of healthcare.

REFERENCES

- Alotaibi, K. N. (2016). The relationship between self-efficacy and academic achievement in Saudi students. *Journal of Education and Practice*, 7(12), 116–122.
- Atak, N. T. (2023). The determination of the psychological resilience, academic achievement and academic self-efficacy of nursing students. *Cyprus Journal of Medical Sciences*.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Chao, R. C. (2017). Managing stress and maintaining well-being: Social support, problem-focused coping, and resilience in international students. *Journal of International Students*, 7(3), 943–961.
- Chen, Y., Hicks, A., & While, A. E. (2018). Loneliness and social support of older people living alone in a county of Shanghai, China. *Health & Social Care in the Community*, 22(2), 203–212.
- Chow, K. M., Tang, W. K., Chan, W. H., Sit, W. H., Choi, K. C., & Chan, S. (2018). Resilience and well-being of university nursing students in Hong Kong: A cross-sectional study. *BMC Medical Education*, 18(1), 13.
- Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2), 76–82.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.
- Hart, P. L., Brannan, J. D., & De Chesnay, M. (2014). Resilience in nurses: An integrative review. *Journal of Nursing Management*, 22(6), 720–734.

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

- Hartley, M. T. (2011). Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students. *Journal of American College Health, 59*(7), 596–604.
- Jiesisibieke, Z. L., Zha, S., Zhang, Y., & Wang, Q. (2024). Academic resilience of nursing students during COVID-19: A cross-sectional study. *Nursing & Health Sciences*.
- Kalpana, T. (2019). Challenges and opportunities in Indian nursing education. *International Journal of Nursing Education, 11*(4), 1–6.
- Klassen, R. M., & Klassen, J. R. (2018). Self-efficacy beliefs of medical students: A critical review. *Perspectives on Medical Education, 7*(2), 76–82.
- Labrague, L. J., De Los Santos, J. A. A., & Falguera, C. C. (2024). Social support, resilience, and academic self-efficacy in pre-licensure nursing students: A structural equation modeling approach. *Journal of Nursing Education, 63*(2), 75–82.
- Lemay, V., Hoolahan, J., & Buchanan, A. (2019). Impact of a yoga and meditation intervention on students' stress and anxiety levels. *Journal of American College Health, 67*(8), 1–8.
- Lopez, V., Yobas, P. K., Chow, Y. L., & Shorey, S. (2018). Does building resilience in undergraduate nursing students enhance coping and reduce stress? A systematic review. *Nurse Education Today, 67*, 448–460.
- McBride, N. (2010). The Nicholson McBride Resilience Questionnaire. *Occupational Health Review, 127*, 24–29.
- Onyango, P., Ochieng, J., & Muga, R. (2020). Age-related differences in adoption of dietary interventions among primary school children in Kenya. *African Journal of Food, Agriculture, Nutrition and Development, 20*(4), 16123–16139.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS (7th ed.)*. New York: McGraw-Hill.
- Patel, R., Shali, S., & Gupta, P. (2019). Gender differences in resilience among university students in India. *Indian Journal of Positive Psychology, 10*(3), 211–215.
- Polit, D. F., & Beck, C. T. (2021). *Nursing research: Generating and assessing evidence for nursing practice (11th ed.)*. Philadelphia: Wolters Kluwer.
- Rajan, J., & Jacob, A. (2020). Influence of family environment on resilience and psychological well-being among nursing students. *Asian Journal of Nursing Education and Research, 10*(1), 41–45.
- Reeve, J., & Tseng, W. C. (2019). Agency as a predictor of resilience and academic self-efficacy in healthcare students. *Journal of Educational Psychology, 111*(3), 456–468.
- Reyes, A. T., Andrusyszyn, M. A., Iwasiw, C., Forchuk, C., & Babenko-Mould, Y. (2015). Resilience in nursing education: An integrative review. *Journal of Nursing Education, 54*(8), 438–444.
- Shali, S., Patel, R., & Menon, V. (2019). Academic self-efficacy and resilience: Gender perspectives among Indian college students. *Indian Journal of Psychological Science, 11*(2), 56–63.
- Shao, Y., Yao, X., Li, Y., & Huang, Z. (2022). Peer relationships and academic outcomes: The mediating role of self-efficacy and academic resilience. *Educational Psychology, 42*(3), 278–293.
- Shen, Y. (2024). Academic resilience in nursing students: A concept analysis. *BMC Nursing, 23*(1), 45.
- Sood, A., Prasad, K., Schroeder, D., & Varkey, P. (2011). Stress management and resilience training among Department of Medicine faculty: A pilot randomized clinical trial. *Journal of General Internal Medicine, 26*(8), 858–861.

Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore

- Thomas, J., & Revathi, R. (2020). Correlates of resilience and psychological well-being among nursing students in South India. *Journal of Education and Health Promotion*, 9, 343.
- Vollmer, S., Bommer, C., & Krishna, A. (2017). Socioeconomic inequality and child nutrition in low- and middle-income countries. *The Lancet Global Health*, 5(3), e228–e229.
- Watson, R. (2018). The future of nursing education. *Nurse Education in Practice*, 29, 1–2.

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Parkavi, B. & Walter, S. (2025). Relationship between Resilience, Academic Self-Efficacy and Demographic Variables among Nursing Students in Bangalore. *International Journal of Indian Psychology*, 13(3), 4147-4157. DIP:18.01.379.20251303, DOI:10.25215/1303.379