

# **Resilience Level and Coping Strategies of College Students in Liberal Arts Program at Kachin Theological College and Seminary, Myanmar**

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## **Abstract**

This study investigated the relationship between resilience and coping strategies among first-year students (N=141) enrolled in the College of Liberal Arts Program (CLAP) at Kachin Theological College and Seminary, Myanmar. Convenience sampling was used to select participants. The Adult Resilience Measure (ARM-R) and Coping Inventory for Stressful Situations (CISS) instruments were used to assess resilience and coping styles, respectively. Results indicate that the majority of students demonstrated moderate levels of personal resilience and relational resilience. Task-oriented coping emerged as the most commonly used strategy, followed by emotion-oriented and avoidance-oriented coping. Statistical analysis identified a significant positive correlation between resilience (both personal and relational) and task-oriented coping. In contrast, no significant association was found between resilience and emotion- or avoidance-oriented coping. These findings suggest that students with higher resilience tend to engage in proactive problem-solving strategies, underscoring the need for further research on emotional and avoidance coping styles. Based on these findings, the study rejects the null hypothesis that there is no significant relationship between resilience and coping strategies. The results suggest that students with higher resilience tend to favor proactive problem-solving approaches. However, the lack of a clear association between resilience and emotion- or avoidance-oriented coping warrants further investigation. Future research should explore the specific emotion-oriented coping strategies students employ and how these strategies interact with different levels of resilience in the Myanmar context.

**Keywords:** resilience, coping strategies, first-year students, Myanmar, higher education

## Introduction

Adolescence is a critical stage of human development marked by significant physical, emotional, and social changes. Fostering socio-emotional learning, psychological well-being, and resilience is essential in mitigating risks associated with adversity, such as abuse, violence, and poverty. According to the World Health Organization (2025), approximately 14.3% of adolescents (ages 10-19) experience mental health challenges, often linked to social exclusion, discrimination, stigma, educational difficulties, and risky behaviors. Addressing these challenges through actual coping strategies is integral for promoting well-being in young populations. Mental health issues are prevalent among children and adolescents, with global rates increasing to 15%, with 50% showing signs by the age of 14 and 75% by the age of 24. Therefore, child and adolescent mental health has become a global priority (WHO, 2025).

As a key developmental stage, adolescence is where social and emotional habits are consolidated, establishing crucial behavioral trajectories that significantly influence adult mental health outcomes. Sleeping habits, physical exercise, coping mechanisms, problem-solving, interpersonal skills, and levels of resilience are among the most essential habits for maintaining mental health. Exposure to violence in its many forms—including sexual violence, bullying, harsh parenting, and socioeconomic hardship—also poses significant risks to adolescent mental well-being. As for the living situations, stigma, exclusion, or the qualified support and services, adolescence, to some, becomes a riskier period, including other equally serious situations like poor living settings, presence of chronic illness or neurological conditions, forced early marriages, and belonging to a minority ethnic group or a discriminated group.

The COVID-19 pandemic also created a significant impact on global mental health issues, as it reshaped lifestyles worldwide with profound implications on mental health and well-being (Santomauro et al., 2021). Aside from the pandemic, armed conflict is another major factor contributing to this health crisis (van Ommeren & Wessells, 2007). Long-standing adversity from conflict affects psychosocial functions, resulting in trauma, poor mental health, chronic health issues, and increased exposure to infectious diseases (Gary & Checchi, 2020). The increase of several pre-existing mental disorders often comes from conflict situations (Murthy & Lakshminarayana, 2006), as the impact of political unrest on the population can be immediate or long-lasting due to the sense of loss, unsafe, and trauma experienced by survivors (Ghodse & Galea, 2020).

Generally, everyone faces stressful encounters, ranging from unconscious to significantly life-threatening impacts on the body and mind (Vaughn & Roesch, 2003). While coping processes and resilience levels vary across different groups, only coping strategies can help overcome stress. Both cognitive and behavioral efforts can help manage stress (Lazarus, 1993). Crucially, effective coping strategies and resilience-building support are vital for preventing the adverse effects of mental illness and fostering a meaningful life.

The Republic of the Union of Myanmar, formerly known as Burma, is a Southeast Asian nation bordered by China to the north, Laos to the east, Thailand to the southeast, India to the northwest, and Bangladesh to the west. As a member of the Association of Southeast Asian Nations (ASEAN), Myanmar is the second-largest country in the region after Indonesia and is currently experiencing the world's longest-running civil conflict. The country experienced two military coups, first in 1962, and more recently on February 1, 2021, which destroyed the independence and stability of the people in many sectors. The resulting Civil Disobedience Movements (CDM) led to universities and schools being shut down, subjecting most young people to poor mental health conditions (Anonymous, 2021).

In Myanmar, there is limited data on mental health, with the Global School-Based Student Health Survey (GSHS) as the primary source. In 2016, the data showed 27.2% for depression and 9.4% for suicidal ideation among the ages 13-17, while 0.7% of suicidal ideation was in ages 13-15 (WHO, 2018). In 2021, there was a remarkable increase in suicidal ideation 9.7% among ages 13-15. Mental health has been a neglected issue in Myanmar until now, where it has become a critical issue in an unstable country in terms of political and economic factors, with poverty rising from 16% to 63% as of October 2020. Moreover, the violent crackdown has been continuing around Myanmar since the military coup began on February 1, 2021, one that significantly affects the citizens' mental well-being. A senior UN official has been warned that Myanmar is facing an impending humanitarian crisis.

There is not much known about the state of mental health issues since the rise of the military coup. The study of Saw et al. (2023) mentioned that there are high rates of probable depression (61.39%) and probable anxiety (58.02%) among young people in Burma across the samples after the 2021 military coup. According to the United Nations Development Programme (UNDP, 2021) report, nearly half of the Burmese population was under the national poverty line as early as 2022. The World Bank (2021) also observed that the Burmese economy contracted 18% after the military coup.

These reports highlight the collapse of the healthcare system—particularly in the area of mental health— as well as widespread job losses due to nationwide business closures following the coup, all of which have exacerbated mental health challenges among the population of Myanmar.

This study is situated in Myitkyina, the capital city of Kachin State, in northern Myanmar, between India and China, the origin of the Ayer Wadi River, the blood of Myanmar agriculture. The Kachin ethnic group is a major tribe in Kachin State, and many community- and religious-based institutions provide quality education. The Kachin Theological College and Seminary is a religious-based educational institution that focuses on two main programs: the Liberal Arts Program for secular studies and Theological Studies. In the liberal arts program, the students are primarily in early adulthood, ages 18 to 24.

This liberal arts program is an essential degree that prepares students for leadership in society. After graduation, students become well-prepared to lead people in any society and pursue further studies at a more advanced level. The program's vision is "College liberal arts programs for producing dynamic leaders by committing holistic development to serve the world." Its mission is to (a) provide holistic education by building commitment, character, and competency; (b) produce Christian leaders and missionaries who serve the humanities; (c) help the students grow in spirituality and moral integrity; (d) cultivate servants and visionary leaders for society; and (e) equip the students with specific skills needed for public leadership and to develop a deep understanding of not only the cultural context but also social context. Its goals are to (a) solidify the whole person's development of Christian life through teaching; (b) produce Christian leaders who are well-learned in Christianity and liberal education; and (c) give rise to leaders who will faithfully carry out the holistic mission, as occasion necessitates, in one's congregation as well as in the whole society.

Despite the urgent need for mental health support amidst the chaotic situation in Myanmar, and even though a healthy mental well-being is essential for these students to remain productive in their academic goals, there have yet to be any previous studies that focus on the young people of Kachin Youth from community-based educational institutions. Although many studies have focused on the coping strategies and resilience levels of young people worldwide (e.g., Jakobsen et al., 2020; Wu et al., 2020), a significant research gap remains regarding this uniquely vulnerable student population.

Therefore, this present study investigates the resilience level and coping strategies of the students in this Kachin college, as it has been

observed that due to the ongoing conflicts and tension, their mental health is at heightened risk. This study aims to explore the lived experiences of young students from religious-based educational institutions in Myanmar who have been affected by recent political changes, with a particular focus on the relationship between their coping strategies and resilience levels.

## **Materials and Methods**

### **Research Design**

This study employed a correlational research design to examine the relationship between coping strategies and resilience among first-year students enrolled in the College of Liberal Arts Program (CLAP). A quantitative approach was adopted for data collection and analysis, with a focus on two primary variables: coping strategies and resilience. The objective was to assess whether coping mechanisms are significantly associated with varying degrees of resilience among students.

### **Research Locale**

This study was conducted at Kachin Theological College and Seminary (KTCS) in Nawng Nang, Myitkyina, Kachin State, Myanmar, targeting first-year CLAP students. Established in 1932, KTCS has a rich history rooted in early Bible classes initiated by Rev. Dr. Ola Hanson in 1901. Over the years, it expanded its programs, offering diplomas, bachelor's, and master's degrees in theology and liberal arts. Accredited by ATESEA, KTCS continues to enhance theological education and leadership training. The institution remains a significant center for religious and academic learning, fostering spiritual and intellectual growth among its students.

### **Research Participants**

The study's respondents comprised 218 first-year students enrolled in the College of Liberal Arts Program (CLAP). Utilizing Slovin's Formula with a 5% margin of error, a sample size of 141 students was determined. The CLAP offers a four-year bachelor's degree program and a two-year diploma program. Notably, new diploma tracks in Computer Application and Church Music were introduced in the 2023–2024 academic year.

## **Research Instrument**

The study employed self-administered English-language survey questionnaires comprising three sections: demographic information, the Adult Resilience Measure-Revised (ARM-R), and the Coping Inventory for Stressful Situations (CISS). The demographic section included questions on gender, age, and academic program details. The ARM-R, a validated self-report instrument for assessing social-ecological resilience, comprises 17 items rated on a 5-point Likert scale and includes two subscales: Personal resilience (10 items) and Relational resilience (7 items). It has demonstrated strong internal consistency, with Cronbach's alpha ranging from .82 to .87, and has been widely supported by global research. Developed through the International Resilience Project, the ARM-R has been validated using Exploratory Factor Analysis and has shown robust construct and concurrent validity.

## **Data Gathering Procedure**

The data collection process followed several key steps. First, the researcher obtained permission from the President of Kachin Theological College and Seminary to conduct the study. In accordance with Jager et al. (2017), convenience sampling was used to select participants. Slovin's formula was used to calculate the required sample size, applying a significance level of 0.05. Following this, informed consent was obtained from both participants and the program head. The researcher clearly explained the purpose of the study, the data collection process, and all relevant ethical considerations. It was emphasized that participants' responses would be used solely for research purposes, as outlined in the informed consent form distributed with the questionnaire. Participants were instructed to carefully read each item before responding. They were also reminded of their right to withdraw from the study at any time without any consequences. Finally, upon completion of data collection, all questionnaires were reviewed for completeness and accuracy, and only the validated responses were included in the statistical analysis.

## **Data Analysis Procedure**

Descriptive statistics and inferential statistical methods are used for data collection. Mean scores and standard deviation were used to calculate the distribution of respondents' resilience and coping strategies. Inferential

statistical methods were used to determine the relationship between coping strategies and resiliency among BME students using the critical values for Spearman's Rho. The null hypothesis was rejected if the computed Spearman Rho exceeded the tabulated values, and accepted if the result was lower. These statistical tools are standard, so their formulas need not be shown.

## **Ethical Considerations**

The research proposal underwent a thorough evaluation and approval process conducted by the Silliman University Research Ethics Committee (UREC), to align with the SU Ethical Principles and Guidelines in Research pertinent to this study. Three vital ethical principles are integral to this research: Informed consent, Voluntary participation and withdrawal, and Safe and secure data handling. The research results were disseminated in a manner that maintained respondents' anonymity and confidentiality. Permission to use the standardized questionnaires was obtained from the original authors to ensure compliance with intellectual property rights. Participants were assured that their responses would remain confidential, and all identifying information was anonymized during data processing. The collected data and completed surveys will be securely stored for a minimum of five years following the final publication of the study, as communicated in the informed consent process. After this retention period, all data will be properly disposed of in accordance with established ethical protocols.

## **Results and Discussion**

### **Respondents' Resilience Level in Terms of Personal and Relational Resilience**

Table 1 illustrates the distribution of personal resilience levels among respondents, segmented into low, moderate, and high categories. Of the 141 respondents, 17 (12.06%) exhibited low resilience scores ( $\leq 30$ ), while the majority, 107 (75.89%), fell within the moderate resilience range (31–41). Similarly, another 17 respondents (12.06%) demonstrated high resilience scores ( $\geq 42$ ). The mean resilience score across all respondents was 36, with a standard deviation of 5. This study investigated the distribution of resilience among first-year students in Myanmar. A noteworthy finding emerged: a substantial portion (75.89%) exhibited moderate resilience (see Table 1). While this indicates a basic level of coping ability, it highlights the need for targeted interventions to strengthen resilience, particularly among

those with lower scores. Aligned research suggests that students encounter challenges during this transition (e.g., language barriers and academic difficulties [Moe, 2021]), which may contribute to the observed moderate scores. Additionally, previous research emphasizes the inherent resilience of Myanmar students shaped by their lived experiences (Gomersall & Floyd, 2023).

**Table 1**

*Level of Personal Resilience of Respondents*

Resilience	Frequency	Percentage (%)
≤ 30 (Low)	17	12.06
31-41 (Moderate)	107	75.89
≥ 42 (High)	17	12.06
Total	141	100.00
Mean=36: s=5		

Scores within negative 1 to positive 1 SD = Moderate; Below 1 SD = Low; Above 1 SD = High

Table 2 presents respondents' levels of relational resilience, categorized as low, moderate, and high. Of 141 respondents, 19 (13.48%) exhibited low relational resilience ( $\leq 22$ ), while the majority, 102 (72.34%), fell within the moderate resilience range (23–31). Additionally, 20 respondents (14.18%) demonstrated high relational resilience ( $\geq 32$ ). The mean relational resilience score for all respondents was 27, with a standard deviation of 4. A noteworthy finding emerges: a significant portion (72.34%) falls within the moderate resilience range (see Table 2). Aligned research suggests that transitioning to a new educational environment can be challenging for Myanmar students (San & Htwe, 2023). Students encounter diverse individuals and navigate unfamiliar social settings, which may contribute to the observed moderate scores. Furthermore, pursuing higher education often involves leaving familiar social circles (Cho, 2018). This shift can make it difficult to build new connections, which may be reflected in the findings.

**Table 2***Level of Relational Resilience of Respondents*

Resilience	Frequency	Percentage (%)
≤ 22 (Low)	19	13.48
23-31 (Moderate)	102	72.34
≥ 32 (High)	20	14.18
Total	141	100.00
Mean=27: s=4		

**Coping Strategies in terms of Task-Oriented, Emotional-Oriented, and Avoidance-Oriented Coping**

Table 3 outlines respondents' task-oriented coping strategies, classified as low, moderate, or high. Among the 141 respondents, 14 individuals (9.93%) demonstrated low task-oriented coping ( $\leq 48$ ), while the majority, constituting 106 respondents (75.18%), fell within the moderate coping range (49–63). Furthermore, 21 respondents (14.89%) exhibited high task-oriented coping ( $\geq 64$ ). The mean task-oriented coping score for all respondents was 56, with a standard deviation of 7. While the studies by Al-Dubai et al. (2011) in Malaysia and Yikealo and Tareke (2018) in Eritrea cannot definitively explain the findings of the current Myanmar study, they offer a preliminary connection. All three studies observed a notable portion of first-year students exhibiting moderate task-oriented coping (focused on directly addressing challenges). This suggests a potential commonality across diverse contexts, where students initially prioritize tackling academic issues themselves (Yikealo & Tareke, 2018). These students likely prioritize problem-solving approaches such as seeking clarification or utilizing additional resources. This focus on control signifies a sense of agency in managing their academic performance. (Al-Dubai et al., 2011).

**Table 3***Task-oriented Coping Strategy of Respondents*

Resilience	Frequency	Percentage (%)
≤ 48 (Low)	14	9.93
49-63 (Moderate)	106	75.18
≥ 64 (High)	21	14.89
Total	141	100.00
Mean=56: s=7		

Table 4 presents respondents' emotion-oriented coping strategies, categorized into low, moderate, and high levels. Among the 141 respondents, 15 individuals (10.64%) exhibited low emotion-oriented coping ( $\leq 41$ ), while the majority, comprising 109 respondents (77.30%), fell within the moderate coping range (42–58). Additionally, 17 respondents (12.06%) demonstrated high emotion-oriented coping ( $\geq 59$ ). The mean emotion-oriented coping score for all respondents was 50, with a standard deviation of 8. While the prevalence of moderate emotion-oriented coping (77.30%) observed among first-year students in Myanmar requires further investigation within the specific context, studies from other countries offer relevant insights. Research by Cabras and Mondo (2018) in Italy revealed a similar trend, with a significant portion (around 68%) of students exhibiting moderate levels of emotion-oriented coping. This suggests that students in their initial university years might prioritize managing their emotional responses to academic challenges, perhaps because they are in the early stages of developing a broader repertoire of coping skills (Cabras & Mondo, 2018).

**Table 4**

*Emotion-Oriented Coping Strategy of Respondents*

Resilience	Frequency	Percentage (%)
$\leq 41$ (Low)	15	10.64
42-58(Moderate)	109	77.30
$\geq 59$ (High)	17	12.06
Total	141	100.00
Mean=50: s=8		

Table 5 outlines respondents' avoidance-oriented coping strategies, segmented into low, moderate, and high levels. Among the 141 respondents, 23 individuals (16.31%) exhibited low avoidance-oriented coping ( $\leq 41$ ), while the majority, constituting 103 respondents (73.05%), fell within the moderate coping range (42–60). Additionally, 15 respondents (10.64%) demonstrated high avoidance-oriented coping ( $\geq 61$ ). The mean avoidance-oriented coping score for all respondents was 51, with a standard deviation of 9. The prevalence of moderate avoidance coping (73.05%) observed among first-year students in the data aligns with research by Boyraz et al. (2019). Their study found a similar trend: a substantial proportion (about 73%) of students exhibited moderate levels of avoidance coping. This suggests that many first-year students might resort to strategies like procrastination or disengagement from academic tasks when faced with challenges (Boyraz et al., 2019).

**Table 5***Avoidance-Oriented Coping Strategy of Respondents*

Extent	Frequency	Percentage (%)
≤ 41 (Low)	23	16.31
42-60(Moderate)	103	73.05
≥ 61 (High)	15	10.64
Total	141	100.00
Mean=51: s=9		

Table 6 presents the correlation coefficients (Spearman's rho) between resilience and coping strategies among respondents, along with the corresponding p-values. A significant positive correlation exists between personal resilience and task-oriented coping ( $r_s = 0.38$ ,  $p < 0.001$ ). The positive correlation ( $r_s = 0.38$ ) between personal resilience and task-oriented coping observed in the data aligns with Smith et al.'s (2016) findings. Their research highlights a crucial link: Students with higher personal resilience tend to utilize task-oriented coping strategies more (Smith et al., 2016). This connection is significant because Smith et al. (2016) further suggest that task-oriented coping, characterized by actively addressing academic challenges, is associated with more positive psychological outcomes. Students who directly confront academic difficulties by seeking clarification, using resources, or working to overcome obstacles are likely to experience lower levels of stress and negative emotions.

**Table 6***Relationship Between Resilience and Coping Strategies*

Variables	Spearman's rho (rs)	p-value
Personal Resilience and Task-oriented Coping	0.38	0.000*
Personal Resilience and Emotion-oriented Coping	0.02	0.780
Personal Resilience and Avoidance-oriented Coping	0.16	0.06
Relational Resilience and Task-oriented Coping	0.24	0.005*
Relational Resilience and Emotion-oriented Coping	-0.02	0.830
Relational Resilience and Avoidance-oriented Coping	0.15	0.080

rs = Spearman's rho; \* = Significant

However, there is no significant correlation between personal resilience and emotion-oriented coping ( $r_s = 0.02$ ,  $p = 0.780$ ). While previous research suggests a positive correlation between resilience and task-oriented coping (Smith et al., 2016), the data revealed an unexpected finding. There is no significant correlation between personal resilience and students' preference for emotion-oriented coping strategies. This initial observation necessitates further exploration. The multifaceted nature of emotion-oriented coping encompasses diverse strategies (Kariv & Heiman, 2005). While techniques like seeking support or relaxation exercises can be beneficial, others, such as rumination or social isolation, may not directly address academic challenges. Research by Smith et al. (2016) suggests that personal resilience may moderate the relationship. Individuals with high resilience might effectively utilize emotion-oriented strategies alongside task-oriented approaches, creating a balanced coping mechanism. This indirect influence could explain the observed lack of direct correlation.

A moderate positive correlation exists between personal resilience and avoidance-oriented coping, but it is marginally insignificant ( $r_s = 0.16$ ,  $p = 0.06$ ). This finding aligns with previous research by Smith et al. (2016), who reported mixed results regarding avoidance coping. While their study observed a trend in which individuals with lower resilience were more likely to use avoidance strategies, the correlation was not statistically significant. Supervía and Quílez-Robres (2021) suggest that students often prioritize emotional regulation initially, which may explain the weaker association with personal resilience in this study. Students might focus on managing the immediate emotional response to academic challenges through avoidance before actively addressing the root cause.

Similarly, relational resilience is significantly positively correlated with task-oriented coping ( $r_s = 0.24$ ,  $p = 0.005$ ). This study also revealed a significant positive correlation ( $r_s = 0.24$ ,  $p = 0.005$ ) between relational resilience and students' preference for task-oriented coping strategies. Results align with previous research. For instance, Chen (2016) found that students with higher relational resilience, characterized by actively addressing difficulties through task-oriented coping strategies. However, relying solely on the correlation coefficient has limitations. While statistically significant, the value ( $r_s = 0.24$ ) indicates a moderate positive association. This suggests that other factors beyond relational resilience influence students' preference for task-oriented coping.

There is no significant correlation between relational resilience and

emotion-oriented coping ( $r_s = -0.02, p = 0.830$ ), suggesting that relational resilience is not strongly associated with emotion-oriented coping strategies. Smith et al. (2016) observed mixed results regarding the association between resilience and emotion-oriented coping. Individuals with lower resilience tended to avoid avoidance strategies, but the correlation was insignificant. This aligns with the possibility that strong social support networks, characteristic of relational resilience, might not directly negate the use of all emotion-oriented coping. Students might still utilize specific emotion-regulation techniques for initial emotional response management. However, limitations exist. The study focused on personal resilience, a broader construct, and did not differentiate between various emotion-oriented coping strategies (Smith et al., 2016). Future research can explore relational resilience and its connection with targeted emotion-oriented coping. Along with investigating cultural influences within the Myanmar context, it is necessary to have a more comprehensive understanding. Furthermore, a moderate positive correlation exists between relational resilience and avoidance-oriented coping, but it is marginally insignificant ( $r_s = 0.15, p = 0.080$ ). Results suggest a possible tendency for students with more robust social support networks to engage in avoidance coping to a slightly greater degree. However, the weak correlation ( $p > 0.05$ ) necessitates cautious interpretation (Smith et al., 2016). This finding seems counterintuitive, as relational resilience is often associated with proactive problem-solving. Further research is warranted to examine this specific association in the context of Myanmar, taking into account cultural influences and the specific types of avoidance coping behaviors used by students.

## Conclusion

This study investigated the resilience levels and coping strategies employed by first-year students in Myanmar. The findings offer valuable insights for understanding how these students navigate academic challenges.

The findings indicate that most first-year students in Myanmar demonstrated moderate levels of personal and relational resilience, suggesting a foundation for adaptive coping mechanisms; this moderate standing suggests that while they have some capacity to cope, it is being pushed to its limits by heightened crises in Myanmar—such as political instability and economic collapse—combined with the difficulties of adjusting to a new academic and social environment, which studies show can shape the resilience of young people. However, targeted interventions may be necessary to support students with lower resilience levels. The high

prevalence of task-oriented coping strategies suggests a tendency toward problem-solving approaches in academic settings, including completing assignments on time, developing study schedules, coordinating with groupmates on collaborative tasks, and engaging in goal-directed planning to manage academic demands. Research indicates that students frequently employ such problem-focused and task-focused coping strategies as primary mechanisms for addressing the stressors inherent in educational environments, reflecting an adaptive orientation toward actively confronting and resolving academic challenges rather than avoiding them (Varo et al., 2023). Conversely, the prominent reliance on emotion- and avoidance-oriented coping underscores the need to equip students with a broader range of coping strategies to promote psychological well-being.

The positive correlation between personal and relational resilience and task-oriented coping aligns with the notion that students with stronger coping skills are more likely to approach challenges proactively. However, the lack of a significant correlation between resilience and emotion- or avoidance-oriented coping calls for further investigation. Future research could explore the specific emotion-oriented coping strategies students employ and how these strategies interact with personal and relational resilience. Additionally, delving deeper into cultural influences within the Myanmar context is crucial for a more comprehensive understanding. Enhancing coping skills and fostering resilience can help first-year students navigate academic challenges and improve their overall well-being.

### **Contributions of Authors**

The authors independently conceived, designed, analyzed, and revised the manuscript.

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### **Conflict of Interests**

The authors affirmed that the study had no associated conflicts of interest.

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