

Resilience and Hope for the Future: The Role of Universities in Fostering Students' Resilience in Afghanistan

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Abstract

Afghanistan's universities play a crucial role in fostering resilience and hope for the nation's future despite enduring political instability, armed conflicts, and economic challenges. Higher education institutions contribute significantly to nation-building by promoting critical thinking, innovation, and leadership development. They serve as social cohesion, civic engagement, and economic progress platforms. However, Afghan universities face several obstacles, including security concerns, limited resources, brain drain, and gender inequality. Despite these challenges, opportunities exist for strengthening higher education through increased investment, international collaborations, entrepreneurship initiatives, and expanded access to education. By addressing these barriers, Afghan universities can continue to be pillars of knowledge, fostering a more stable and prosperous future for the country.

Afghan universities are not just centers for learning but beacons of resilience and hope for the future. Despite the ongoing challenges, they continue to nurture a generation of educated individuals who will contribute to the nation's rebuilding. By addressing the barriers to education and strengthening the institutions of higher education, Afghanistan can pave the way for a brighter and prosperous future.

Keywords: resilience, hope, Afghanistan, higher education, development, economic progress

Introduction

A nation torn by decades of instability and conflict of war can rebuild itself through education! In Afghanistan, universities serve as beacons for fostering hope and resilience for a brighter future despite many enormous challenges.

"A report by UNESCO, World Bank. (2021). The literacy rate in Afghanistan remains the lowest in the world; only 37% of adults remain literate. In such a landscape, universities are crucial in shaping an educated workforce and driving national progress."

Afghan universities have continued to stand as pillars of knowledge and progress in the face of war, economic hardship, and many social barriers. Their survival and growth symbolize the nation's unwavering resilience and hope for a better future. Education has been the driving force behind national development and social transformation throughout history. In Afghanistan, where instability has hindered progress for decades, universities remain among the few institutions working to foster long-term change.

The role of universities in Kabul is crucial in shaping Afghanistan's future, especially in a country where decades of conflict have hindered economic growth, social development, and educational progress. Higher education catalyzes rebuilding the nation by producing skilled professionals, fostering innovation, and promoting critical thinking.

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Universities in Kabul, such as Kabul University, Kardan University, Bakhtar University, and other public and private universities, play a significant role in providing access to knowledge, research opportunities, and leadership development.

The universities in Afghanistan contribute to economic growth by providing graduates with the required skills according to the market's needs. The universities are preparing graduates in engineering, healthcare, business, and governance practices. They help bridge the societal divides by promoting inclusivity, gender equality, and intellectual disclosure. As there are many challenges, including security threats, financial instability, and educational restrictions, universities in Afghanistan, specifically in Kabul, continue to function as good beacons of hope for students and the community. The resilience of students, faculty, and university and their determination towards a prosperous future has led to pursuing education under challenging circumstances. If these universities are strengthened through investments, moral support, policy reforms, and international collaboration, they can lead to Afghanistan's long-term stability and prosperity. The study explores *"How do Universities in Afghanistan contribute to building societal resilience in the context of ongoing conflict and economic hardship in the country?"* The study examines mechanisms such as bringing innovation to the current curriculum, engaging the community, and institutional adaptation, which act as beacons of hope and a promising future despite the different challenges. The study also explores the strategies adopted by universities in Afghanistan to overcome specific challenges, such as security threats, limited resources, and gender inequality, and how these strategies help foster hope for the future.

Research Question

"How do Afghan universities contribute to building resilience in the context of current conflict and economic hardship?"

Importance of the topic for Universities in Afghanistan

This topic is of great importance to Afghan universities for exploring the details that can add more insights. Exploring this topic not only addresses current challenges in Afghanistan but also adds to the global understanding of how education can be a powerful tool for resilience and hope in the context of prolonged hardship like the one faced by the people of Afghanistan for almost the last four decades. We explore specific key points that this research question and this study address.

i. Role of Universities in Human Resource Development

According to the UNESCO report, about 37% of the literacy level in Afghanistan sheds light on the importance of educational institutions and people's inclination towards higher education. Afghanistan universities are playing a crucial role in educating its people and graduating skilled, qualified, and professional students. This can foster economic development and innovation in Afghanistan.

ii. Post Conflict Recovery and Resilience

In a war-torn nation like Afghanistan, education holds significant potential for revitalizing its institutions and reconstructing society, ultimately contributing to its progress. Universities in such contexts offer formal education and nurture critical thinking, research, dialogue, and innovation, which are vital components for societal advancement.

iii. Empowerment and Social Mobility

Universities offer opportunities for students learning and professional advancement, specifically the development of women and marginalized populations to overcome societal socio-economic barriers. Universities in Afghanistan can help rebuild this post-war-torn society by eradicating harm from society, such as discrimination among women and marginalized groups from the rest of society.

iv. Policy Implications

Understanding how universities in Afghanistan can contribute to societal resilience in informing national and international policy decisions is of immense importance. It can also help all stakeholders design interventions to strengthen the education sector further, promote human rights, and support the broader recovery efforts in fragile and conflict-affected regions.

Literature Review

In recent decades, the world has seen many developments in education, information technology, etc. Among them, there have been many transformational changes in the education sector. The education sector is becoming more dynamic in this era at a higher speed; however, students' development is influenced by certain factors such as poverty, inadequate parental skills, insufficient emotional support, pandemics, political violence, and natural disasters, all of which have life-changing consequences for families, individuals, and the future of societies as a whole, according to Kalaivani (2021). This resilience provides students with the psychological strengths that, in

turn, can handle stress and adversity. This is the mental resource that people can rely on during difficult times to help them persevere without breaking down. Richardson et al. (1990) describe resilience as managing disruptive, stressful, or challenging life events in a way that equips a person with more protective and coping skills before the disruption. Academic resilience refers to a student or student achieving good academic results despite adversity. It signifies academic success in the face of challenging or difficult circumstances in the educational process (Mihir K. Mallick and Kaur 2016). In an academic context, resilience is typically described as a student's capacity to navigate obstacles, stress, and challenges within education settings. Muhammad Sarwar et al. (2010) investigated the link between resilience and academic performance among secondary students in Gujranwala, Pakistan. Their research found no statistically significant connection between resilience and academic success in this group. Additionally, the study revealed that female students tend to be more resilient than their male counterparts. Bahram Jowkar et al. (2011) examined how family communication relates to academic resilience, emphasizing that family dynamics, especially parent-child relationships, can greatly influence social behavior. Jowkar B. et al. (2014) explored the relationship between achievement, goal orientations, and academic resilience, suggesting that educators, Administrators and coaches can help individuals develop more adaptive goal orientations. Mwangi et al. (2015) studied the association between academic resilience and achievements among Kiambu County, Kenya, secondary students, recommending that teachers actively promote academic resilience due to its numerous benefits. In a broader study, Mihir K. Mallick and Simrankit Kaur (2016) analyzed the connection between the learning environment and academic resilience in senior secondary students, advising that schools are pivotal in bolstering student resilience and should enhance both school and home learning environments through policy initiatives. Zina D. Zuill (2016) investigated the relationship between resilience and academic success using a non-experimental correlational design with multiple regression analysis. The study found a statistically significant positive relationship between resilience and reading achievement but no link between resilience and GPA or math achievement. Cecilia N. Mwangi et al. (2017) researched factors linked to academic resilience among secondary school students in Kiambu County, Kenya, examining the combined impact of external and internal protective factors on predicting academic resilience. The study showed that these factors collectively predict academic resilience, with the strongest correlation found between high expectations and supportive relationships, indicating that interventions focusing on enhancing internal protective factors while strengthening external ones are likely to be more effective in improving students' academic resilience. Another study by Cecilia Nyambura Mwangi and Anthony Muriithi Ileri (2017) explored gender differences in academic resilience and achievements among secondary students, finding that girls exhibit greater resilience than boys. Similar findings were reported by Muhammad Sarwar et al. (2010) in Gujranwala, Pakistan, who recommended intervention programs to boost resilience among male students. Santhosh, Kareepadath, and Rajan (2017) examined how factors like locus of control, academic engagement, and self-efficacy affect academic resilience among school children in Malabar, Kerala, India. The research identified a strong connection between academic resilience and self-efficacy, with t-test results showing a significant difference in academic resilience between males and females. This aligns with the findings of Mwangi and Ileri (2017) and Sarwar et al. in Pakistan, which indicate that female students exhibit greater resilience to various academic development factors than male students. Additionally, Noora Abdul Kader and Mohd Abad's (2017) study explored the relationship between academic resilience and protective factors among senior secondary students in Kasganj district, Uttar Pradesh, India. The findings revealed a positive correlation between academic resilience and protective factors, concluding that girls demonstrate higher resilience than boys, further corroborating previous research. These studies were conducted in Pakistan, Kenya, and various regions of India. The same is true for the United States of America and other world regions studied by different scholars. One of the conclusions of these studies is that female students are more resilient than male students. A study by Lady Grace M (2021) revealed that male students were uncomfortable with the online classes conducted during the COVID-19 pandemic; the biggest factor that led to their disinterest in online classes was not meeting physically with friends during schooling. This study was conducted on undergraduate students in the USA. This is a good example of using social support for students to find their resilience in harsh situations like pandemics. This was a global review where no war or conflict existed for at least the last two decades. Countries where conflict or war has occurred for the last several decades behave differently because of the lack of academic infrastructure, skilled staff, lecturers/teachers, and less financial means.

The role of education in such countries has received considerable scholarly attention from scholars working on the issues around the globe. This attention is more specific to resilience and stimulating socio-economic developments in such countries with political instability and war. In Afghanistan – a country marked by decades of conflict, political instability, and limited infrastructural developments – universities are emerging as important pillars for rebuilding human capital and developing the country. This study and literature review examines the capacity of Afghan universities to contribute to national resilience and future hope for the students, highlighting both their transformative potential and the significant challenges they face. Higher education

institutions in Afghanistan are increasingly recognized as pillars for developing and producing knowledge and safe areas that support the overall community rebuilding. According to *Emily et al. (2010)*, despite severe constraints and instability in the country, Afghan universities have the potential to generate locally relevant knowledge tailored to the unique challenges of the country. Such capacity is essential for formulating effective policies and driving economic recovery in an environment where traditional infrastructure has been devastated by war and conflict for decades. Moreover, these institutions serve as hubs for intellectual exchange and innovation, critical for reemerging a society isolated for a more extended period by war and conflict. There has been a well-documented impact of war and conflict on the mental health of the people of Afghanistan. *Betancourt and Khan (2008)* provide evidence that supportive educational settings can significantly mitigate the psychological effects of exposure to armed conflict. In Afghanistan, universities and other private and public higher education institutions can play an instrumental role in providing an environment that fosters psychological well-being and reinforces cultural identity. A study conducted by *Panter-Brick et al. (2009)* further contends that culturally contextualized educational initiatives contribute to social cohesion by facilitating community bonding and reinforcing shared cultural values; this shows the importance of education in post-conflict areas. These functions underscore the broader societal benefits of a robust higher education system in a conflict-affected country. Despite their potential for change and their resilience against the odds in the country, Afghan universities face considerable challenges that undermine their effectiveness in carrying out their routine tasks. The National Strategic Plan of the Ministry of Higher Education MoHE of Afghanistan from 2010 to 2014 highlights that many educational institutions suffer from outdated facilities and a lack of resources due to insufficient funding and poor infrastructure. The absence of maintenance and modernization efforts for campus infrastructure has resulted in limited access to updated technological and laboratory equipment, affecting education quality.

The same view is supported by a study conducted by the *World Bank (2011)*. The data from this study highlights developmental challenges that further constrain educational progress in Afghanistan. A significant force of the academic workforce in universities and higher education institutions of Afghanistan holds only basic qualifications, i.e., in some universities, even bachelors teach bachelors. According to *Esmaily et al. (2010)* the quality of teaching is undermined because of the shortage of highly qualified educators, a situation exacerbated by a persistent brain drain. Many well-qualified and talented academics and researchers migrate for better opportunities in other countries, which depletes the domestic talent pool and undermines institutional capacity. The political interference in educational institutions also hinders their developmental capabilities. This is evident from a recent study conducted by the World Bank. According to this study, the politicization of higher education in Afghanistan has led to frequent policy shifts and interferences that compromise institutional autonomy. Inconsistent quality assurance mechanisms and weak governance structures contribute to uneven academic standards across institutions, further limiting their capacity to operate as independent learning centers (*World Bank, 2021*). There has been a highlighted problem of gender inequality and cultural norms, compounded by policies enforced under regimes such as the Current government (implemented since August 2021), which have resulted in gender-segregated classrooms at first and now a complete ban on female education participation in higher education (*Ministry of Higher Education*). These restrictions limit educational opportunities for women and girls and have broader implications for the country's socio-economic development.

These are the challenges faced by higher education institutions in Afghanistan. Their resilience and commitment in response to these challenges is the only beacon of hope for the development of this university and the overall socio-economic development of the country. In response to these challenges, the Afghan government policy has let them initiate comprehensive reforms to strengthen higher education through measures designed to improve institutional autonomy, update curricula, retain skilled academia, and enhance research capacity (*Ministry of Higher Education of Afghanistan 2010-2014*). These reforms, although small and very slow, taking too much time to be implemented entirely, require financial investment and the establishment of robust governance frameworks that protect academic freedom and promote inclusive educational practices.

Different studies on the challenges faced by higher education in Afghanistan show that universities always work as catalysts and hold substantial promise as agents of resilience for future hope and development. As the infrastructural deficits and brain drain have been addressed, they overcome gender disparities and reduce political interference; Afghan universities will become resilient and capable of rebuilding their human capital and driving socio-economic progress. All this evidence suggests that strategic reforms are essential for transforming these institutions into pillars of hope all over Afghanistan.

Research Methodology

Introduction

This chapter presents the methodological framework used to examine the contribution of Afghan universities to enhancing student resilience. Considering the distinctive socio-political environment characterized by ongoing

conflict and educational constraints, this study adopts a mixed-methods approach to capture the depth of individual experiences and the scope of systemic patterns. The methodology aims to answer the research question:

In what ways do universities in Afghanistan aid in building resilience and future optimism among students facing adversities?

A mixed-method research design is employed, integrating quantitative and qualitative methods to understand resilience within Afghan universities comprehensively.

Qualitative Component: The qualitative components delve into personal stories and viewpoints of students and educators to grasp the subjective experiences of resilience and hope.

Quantitative Component: Concurrently, the quantitative component assesses the prevalence and correlates of resilience through structured data collection tools.

Rationale: The rationale is that qualitative data offers depth and context while quantitative data provides measurable insights into resilience factors, ensuring the triangulation and robustness of the findings.

Population and sampling: The target population is current and former university students in Afghanistan and faculty and administrators involved in higher education.

Sampling Technique

Qualitative: Purposive sampling is used to select participants with direct experience of university education under challenging conditions (for example, students who continued studies despite displacement or bans)

Quantitative: Convenience sampling due to accessibility constraints, targeting students and alums reachable through online platforms or local networks.

Sample size

Qualitative: In-depth interviews were conducted to achieve data saturation

Quantitative: approximately 100-150 respondents for statistical reliability, adjusted based on response rates given security and logistical challenges.

Data collection methods

This study employs the following data collection method:

Semi-structured interviews for (Qualitative)

Purpose: To explore the personal stories of resilience, perception of university support, and visions of hope.

Procedure: conducted through secured online platforms (zoom, WhatsApp) or in person where feasible, with consent recorded verbally or in writing.

Questions: Open-ended, for example, "How has your university specifically shaped your ability to cope with challenges?" and "What specific role did faculty or peers play in fostering your hope?"

Survey Questionnaires (Quantitative)

Purpose: to measure resilience levels and identify university-related factors (e.g., access to resources, mentorship) influencing it.

Tool: Adapted from the Connor-Davidson Resilience Scale (CD-RISC), with additional items specific to the Afghan context (e.g., coping with educational bans)

Distribution: Administered online through Google Forms or paper-based in safe locations, translated into Dari and Pashto.

Document Analysis

Purpose: To contextualize findings with secondary data.

Sources: University policies, NGO reports (e.g., UNESCO, UN OCHA), and media coverage on Afghan higher education post-2021.

Data Analysis

Qualitative Analysis

Method: thematic analysis following Braun and Clark's (2006) six-step process: familiarization, coding, theme, generation, review, definition, and reporting.

Tools: SPSS or Excel for data processing and visualization (e.g., bar charts, scatter plots)

Integration: Findings from both methods are triangulated to validate conclusions, with qualitative insights explaining quantitative trends.

Ethical Considerations

Informed Consent: Participants are informed of the study's purpose. Their voluntary participation and right to withdraw. Consent is obtained adequately in verbal or in writing.

Confidentiality is ensured by assigning pseudonyms and storing data securely on encrypted devices.

Sensitivity: Trauma-informed approaches are adopted, offering referral information to support services where available.

Validity and Reliability

Qualitative Validity: Ensured through member checking (sharing findings with participants for feedback) and peer debriefing with researchers familiar with Afghan education.

Quantitative Reliability: Cronbach's alpha will assess the internal consistency of the survey tool (target>0.7).

Triangulation: Cross-verification of data from interviews, surveys, and documents enhances credibility.

Limitations

Access: Restrictions on female students and security risks may limit sample diversity and size.

Bias: Self-reported data may reflect social desirability or recall errors.

Generalizability: Findings may be context-specific to Afghanistan's socio-political climate as of 2025.

Mitigation: Transparent reporting of constraints and using multiple data sources bolsters robustness.

Conclusion

This methodology provides a balanced approach to studying resilience and hope among Afghan university students. The research aims to offer actionable insights into how universities can support students in one of the world's most challenging education environments by integrating qualitative depth with quantitative breadth.

Data Analysis

This chapter presents the analysis of data collected through a mixed-methods approach, focusing on the role of Afghan universities in fostering resilience and hope among **male students and alums**. Quantitative data from surveys and qualitative insights from interviews are analyzed to understand how educational institutions support student well-being, especially in adversity. Document analysis supplements these findings to contextualize them within broader institutional and policy frameworks.

Quantitative Analysis

Demographic Profile of Respondents

Data was collected from 135 respondents

Table 4.1

Demographic Variable	Frequency	Percentage (%)
Gender		
Male	135	100%
University Type		
Public	90	66.7%
Private	45	33.3%
Student Status		
Current Student	82	60.7%
Former Student	53	39.3%

Region		
Kabul	50	37.0%
Herat	30	22.2%
Nangarhar	20	14.8%
Other Provinces	35	25.9%

Descriptive Statistics

Survey items measured resilience-related constructs. The results are presented below.

Table 4.2: Descriptive Statistics for resilience-Related Construct (Male Participants Only)

Construct	Mean	Standard Deviation
Emotional Resilience	3.85	0.76
Peer Support and Social Networks	4.08	0.64
Faculty and Mentorship Support	3.74	0.82
Access to University Resources	3.49	0.88
Hope for the Future	4.15	0.66

Male respondents reported moderate to high levels of resilience and hope, particularly regarding peer support and personal optimism for the future.

Correlation Analysis

Table 4.3 Correlation Matrix (n=135, male only)

Variable	Emotional Resilience	Hope for Future
Peer Support	0.64**	0.58**
Faculty Support	0.50**	0.45**
Access to Resources	0.42**	0.40**

Note: ** p<0.01

Results show a strong positive correlation between peer support, faculty support, and students' resilience and hope levels.

Reliability of Instruments

Table 4.4 (Reliability Statistics (Male Sample))

Scale	Number Items	Cronbach's Alpha
Adapted CD-RISC + Contextual Items	18	0.85

The tool demonstrated strong reliability when tested with male respondents.

Qualitative Analysis

Overview

In-depth interviews were conducted with 20 male students, alumni, and five male faculty members. Thematic analysis followed Braun and Clarke's approach.

Themes and Illustrative Quotes (Male Respondents)

Theme 1: University as a Pillar of Stability

"Even in the most difficult times, coming to campus gave me a sense of routine and purpose." – Male student, Kabul.

Theme 2: The Strength of Peer Networks

"My classmates were like my second family. We supported each other when things got tough." – Male student Nangarhar.

Theme 3: Role of Faculty as Mentors

“My professor encouraged me to keep going when I wanted to drop out. That support changed everything.” – Male alumnus Herat.

Theme 4: Enduring Hope Through Education

“No matter what happens politically, our education is the foundation of hope for this country.” – Male student Kandahar.

Integration of Findings (Triangulation)

Quantitative data revealed peer and faculty support as strong predictors of resilience.

Qualitative interviews confirmed these supports as central to emotional and academic perseverance.

Document analysis revealed gaps in institutional policies and noted initiatives by NGOs and international partners to support Afghan higher education.

Integrated Findings Diagram



Document Analysis Summary

Document/source	Key Insights
UNESCO Education Brief 2023	Identified structural gaps in mental health services. Minimal mention of resilience programs.
NGO Reports (e.g. UN OCHA)	Described digital learning platforms and psychosocial initiatives aimed at male students.

Summary of Key Findings

Objective	Key Insights
Understand resilience among male students	High levels of peer bonding and optimism
Measure resilience quantitatively	Moderate to high scores on all constructs.
Explore the role of universities	Faculty support and structure reinforce hope.
Identify institutional gaps	Limited formal resilience or mental health frameworks.

Conclusion

This chapter illustrates that male students in Afghanistan persistently exhibit remarkable resilience and optimism despite facing systemic and socio-political obstacles. The influence of peer networks and faculty

mentorship is crucial. Quantitative data, qualitative narratives, and document analysis indicate that while universities act as vital support systems, there is considerable room for enhancement in formal institutional structures to bolster resilience.

Discussions and Conclusion

Discussion of Key Findings

Universities as Spaces of Stability and Purpose

Despite inherent structural challenges, universities have become essential venues for maintaining continuity and stability. Quantitative research indicated that male students exhibited moderate to high emotional resilience and hope levels. Qualitative insights highlighted that merely participating in university activities, even when disrupted, fostered a sense of routine and identity. This observation is consistent with resilience theory, underscoring the significance of protective systems like education in unstable environments.

Peer support as a Cornerstone of Resilience

The Peer networks were one of the most influential sources of resilience for Afghan students. Quantitative analysis revealed a strong positive correlation between peer support and emotional resilience, the value of which is ($r=0.64$) and hope ($r=0.58$). Interview narratives reinforced this, with students describing their classmates as “brothers,” “second families,” and “survival companions.” Such informal structures are critical in environments where institutional support may be minimal.

The Role of Faculty and Mentorship

The role of Faculty members emerged as significant resilience enablers. Many students described lecturers (their ultimate lecturers) who mentored them, provided moral support, adjusted academic expectations, or accommodated students' challenges. This reinforces the argument that the university staff can serve as emotional anchors beyond their teaching role, especially in low-resource or high-stress settings.

Institutional Gaps and External Supports

While universities play a crucial social and psychological role, institutional support mechanisms (e.g., counseling services and resilience training) were lacking. Document analysis revealed minimal attention to mental health and resilience in university policies. Some initiatives by NGOs and international organizations – such as online learning platforms and digital mental health content – partially filled this gap.

Resilience Rooted in Hope for a Better Future

One of the most consistent themes was that education symbolizes personal achievement and collective national hope. Students repeatedly believed that they were part of Afghanistan's rebuilding process. This forward-looking orientation is a foundational aspect of psychological resilience, enabling individuals to persevere despite present-day hardship.

Implications for Practice and Policy

- 1. Strengthen Peer and Faculty Support Systems**

Develop structured peer mentoring and faculty advising programs.

Encourage faculty to take trauma-informed teaching approaches.

- 2. Institutional Mental Health and Resilience Services**

Establish counseling centers or helplines.

Include resilience training in orientation programs.

- 3. Leverage Digital Tools for Outreach and Learning**

Expand access to online learning platforms, especially for students in remote or insecure areas.

Collaborate with NGOs to provide psychological and academic support digitally.

- 4. Promote Education as a National Resilience Strategy**

Policymakers should recognize higher education as a key pillar for national stability and invest accordingly.

Limitations of the Study

Gender Limitation: Due to socio-political restrictions, the study included only male students, limiting generalizability across genders.

Sample Accessibility: Security and logistical barriers restricted access to specific regions and institutions.

Self-Reported Data: Both surveys and interviews relied on participants' self-reports, which may include social desirability bias.

Recommendations for Future Research

Include Female Perspectives: Future studies should prioritize including female students as policies evolve.

Longitudinal Studies: Research over time can better capture changes in resilience and the long-term impact of educational disruptions.

Comparative Regional Analysis: Studies comparing different provinces or countries in conflict may offer more profound insights.

Conclusion

In the face of adversity, Afghan universities continue to serve as vital sources of resilience and hope for their students. Through peer networks, dedicated faculty, and the symbolic power of education, male students have found ways to persevere and aspire. However, the resilience observed is often a product of individual and social adaptation rather than institutional design. To truly empower Afghanistan's youth, especially in times of crisis, universities must be intentionally developed as resilience-building ecosystems. This requires policy support, resource investment, and inclusive educational planning.

This study's results underscore Afghan students' bravery and suggest practical methods for maintaining hope through education in one of the world's most difficult environments.

Conflict of Interest

The authors affirm that no conflicts of interest are linked with this publication. The research was conducted autonomously without financial or non-financial assistance from external entities.

Author Contribution Statement

The author was solely responsible for the conception, design, and execution of this study. This included the formulation of the research problem, literature review, development of research instruments, data collection, analysis, and interpretation of findings. The author also wrote and revised the entire manuscript and approved the final version for submission.

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