Journal of Marketing & Social Research

ISSN (Online): 3008-0711

Volume: 02 | Issue 02 | Mar-Apr. | 2025
Journal homepage: https://jmsr-online.com/

Research Article

Building Resilience and Academic Success: An Integrated Framework of Multiple Intelligences, Mentoring, Psychological Well-Being, and AI Support in Higher Education

Ms. Nicole D'Silva
Assistant Professor- IES's Management College and Research Centre, Mumbai, India
PhD Student – Jamnalal Bajaj Institute of Management Studies, Mumbai, India

Submission: 11/03/2025; Received: 25/03/2025; Revision: 04/04/2025; Published: 30/04/2025

***Corresponding author:** Ms. Nicole D'Silva *(ndsilva321@gmail.com)*

Abstract: In today's fast-paced and emotionally demanding academic environment, student resilience has become a key factor in shaping long-term success. This paper introduces a conceptual framework that brings together four core pillars—Multiple Intelligences (MI), Academic Mentoring, Psychological Well-Being, and AI-Driven Digital Support—to build resilience in higher education. Drawing from established theory and the authors' prior research, the framework explores how these elements interact to support students not only emotionally but also academically. The argument is that when students are cognitively engaged, emotionally supported, and digitally empowered, they're more likely to thrive. While academic performance is not the primary focus, it emerges as a natural consequence of resilience. This model offers a practical guide for educators and policymakers aiming to create more inclusive, adaptive, and future-ready institutions.

Keywords: Student resilience, multiple intelligences, mentoring, AI tools, psychological well-being, higher education.

INTRODUCTION

Colleges and universities today are navigating a complex mix of challenges—from rapid technological shifts and growing mental health concerns to increasingly diverse student learning needs. Traditional teaching models, while still foundational, often fall short in helping students cope with these evolving demands. In this context, student resilience—the ability to adapt, stay motivated, and push through difficulties—has become more important than ever. It's not just about bouncing back from setbacks; it's about building the kind of inner strength that allows students to thrive in demanding academic environments.

This paper puts forward an integrated framework that brings together four key areas: Multiple Intelligences, Mentoring, Psychological Well-Being, and AI-Based Digital Support. Each of these pillars plays a unique role—whether it's helping students understand how they learn best, giving them guidance and emotional support, improving their mental health, or providing accessible tools for academic help. Taken together, they offer a more complete picture of what students need to succeed, especially in today's fast-changing educational landscape.
The framework is grounded in well-established theories, such as Gardner's concept of Multiple Intelligences and Bronfenbrenner's ecological systems theory. It also draws on existing research—including several of the authors' own studies—to show how these elements interact in real educational settings. At the heart of the model is the idea that resilience isn't something students are born with; it's something that can be nurtured and supported through intentional academic, emotional, and digital strategies.

With AI tools like ChatGPT becoming more common in student life, the opportunities to offer round-the-clock academic and emotional support are growing. This paper argues that combining human mentorship, personalized learning, psychological care, and digital support can help institutions create stronger, more adaptable learners—and ultimately, a more responsive education system.

LITERATURE REVIEW

Multiple Intelligences (MI)

Howard Gardner's (1983) theory of Multiple Intelligences challenged the traditional view of intelligence by introducing eight distinct types—like linguistic, logical-mathematical, spatial, and interpersonal, among others. In the context of higher education, this theory encourages more personalized teaching approaches that better connect with how students actually learn (Armstrong, 2009). D'Silva and Pande (2025), in a study with management students, found that intrapersonal, logical, and spatial intelligences were linked to stronger leadership traits, even if not directly tied to academic scores. These findings suggest that MI plays a subtle but important role in shaping resilience. Other studies also show that when teaching is aligned with MI, students tend to feel less anxious and more motivated (Silver et al., 2000).

Academic Mentoring

Mentoring continues to be one of the most impactful forms of support for students—helping them grow not just academically, but emotionally and socially as well. Jacobi (1991) described mentoring as more than just guidance; it's a relationship built on role modeling and emotional

encouragement. Recent research by D'Silva, Shaikh, and D'Silva (2022) found that students who had mentors showed better academic performance, higher emotional well-being, and deeper engagement with their studies. Other studies echo these results—Crisp and Cruz (2009), along with Nora and Crisp (2007), emphasized that well-structured mentoring programs help students stay committed, cope better with challenges, and develop a stronger academic identity—all of which contribute to building lasting resilience.

Psychological Well-Being

Psychological well-being plays a central role in how students handle academic demands. It includes a mix of traits like optimism, emotional regulation, self-efficacy, and feeling supported by others (Ryff, 1989). These factors can make a real difference in how students manage stress and stay motivated. In a recent study, D'Silva et al. (2022) found that management students with a strong internal locus of control—those who believe they can influence their own outcomes—tended to experience less exam anxiety and performed better academically. This finding aligns with earlier research by Keyes (2002) and Di Fabio and Kenny (2015), which suggests that psychological well-being acts as a protective factor against academic stress. When students feel mentally supported and emotionally equipped, they're more likely to persist through setbacks and stay engaged with their goals. Interventions that focus on mental wellness can therefore play a key role in strengthening student resilience and long-term academic success.

AI-Driven Digital Support

Artificial Intelligence is rapidly transforming how students access help and engage with learning. Tools like ChatGPT offer around-the-clock availability, making them especially valuable in academic environments where traditional support systems might be limited or slow to respond (Holmes et al., 2022). While many AI platforms are designed to assist with coursework, their value goes beyond just academics. In a recent study, D'Silva and Pande (2024) found that students were turning to ChatGPT not for study help, but for emotional reassurance—especially when discussing mental health felt uncomfortable or stigmatized in real-life settings. This highlights the unique role AI can play as a non-judgmental, accessible companion. Other studies, like Baker et al. (2021), have shown that AI-driven tutoring systems can also improve problem-solving skills and lower dropout rates. As these tools continue to evolve, they offer new possibilities for emotional and academic scaffolding, especially when integrated thoughtfully into student support systems.

While the primary focus of this model is on resilience, it's important to recognize its ripple effect. Resilient students often **perform better**, stay enrolled longer, and feel more connected to their academic goals. Studies like Martin and Marsh (2006) and Richardson et al. (2012) show that students with higher emotional regulation and psychological support tend to also show stronger academic performance. In other words, **resilience and success go hand in hand**—you can't build one without laying the foundation for the other.

CONCEPTUAL FRAMEWORK

Component Integration

This framework brings together four interconnected pillars—**Multiple Intelligences**, **academic mentoring**, **psychological well-being**, and **AI-driven digital support**—that work together to build student resilience. When students are supported in how they learn, have someone to guide them, feel emotionally balanced, and can access help when they need it, they're more likely to not just survive but actually thrive in their academic journey.

Here, **academic success** isn't just about grades—it's about showing up consistently, staying engaged, and pushing through challenges with confidence. Resilience makes that possible. It helps students bounce back from failure, manage stress, and stay motivated. Over time, that kind of emotional and cognitive strength naturally translates into better academic outcomes.

Visual Model

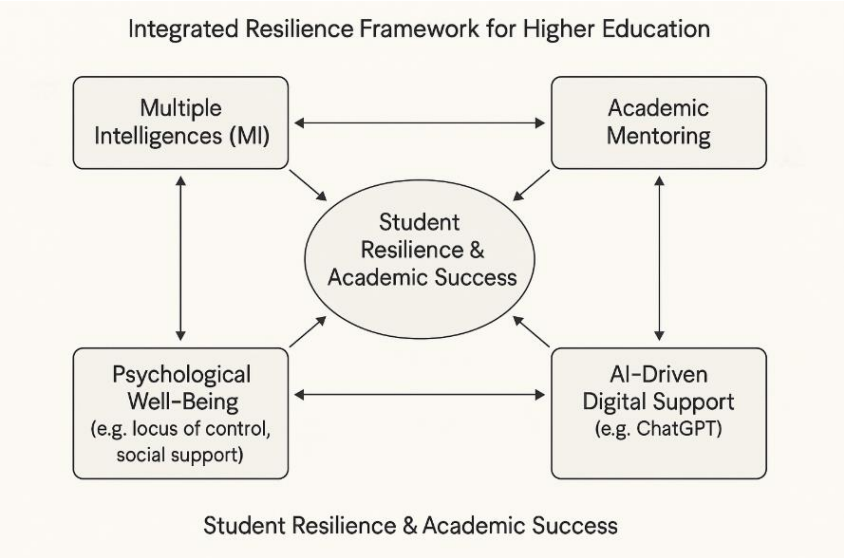

Figure 1: Integrated Resilience Framework for Higher Education

This visual illustrates how Multiple Intelligences, Academic Mentoring, Psychological Well-Being, and AI-Driven Digital Support interact to strengthen student resilience and academic success. Each component is both individually impactful and mutually reinforcing, creating a dynamic system where support flows across cognitive, emotional, and technological dimensions.

Theoretical Basis

This framework is grounded in Bronfenbrenner's ecological systems theory (1979), which suggests that people grow and develop through constant interaction with the systems around them. In this context, Multiple Intelligences reflect personal traits at the individual or microsystem level. Mentoring and psychological well-being represent the mesosystem—the relationships and support systems that surround a student, like teachers, peers, and family. AI tools, on the other hand, operate across the mesosystem and exosystem, offering digital support that may not be directly personal but still impacts the student's experience. It's the interaction between all these layers—personal strengths, human relationships, and technological tools—that shapes a student's ability to bounce back, stay motivated, and succeed.

SYNTHESIS OF THE CONCEPTS

MI ↔ Mentoring

When mentoring is tailored to a student's dominant intelligence type, it becomes significantly more effective. For instance, a student with strong interpersonal intelligence may benefit more from collaborative mentoring, while one with intrapersonal intelligence may thrive with reflective dialogue. Armstrong (2009) advocates for MI-informed pedagogy, and D'Souza and Rodrigues (2014) show that MI-aligned instruction leads to better engagement—principles that easily extend to mentoring. Thus, when mentoring is shaped by an understanding of MI, students receive guidance that truly resonates with how they think and learn.

Mentoring ↔ Psychological Well-Being

Mentoring acts as a buffer against academic stress by fostering emotional connection, belonging, and a safe space to navigate challenges. Jacobi (1991) and Crisp & Cruz (2009) highlight that mentoring boosts self-efficacy, emotional regulation, and perceived support—key elements of psychological well-being (Ryff, 1989). Mentored students often report reduced anxiety and a greater sense of control, which directly contributes to mental resilience and persistence.

Psychological Well-Being ↔ MI

Students with higher emotional well-being are better able to recognize and leverage their intelligence strengths. Di Fabio & Kenny (2015) argue that psychological capital—like optimism and self-regulation—enhances cognitive performance. Similarly, D'Silva & Pande (2025) found that students with strong intrapersonal intelligence often display reflective thinking and emotional self-awareness, which supports resilience during academic pressure. Thus, emotional health allows MI to fully express itself, while MI-based engagement can, in turn, improve self-worth and motivation.

AI Support ↔ MI

AI tools like ChatGPT can adapt to different learning preferences, making them useful for students with diverse intelligence profiles. For instance, verbal-linguistic learners may benefit from dialogue-based AI tools, while logical-mathematical learners can use AI for structured problem-solving. Holmes et al. (2022) stress that AI's adaptability supports personalized learning. Although current AI lacks full MI sensitivity, future tools could be tailored to mirror MI-aligned feedback and strategies—thereby enhancing both cognitive engagement and learner autonomy.

AI Support ↔ Psychological Well-Being

AI platforms can act as emotionally neutral, always-available outlets for students who may hesitate to seek

traditional support. D'Silva and Pande (2024) showed that students turn to ChatGPT for reassurance during moments of stress or uncertainty—especially when discussing mental health feels stigmatized. This makes AI a crucial supplement for emotional well-being, offering immediate responses and reducing feelings of isolation. Baker et al. (2021) also found that intelligent systems reduce attrition by increasing perceived academic competence, a known correlate of emotional well-being.

AI Support ↔ Mentoring

AI doesn't replace human mentoring but can extend its reach—offering reminders, answering FAQs, or guiding students through common academic dilemmas. In large classrooms or institutions with limited human resources, AI can ensure continuity in support. Holmes et al. (2022) propose blended mentoring models, where AI augments the mentor's role and makes guidance more accessible, especially for routine or emotionally neutral interactions. This synergy frees mentors to focus on deeper, personalized interactions.

Implications for Policy and Practice

To make this integrated framework actionable, institutions must rethink how they design and deliver student support systems. The following areas highlight key directions for policy and implementation:

- **Personalized Pedagogy**: Learning management systems (LMS) can incorporate MI diagnostics to help educators tailor content delivery based on students' cognitive strengths. This enables more inclusive and engaging instruction.
- **Mentoring Models**: Faculty should be trained in empathy-based mentoring practices that align with students' dominant intelligences. Such mentoring not only supports academic performance but also enhances emotional well-being.
- **AI in Student Services**: Institutions can use AI chatbots and virtual assistants to provide round-the-clock academic guidance and emotional reassurance, especially for frequently asked questions or moments of distress.
- **Wellness Infrastructure**: Mental health programs should be embedded into the academic ecosystem—not as add-ons, but as integrated elements of the student journey. This includes counseling, peer support, and resilience workshops.

To implement this model successfully, colleges and universities will need to invest in faculty development, ethical and inclusive AI systems, and a redesign of curricula that embeds resilience-building strategies at every level of the student experience.

DISCUSSION

This framework takes a meaningful step toward rethinking how we support students—not just academically, but as whole individuals. In today's fast-changing education landscape, students are navigating much more than just lectures and exams. They're dealing with mental health pressures, shifting learning formats, and the increasing presence of technology in their lives. By weaving together Multiple Intelligences, mentoring, emotional well-being, and AI-based support, this model offers a more rounded and responsive way to help them succeed.

What makes this approach stand out is how it blends the human and the digital. Mentors and personalized teaching still play a central role, but tools like ChatGPT can now fill in gaps—especially when students need help outside traditional hours or don't feel comfortable asking for it. Resilience, in this sense, isn't just about grit or willpower; it's about having the right mix of support systems that speak to a student's unique needs. This model encourages institutions to think bigger—to move beyond isolated interventions and toward a more connected, thoughtful approach to education.

Limitations and Future Directions

While the framework offers a fresh perspective on building student resilience, it's important to acknowledge that it remains **conceptual at this stage**. The model brings together theory and prior research, but it still needs to be tested in real-world academic settings. Future studies should explore how this framework plays out across different disciplines, cultural contexts, and student backgrounds, as experiences of learning and resilience can vary widely.

Using mixed-method research—combining surveys, interviews, and classroom observations—could help validate how these elements interact on the ground. In particular, longitudinal studies would be valuable to see how resilience develops over time when students are supported through this integrated approach. One especially interesting direction for future research could be exploring how students with different dominant intelligences (like verbal-linguistic vs. bodily-kinesthetic) interact with AI tools. This could help refine digital interventions and make them even more personalized.

CONCLUSION

Resilience isn't something students either have or don't—it's something that can be developed, especially when the right support systems are in place. This paper has explored how resilience grows at the intersection of how students think, who supports them, how they feel, and what tools they can access. By bringing together Multiple Intelligences, mentoring, psychological well-being, and AI-based support, the proposed framework offers a more complete picture of what students truly need to thrive.

This model doesn't just aim to respond to academic stress—it anticipates it, and builds a stronger foundation for students to navigate challenges with confidence. While the framework is grounded in theory and previous research, the next step is to test it empirically—using tools like path analysis, longitudinal tracking, and cross-cultural validation. Doing so will help shape a more inclusive, adaptable, and future-ready approach to education—one

that puts student well-being and success at the center.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

During the preparation of this work, the author(s) used ChatGPT, an AI language model developed by OpenAI, to assist in refining portions of the manuscript. After using this tool, the author carefully reviewed and edited all generated content and takes full responsibility for the final version of the publication.

REFERENCES

1. Armstrong, T. (2009). *Multiple intelligences in the classroom*. ASCD.
2. Aronson, J., Fried, C. B., & Good, C. (2002). Reducing stereotype threat. *Journal of Experimental Social Psychology, 38*(2), 113–125. https://doi.org/10.1006/jesp.2001.1491
3. Baker, R. S., Wang, Y., & Yu, R. (2021). Improving student outcomes with intelligent tutoring systems: A meta-analysis. *Journal of Educational Psychology, 113*(7), 1191–1210. https://doi.org/10.1037/edu0000475
4. Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
5. Campbell, T. A., & Campbell, D. E. (2007). Mentoring outcomes. *Mentoring & Tutoring: Partnership in Learning, 15*(2), 135–148. https://doi.org/10.1080/13611260701201760
6. Conley, C. S., Durlak, J. A., & Dickson, D. A. (2015). An evaluative review of outcome research on universal mental health promotion and prevention programs for higher education students. *Journal of American College Health, 63*(7), 444–460. https://doi.org/10.1080/07448481.2015.1015029
7. Crisp, G., & Cruz, I. (2009). Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in Higher Education, 50*(6), 525–545. https://doi.org/10.1007/s11162-009-9130-2
8. D'Silva, N., & Pande, A. (2024). Leveraging ChatGPT for mental health support: Case study using text analytics. *Educational Administration: Theory and Practice, 30*(4). https://doi.org/10.53555/kuey.v30i4.1746:contentReference[oaicite:16]
9. D'Silva, N., & Pande, M. (2025). Multiple intelligences in management education: A path analysis for sustainable leadership. *Northern Economic Review, 16*(1). https://doi.org/10.10399/NER.2025592102&#8203
10. D'Silva, N., Shaikh, A., & D'Silva, B. (2022). Relationship between student enrollment in mentoring programs and academic performance. *Empirical Economics Letters, 21*(Special Issue 3).
11. D'Silva, N., Shaikh, A., D'Silva, B., & D'Silva, S. (2022). To investigate exam anxiety among management students during online examinations. *Journal of Positive School Psychology, 6*(2). https://journalppw.com/index.php/jpsp/article/view/2617&#8203
12. D'Souza, J., & Rodrigues, S. (2014). MI-based science teaching. *Journal of Educational Research, 4*(1), 102–113.
13. Fitzpatrick, C., et al. (2021). Academic outcomes and resilience. *Journal of Educational Psychology, 113*(2), 234–250. https://doi.org/10.1037/edu0000482&#8203
14. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
15. Holmes, W., Bialik, M., & Fadel, C. (2022). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
16. Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research, 61*(4), 505–532. https://doi.org/10.3102/00346543061004505
17. Keyes, C. L. M., et al. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior, 43*(2), 207–222. https://doi.org/10.2307/3090197
18. Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools, 43*(3), 267–281. https://doi.org/10.1002/pits.20149
19. Nora, A., & Crisp, G. (2007). Mentoring students: Conceptualizing and validating the multi-dimensions of a support system. *Journal of College Student Retention: Research, Theory & Practice, 9*(3), 337–356. https://doi.org/10.2190/CS.9.3.e
20. Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin, 138*(2), 353–387. https://doi.org/10.1037/a0026838
21. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069
22. Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. ASCD.
23. Spielberger, C. D. (1980). *State-Trait Anxiety Inventory Manual*. Consulting Psychologists Press.
24. Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.
25. Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry, 81*(1), 1–17. https://doi.org/10.1111/j.1939-0025.2010.01067.x