



THE ROLE OF ACADEMIC RESILIENCE IN ENHANCING UNIVERSITY STUDENT'S ACADEMIC PERFORMANCE: AN EMPIRICAL STUDY OF PREDICTORS AND UNDERLYING MECHANISMS

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Abstract: This study investigates the contribution of academic resilience emphasizing on its determinants and underlying mechanisms in improving university student's academic performance. Academic resilience, which has its roots in positive psychology, is a dynamic process that allows students to successfully adjust to and overcome academic adversity by utilizing behavioural, emotional, and cognitive skills. The study identifies important socio-affective (e.g., peer support, parental expectations, teacher support), socio-economic (e.g., financial resources, social class), and affective (e.g., anxiety, self-efficacy, motivation) predictors that support academic resilience and, in turn, academic performance based on the body of existing literature. The findings highlight how important academic resilience is as a psychological factor affecting academic performance. The study draws attention to significant pedagogical implications, highlighting the necessity of focused interventions and encouraging learning settings to build student's resilience, especially those who are facing academic difficulties. Future study directions are also suggested in order to clarify the intricate relationship between academic performance and resilience.

Keywords - Academic resilience, academic performance

I. INTRODUCTION

Today's life is full of challenges and threats. If people do not equip themselves with the necessary abilities, they will face many problems. In the 21st century, a group of psychologists has realized that man must spend his mental energy on the positive aspects of his experience (Wang et al., 2021). Thus, one of the topics attracting a lot of attention in recent decades is factors rooted in positive psychology (Dewaele et al., 2019). Seligman and Csikszentmihalyi (2000) supported the alternation in the focus of psychology by solving undesirable and challenging life issues to improve constructive qualities. Peterson (2006, p. 4) described positive psychology as "the scientific study of what goes right in life, from birth to death and at all stops in between." This view emphasizes the capabilities of the individual and the purpose of psychology, based on the tenets of positivism, is to improve the standards of living and to realize latent talents (Seligman and Csikszentmihalyi, 2014). Resilience, as one of the typical notions and constructs, is considered by positive psychology and refers to successful adaptation, despite challenges and threats (Fletcher and Sarkar, 2013). Resilience has a special place in the fields of evolutionary psychology and mental health, so that the number of researches related to this structure is increasing every day (Toland and Carrigan, 2011). Although stressful

events have key roles in the occurrence of psychological disorders, subsequent investigations have shown that there are moderating features between demanding events and psychological disorders that cause the effect of events on individuals to be different.

Nowadays, education is comprised of student-oriented approaches. Such approaches aim to develop practices and skills which prepare students for independent problem-solving and lifelong learning. Williams and Burden (1997) pointed out that “it is undoubtedly true that students bring many individual characteristics to the learning process which will affect both the way in which they learn and the outcomes of that process” (p. 88), therefore learning performance can be ascribed to student-centred differences between these factors e.g., motivation, resilience, anxiety, willingness to communicate, and so on) or interactions of the factors (Schweisfurth, 2011). This review is going to ponder on two individualized variables in university student’s academic resilience and academic performance.

II. REVIEW OF LITERATURE

Academic Resilience

In the academic domain, resilience plays a crucial role as a motivational-affective characteristic. In the subject of international education, academic resilience has drawn increasing attention (Kim and Kim, 2016). Academic resilience, according to Morales and Trotman (2004), is the ability to succeed academically in spite of obstacles and adversity. According to Morales and Trotman (2004), academic resilience can be defined as the dynamic process by which academically successful people overcome the obstacles preventing their colleagues from succeeding. As a result, academic resilience is defined as both a motivator for achieving academic and personal goals and a source of sufficient coping strategies for stress and anxiety that arise in a university setting (Cassidy, 2016).

According to Knight (2007), pointing out students' shortcomings in relation to their struggles and trying to find answers are insufficient in educational settings. According to him, resilience researchers have drastically changed their approaches by developing people's strengths and trying to understand what influences pupils' ability to withstand adversity. According to Krovetz (2008), individual behaviours, psychosocial circumstances, and sociocultural contexts all have an impact on resilience as a multifaceted and dynamic process. Thus, in order for students to succeed, schools and colleges must enhance their abilities and strengthen their resilience (Thomsen, 2002).

Predictors of Academic Resilience

Researchers who closely monitor and analyse students' cognitive and affective processes as well as their ways of academic performance have become interested in academic resilience. The definition of performance has mostly changed and expanded. To put it another way, the performance is determined by how well students manage their cognitive capacities, self-control, and independence (Schunk and Zimmerman, 2007). People encounter a variety of causes or risk factors in their academic lives, such as having a chronic illness, living with parents, experiencing a natural disaster, having financial difficulties, etc. (Masten, 1994). Even while these risk factors have unfavourable effects on a student's academic career, they can also hinder their progress in a variety of other areas. They may also have a simultaneous impact on the student's progress by triggering one another. Additionally, these findings can have varying effects on each student (Little et al., 2004).

Notwithstanding the risk factors, several other factors referred to as protective ones are important for the performances of academically resilient students and lead to positive adaptation (Rojas, 2015). Therefore, it is crucial to look at protective variables, such as the quality of the student's traits, his or her social environment or interactions, and so forth. Students can protect themselves from the uncertainties that surround their academic lives by identifying and defining protective factors. According to Poulou (2007), students' protective variables function as a buffer against the negative effects of adversity, reducing the correlation between risk factors and outcomes. According to Masten and Tellegen (2012), protective factors which they divided into internal and external protective factors help pupils create positive impacts. While exterior protective factors are linked to an individual's social setting, internal protective factors are linked to an individual's character (Foster, 2013). According to Fallon (2010), students' positive attitudes about adversity are a result of internal qualities like optimism and self-efficacy. Conversely, Poulou (2007) described external elements as the

students' social support and defence against the difficulties. Examples of external protective factors include supportive parents, helpful teachers, a society that encourages a stable identity, etc.

Academic Performance

In today's increasingly competitive and international academic world, academic performance is often considered a key indicator of both student progress and the efficacy of educational institutions. Study habits have continuously shown themselves to be an important and flexible predictor of academic results among the different cognitive, emotional, and contextual factors that contribute to success. These practices cover a wide range of learning techniques, including time management, goal-setting, thorough note-taking, self-testing, and attention. Developing focused educational interventions that help diverse learners in various academic environments requires an understanding of how these practices impact student achievement.

A crucial “third pillar” of college-level academic success, according to Credé and Kuncel (2008), is study habits, skills, and attitudes. These factors frequently outperform the prediction power of standardized tests and prior academic achievement. In support of this assertion, Elango and Manimozhi (2021) established a reasonably strong positive connection ($r = 0.519$) between academic achievement and effective study techniques after conducting a meta-analysis of thirty studies. These results demonstrate the significant contribution purposeful learning habits may make to improving academic performance. This link is not always stable, though.

There was no statistically significant correlation between study habits and academic outcomes among Filipino high school students, according to research by Tus (2020) and Tus et al. (2020). These differences imply that contextual elements including educational stage, cultural norms, evaluation techniques, and student motivation may have an impact on the efficacy of study techniques. According to Cerna and Pavliuchenko (2015), international students' study habits were influenced by their cultural orientation. Students from individualistic cultures tended to participate more actively in their education than those from collectivist backgrounds.

By examining the Learning and Study Strategies Inventory (LASSI), Fong et al. (2021) demonstrated the intricate, multifaceted character of study habits. To explain how many facets of study behavior contribute to academic performance, they developed a three-factor paradigm that includes affective/effort, anxiety-rousing, and cognitive dimensions. Furthermore, self-regulated learning techniques including planning, goal-setting, and self-monitoring have demonstrated great predictive value in online learning settings (Kizilcec et al., 2016), highlighting the increasing significance of adaptive techniques in digital education.

Relationship between Academic Resilience and Academic Performance

Emotional control, self-compassion, and psychological well-being (Rajabi and Ghezelsefloo, 2020; Greenier et al., 2021), burnout, introspection, and self-efficacy (Fathi et al., 2021), academic engagement (Derakhshan, 2021b), teacher immediacy (Liu, 2021), and teacher resilience (Derakhshan, 2021a). Some research has been done on resilience as a component of positive psychology. Additionally, a study by Proietti Ergün and Dewaele (Proietti Ergün and Dewaele, 2021) found a strong correlation between teaching satisfaction and resilience. Australian high school pupils' academic buoyancy and resilience were examined by Martin (2013). According to his research, academic resilience strongly predicted significant unfavourable outcomes in learning situations, and buoyancy and academic resilience are two distinct characteristics.

Recent research has proven the link between academic success and academic resilience (Fallon, 2010; Kotzé and Kleynhans, 2013; Kwek et al., 2013; Çelik et al., 2014; Mwangi et al., 2015; Haibin, 2017; Marie et al., 2021). Fallon (2010) examined the academic performance of 150 Latino high school students from poor socioeconomic classes and how it related to their academic resilience. Students' academic performance, family involvement, school engagement, and general academic resilience were among the variables that were measured. He discovered a strong and favorable relationship between students' academic performance, academic optimism, and academic resilience. Kwek et al. (2013) also discovered that among undergraduate students studying hospitality and tourism, academic resilience and self-esteem strongly predict academic performance.

Kotzé and Kleynhans (2013) found that academic resilience significantly predicts academic performance in a study with junior African students. They discovered that adolescents' development of hope, confidence, academic resilience, and academic performance were strongly impacted by personal concerns, family support, and environmental context as protective variables. Academic performance and academic resilience were found to be significantly correlated by Mwangi et al. (Mwangi et al., 2015). Haibin (2017) discovered that school attendance, parental supervision, and school expectations are important variables in reducing problematic behaviors and enhancing adolescents' academic performance and resilience.

De la Fuente et al. (2017) investigated the connection between learning styles, academic performance, academic resilience, and coping mechanisms for academic stress. They discovered a strong and significant relationship between academic performance, resilience, and the deep learning technique using the structural equation model. Karabiyik (2020) also discovered that students' Grade Point Average (GPA), a measure of academic success, was significantly predicted by two aspects of academic resilience: adaptive help-seeking and reflecting. Additionally, Ayala and Manzano (2014) claimed that academic performance can be predicted by the academic resilience of Spanish pupils as measured by the hardiness and resourcefulness indices. However, Marie et al. (2021) discovered no connection between the academic resilience of pharmacy students and their math performance.

III. IMPLICATIONS AND SUGGESTIONS

According to Hiver and Sánchez Solarte (2021), researchers have given the concept “resilience” a lot of attention in the literature, but it has not been clarified. However, researchers and educators have highlighted this idea in recent years due of its possible implications. The relevant literature demonstrated that resilience risk and protective factors are beneficial to students' academic success since they can increase the likelihood of advancement or lessen unfavourable outcomes. Research has shown that social support including support from peers, the community, the school, and the family is crucial for academic resilience and can lead to academic success. To increase student's academic resilience, legislators, managers, educators, and parents should create these kinds of tactics.

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