Relationship Between Academic Resilience and Academic Achievements of Students: A Case of Government College of Education (Mirpur AJ&K)

Bushra Khalid[1], Masood Ur Rehman[2], Syed Jawad Zareen[3],
Aleena Choudary[4] and Nayyar Sultana[5]

Abstract

This investigation aimed to explore the relationship between academic resilience and academic achievement and the impact of various personal characteristics on academic resilience among students at a government college of education in Afzalpur. To measure academic resilience, the Academic Resilience Scale (ARS-30) developed by Cassidy (2015) was utilized. This scale examines individual aspects of academic resilience, including persistence, reflection, adaptive help-seeking, negative affect, and emotional reactivity. The study involved 353 participants who completed the ARS-30. The results indicated that higher levels of academic resilience were associated with greater academic success. Specifically, perseverance, reflection, and adaptive help-seeking activities were positively correlated with academic achievement, while emotional reactivity and negative affect were negatively correlated with academic success. These findings suggest that interventions fostering perseverance, reflection, adaptive help-seeking, and emotional regulation improve academic resilience and promote academic success among students.

Keywords: Academic Resilience, Academic Achievements, Education Sector

Introduction

Various factors, including academic resilience and academic achievements, determine students' success at the higher education level. Academic resilience is the ability of students to overcome challenges and achieve academic success, while academic achievements refer to attaining academic goals. Researchers have shown interest in the relationship between academic resilience and academic achievements among Mirpur Azad Jammu and Kashmir college students. Previous studies have examined the protective factors that contribute to academic achievement among low-income students in poverty (Gizir, 2004), the impact of STEM activities on academic resilience and achievement (Jajuri et al., 2019), and the interaction between academic resilience and academic achievement of teacher trainees (Karabıyık, 2020). The present study aims to investigate the level of academic resilience among students at the Government College of Education, Afzalpur, Mirpur, AJK, and its relationship with their academic achievements at the higher

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[1]*Elementary Teacher, Department of Elementary and Secondary Education, AJ&K.*
[2]*Lecturer, Afzalpur College of Education, AJ&K.*
[3]*Assistant Professor, University of Poonch, Rawalakot AJ&K.*
[4]*Lecturer, National University of Modern Languages (NUML) Islamabad.*
[5]*Lecturer, National University of Modern Languages (NUML) Islamabad, Email:* nayyarsultana@numl.edu.pk

education level. By drawing from insights in the literature on academic resilience and achievements, this study aims to understand better the factors contributing to academic success at the college level.

Objectives
The study was conducted to achieve the following objectives.
1. To determine the level of academic resilience among students at the Government College of Education, Afzalpur.
2. To identify the role of factors (Perseverance, Reflecting and adaptive help-seeking, and Negative Affect and Emotional Response) in developing academic resilience among students at the Government College of Education, Afzalpur.
3. To Identify the relationship between academic resilience (and its factors) and students' academic achievements at the Government College of Education, Afzalpur.

Hypotheses of the Study
H0 A: There is no significant relationship between perseverance and students' academic achievements at the government College of education, Afzalpur.
H1 A: A significant relationship exists between perseverance and students' academic achievements at the government College of education, Afzalpur.
H0 B: There is no significant relationship between reflecting and adaptive help-seeking and students' academic achievements at the government College of education, Afzalpur.
H1 B: A significant relationship **exists** between reflecting and adaptive help-seeking and students' academic achievements at the government College of education, Afzalpur.
H0 C: There is no significant relationship between negative affect and emotional response and students' academic achievements at the government college of education, Afzalpur.
H1 C: A significant relationship exists between negative affect and emotional response and students' academic achievements at the government college of education, Afzalpur.
H0 D: There is no significant relationship between the overall academic resilience and academic achievements of students at the government College of education, Afzalpur.
H1 D: There is a significant relationship between the overall academic resilience and academic achievements of students at the government College of education, Afzalpur.

Literature Review
Academic Resilience
Academic resilience is a multidimensional construct that includes cognitive, behavioural, and emotional factors. Protective factors, such as social support, positive self-concept, high academic expectations, and problem-solving skills, contribute to academic achievement in students from disadvantaged backgrounds (Gizir, 2004). Meanwhile, Nota et al. (2004) describe academic resilience as the ability of students to regulate their learning processes and persist through academic challenges. According to Gizir (2004), academic resilience is the ability of students to overcome difficulties and persist in their academic pursuits. On the other hand, academic achievement, as defined by Abubakar et al. (2021), refers to students' success in academic endeavours, such as grades, test scores, and graduation rates. Researchers have shown interest in exploring the relationship between academic resilience and academic achievement in recent years.

Factors Contributing to Academic Resilience

Academic resilience is critical in determining student success, and various factors influence its development. According to Mbindyo (2011), family, peer, and school support significantly contribute to academic resilience development. Family support entails parental involvement in a child's education, while peer support refers to positive relationships with peers providing emotional support and motivation. School support includes positive relationships with teachers providing academic and emotional support to students. Personal factors such as self-efficacy, emotional intelligence, and motivation are also crucial for academic resilience development (Dwiastuti et al., 2022).

Numerous studies have investigated the protective factors that contribute to academic resilience development. For instance, Gizir (2004) found that social support, high self-esteem, and a positive attitude toward learning significantly predict academic resilience among impoverished students. Similarly, Mbindyo (2011) reported that family support, peer support, and academic self-efficacy were associated with academic resilience among low-income and first-generation college students. In addition, Nota et al. (2004) highlighted self-regulation as a key predictor of academic resilience among high school students.

Therefore, academic resilience is an essential aspect of student success, and its development is influenced by multiple factors, including family, peer, and school support, as well as personal factors, such as self-efficacy, emotional intelligence, and motivation. Protective factors such as social support, high self-esteem, and self-regulation significantly contribute to academic resilience development (Gizir, 2004; Mbindyo, 2011; Nota et al., 2004). In Malaysia, Jajuri et al. (2019) found that Science, Technology, Engineering, and Mathematics (STEM) activities positively impacted academic resilience among secondary school students. Karabıyık (2020) also reported that the interaction between academic resilience and academic achievement was significant among teacher trainees, highlighting the importance of academic resilience for success in academic pursuits.

Moreover, academic resilience has been identified as a significant predictor of academic performance among college students during the COVID-19 pandemic (Dwiastuti et al., 2022). The authors suggested that interventions to promote academic resilience should be implemented to support students during times of crisis. Additionally, emotional self-regulation has been identified as a mediator of the relationship between academic resilience and academic engagement among high school students in Iran (Panahi et al., 2021). The authors suggested that interventions promoting emotional self-regulation could enhance academic resilience and engagement among students.

Cultural factors such as gender and socioeconomic status have been found to influence the relationship between academic resilience and academic achievement among secondary school students in Kenya (Mwangi et al., 2015). However, academic resilience was still a significant predictor of academic achievement among Kenyan students.

Perseverance and academic resilience are two crucial factors extensively researched in psychology. Perseverance is the ability to persist in the face of challenges or obstacles, while academic resilience is the ability to overcome academic setbacks or difficulties (Martin & Marsh, 2008). These traits are essential for academic success, enabling students to maintain focus and effort despite setbacks and challenges (Dweck & Leggett, 1988). Numerous studies have found that students who demonstrate high levels of perseverance and academic resilience are more likely to succeed academically in terms of grades and graduation rates (Martin & Marsh, 2008; Yeager & Dweck, 2012). Additionally, these traits have been linked with better mental health outcomes,

including lower levels of stress and anxiety (Yeager & Dweck, 2012). In summary, perseverance and resilience contribute to academic success and well-being.

Reflecting and adaptive help-seeking are crucial skills for developing academic resilience, which is coping with and overcoming academic challenges. According to Martin and Marsh (2021), reflecting involves analyzing one's learning strategies and identifying areas for improvement, while adaptive help-seeking involves seeking assistance when faced with difficulties and being open to feedback. By cultivating these skills, students can become more resilient in their academic pursuits, leading to greater success in their academic and professional lives. Additionally, research has shown that academic resilience is associated with many positive outcomes, including higher academic achievement and increased well-being (Bonanno et al., 2021). Thus, developing reflecting and adaptive help-seeking skills is crucial for students looking to improve their academic resilience and success.

Negative affect and emotional response have been found to impact academic resilience significantly. According to a study by Zhou et al. (2020) negative effects, such as anxiety and stress, can negatively affect academic performance. In contrast, positive emotions, such as happiness and excitement, can enhance academic achievement. Additionally, a study by Martin et al. (2001) found that more emotionally resilient students were better equipped to cope with academic stressors and were more likely to succeed academically. Therefore, educators need to consider the emotional well-being of their students and provide support and resources to help them develop emotional resilience to promote academic success.

The above discussion concludes that academic resilience is a multi-faceted concept comprising several factors, including perseverance, reflection, adaptive help-seeking, and emotional resilience. These factors are critical for academic success and well-being, and they have been linked to positive outcomes such as higher academic achievement and lower stress and anxiety levels. Therefore, educators must consider these factors in their teaching practices and provide support and resources to help students develop academic resilience. This is particularly important as studies have emphasized the significance of academic resilience in promoting academic achievement among students, with interventions such as STEM activities, emotional self-regulation, and support during times of crisis being recommended to enhance academic resilience and engagement. Moreover, cultural factors must be considered when exploring the relationship between academic resilience and achievement.

Academic Resilience and Academic Achievements

Academic resilience is a critical factor in determining college students' academic achievements. Resilient students can better cope with academic challenges and setbacks, persist in the face of difficulties, and adapt to changing circumstances. According to a study by Duckworth et al. (2014), perseverance is a key component of academic resilience, and it predicts academic achievement beyond cognitive ability and personality traits. Furthermore, reflecting and adaptive help-seeking are also essential for academic resilience, enabling students to learn from their mistakes and seek appropriate support when needed (Pekrun, 2016).

Negative affect and emotional response are also related to academic resilience and achievement. A study by Zhang et al. (2020) found that negative effects, such as anxiety and depression, can negatively impact academic resilience, while positive effects, such as self-efficacy, can enhance it. Moreover, emotional regulation skills, such as emotion regulation and cognitive reappraisal, are positively associated with academic resilience (Flett et al., 2014). Therefore, educators and counsellors should promote resilience, perseverance, reflection, adaptive help-seeking, and

emotional regulation skills among college students to enhance their academic achievements and success.

Research has consistently shown that higher levels of academic resilience are associated with better academic outcomes. For instance, Jajuri et al. (2019) found that students who participated in STEM activities had higher levels of academic resilience and performed better intellectually. Karabıyık (2020) investigated the interaction between academic resilience and academic achievement of teacher trainees and found that academic resilience positively predicted academic achievement. Mwangi et al. (2015) studied the relationship between academic resilience and academic achievement among secondary school students in Kenya. They found that students with higher academic resilience achieved higher academic scores.

In addition to academic performance, academic resilience has been linked to academic engagement and emotional self-regulation. Panahi and Matbou Riahi (2021) found that emotional self-regulation mediated the relationship between academic resilience and engagement among Iranian university students. Similarly, Zuill (2016) found that higher levels of resilience were associated with better academic outcomes, including higher GPAs, increased attendance, and lower disciplinary action rates among foster care adolescents in Bermuda.

Furthermore, academic resilience has been shown to significantly predict college success among low-income and first-generation college students across different countries (Mbindyo, 2011). Higher levels of resilience were associated with greater academic achievement, satisfaction, and persistence among these students. The findings suggest that academic resilience is important in supporting the success of students from disadvantaged backgrounds.

These shreds of evidence support the importance of academic resilience in promoting academic achievements and success across different student populations. Interventions that foster resilience, emotional self-regulation, and engagement may be effective ways to enhance academic outcomes and support the success of students from diverse backgrounds.

Methodology

This section includes a description of the research design, the participants, the data collection procedures, and the data analysis methods.

Research Design

The study was conducted at the Government College of Education Afzalpur, Mirpur AJ&K, utilizing a correlational research design to explore the association between academic resilience and students' academic accomplishments. The research aimed to establish whether there is a statistically significant relationship between academic resilience and academic achievements among students. This investigation was undertaken to contribute to the existing body of knowledge on academic resilience and its impact on students' academic success.

Participants

The present study involved a sample of 353 individuals, comprising both male and female students, who were enrolled at Government College of Education Afzalpur, Mirpur AJ&K during the academic year of 2022-2023. The participants were selected through a rigorous screening process, ensuring their suitability for inclusion in the study. However, the study was conducted for the completion of a bachelor's degree, so only one college was selected.

Instruments

The Academic Resilience Scale (ARS-30), created by Cassidy (2016), was utilized to evaluate the students' academic resilience. The ARS comprises 30 items, categorized into three domains: Perseverance (14 items), Reflecting and Adaptive Help-Seeking (9 items), and Negative Affect and Emotional Response (7 items). The Cumulative Grade Point Average (CGPA) was employed to gauge the students' academic performance.

Data Collection

Data collection was performed manually in this study, strictly following ethical considerations. The researcher directly contacted potential participants during college hours and thoroughly explained the study's purpose and nature. The participants were informed of their voluntary participation and allowed to withdraw from the study at any point. Following the provision of informed consent from the participants, the Academic Resilience Scale (ARS-30) was administered, and the participants' CGPA scores were obtained from official college records. It should be noted that appropriate ethical protocols were strictly followed throughout the data collection process to protect participants' privacy and confidentiality.

Data Analysis

The data gathered underwent analysis utilizing the Statistical Package for the Social Sciences (SPSS) version 25. Pearson's correlation was employed to examine the correlation between academic resilience and achievements. Sc scattered plots were utilized to visually represent the relationship between each academic resilience factor and academic achievements. The level of statistical significance was established at $p < 0.05$.

Results

Perseverance and Academic Achievements

In the present study, perseverance was considered the first factor of academic resilience. In the research instrument first 14 statements were related to the factor. The table below shows the correlation between perseverance and students' academic achievements at the government college.

Table 1: Correlations between perseverance and academic achievements

|		Perseverance	Academic Achievements
Perseverance	Pearson Correlation	1	.123
	Sig. (2-tailed)		.021
	N	353	353
Academic Achievements	Pearson Correlation	.123	1
	Sig. (2-tailed)	.021	
	N	353	353

Figure 1: Relationship between perseverance and academic achievements

Simple Scatter with Fit Line Mean of Academic Achievements by Perseverance
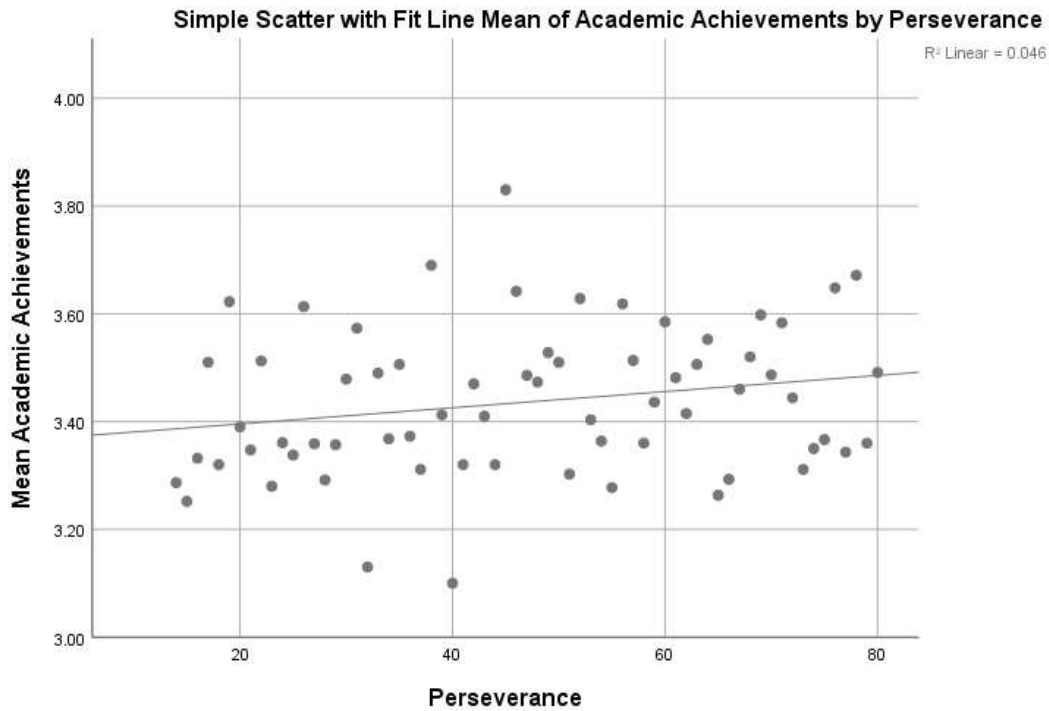
According to the correlation table and scatter plot provided in table 1 and figure 1, it can be concluded that there is a significant positive correlation between perseverance and academic achievements. The correlation coefficient (r) of .123 and a p-value less than .05 indicate that the relationship is statistically significant, although the effect size is small. This suggests that students who exhibit higher levels of perseverance are more likely to have slightly better academic achievements.

Table 2: Reflecting and adaptive help-seeking, and academic achievements

		Reflecting and adaptive help-seeking	Academic Achievements
Reflecting and adaptive help-seeking	Pearson Correlation	1	.106
	Sig. (2-tailed)		.046
	N	353	353
Academic Achievements	Pearson Correlation	.106	1
	Sig. (2-tailed)	.046	
	N	353	353

Figure 2: Relationship between academic achievement by adaptive help seeking

Simple Scatter with Fit Line Mean of Academic Achievements by Reflecting and adaptive help-seeking
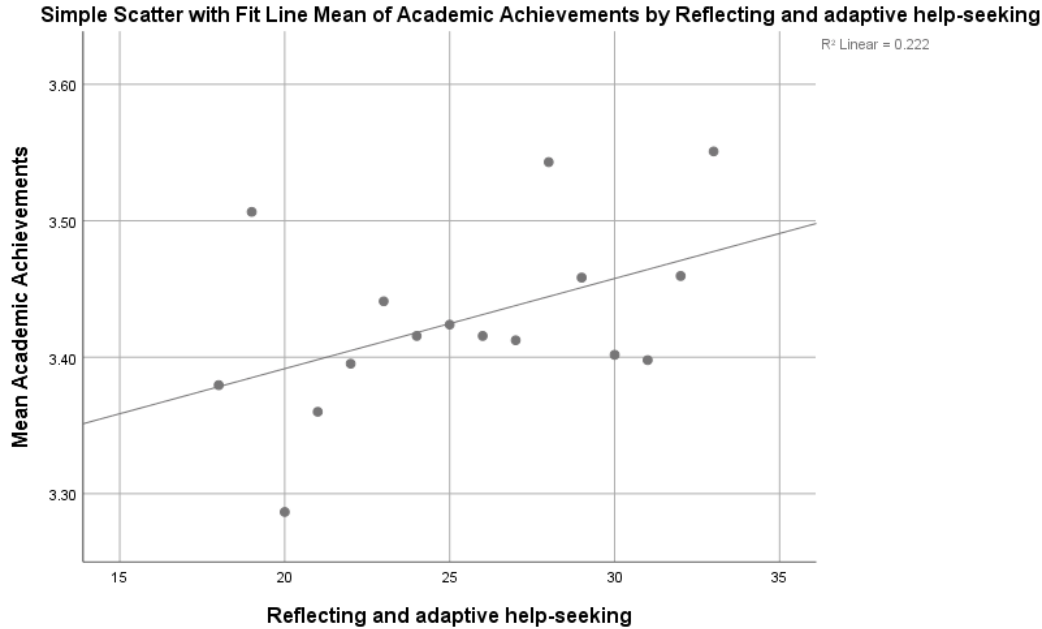
According to table 02 and scatter plot 2, there is a meaningful positive association (r = 0.106, p = 0.046) between reflecting and adaptive help-seeking and academic performance. This indicates that as reflecting and adaptive help-seeking behaviors increase, academic performance also increases. However, it is worth noting that the correlation coefficient is relatively modest, which suggests that although there is a connection between these two variables, other factors may also impact academic achievement.

Table 3: Negative affect and emotional response, and academic achievements

		Negative Affect and Emotional Response	Academic Achievements
Negative Affect and Emotional Response	Pearson Correlation	1	-.106
	Sig. (2-tailed)		.047
	N	353	353
Academic Achievements	Pearson Correlation	-.106	1
	Sig. (2-tailed)	.047	
	N	353	353

Figure 3: Relationship between academic achievement and emotional response

Simple Scatter with Fit Line Mean of Academic Achievements by Negative Affect and Emotional Response
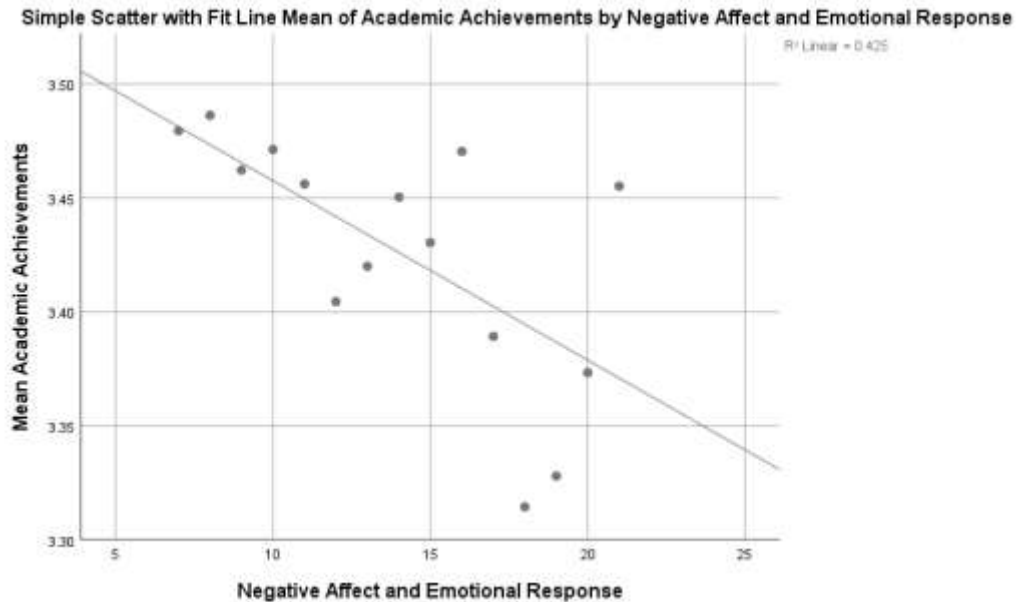
According to table 3 and the scatter plot, there exists a substantial inverse relationship between negative affect and emotional response with academic accomplishments, indicated by a correlation coefficient of -.106 with a p-value of .047. This indicates that when negative affect and emotional response increase, academic accomplishments tend to decrease to some extent. However, it is crucial to note that the correlation coefficient is relatively small, implying that the link between negative affect and emotional response and academic achievements is weak.

Table 4: Overall level of academic resilience and academic achievements

		Level of Academic Resilience	Academic Achievements
Level of Academic Resilience	Pearson Correlation	1	.118
	Sig. (2-tailed)		.026
	N	353	353
Academic Achievements	Pearson Correlation	.118	1
	Sig. (2-tailed)	.026	
	N	353	353

Figure 4: Relationship between academic achievements and academic resilience
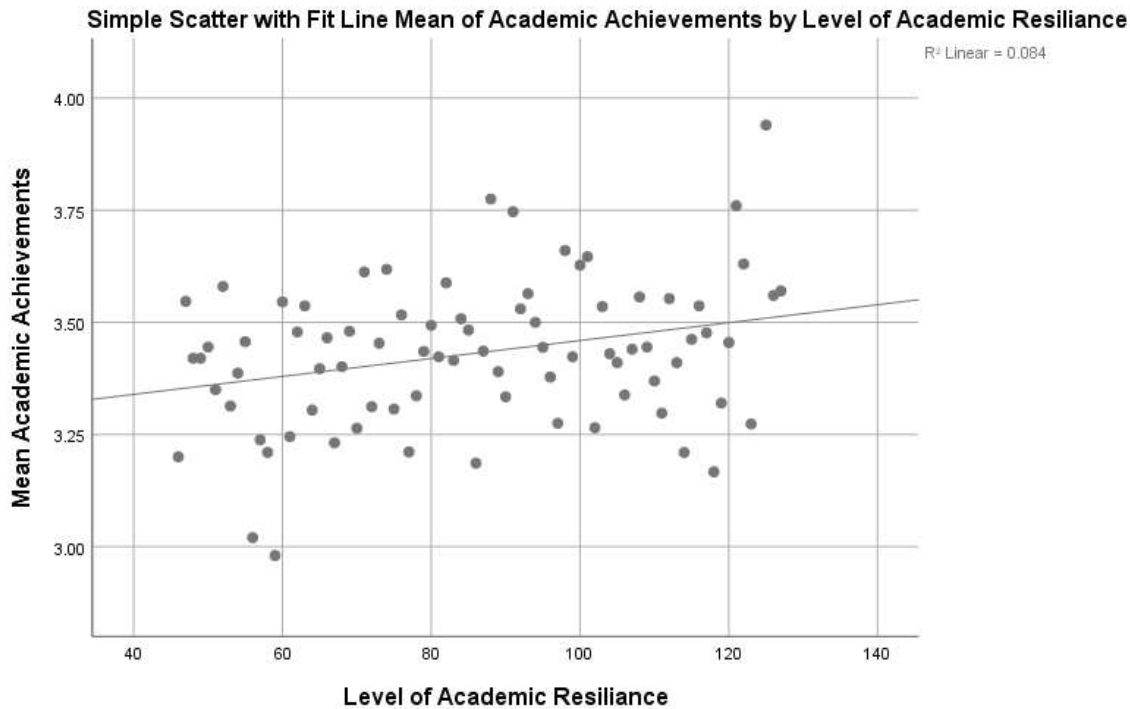
According to table 4 and the scatter plot, a positive correlation exists between academic resilience and academic achievements. The Pearson correlation coefficient value of 0.118 indicates this relationship. Additionally, the p-value of 0.026 signifies that this correlation is statistically significant at the 0.05 level with a 2-tailed test. These findings suggest that students who exhibit higher levels of academic resilience are more likely to attain better academic outcomes.

Discussions

The present study's findings on academic resilience and its relationship with academic achievements are consistent with previous research. Duckworth et al. (2014) emphasized the role of perseverance in academic resilience, and the present study found a positive correlation between perseverance and academic achievements. Similarly, Pekrun (2016) highlighted the importance of reflective and adaptive help-seeking behaviours for academic resilience, and the present study found a meaningful positive association between reflecting and adaptive help-seeking and academic performance. Furthermore, previous research has shown that negative affect and emotional response can impact academic resilience and achievement (Zhang et al., 2020), and the present study found a substantial inverse relationship between negative affect and emotional response with academic accomplishments.

The present study supports previous findings on the positive relationship between academic resilience and achievements. Jajuri et al. (2019), Karabıyık (2020), and Mwangi et al. (2015) found that higher levels of academic resilience were associated with better academic outcomes, and the present study found a positive correlation between academic resilience and academic achievements. Additionally, the study by Panahi and Matbou (2021) and Zuill (2016) highlighted

the importance of academic resilience in predicting academic engagement and success among students from diverse backgrounds, including low-income and first-generation college students. These findings emphasize the importance of fostering academic resilience, emotional self-regulation, and engagement to enhance academic outcomes and support student success, consistent with previous research. This consistency was found due to certain reasons, which may include the responsible behaviours of students at this level. Moreover, Interventions that promote perseverance, reflective and adaptive help-seeking behaviours, and emotional regulation skills can effectively promote academic resilience and achievements among students from diverse backgrounds.

Conclusion

This study aimed to investigate the relationship between academic resilience and academic achievement and the role of various personal factors in promoting academic success among students in government colleges of education. The findings revealed that academic resilience was positively correlated with academic achievement, indicating that students who demonstrated higher levels of resilience were more likely to achieve better academic outcomes. Moreover, perseverance, reflection and adaptive help-seeking behaviours were positively associated with academic achievement. At the same time, negative affect and emotional response were negatively related to academic achievement, although the effect sizes for these relationships were relatively small. These results highlight the importance of fostering perseverance and reflective and adaptive help-seeking to develop academic resilience among students to enhance their academic outcomes and support their success.

Recommendations

The study recommends that:

1. Government colleges of education should develop and implement programs to promote academic resilience among their students by providing opportunities to develop and enhance their perseverance, reflection, and adaptive help-seeking skills.
2. Students should be encouraged to engage in activities that promote emotional self-regulation and positive emotional experiences to reduce negative affect and emotional response.
3. Educational institutions should design and implement interventions that foster academic resilience, emotional self-regulation, and engagement among students from diverse backgrounds.
4. Further research is needed to identify effective strategies for promoting academic resilience among students, particularly those from disadvantaged backgrounds.

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