

## Descriptive Insights into University Students' Academic Resilience, Stress Management Strategies, and Academic Achievement

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### ABSTRACT

The prevalent levels of academic resilience, stress coping strategies, and academic performance of Pakistani higher education students were analyzed in this paper. In contemporary academic institutions, students are usually confronted with stresses that can impair their academic achievement. These challenges have been termed as academic resilience, which is labelled as the capacity of students to overcome these challenges and cope with them successfully, and it has been reported to be one of the important factors in maintaining academic performance as well. The research study was done employing a quantitative and cross-sectional survey design which involved selection of 330 students of the public and private universities in Punjab, Pakistan, who were used as a sample of the study, while sampling was done based on multistage sampling. The data were collected using academic resilience, stress management strategies, and academic performance scales and was analyzed through SPSS (version 27). Descriptive statistics comprised frequencies, percentages, mean, standard deviation, and ranking. The results revealed that the students in the university indicated that their academic resilience, stress management strategies, and academic success were higher than average. The findings suggested that such activities which promote resilience and management of stress may be significant in improving education. The study also has significant implications for education policy, university counselling programs, and curriculum development that is dependent on student well-being and performance

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### INTRODUCTION

Academic resilience is the capacity to be able to adapt to and cope with academic difficulties to gain success (Luthar et al., 2020). According to Howard and Johnson (2000), resilience means being successful in response to a crisis. Academic resilience is one of the most important aspects which allows students to remain and achieve success even when they are facing academic stress and disappointments. It demonstrates the power to adjust to challenging conditions in learning and be motivated, and continue performing (Martin & Marsh, 2008). In recent studies, it is pointed out that emotional control, self-regulation, and adaptive coping help in academic achievement during stressful times (Putwain et al., 2021). Luthar et al. (2020) expand the concept of academic resilience, which is the ability to withstand academic challenge and realize success. It is also academic resilience that leads to long-term academic involvement and personal growth (Theron, 2016). Also, academic resilience is a cause of persistence and academic retention (Martin, 2014). Academic resilience in higher education assists students in dealing with intellectual and personal difficulties and enhances learning and flexibility. Moreover, resilient students have a positive approach to issues, find viable solutions, and continue with academic ambitions (Cassidy, 2016).

According to Richardson et al. (1990), resilience is a mental strength that helps students to deal with classroom issues constructively. Stress and performance are usually facilitated by stress management strategies. Students can manage stress and maintain interest with the assistance of time management, relaxation, and social support (Pritchard et al., 2007; Schneider et al., 2016). Strong students are more likely to overcome difficulties and adaptively cope with them, leading to better academic performance (Martin & Marsh, 2008; Cassidy, 2016). Academic performance and resilience are also important in stress management strategies. When students are equipped with effective coping strategies, they will be less anxiety-filled and will be more focused when handling academic demands. The classic stress coping theory (Lazarus & Folkman, 1984) focuses on the emotional regulation processes, problem-solving, and appraisal processes. However, recent developments show that systematic activities like mindfulness, time management and relaxation strategies enhance academic performance (Zimmerman et al., 2020). Meditation and exercise are some physical activities that can be done to alleviate stress and promote well-being (Balaji & Gopalan, 2021). Moreover, student success is one of the key points of learning and prospects (von Stumm et al., 2011; Flashman, 2012). Academic

performance is a focus of all education systems in many countries around the world because it determines employability and readiness of students (Wang & Degol, 2016).

This research explores the levels of academic resilience, stress management strategies, and academic achievement of university students. The results of this study may help educators and policymakers to develop such a mechanism that enhances the coping abilities of students and helps them to maintain their performance.

### **Problem Statement**

The present study was aimed at investigating descriptive insights into university students' academic resilience, stress management strategies, and academic achievement.

### **Objective of the Study**

The following were the objectives of the study:

1. To describe the level of academic resilience among university students in Punjab, Pakistan.
2. To determine the level of stress management strategies used by university students in Punjab, Pakistan.
3. To assess the level of academic achievement reported by university students in Punjab, Pakistan.

### **METHODOLOGY**

The research examines the academic resilience levels, stress management strategies, and academic achievement of university students in Punjab, Pakistan. This section's methodological framework included the research design, the population and sample, the sampling strategies, the research tools, the data collection processes, and the methods of data analysis.

#### **Research Design**

The cross-sectional survey design was used in this study with a quantitative research design to establish the levels of academic resilience, stress management techniques, and the academic performance of university students. Quantitative approaches are best for hypothesis testing and obtaining statistically significant outcomes (Creswell & Creswell, 2018). Data collection utilized in the cross-sectional survey was on a sample of students at a given time.

#### **Population and Sampling**

The population of the study was male and female students in the universities, both undergraduate and graduate levels, in Punjab, Pakistan. To provide diversity and representativeness, they were equally included in the study by both the public and private universities and represented a wide range of academic specializations.

#### **Sample and Sampling Technique**

A multistage sampling method was used to have a representative sample of the university students. The first step was to choose one public and one private university to ensure diversity of institutions. Therefore, the University of Sargodha, Sargodha and the University of Lahore, Sargodha Campus, Sargodha were selected conveniently. In the second step, three faculties, including Arts & Humanities, Social Sciences, and Sciences, were randomly selected through a proportionate stratified random sampling technique to enhance academic diversity. In the third round, 330 male and female students were selected conveniently to ensure that students from different disciplines were fairly represented. Also, it was ensured that the participation of both male and female students at the undergraduate and graduate levels was reasonable. The sampling technique helps reduce bias and increase the chances of generalizability as described by Bryman (2016).

#### **Instrumentation**

The Academic Resilience, Stress Management Strategies, and Student Achievement were three important variables from which three tools, including the Academic Resilience Scale, Stress Management Strategies Scale, and Academic Achievement Scale, were developed to quantify the factors being studied. To ensure the inclusion of pertinent topics and questions, these instruments were developed after a thorough study of the current research and consulting previously validated questionnaires.

Martin and Marsh (2006) suggest that the Academic Resilience Scale examines the ability of students to succeed in the classroom despite the challenges encountered to keep their education. The Scale of Stress Management instruments assess the coping methods of the students, and how well they can deal with stress in school (Lazarus & Folkman, 1984). Student Achievement Scale is a measure of the academic performance of students in terms of self-reported grades, study habits and general academic achievement (Pintrich & De Groot, 1990). The overall methodology ensured that the questionnaire was not only valid but also sound in the measurement of these variables.

#### **Validity and Reliability**

Three scales have been developed to collect data. Nonetheless, to ensure that the tools covered the significant ideas of academic resilience, stress management strategies, and student achievement, evaluations conducted by experts

were performed. The items were tested by subject matter experts from the University of Sargodha, Sargodha, and experts in higher education research regarding the content validity, clarity, and relevance to context. Their contributions made it possible to enhance the scales to be sure that the items were comprehensive, significant, and consistent with the objectives of the research. Moreover, to determine the utility, clarity and readability of the instrument, a small number of students in the university participated in a field test. This test helped in making sure that students could comprehend the items and provide the correct answers. Besides, each scale was arranged with the help of a five-point Likert scale, which includes options from Strongly Disagree to Strongly Agree.

After this, Piloting was done on a sample of 50 university students who were not included in the final sample. The alpha-values of Cronbach showed high reliability. Reliability analysis of these scales demonstrated strong internal consistency across all measures. The Academic Resilience Scale showed high reliability (Cronbach's  $\alpha = .817$ , 16 items), while the Stress Management Scale and Academic Achievement Scales demonstrated acceptable reliability (Cronbach's  $\alpha = .821$ , 19 items) and (Cronbach's  $\alpha = .711$ , 5 items). Overall, the combined scale exhibited excellent reliability, with a Cronbach's alpha of .826 across 40 items.

### Data Collection and Data Analysis

Data collection is an important but challenging aspect of research. The survey of students in the university was conducted on a personal basis to distribute the questionnaire, as well as on the virtual platform using Google Forms. Essential permission and approval were acquired, and informed consent from the participants was also obtained. Respondents' anonymity and confidentiality were also guaranteed. The data analysis was planned to be analyzed using three hundred questionnaires, with thirty of them being eliminated because of incomplete filling out.

The data analysis was performed with the help of the IBM SPSS Statistics software version 27, along with descriptive statistical techniques, as the analysis method. Frequencies, Percentages, Mean Scores, Standard Deviations, and Rankings were used to determine prevalent levels of academic resilience, stress management strategies, and student achievement.

## RESULTS AND DISCUSSION

### Demographics

The study sample was selected from 300 students, of whom 160 (53.3%) were female and 140 (46.7%) were male. The sample is divided in a balanced manner into two distinct educational levels; 150 students (50.0%) are taken as enrolled in a Bachelor of Science (BS) program, and 150 others (50.0%) in a Master of Science or MPhil program. The Faculty of Social Sciences had the highest number of students represented, i.e., 115 (38.3%). Those in the Faculty of Sciences came next in line with 101 students (33.7%), followed by 84 students (28.0%) in the Faculty of Humanities and Arts. The maximum students were in the 6<sup>th</sup> semester with 75 students (25.0%), followed by the 7<sup>th</sup> semester with 72 students (24.0%). The 2<sup>nd</sup> semester enrolled 51 students (17.0%), whereas the 8<sup>th</sup> semester included 40 students (13.3%). All the 32 students of the 3<sup>rd</sup> semester (10.7%) participated, and the 1<sup>st</sup> semester lowest number of 30 students (10.0%). Data show that more students live in rural areas, 208 students (69.3%), while only 92 students (30.7%) inhabit urban regions. Most people, 173 (57.7 per cent), are the ones whose monthly income is between 150,000 to 200,000, 100 students (33.3%) with family income between 100,000 and 150,000, while there were fewer students in lower-income categories are located with 17 students (5.7%) belonging to less than 50,000. On the other hand, there are only 10 students (3.3%) with a family income of 50,000 to 100,000.

### Frequency Analysis of Academic Resilience

The frequency analysis of academic resilience is given in Table 1.

Table 1: Frequency Analysis of Academic Resilience

Sr.	Statements	Disagreement			N	Agreement			Result
		Zone		Total Disagree- ment		Zone		Total Agreement	
		SDA	DA			A	SA		
1	I realize the abilities that I develop	16 (5.3%)	8 (2.7%)	24 (8.0%)	71 (23.7%)	156 (52.0%)	49 (16.3%)	205 (68.3%)	Agreement
2	The success I gain in learning is due to my abilities	11 (3.7%)	18 (6.0%)	29 (9.7%)	68 (22.7%)	151 (50.3%)	52 (17.3%)	203 (67.6%)	Agreement

3	I realize the impact of everything I learn	8 (2.7%)	9 (3.0%)	17 (5.7%)	58 (19.3%)	138 (46.0%)	87 (29.0%)	225 (75.0%)	Agreement
4	I reflect on my past learning experiences to improve my tasks	16 (5.3%)	16 (5.3%)	32 (10.6%)	74 (24.7%)	136 (45.3%)	58 (19.3%)	194 (64.6%)	Agreement
5	I am aware of the strategies I use to stay motivated in learning	12 (4.0%)	17 (5.7%)	29 (9.7%)	74 (24.7%)	142 (47.3%)	55 (18.3%)	197 (65.6%)	Agreement
6	I recognize the causes of the learning problems I face	10 (3.3%)	29 (9.7%)	39 (13.0%)	69 (23.0%)	145 (48.3%)	47 (15.7%)	182 (64.0%)	Agreement
7	I identify resources that can help solve my learning problems	10 (3.3%)	25 (8.3%)	35 (11.6%)	61 (20.3%)	144 (48.0%)	60 (20.0%)	204 (68.0%)	Agreement
8	I approach complex problems in learning by breaking them into smaller steps	10 (3.3%)	20 (6.7%)	30 (10.0%)	79 (26.3%)	129 (43.0%)	62 (20.0%)	191 (63.0%)	Agreement
9	I learn from my mistakes to improve my skills	11 (3.7%)	9 (3.0%)	20 (6.7%)	62 (20.7%)	122 (40.7%)	96 (32.0%)	218 (72.7%)	Agreement
10	I study together with other people who are not my classmates	35 (11.7%)	86 (28.7%)	121 (40.4%)	66 (22.0%)	79 (26.3%)	34 (11.3%)	113 (37.6%)	Agreement
11	I am firm in my position without disgracing others	16 (5.3%)	21 (7.0%)	37 (12.3%)	76 (25.3%)	127 (42.3%)	60 (20.0%)	187 (62.3%)	Agreement
12	I remain calm when facing conflicts with friends while studying	9 (3.0%)	29 (9.7%)	38 (12.7%)	82 (27.3%)	122 (40.7%)	58 (19.3%)	180 (60.0%)	Agreement
13	I collaborate effectively with others to achieve shared learning goals	14 (4.7%)	20 (6.7%)	34 (11.4%)	70 (23.3%)	135 (45.0%)	61 (20.0%)	196 (65.0%)	Agreement
14	I respect diverse views in group learning activities	10 (3.3%)	12 (4.0%)	22 (7.3%)	72 (24.0%)	146 (48.7%)	60 (20.0%)	206 (68.7%)	Agreement
15	I feel comfortable engaging with new peers for academic discussions	12 (4.0%)	21 (7.0%)	33 (11.0%)	72 (24.0%)	137 (45.7%)	58 (19.3%)	195 (65.0%)	Agreement
16	I build relationships with others to enhance my learning experience	13 (4.3%)	17 (5.7%)	30 (10.0%)	85 (28.3%)	127 (42.3%)	58 (19.3%)	185 (61.6%)	Agreement

The findings show that respondents had good academic resilience, with high levels of agreement (60.0% to 75.0%). They have high self-awareness and flexibility, notably in identifying their strengths (68.3%), learning from mistakes (72.7%), and comprehending the significance of their learning (75.0%). Respondents also employ effective learning tactics, such as reflecting on previous experiences (64.6%) and breaking down complicated tasks (63.0%). Team and group learning is greatly appreciated, and 68.7 per cent of the respondents indicated that they enjoy collaborating

with other individuals and perspectives. Nonetheless, a lower agreement (37.6) about working with individuals not in their usual peer group and remaining calm when one disagrees with others (60.0) implies that further improvement can be made regarding the extension of collaborative work and emotion regulation.

### Frequency Analysis of Stress Management Strategies

The frequency analysis of stress management strategies are given in Table 2.

Table 2: Frequency Analysis of Stress Management Strategies

Sr.	Statements	Disagreement			N	Agreement			Result
		Zone		Total Disagreement		Zone		Total Agreement	
		SDA	DA			A	SA		
1	I prioritize tasks based on their importance and deadlines.	8 (2.7%)	12 (4.0%)	20 (6.7%)	68 (22.7%)	144 (48.0%)	68 (22.7%)	212 (70.7%)	Agreement
2	I allocate time for both work and relaxation in my daily schedule.	5 (1.7%)	26 (8.7%)	31 (10.4%)	71 (23.7%)	146 (48.7%)	52 (17.3%)	198 (66.0%)	Agreement
3	I avoid delaying or postponing my tasks.	18 (6.0%)	35 (17.7%)	53 (20.6%)	75 (25.0%)	118 (39.3%)	54 (18.0%)	172 (57.3%)	Agreement
4	I regularly review and adjust my schedule to meet my needs.	11 (3.7%)	34 (11.3%)	45 (15.0%)	83 (27.7%)	120 (40.0%)	52 (17.3%)	172 (57.3%)	Agreement
5	I break large tasks into manageable steps concerning time.	12 (4.0%)	22 (7.3%)	34 (11.3%)	69 (23.0%)	141 (47.0%)	56 (18.7%)	197 (65.7%)	Agreement
6	I plan and organize my time efficiently	13 (4.3%)	21 (7.0%)	34 (11.3%)	81 (27.0%)	132 (44.0%)	53 (17.7%)	185 (61.7%)	Agreement
7	I engage in regular physical exercise to reduce stress.	18 (6.0%)	40 (13.3%)	58 (19.3%)	77 (25.7%)	112 (37.3%)	53 (17.7%)	165 (55.0%)	Agreement
8	I take short breaks to stretch or walk during stressful conditions.	15 (5.0%)	34 (11.3%)	49 (16.3%)	84 (28.0%)	117 (39.0%)	50 (16.7%)	167 (55.7%)	Agreement
9	I maintain a consistent exercise routine regardless of my work.	21 (7.0%)	43 (14.3%)	64 (21.3%)	89 (29.7%)	100 (33.3%)	47 (15.7%)	147 (49.0%)	Agreement
10	I recognize the benefits of physical activity in reducing tension.	14 (4.7%)	25 (8.3%)	39 (13.0%)	69 (23.0%)	137 (45.7%)	55 (18.3%)	192 (64.0%)	Agreement
11	I engage in hobbies that involve physical movement.	9 (3.0%)	33 (11.0%)	42 (14.0%)	80 (26.7%)	114 (38.0%)	64 (21.3%)	178 (59.3%)	Agreement
12	I feel energetic after participating in physical activities.	9 (3.0%)	14 (4.7%)	23 (7.7%)	60 (20.0%)	141 (47.0%)	76 (25.3%)	217 (72.3%)	Agreement
13	I talk to friends about the things that cause stress.	13 (4.3%)	31 (10.3%)	44 (14.6%)	66 (22.0%)	128 (42.7%)	62 (20.7%)	190 (63.7%)	Agreement
14	I seek advice or support from classmates when needed	17 (5.7%)	31 (10.3%)	8 (16.0%)	76 (25.3%)	123 (41.0%)	53 (17.7%)	176 (58.7%)	Agreement

15	I participate in group activities to foster a sense of belonging.	13 (4.3%)	22 (7.3%)	35 (11.6%)	85 (28.3%)	132 (44.0%)	48 (16.0%)	180 (60.0%)	Agreement
16	I remain in touch with my friends during stressful times	22 (7.3%)	21 (7.0%)	43 (14.3%)	69 (23.0%)	122 (40.7%)	66 (22.0%)	188 (62.7%)	Agreement
17	I provide support to others as a way to strengthen relationships.	12 (4.0%)	14 (4.7%)	26 (8.7%)	62 (20.7%)	131 (43.7%)	81 (27.0%)	212 (70.7%)	Agreement
18	I feel less stressed when I rely on my social circle for help.	24 (8.0%)	28 (9.3%)	52 (17.3%)	88 (29.3%)	108 (36.0%)	52 (17.3%)	160 (53.3%)	Agreement
19	I think about myself when facing problems in learning.	4 (1.3%)	1 (.3%)	5 (1.6%)	50 (16.7%)	140 (46.7%)	105 (35.0%)	245 (81.7%)	Agreement

The results indicate that there are effective ways of managing stress among the respondents, and most of the assertions received high levels of agreement (49.0% to 81.7%). The respondents are highly prioritizing and managing time, with 70.7% admitting that they schedule their projects according to their priority and deadlines and 66.0% admitting that they balance work and recreation. Effective planning and organization are shown by the high level of agreement with the change of schedules (57.3%), the dismantling of large work (65.7%), and efficient time management (61.7%). Exercise is regularly done, and 55.0% of the surveyed participants stated that they are already physically active, whereas 64.0% of the respondents recognized the importance of exercise in reducing stress. Nevertheless, regular exercise activity is not common (49.0%). Social support to manage stress is also ranked among the priorities of the respondents, with 63.7% chatting to their friends and 58.7% being guided by their peers. Emotional resilience is also strong, and 81.7% of them contemplate themselves when they are challenged in learning.

### Descriptive Analysis of Academic Resilience

The descriptive analysis of academic resilience is given in Table 3.

Table 3: Descriptive Analysis of Academic Resilience

Sr.	Statements	N	Mean	Std. Deviation	Ranking	Interpretation
1	I realize the impact of everything I learn.	300	3.96	0.919	1 <sup>st</sup>	High
2	I learn from my mistakes to improve my skills.	300	3.94	0.988	2 <sup>nd</sup>	High
3	I respect diverse views in group learning activities.	300	3.78	0.924	3 <sup>rd</sup>	High
4	I identify resources that can help solve my learning problems.	300	3.73	0.983	4 <sup>th</sup>	High
5	The success I gain in learning is due to my abilities.	300	3.72	0.945	5 <sup>th</sup>	High
6	I realize the abilities that I have developed.	300	3.71	0.953	6 <sup>th</sup>	High
7	I approach complex problems in learning by breaking them into smaller steps.	300	3.71	0.978	7 <sup>th</sup>	High
8	I am aware of the strategies I use to stay motivated in learning.	300	3.70	0.965	8 <sup>th</sup>	High
9	I collaborate effectively with others to achieve shared learning goals.	300	3.70	1.017	9 <sup>th</sup>	High
10	I feel comfortable engaging with new peers for academic discussions.	300	3.69	0.991	10 <sup>th</sup>	High
11	I reflect on my past learning experiences to improve my tasks.	300	3.68	1.017	11 <sup>th</sup>	Moderate
12	I build relationships with others to enhance my learning experience.	300	3.67	0.993	12 <sup>th</sup>	Moderate

13	I am firm in my position without disgracing others.	300	3.65	1.045	13 <sup>th</sup>	Moderate
14	I remain calm when facing conflicts with friends while studying.	300	3.64	0.997	14 <sup>th</sup>	Moderate
15	I recognize the causes of the learning problems I face.	300	3.63	0.971	15 <sup>th</sup>	Moderate
16	I study together with other people who are not my classmates.	300	2.97	1.214	16 <sup>th</sup>	Low

The best-rated statement is that of I realize the impact of everything I learn (Mean = 3.96, SD = 0.919), then it is closely followed by the statement that I learn by my errors in order to improve my skills (Mean = 3.94, SD = 0.988), which is a demonstration of great self-awareness and growth mentality. Most of the statements portray very high levels of academic perseverance, including the ability to find skills (mean = 3.71), the use of incentive strategies (mean = 3.70), and collaboration with other people. The moderate resilience is shown in such areas as reflection on the past learning (mean = 3.68), building relationships (mean = 3.67), and managing conflicts (mean = 3.64). The statement with the lowest rating, I study with people who are not my classmates (Mean = 2.97, SD = 1.214), implies a reduced openness to communication with people not necessarily in their normal academic groups.

### Descriptive Analysis of Stress Management Strategies

The descriptive analysis of stress management strategies is given in Table 4.

Table 4: Descriptive Analysis of Stress Management Strategies

Sr.	Statements	N	Mean	Std. Deviation	Ranking	Level
1	I think about myself when facing problems in learning.	300	4.14	0.796	1 <sup>st</sup>	High
2	I feel energetic after participating in physical activities.	300	3.87	0.947	2 <sup>nd</sup>	High
3	I provide support to others as a way to strengthen relationships	300	3.85	1.002	3 <sup>rd</sup>	High
4	I prioritize tasks based on their importance and deadlines.	300	3.84	0.911	4 <sup>th</sup>	High
5	I allocate time for both work and relaxation in my daily schedule.	300	3.71	0.910	5 <sup>th</sup>	High
6	I break large tasks into manageable steps concerning time.	300	3.69	0.989	6 <sup>th</sup>	High
7	I talk to friends about the things that cause stress	300	3.65	1.054	7 <sup>th</sup>	Moderate
8	I recognize the benefits of physical activity in reducing tension.	300	3.65	1.022	8 <sup>th</sup>	Moderate
9	I engage in hobbies that involve physical movement.	300	3.64	1.030	9 <sup>th</sup>	Moderate
10	I plan and organize my time efficiently	300	3.64	0.994	10 <sup>th</sup>	Moderate
11	I remain in touch with my friends during stressful times.	300	3.63	1.121	11 <sup>th</sup>	Moderate
12	I participate in group activities to foster a sense of belonging.	300	3.60	0.985	12 <sup>th</sup>	Moderate
13	I regularly review and adjust my schedule to meet my needs.	300	3.56	1.021	13 <sup>th</sup>	Moderate
14	I seek advice or support from classmates when needed.	300	3.55	1.073	14 <sup>th</sup>	Moderate
15	I avoid delaying or postponing my tasks	300	3.52	1.099	15 <sup>th</sup>	Moderate
16	I take short breaks to stretch or walk during stressful conditions.	300	3.51	1.055	16 <sup>th</sup>	Moderate
17	I engage in regular physical exercise to reduce stress.	300	3.47	1.111	17 <sup>th</sup>	Moderate
18	I feel less stressed when I rely on my social circle for help.	300	3.45	1.125	18 <sup>th</sup>	Moderate

19	I maintain a consistent exercise routine regardless of my work.	300	3.36	1.120	19 <sup>th</sup>	Low
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The best-rated statement, I think about myself when experiencing an issue in learning (Mean = 4.14), is quite high self-consciousness and the ability to handle problems. The high score in assigning priority, assisting other people, and physical activities is a sign of excellent emotional and social strength. There were moderate scores on the attributes of seeking social support, doing stress-reducing activities, and managing time, which suggest that consistency and participation could be enhanced, and respondents manage stress relatively well. The statement with the lowest rating, I stick to an exercise routine irrespective of my job (Mean = 3.36), indicates that it is hard to exercise in a regular routine due to the workload.

### Descriptive Analysis of Academic Achievement

The descriptive statistics of academic achievement are given in Table 5.

Table 5: Descriptive Statistics of Academic Achievement

Sr.	Statements	N	Mean	Std. Deviation	Ranking	Level
1	I achieve good grades in my academic subjects.	300	3.78	0.892	1st	High
2	I completed my academic tasks successfully.	300	3.74	0.904	2nd	High
3	I understand the course content taught in my classes.	300	3.71	0.918	3rd	High
4	I perform well in tests and examinations.	300	3.66	0.931	4th	Moderate
5	My overall academic performance meets my expectations.	300	3.63	0.954	5th	Moderate

The descriptive outcomes show that university students had a general above-average academic performance, and the mean scores were between 3.63 and 3.78 based on a 5-point scale. The most rated statement was “I achieve good grades in my academic subjects” (Mean = 3.78), implying that students tend to have a positive attitude towards their academic performance. There was also high task completion (Mean = 3.74) and good course content knowledge (Mean = 3.71), which is a positive academic self-concept. Intermediate scores were seen in terms of examination performance (Mean = 3.66) and satisfaction with overall achievement (Mean = 3.63). These findings indicate that although students are not worried about their academic performance or grades, they might experience difficulties regarding their performance in their tests or the expectations of their own academic performance.

### DISCUSSION AND CONCLUSIONS

The paper sums up the findings that self-awareness and metacognitive skills form the key pillar of academic resilience that helps students to handle challenges proactively. But the absence of exposure to a variety of peer groups and inconsistent wellness routines is identified at a systemic and cultural level. The foregoing gaps could be filled by reinforcing institutional support of cross-disciplinary interactions and broad-based programs on health. It seems that the students, with the help of prioritization of the tasks and social support, manage to deal with the stressors effectively, although regular wellness conditions, as well as exercises, are not implemented regularly. This break indicates that there is a disconnect between the appreciation of the significance of physical health and putting it into our daily lives. Learning institutions should consider health education in their syllabus and provide easy-to-access resources to promote healthy living. The fact that students prioritize their academic tasks over their physical health is a result of global tendencies of decreased physical activity in university students (World Health Organization, 2023). This emphasizes the necessity of incorporating health-promotion courses into the academics (Keyes, 2022). The focus on reflective practices corresponds to the social-cognitive theory of self-regulation by Bandura (2019). Reduced intergroup collaboration reflects academic isolation described by Aronson et al. (2020). Declining exercise trends parallel findings on sedentary lifestyles in academic populations (Chekroud et al., 2018). Collaboration and self-awareness are also identified in the social-emotional learning frameworks as the key elements of the contemporary university learning settings (Duckworth & Yeager, 2015). The unwillingness of students to work outside tight-knit groups is consistent with the institutional patterns of comfort zones observed by Jansen et al. (2022). Nevertheless, the descriptive statistics indicate that students have high academic achievement, and it can be improved in the areas that include test-taking skills and performance to expectations correspondence.

Results are consistent with the studies that propose that there are no significant gender variations in resilience (Li & Lerner, 2021). Urban students' slightly stronger stress management may be attributed to greater access to mental-health resources (Reardon et al., 2023). Lack of faculty-based differences in resilience supports findings that resilience is a cross-disciplinary skill (Yeager & Dweck, 2020). Resilience's direct influence on achievement aligns



with the broaden-and-build theory of positive emotions (Fredrickson, 2013). Residents of the urban areas and higher-level income groups tend to have slightly improved stress management, perhaps attributable to the availability of more resources in the form of mental health services, educational support networks, etc. In contrast, there are additional stressors of poor and rural students that are connected with socioeconomic disproportion. Such inequalities justify the necessity of support policies, like increased access to counseling services and financial assistance programs in rural areas, in order to mitigate the situation. Investigating academic resilience and stress management, there exists statistical insignificance in the level of resilience and in stress management across the faculties; therefore, it can be said that resilience applied in all institutes is a common skill regardless of the discipline choice. Original findings proven in the study are that systemic factors, especially socioeconomic positioning and resource availability, are central to influencing resilience and stress management. These need to be dealt with through institutional changes, including equal sharing of resources and community development.

## RECOMMENDATIONS

Recommendations of the study and suggestions for future researchers include the following:

1. Measures may be taken to enhance academic resilience and stress management strategies among university students, for which seminars, training sessions, and workshops may be conducted periodically.
2. University teachers may be trained to address stress management issues so that their students may become resilient and perform outstandingly.
3. Classroom tasks and activities related to academic resilience and stress management practices may be planned by the respective teachers.
4. Establish cross-cultural research to determine the differences in the strategies of resilience and stress management among collectivist and/or individualist cultures, or areas with diverse educational policies.

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