

Academic Resilience And Its Relationship With Academic Achievement Of The First-Year Students Of University

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Abstract

The study aimed to identify the degree of academic resilience and its variables (self-efficacy, perseverance, positive coping with academic pressure) for the first-year students of university, as well as to reveal the relationship between academic resilience and academic achievement, and to reveal the impact of variables (gender, student's place of residence) on their academic resilience. The researcher used the analytical descriptive approach, and the study sample consisted of (162) male and female students who were chosen randomly from the study population represented by the first-year students at the Prince Sultan Military College for Health Sciences in Dhahran in the Kingdom of Saudi Arabia. The study tool was a questionnaire prepared by the researchers.

The study results have concluded that:

- The members of the study population of the first-year students have an average degree of academic resilience, as well as all its variables (self-efficacy, perseverance, and positive with academic stresses).
- There are statistically significant differences in the axis (coping with academic stresses) between males and females, and it is clear that there are statistically significant differences at the significance level ($\alpha = 0.05$), between the mean scores of the study sample in (total) according to the gender variable (male, female) in favor of females.
- The presence of statistically significant differences according to the academic achievement variable. It is noted that there are statistically significant differences at the significance level ($\alpha = 0.05$) for the responses of the study sample on all study axes, in favor of students whose achievement is higher.
- There are statistically significant differences at the level of significance ($\alpha = 0.05$) in the responses of the study sample on the axis of coping with stress, in favor of students who live with their families compared to their colleagues who live in the college residence or in places other than the family home or the college residence.

Keywords: the academic resilience, academic achievement, the first-year students of university.

Introduction

Stress is a tangible phenomenon in the lives of individuals, and it is an integral part of the life of a university student. Therefore, each

individual tries to deal with the state of stress that he faces in a manner that is in line with his personality style, especially in the current era that is characterized by

complexity and successive changes in all aspects of life, as stress is increasing and the requirements of life and technological, economic and cultural changes are accelerating; Which results in stressful situations and sources of tension, anxiety and annoyance, and there are many situations and events that occur in the daily life of the new student, which are as sources of stress that he perceives and feels threatening to him, and this stress may lead to the occurrence of non-specific psychological, physical or behavioral responses, as well as the emergence of negative or positive results depending on the type and size of those events.

Among the possible stresses that first-year students face in their new university life are; changes in social activities, as a result of that some of them moving away from their parents and making new friends, changes in sleeping habits and prioritization, and the new responsibilities associated with increased self-reliance, and living conditions, in addition to academic burdens that differ from what they were familiar with at school.

The effects of stressful life may appear clearly among some students, such as fear and reluctance to do some academic work, or falling into psychological conflicts related to thinking about not continuing the study, as well as feeling unreliability and fear of the future, as such matters leave clear signs on the student's personality, which are in need of a large degree of compatibility to achieve proper adaptation, to face stressful life changes, by promoting what is known as the academic resilience.

Martin and Herbert (Andrew & Herbert, 2009, P 353-370) define the academic resilience as: "the student's ability to overcome acute or chronic plights that is perceived as threatening his academic future, and the term refers to the students who face setbacks and are exposed to stress and challenges that they may expose them to

a decline in their academic level, and may even lead to their academic dropout (i.e. at early stage of studying).

Attia (2016) adds that the individual who is characterized by resilience is characterized by flexibility that makes him stand firm in the face of the plights he is exposed to, so that he opens up for them - after his coping with them - a path through which he passes while looking forward without constantly falling under the negative impact of these plights. The resilient individuals are characterized by two characteristics. There are two essentials: confrontation of coping with and flexibility. The resilience of the individual is evidence of his psychological strength.

The resilience of a person, despite the plights to which he is exposed, is considered the greatest evidence of the creative positivity that does not submit to the conditions of the external environment, and does not place all of its confidence in the fatalistic factors of change that a person cannot change, until the person becomes resilient in his relationship to the conditions of the environment to the level of mutual influence.

Soon, the environment causes an force-majeure circumstance to him, but he meets it with a kind of hope and aspiration forward, and thus resilience is viewed as a process of fortifying to overcome plights and intensifications. Individuals who have good or desirable results in the face of extreme danger are described as resilient individuals (Rew & Horner, 2003).

Weakness of the academic resilience is associated with negative learning outcomes and consequences such as dropping out of education, and weak adaptive responses to major challenges such as chronic or habitual poor academic performance, or rejection of the university atmosphere and the emergence of feelings of alienation towards it, and is associated with high degrees of anxiety (Abo Al-'Ula, 2015).

The problem of study

University students, especially the first-year students, face many problems and challenges associated with the education process, and some may succeed in overcoming these problems and challenges with the features and characteristics that enable them to do so, while others fail to overcome them.

Studies have recently focused on studying the positive changes in the personality that enable the student to face challenges and overcome obstacles, as well as studying the traits and characteristics that can hinder the student from achieving this, putting on the research table in the hope of finding effective solutions.

In a way that reduces the stressful events that the student goes through in educational situations, and the academic resilience is a positive personality trait and one of the variables that resist the negative effects of the stressful life events that the student goes through. It is also one of the most important competencies that a university student must have in order to be able to face stress and overcome obstacles is what was indicated by Mukhopadhyay (2010), Mihir et.al, 2016, Kaur & Gera (2016) and Messier (2018) . Academic resilience was also associated in most of the studies that dealt with the research with the academic achievement variable, as indicated by the studies of Mello (2002), Garbow Ski (2010), and Mihir and Simranjit (2016). A significant relationship was found between the academic resilience and test anxiety, as in the study of El-Meligy (2018).

In light of what was presented and indicated by previous studies that dealt with the variables of the study, the importance of studying the academic resilience and the variables related to it becomes clear, and then the problem of the present study can be formulated in the following main question:

What is the degree of academic resilience and what is its relationship with the academic achievement of the first-year students?

From the main question, a group of questions stems from which the present study attempts to answer:

1. What is the degree of academic resilience represented by its variables (self-efficacy, perseverance, positive with academic stresses) for first-year students of university?
2. Does the degree of the academic resilience differ according to the variable of the student's gender (male, female) studying in the first university year?

Is there a relationship between the academic resilience and academic achievement of the first-year university students?

3. Does the degree of the academic resilience differ according to the variable of the student's place of residence (with family, university housing, etc.) studying in the first university year?

The purpose of study

The present study aims to identify the degree of academic resilience and its variables (self-efficacy, perseverance, and positive with academic stresses) among first-year students of university. In addition to revealing the relationship between academic resilience and academic achievement, and revealing the impact of variables (gender, student's place of residence) on their academic resilience.

Importance of study

The importance of the present study - in accordance to the theoretical side - lies in the fact that it dealt with the category of the first-year students of university, due to the scarcity of local and Arab studies that dealt with the academic resilience among the category of university students, especially the first-year university students - according to the researcher's knowledge.

As for the practical significance:

1. The results of the study may help in the preparation of educational programs and proposals that are useful in developing plans and programs designed for the first-year students of university.
2. Building the academic resilience, which is an addition to the educational psychometric library.
3. The current study draws the attention of those in charge of educational programs targeting first-year students to the importance of providing an educational, social, and tangible environment that helps them build their skills necessary to increase the academic resilience, which is reflected in achieving a high level of achievement.

The terminology of study:

The academic resilience :

Bahram et al. (2016) defined the academic resilience as: “the ability to achieve academic success despite environmental plights resulting from bad experiences while maintaining a high level of performance and achievement.”

Zahran (2013) defined the academic resilience as: “the student’s ability to achieve academic achievement despite the presence of risk factors that result into the hindrance of academic performance level.” The present study defines the academic resilience procedurally as: (The process and results that shape the academic success of a first-year university student, despite the obstacles he faces, and the academic resilience is measured by the degree that the student obtains on the scale of the academic resilience prepared by researchers for this purpose)

Limits of study

The present study is determined in accordance with the time by the second semester of the academic year (2021-2022

AD), while in accordance with the place and sample participants, it is determined by the students of Prince Sultan Military College for Health Sciences in Dhahran - Kingdom of Saudi Arabia.

Theoretical framework and previous studies (literature studies):

The definitions of resilience are similar in general, and the difference lies in the specific approach, or the context in which the ability to resilience is studied, and resilience has been used in the humanitarian context for what it includes of the struggle process that is the essence of resilience, and there are many fields that include resilience, those areas in which the individual achieves success despite the obstacles facing him that may hinder him from achieving that success, and among these areas is the academic one, in what is known as academic resilience. Despite this, there is agreement that resilience is generally associated with overcoming plights, adversities, psychological stress, and responding to change, and the response of individuals to the stressful circumstances they face is based on their level of resilience.

Garbow Ski (2010) indicated that academic resilience is associated with the ability to succeed, mature, and increase efficiency in coping with the bad conditions and obstacles faced by students. It also indicates successful adaptation despite risk factors and plights, and the ability to successfully overcome obstacles. It is the driving force that drives the individual to growth and progress despite what he faces of plights, dispersion and intensification, and it includes beliefs, methodology, behaviors, and perhaps physiology that helps individuals achieve better results during plights and intensification by recovering from them, or adapting to them, and predicts a higher probability of success in study and other aspects of life. Despite plights caused by the circumstances or experiences he might face.

Mukhopadhyay (2010) adds that the academic resilience is the ability of the student to adapt in the context of plights and severe threat, and there are characteristics associated with the academic resilience such as: positive supportive care of the individual, effective family and parental relationship, individual mood, high cognitive ability, external adaptation with the environment and the inner sense of well-being are the basis for the overall assessment of resilience. Attia (2011) stated that academic resilience is associated with high academic achievement despite the presence of risk factors that usually lead to low academic performance, and thus it does not refer to positive educational results only, but indicates positive mental health despite the psychological stress to which the individual is exposed, which hinders others from the same cultural and social background about achieving success, as resilience refers to the ability to rebound to normal, overcome psychological stress or successful adaptation with environmental and psychological conditions that threaten the individual.

This is what Jokar and others agreed with (Jowkar et al, 2014), stressing the importance of the decisive role of perseverance and ambition as two basic factors for the existence of the academic resilience, and that there is a significant and positive relationship between the learning environment and the level of academic resilience of students and the level of achievement.

Kaur & Gera (2016) confirmed that academic resilience is an individual's ability to achieve academic achievement despite the presence of risk factors that usually impede academic performance or produce low academic performance, and that resilience has aspects including (persistence, perseverance, level of ambition, self-efficacy, and psychological resilientness).

Rojas (2015) considered that the academic resilience is the process of adaptation in coping with intensification that may

accompany the student, and that it is a trait that not all individuals possess, and for this reason the ability to resilience involves behaviors and actions that distinguish students from others. The promotion of adaptive capacity depends on the cultural context and as such depends not only on the individual's environment, but also on the characteristics of the individual himself. The relationship between the individual and the environment in which he lives may produce undesirable possibilities, which is known as danger, and protective factors appear in the context of his interaction with the plights familiar with him; It achieves better results. Through the development of protective factors among students, resilience mechanisms are developed and formed in coping with stress, academic study and life in general.

Oke et al. (Oke K., 2016, p.59-64) points to the conclusion that; that academic resilience is a multidimensional construct. It means: the ability to pass the most difficult problems and overcome the most complex situations. It represents someone's ability to withstand catastrophic events, Resilience allows individuals to overcome a complex situation without slipping into it, and a positive relationship was indicated between resilience and self-confidence.

As for Mihir & Simranjit (2016), they confirm that academic resilience is related to good achievement despite the intensification, problems and challenges facing the student, which reflects his ability to deal with stress, lack of strength and difficulties, and to maintain good academic performance in coping with life stress, and they indicated that academic resilience is a dynamic developmental process involving many individual, family and institutional factors which help to enhance the resilience of the individual; The study emphasized the role of the family in promoting resilience, as it encourages and develops the student's resilience process and helps him transform difficult circumstances into a source of

motivation by maintaining a balanced personality, level of ambition, goal orientation, and ability to solve problems.

Adel Al-Minshawi (2016) confirms that the academic resilience creates a learner's ability to help him overcome the problems and challenges he faces in the learning environment in order to achieve academic success, despite the challenges and difficulties he faces in different learning situations, and academic resilience protects the learner from academic stress to continue his studies and achieve a high level of achievement, and to the learner's enjoyment of his studies.

Thus, it can be concluded that academic resilience is the process and results that form part of the life of an academically successful individual, despite the obstacles and difficulties he faces. Academic resilience represents a pattern of positive adjustment within the framework of plights or shocks that occurred in the past or is still present. The academic resilience is measured by the degree obtained by the student on the scale of the academic resilience prepared for research. It is also a motive for good achievement and positive behavior of the student in facing it, which others of the same cultural and social background may not be able to overcome. The academic resilience is measured by the degree obtained by the student on the scale of the academic resilience prepared for research.

(Atia, 2011) defines the characteristics of academically resilient individuals; that they have; The skill of using strategies of positive overcome to solve problems and have social competence and they are characterized by self-independence in addition to self-awareness and a sense of identity and work independently and have the ability to influence their environments and control the surrounding conditions and interact well with them, in addition to self-efficacy and self-control, and they also have the ability to determine the goal and direction towards it, and they have the skills of planning for the

future, and they have motivation for achievement and a high level of ambition and a sense of the sense of life, and finally they have the ability to adapt positively in coping with plights or stress. The most prominent characteristic of resilience is that it can be developed and enhanced.

Erin M. McTigue et, al. (2014) stresses the importance of self-regulation as one of the requirements of the resilience process, in order to maintain a positive attitude, which means flexibility, self-monitoring, self-control, forethought, and slow thinking, in addition to the characteristics of the individual himself that involve the self-efficacy, reflective thinking, emotional intelligence, and self-confidence. Flexibility refers to the ability to adjust, while self-efficacy means the belief of the individual in his ability to achieve the results he desires. This requires strengthening and enhancing personal, social and emotional skills to support the process of resilience of students.

Cassidy (2015) adds the importance of positive acceptance of change, self-esteem, a high level of self-control, commitment, control, challenge, and future orientation.

Waxman & Grary (2003) indicated that academic resilience can be enhanced by focusing on "changeable factors" that can affect an individual's academic success, represented in personal characteristics such as: social competence, problem-solving skills, self-control (regulation), and feeling or adhering to the goal, in addition to what MacMillan, J.H., & Reed, D. F (1994) mentioned about goal orientation, optimal use of time, focus on the task, completion of homework, participation in experiments and extracurricular activities, support the family and its expectations, and the educational environment (improving facilities, using technology in education, leadership, and the general atmosphere).

It is clear from the above, and in order to achieve resilience, there are basic factors that interact to change the course of the

individual when he is exposed to a reasonable level of risks or plights; Factors possessed by the individual himself, and factors provided by the environment surrounding him, and that the risks must be at a level appropriate to his capabilities, then comes the role of protective factors that mitigate the negative effects caused by exposure to those dangers and enhance the positive impact, just as resilience is an ability that arises at an early stage of the individual's life in a social context that includes social and cultural values and beliefs that enhance and support the positive aspects of the individual, including the ability to cope with dangers.

Academic resilience can be viewed in general, based on the opinions explained to it, as expressing the individual's preservation of calm when exposed to stress or difficult situations, as well as his ability to effectively adapt and positive coping with these stress and sudden situations, and thus the speed of recovery and rapid overcoming of the sudden situation. Returning to the normal functional state, and considering the sudden or stressful situation as an opportunity to strengthen oneself and empower him against stress and sudden situations in the future.

Previous studies:

This part reviews previous studies that dealt with academic resilience, as follows:

Mello's study (2002), which examined the relationship between achievement, the academic resilience, and orientation towards the future among secondary school students in American schools of both genders . The results showed that there is a significant positive correlation between achievement and the academic resilience and a positive orientation towards the future, and there is a positive significance between the two genders in the relationship between each of the achievement and the academic resilience and a positive orientation towards the future in favor of females.

As for the study of Attia (2011): The study aimed to identify the academic resilience and its relationship to self-esteem among a sample of open learning students at Zagazig University. Where the study sample consisted of 253 male and female students, and the results revealed that there is a significant negative correlation between the academic resilience and self-esteem, and there are significant differences between males and females in the academic resilience in favor of females.

Ramona (2015) aimed to identify the impact of risk exposure factors on both the psychological and academic resilience of adolescents, and the sample consisted of (180) secondary school students in Romania, and the results showed that there is a negative correlation between high exposure to risk and both psychological and academic resilience, and a significant positive correlation was found between psychological resilience and the academic resilience and both positive orientation towards the future and self-regulation among low-risk adolescents, a positive correlation was found between positive orientation towards the future and academic achievement, resilience, and academic success.

The study of Al-Meligy (2018) aimed to reach a constructive model that shows the causal relationships between academic resilience, test anxiety, and academic achievement. It was applied to a sample of high school students consisting of (189) male and (324) female students, and the results of the research revealed the presence of statistically significant negative correlations between test anxiety and academic resilience, and positive correlations were found between the academic resilience and academic achievement of the students in the research sample. The results also revealed that there are differences between students (high/low) in academic resilience in academic

achievement in favor of the students with high degree of academic resilience, and that there are no statistically significant differences between males and females in the academic resilience. It concluded that the most positively contributing variable to academic achievement is the academic resilience.

As for the study of Misir (2018), it aimed to identify the degree of academic resilience at the university, and to reveal the existence of differences according to (major, gender, year of study). The researcher used the descriptive approach, and the study sample consisted of 250 male and female students. The results of the study concluded that there is a university academic resilience among the study sample, in addition to the presence of significant differences in favor of males, as well as differences in favor of scientific majors and advanced academic years.

The study of Mwaura & Oyoo (2018) aimed to identify the relationship between the academic resilience and academic burnout among a sample of secondary school students. The study also aimed to identify the possibility of predicting the level of academic burnout through the academic resilience of the study sample. The results of the study indicated that there is a negative correlation between the academic resilience and academic burnout among the study sample. The results of the study also indicated that it is possible to predict the level of academic burnout in the study sample by knowing the level of the academic resilience.

Li & Yeung (2019) aimed to explore the factors leading to the development of the academic resilience among a sample of students. The study was applied to a sample of (1720) rural students in China. The academic resilience questionnaire was used as a tool. The results indicate that there is an effective impact of the parenting style on the development of the academic resilience of the student.

The study of Al-Bilal (2020) aimed to identify the academic buoyancy and its relationship to the academic resilience of a sample of male and female secondary school students in public schools in the Tabuk region in Saudi Arabia. It also aimed to identify the possibility of predicting the academic resilience through academic buoyancy in the study sample. The study sample consisted of (183) secondary school students. The study relied on the descriptive correlational approach, and the results indicated that there is a positive correlation between academic buoyancy and the academic resilience of the study sample, and the degree of academic resilience can be predicted by knowing the level of academic buoyancy in the study sample.

The study of Al-Otaibi (2021) aimed to identify the degree of academic resilience and self-efficacy and the possibility of predicting the academic resilience among postgraduate female students. The study followed the descriptive correlational comparative approach. The study sample consisted of (300) postgraduate students at King Saud University and Imam Mohammad Ibn Saud Islamic University. The results of the study revealed a high level of the academic resilience among female students of the study sample, the study also found a strong direct correlation between the academic resilience and self-efficacy of the female students, and the existence of differences in the academic resilience measure between groups of female students in favor of the older age group. There are also differences in the measure of self-efficacy between groups of female students in favor of the older age group. The study also found the possibility of predicting the academic resilience through self-efficacy for female students.

Study procedures:

Study Approach:

The research used the analytical descriptive approach, due to its suitability to the nature of the research.

The study population and its sample:

The study population consisted of all first-year students at the Prince Sultan Military College for Health Sciences in Dhahran in the Kingdom of Saudi Arabia, in the second semester of the academic year 2021/2022 AD, and they numbered (200) male and

female students, according to the official records of the college. The research sample consisted of (162) male and female students who were randomly selected from the study population, and they represent (81%) of the study population, and this percentage is good for this type of studies. Table (1) shows the distribution of the study sample according to the variables (gender, level of achievement, place of residence of student).

Table (1) Distribution of the study sample according to its variables

Variable	Degree of variable	Number	Percentage
Gender	Male	94	58%
	Female	68	42%
grade point average/ accumulative average	High achievement	62	%38
	Medium acheivment	79	%49
	Acceptable acheivment	21	%13
Place of residence	With family	48	%30
	In college housing	98	%60
	Other	16	%10
Total		162	100%

Study tool:

Based on the review of scientific references and research related to the field of study, a questionnaire was created for the academic resilience and its relationship to academic achievement among first-year students (prepared by the two researchers).

Surbey Study: The survey study was conducted on (30) male and female students, which is the rationing sample used to find coefficients of validity and reliability. The exploratory study was applied in the second semester of the academic year 2021-2022 AD.

The validity and reliability coefficients of the questionnaire:

The validity and reliability of the questionnaire was verified by the following scientific methods:

*** Validity of questionnaire:**

I. The validity of the content (the validity of the experts or arbitrators).

The questionnaire was presented in its initial form, which included (30) statements, to 10 specialized experts, to reach its final form, which included (26) statements, and became ready for application to the sample. The experts recommended that the questionnaire be corrected according to a three-point scale: (always - sometimes - never) as follows: (three degrees, two degrees, one degree) in order.

The total score of the questionnaire = 26 (statement for the number of three dimensions) x 3 (the highest response) = 78 score.

Internal Consistency Reliability

The two researchers calculated the value of the correlation coefficient between the score of each statement and the total score of the axis, and between the score of the axis and the total score of the questionnaire, and this is obvious in Table (2, 3).

Table (2) Correlation coefficient of the statements of each axis and the total score of the axis

Number	Dimisnion : self- efficiency	Dimension : PRESERVANCE	Diminsion : positive coping with academic stresses
	Correlation coefficent	Correlation coefficent	Correlation coefficent
1	*0.678	*0.756	*0.786
2	*0.568	*0.718	*0.758
3	*0.664	*0.664	*0.623
4	*0.646	*0.656	*0.632
5	*0.654	*0.733	*0.725
6	*0.642	*0.733	*0.774
7	*0.618	*0.664	*0.622
8	*0.624	*0.691	*0.688
9	*0.556		
10	*0.640		

* Tabular t (r) value at (0.05) = (0.361).

It is clear from Table (2) that the values of the correlation coefficients between the degree of statements of self-efficacy dimension and the total score of the dimension are statistically significant, as they ranged between (0.556-0.678), and that the values of the correlation coefficients

between the degree of statements of the diminsion of possitive with academic stresses and the total degree of the dimension are statistically significant, as they ranged between (0.622-0.76), which indicates the validity of all statements and dimensions of the questionnaire

Table (3) The validity of the internal consistency of the axes of the questionnaire.

Number	Dimension	correlation coefficent
1	SELF-EFFIENCY	0.752
2	PRESERVANCE	0.716
3	possitive with academic stresses	0.742

* Tabular t value at a significant level (0.05) = (0.361).

It is clear from Table (3) that the values of the correlation coefficients indicating the

validity of the internal consistency of the axes of the questionnaire are statistically

significant, as they ranged between (0.752-0.816), which indicates that the axes of the questionnaire are significant.

- **The reliability of questionnaire:**

The reliability of the questionnaire was calculated using the Test Retest method, with a time interval of (10) days, to find the value of the correlation coefficient between the first and second application. This is evident in Tables (4, 5, 6).

Table (4) Correlation coefficient between the first and second application of the questionnaire statements

Number	Dimension : self-efficiency	Dimension : preservance	Dimension : positive coping with academic stresses
	correlation coefficient	correlation coefficient	correlation coefficient
1	*0.622	*0.708	*0.627
2	*0.671	*0.613	*0.644
3	*0.703	*0.765	*0.688
4	*0.395	*0.674	*0.794
5	*0.411	*0.422	*0.616
6	*0.663	*0.752	*0.816
7	*0.539	*0.772	*0.824
8	*0.581	*0.823	*0.585
9	*0.435		
10	*0.626		

* Tabular value (r) at a significant level (0.05) = (0.361).

It is clear from Table (4) that the values of the correlation coefficients ranged between

(0.411-0.824), which indicates the reliability of all the questionnaire statements.

Table (5) Correlation coefficient between the first and second application of the questionnaire axes.

Number	Dimension	correlation coefficient
1	self-efficiency	*0.865
2	preservance	*0.863
3	possitive coping with academic stresses	*0.797

* Tabular t value at a significant level (0.05) = (0.361).

It is clear from Table (5) that the values of the correlation coefficients ranged between (0.797, 0.863), which indicates the reliability of the questionnaire axes.

Table (6) reliability coefficient using the **Cronbach's alpha** method

number	dimension	correlation coefficient
1	self-efficiency	<i>*0.866</i>
2	preservance	<i>*0.752</i>
3	possitive coping with academic stresses	<i>*0.884</i>

Tabular r value at a significant level (0.05) = (0.361).

It is clear from Table (6) that the values of the reliability coefficients of Cronbach's alpha, which indicates the reliability of the dimensions of the questionnaire, are statistically significant, as they ranged between (0.752, 0.884), which indicates that all dimensions are reliable.

Basic application

After confirming the validity and reliability of the questionnaire on the survey sample, it was applied in the final form to the basic research sample, which numbered (162) male and female students from the Prince Sultan Military College of Health Sciences in Dhahran, in Kingdom of Saudi Arabia, in the second semester of the academic year 2021-2022 AD. .

Statistical treatments

The statistical treatments appropriate to the nature of the research were used by the

(SPSS) program to perform the statistical processes of the research, represented in: correlation coefficient, alpha cronabach coefficient, percentage , standard deviations , (T) test , one-way analysis of variance, and Scheffe' test.

Results and discussion

1. The first question: What is the degree of academic resilience represented by its variables (self-efficiency, preservance, possitive coping with academic stresses) for the first-year students of university?

In order to answer this question, and to reveal the statistical significance of the differences between the averages of the study sample, the arithmetic means and standard deviations were calculated for the study axes. The following are the results of the analysis:

Table (7) The arithmetic means and standard deviations of the responses of the study sample on the scale of the academic resilience.

axis	arthematic mean	standard deviation	level / degree
self-efficiency	<i>2.22</i>	<i>0.614</i>	medium
preservance	<i>2.18</i>	<i>0.476</i>	medium
possitive coping with academic stresses	<i>2.08</i>	<i>0.548</i>	medium
total	<i>2.16</i>	<i>0.546</i>	medium

It is clear from Table No. (7) that all study axes obtained relatively average arithmetic means, where the arithmetic mean for the self-efficacy axis was (2.22) and the standard deviation was (0.614), and the mean for the perseverance axis was (2.18) and the standard deviation was (0.476). The mean for the coping with academic stresses axis was (2.08) and a standard deviation was (0.546), while the general arithmetic mean for all axes was (2.16), which corresponds to a level (average). That is, members of the study population of the first-year students have an average degree of academic resilience. This result is explained by the fact that the first-year students, are exposed to

academic and life challenges that they were not used to in their previous school lives, and they have not yet developed their methods in facing these difficulties.

2. Explaining the results of the second question: Does the degree of the academic resilience differ according to the difference of the variable of the first-year student's gender (male, female)?

To reveal the statistical significance of the differences between the mean scores of the study sample according to the gender variable, the T-test was used, and Table (8) shows this:

Table (8) T-test results for differences between the mean scores of the study sample according to the gender variable (male, female)

axes	variables	arithmetic mean	standard deviation	standard error	degree of freedom	(t) value	level of significance
self-efficence	male	2.12	0.294	0.022	162	2.44	0.024
	female	2.32	0.288	0.18			
perservance	male	2.08	0.336	0.29	162	1.38	0.001
	female	2.28	0.228	0.46			
coping with streses	male	2.06	0.332	0.64	162	2.68	0.062
	female	2.10	0.020	0.54			
total	male	2.09	0.144	0.42	162	1.64	0.00
	female	2.23	0.138	0.32			

Significant at level ($\alpha = 0.05$).

It is clear from Table (8) that there are statistically significant differences at the level of significance ($\alpha = 0.05$), between the mean scores of the study sample in the (self-efficacy) axis according to the gender variable (male, female) in favor of females, as the arithmetic mean of the study sample

was (2.12) for males, while the arithmetic mean of the female study sample was (2.32). It is also clear that there are differences in the (PRESERVANCE) axis in favor of females as well, as the arithmetic mean of the male study sample was (2.12). While the arithmetic mean of the female study sample

was (2.28). It was not clear that there were significant differences in the axis (coping with academic stress) between males and females. It is clear that there are statistically significant differences at the level of significance ($\alpha = 0.05$), between the mean scores of the study sample in (total) according to the gender variable (male, female) in favor of females. Where the arithmetic mean of the male study sample was (2.09), while the arithmetic mean of the female study sample was (2.23). This result is explained by the fact that female students are more focused on achieving their academic goals and spend more time and effort in overcoming the academic

difficulties they face compared to male students.

3) Explaining of the results of the third question: Is there a relationship between the academic resilience and academic achievement of the first-year students of university?

To answer the previous question and to reveal the statistical significance of the differences between the mean scores of the study sample, one-way analysis of variance (ANOVA) was used, and the following are the results:

Table (9) Results of one-way analysis of variance (ANOVA) for the study sample scores according to academic achievement variable

Axes	Sources of variance	Sum of squares	Average of squares	Degree of freedom	(f) value	Level of significane
Self-efcincce	Among groups	<i>1.36</i>	<i>4</i>	<i>0.242</i>	<i>4.14</i>	<i>*0.003</i>
	Inside groups	<i>33.74</i>	<i>198</i>	<i>0.04</i>		
	Overall total	<i>35.34</i>	<i>202</i>			
Perservance	Among groups	<i>4.25</i>	<i>4</i>	<i>1.06</i>	<i>10.12</i>	<i>*0.000</i>
	Inside groups	<i>40.66</i>	<i>198</i>	<i>1.12</i>		
	Overall total	<i>44.84</i>	<i>202</i>			
Coping with streses	Among groups	<i>4022</i>	<i>4</i>	<i>1.06</i>	<i>10.24</i>	<i>*0.001</i>
	Inside groups	<i>40.74</i>	<i>198</i>	<i>0.74</i>		
	Overall total	<i>44.40</i>	<i>202</i>			
Total	among groups	<i>0.36</i>	<i>4</i>	<i>1.02</i>	<i>4.28</i>	<i>*0.000</i>

	Inside groups	16.06	198	0.88		
	Overall total	16.24	202			

Significant at level ($\alpha = 0.05$).

It is evident from Table (9) that there are statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores of the study sample in all

aspects of the study. According to the variable of academic achievement variable. In order to find out the direction of the differences, the Scheffe test was used for the dimensional comparisons, and Table (10) shows the result.

Table (10) Scheffe test for post comparisons according to the level of achievement variable

Axes	Variable mean	Arthematic mean	High	Medium	Low
Self-efficence	High	2.32	0.094	*0.166	*0.088
	Medium	2.26		*0.188	*0.158
	Low	2.01			*0.174
Perservance	High	2.28	0.086	*0.168	*0.178
	Medium	2.20		*0.158	*0.152
	Low	2.06			*0.086
Coping with streses	High	2.20	0.088	*0.164	*0.086
	Medium	2.16		*0.188	*0.148
	Low	1.98			*0.162
Total	High	2.27	0.084	*0.162	*0.168
	Medium	2.20		*0.154	*0.142
	Low	2.05			*0.082

* Significant at ($\alpha = 0.05$) level.

As view of the post-comparisons in the previous table between the responses of the study sample on the existence of statistically significant differences according to the academic achievement variable, it is noted

that there are statistically significant differences at the significance level ($\alpha = 0.05$) for the responses of the study sample on all study axes, in favor of students whose achievement is higher. Accordingly, it can

be said that the higher the academic resilience of a student, the higher the level of academic achievement. This is explained by the fact that students with the highest academic resilience often reflect positively on their academic achievement as a result of their ability to be patient, enduring, perseverance and persistence to accomplish tasks.

4) Explaining of the results of the fourth question: Does the degree

of the academic resilience differ according to the variable of the the first - year student's place of residence (with family, university housing, etc.) , from students in?

To answer the previous question and to reveal the statistical significance of the differences between the mean scores of the study sample, one-way analysis of variance (ANOVA) was used, and the following are the results:

Table (11) Results of one-way analysis of variance (ANOVA) for the study sample scores according to the place of residence variable.

Axes	Source of variance	Sum of squares	Average of squares	Degree of freedom	(f) value	Significance level
Self-efficence	Among groups	<i>1.88</i>	<i>4</i>	<i>0.242</i>	<i>4.64</i>	<i>4.64</i>
	In groups	<i>38.78</i>	<i>198</i>	<i>0.04</i>		
	Overall total	<i>36.28</i>	<i>202</i>			
Perservance	Among groups	<i>4.66</i>	<i>4</i>	<i>1.06</i>	<i>10.48</i>	<i>10.48</i>
	In groups	<i>42.16</i>	<i>198</i>	<i>1.12</i>		
	Overall total	<i>43.44</i>	<i>202</i>			
Coping with streses	Among groups	<i>42.22</i>	<i>4</i>	<i>1.06</i>	<i>10.38</i>	<i>10.38</i>
	In groups	<i>41.24</i>	<i>198</i>	<i>0.74</i>		
	Overall total	<i>42.24</i>	<i>202</i>			
Total	Among groups	<i>0.38</i>	<i>4</i>	<i>1.02</i>	<i>4.18</i>	<i>4.18</i>
	In groups	<i>18.16</i>	<i>198</i>	<i>0.88</i>		

	Overall total	18.44	202			
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Significant at ($\alpha = 0.05$) level.

It is clear from Table (11) that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores of the study sample in the axes (self-efficacy and preservice) and in the totality of the study, depending on the variable of the student's place of residence.

While there was a statistical significance in the (coping with stress) axis, and to find out the direction of the differences, the Scheffe test was used for the dimensional comparisons, and Table (12) shows the result.

Table (12) Scheffe test for post comparisons according to disjunctive comparisons due to the variable of residence place .

Axes	Variance degree	Arithmetic average	With the family	In the students' housing	Other
Coping with stresses	With family	2.32	0.096	*0.154	*0.074
	In students' collage	2.26		*0.176	*0.146
	Other	2.01			*0.160

*Significant at ($\alpha = 0.05$) level.

Looking at the dimensional comparisons in the previous table between the responses of the study sample on the existence of statistically significant differences according to the place of residence variable, it is noted that there are statistically significant differences at the significance level ($\alpha = 0.05$) for the responses of the study sample on the coping with stress axis, in favor of students who reside with their families compared to their colleagues who live in the college housing or in places other than the family home or the college housing. The researchers explain this result for a reason that the family atmosphere provides for the students in terms of care and facilities that help them to face the stresses of life.

Recommendations:

1. Emphasizing the importance of the role of the family and the school in shaping the student's personality, enhancing his abilities to face life stress, and preparing them adequately to receive university education.
2. Emphasizing the importance of psychological and academic counseling by organizing programs that aim to make use of time and manage it well, enhance self-confidence, take responsibility, cope with pressures and set priorities.
3. Organizing periodic meetings with students by the administrations and leaders of higher education institutions and listening to their

issues in order to overcome the difficulties they face.

4. Creating a comfortable physical and psychological study environment for the new student that helps him adapt and resilience

Suggestions

1. Conduct studies that look at the stress facing the first-year students, which may lead to a weakness in the academic resilience of new students.
2. Conduct studies similar to the objectives of the current study and applying them to other categories of students, such as middle and high school students, post-first university years, and various university disciplines.
3. Conduct studies on possible means and ways to enhance and develop the academic resilience among university students.

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