

Goal Orientation and Teacher Interactions as Predictors of Academic Resilience

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.9010074>

Received: 29 November 2024; Accepted: 03 December 2024; Published: 01 February 2025

ABSTRACT

Previous studies highlighted that academic resilience is an important resource for elementary pupils to survive and grow as they navigate their academic life in its later stages. Moreover, previous claims and theories postulate that there are dependent variables that can influence academic resilience. As such, the study attempts to determine the significant influence of goal orientation and teacher interaction on elementary pupils' academic resilience. This study employs a quantitative descriptive-correlational design and utilizes stratified random sampling to select 300 elementary students from public schools in a municipality within Davao del Norte. The sample size was calculated using the Raosoft sample size calculator to ensure representativeness and statistical reliability. Results revealed that the level of the dependent variable, goal orientation, is high. Meanwhile, the other dependent variable, teacher interaction, is perceived to be moderate. Moreover, the level of the independent variable, academic resilience, is high. Results on the significant relationship revealed that goal orientation has a moderate positive correlation with academic resilience, while teacher interaction has a low positive correlation. Lastly, tests on significant influence disclosed that goal orientation alone and the combination of goal orientation and teacher interaction can significantly influence learners' academic resilience.

Keywords: educational management, academic resilience, goal orientation, teacher interaction, elementary pupils, descriptive-correlational, Philippines.

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

INTRODUCTION

Academic resilience is vital for students in education settings as they face various challenges. The COVID-19 pandemic exacerbated these issues, causing significant stress, disengagement, and higher dropout rates. Educational leaders also struggled to maintain quality due to inadequate faculty training and technological resources. Additionally, adjustment problems among students were linked to increased depression and lower academic performance, with resilience playing a key role in mitigating these negative effects (Almerez & Duping, 2022; García-Ramírez, 2023; Kazmi & Muazzam, 2020).

Research on the predictors of academic resilience is crucial for understanding how students can thrive despite challenges. Identifying these predictors helps educators and policymakers develop targeted interventions to support at-risk students, ultimately fostering a more equitable educational environment. Academic resilience enables students to achieve success despite disadvantages and failures (Alshammari, 2023; Choi & Sung, 2024; Wang et al., 2023).

Academic resilience is increasingly recognized as a vital factor influencing students' academic success across various educational contexts. Previous studies highlight its positive correlation with academic achievement, the role of gender, and the impact of both internal and external factors on resilience. In contrast, some studies suggest that resilience may not significantly differ across various demographics, indicating that while resilience is crucial, its expression can be context dependent. This highlights the need for tailored interventions to support diverse student populations (Gil, 2024; Rachmawati et al., 2024).

Previous studies noted the correlation between goal orientation and academic resilience. The relationship of the two variables is significant, as various studies highlight how different types of goal orientations can enhance students' ability to overcome academic challenges. Research indicates that mastery approach, performance approach, and performance avoidance goal orientations positively correlate with academic resilience. A study involving 606 high school students found that mastery-approach goals significantly predict higher levels of resilience, suggesting that students who focus on learning and self-improvement are more likely to thrive academically (Jowkar et al., 2014; Ningtyas & Kumalasari, 2022).

Meanwhile, the relationship between teacher interaction and academic resilience has also been shown to be significant, with numerous studies emphasizing the importance of teacher support in promoting student success. Teacher interactions that offer emotional support and clear communication help students navigate academic difficulties. Positive interactions with teachers build a sense of belonging and boost self-efficacy, both of which are key factors in developing academic resilience (Taher, 2022; Lee, 2022).

Many studies have explored which elements increase resilience in vulnerable children. Among these, one study revealed that resilient students attend schools with a positive school climate, i.e. schools where students and teachers work together in an orderly environment and where student truancy is low. From this, it can be inferred that teacher interaction has a relationship with academic resilience, at least theoretically (Romano et al., 2021; Volante & Klinger, 2023).

Additionally, goal orientation significantly influences academic resilience, with varying impacts based on the type of orientation. Students with a mastery approach goal orientation, which emphasizes learning and self-improvement, demonstrate higher academic resilience. This orientation fosters persistence and a growth mindset in the face of challenges. In contrast, a performance approach goal orientation, where students strive to outperform their peers, also positively correlates with resilience by enhancing motivation and coping strategies during academic difficulties. However, performance-avoidance goals, characterized by focusing on avoiding failure, tend to impact resilience negatively. Despite this, some students may develop resilience through avoidance strategies, indicating a more nuanced relationship between performance avoidance and resilience (Ningtyas & Kumalasari, 2022; Yu et al., 2022).

Another study revealed that goal orientation is a psychological construct influencing motivation and performance in educational and workplace settings, consisting of mastery and performance goals. Mastery goals focus on learning for personal growth, promoting intrinsic motivation and job satisfaction. In contrast, performance goals emphasize demonstrating competence, often leading to stress and maladaptive behaviors, particularly in high-pressure environments like surgical residency. Moreover, Learning Goal Orientation, a subset of mastery goals, has enhanced workplace outcomes by reducing perceptions of abusive supervision and increasing job satisfaction (Acker et al., 2023; Mao, 2023).

Additionally, research highlights that goal orientation influences academic achievement among student-athletes, with intrinsic motivation playing a crucial role in enhancing performance ("Goal Orientation, Ketangguhan Mental, Dan Prestasi Akademik Student Athlete", 2023). Similarly, goal orientation affects job readiness, with a strong positive correlation indicating that goal-oriented individuals are better prepared for the workforce (Diana, 2023).

In relation to this, high-quality teacher-student relationships are crucial, particularly in remote learning contexts, where face-to-face interaction activities have been shown to significantly enhance these relationships, underscoring the importance of ongoing engagement strategies. Moreover, classroom interaction dynamics reveal that teacher-initiated communication dominates, making up 95.5% of interactions in some studies. This highlights a need for more balanced student participation to improve collaborative learning. Together, these findings emphasize the importance of both effective engagement strategies and balanced communication in fostering productive learning environments (Wang & Liu, 2024; Sainyakit & Santoso, 2024).

More so, Nuryanti et al. (2024) posit that effective questioning strategies are also essential for fostering student engagement, with research showing that prompting questions is the most frequently used strategy. However, grammatical errors in the teacher's language use often limit their effectiveness. Together, these findings

emphasize the importance of effective engagement strategies and balanced communication while pointing to challenges, such as the need for improved student-to-student interactions and refinement of questioning techniques to maximize engagement.

Studies have found that resilient students often attend schools with positive climates, where teacher interaction plays a crucial role in fostering resilience. High-quality teacher interactions and peer relationships are linked to better academic self-perceptions, school engagement, and overall resilience, whereas poor peer relationships can lead to school disengagement and higher dropout rates (Romano et al., 2021; Volante & Klinger, 2023; Hofkens & Pianta, 2022). Research also indicates that schools and teacher interactions are pivotal in building resilience among vulnerable students, helping to mitigate the impact of contextual risks (Sanders & Munford, 2019; Genet et al., 2021; Kavgaci, 2022; Theron et al., 2022). Consequently, schools can serve as crucial support systems for students, compensating for resilience resources lacking in their personal lives (Williamson, 2020).

In addition to these factors, goal orientation plays a significant role in academic achievement. Research suggests that individuals often possess multiple goal orientations simultaneously, which can vary based on circumstances and personality traits. For instance, mastery goal orientations, which emphasize learning and self-improvement, are generally beneficial, while performance-oriented goals can have complex effects on classroom dynamics (Yildizli, 2020; Lin, 2019). Studies also indicate that while mastery/learning goal orientations are consistent across cultures, other orientations may vary, highlighting the need for further research to understand their contextual effects (Liem & McInerney, 2022). Furthermore, teachers' goal orientations impact their teaching practices, with performance-oriented environments focusing on competition and assessment, whereas mastery-oriented environments prioritize learning and personal growth (Vandewalle et al., 2019; Urdan & Kaplan, 2020).

The aim of this study was to address the following research objectives: First is to assess the level of goal orientation of the public elementary pupils in terms of learning goal orientation, performance-prove goal orientation, and performance-avoid goal orientation. The second is to assess the level of teacher interaction of the public elementary pupils in terms of, leadership, strict, understanding, student responsibility / freedom, helping / friendly, uncertain, dissatisfied, admonishing.

The third is to ascertain the level of academic resilience of the public elementary pupils in terms of, perseverance, reflecting and adaptive help seeking, and negative affect and emotional response. The fourth is to find out the significant relationship, goal orientation and academic resilience and teacher interaction and academic resilience. The last is to determine the significant influence of academic resilience between goal orientation and teacher interaction. The main purpose of this study is to determine the influence of goal orientation and teacher interaction on the academic resilience of public elementary pupils.

This study is mainly anchored to Reynolds and Walberg's (1992) theory of academic achievement posits that both students' psychological traits and their immediate environments, such as home, school, and peer influence, significantly affect educational outcomes—cognitive, behavioral, and attitudinal. The theory highlights that factor like motivation, self-regulation, and prior knowledge interact with external elements, including teacher support and parental involvement, to shape student achievement. By emphasizing the interplay between individual and environmental factors, Walberg's theory underscores the importance of fostering both personal and contextual support to enhance academic success and resilience.

This study is anchored on the Goal Orientation in the Workplace Theory of Dweck and Leggett (1988) which explained that goal orientation will affect the individual's cognitive or emotional tendency toward events, which in turn will trigger behavioral responses. In fact, many scholars associate learning goal orientation with the cognitive process at the individual psychological level to explore the specific mechanism of subsequent behavioral responses. Thus, this explains that when teacher have positive goal orientation, they will in turn shows and demonstrate positive teacher interaction within themselves, to their colleagues, and also to their students.

In addition, this theory was supported by the proposition of Agasisti, Avvisati, Borgonovi, and Longobardi (2018) who emphasized that students who are resilient to attend and go to school are imbued with positive school classmate and plenty of opportunities for teacher interaction. One way of helping students adjust to different challenges at school is by developing their resilience through constant contact and interaction with their teacher.

Thus, teacher and student interaction build a positive school climate and atmosphere which at the same time build the resiliency of the school and its stakeholders.

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The third is to ascertain the academic resilience of the public elementary pupils in terms of perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. The fourth is determining the significant relationship between goal orientation, academic resilience, teacher interaction, and academic resilience. The last is to determine the significant influence of academic resilience between goal orientation and teacher interaction. The main purpose of this study is to determine the influence of goal orientation and teacher interaction on the academic resilience of public elementary pupils.

The SGD of this study was taken on item number 4, which states ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Considering such, this relevant study holds great social value as it can help learners be equipped with academic resilience, aiding them in achieving success at school. Not only does it boost the learners' cognitive abilities at the elementary level, but it could also help them develop their social skills, which they can use to adapt to sudden changes and circumstances at school. With academic resilience, learners are geared to be holistically developed and significantly protected from internal and external threats.

Further, the teachers will acknowledge this study as a valuable resource of information regarding their important role in effecting change towards their pupils' academic resilience. Furthermore, this study will benefit students and pupils as they are the main recipients of this study. Regardless of the outcome of this study, they are the ones given the central attention, and the findings obtained in this inquiry will be directed toward them. In turn, with this research work, they will be equipped with an essential lifelong skill, academic resilience.

METHOD

Discussed in this chapter are the research design, locale, respondents, sampling techniques, data-gathering procedure, and statistical treatment that were employed.

Research Respondents

This study was conducted at the public elementary schools in the Municipality of Talaingod. Stratified sampling was employed to select the appropriate number of respondents from the total population, ensuring that each person had an equal opportunity to be included. The sample size was calculated using the Raosoft sample size calculator to guarantee the accuracy and reliability of the results. Among the public elementary pupils, 300 learners were selected as the respondents of this study.

In connection to this, this study includes public elementary pupils as this research only focuses on the different and selected learners in the elementary level under the said municipality. On the other hand, this study excludes secondary students and pupils from private schools as they are out of the scope of the study that the researcher is allowed to conduct. On top of everything, the respondents are free to withdraw from joining this academic pursuit without any burden incurred.

Materials and Instrument

The major research instrument used in this study is the adapted questionnaires for the independent variables, which are the teacher interaction and goal orientation, and for the dependent variable, academic resilience.

The first independent variable, teacher interaction, has eight indicators adapted from Fisher et al. (1995): leadership, strictness, understanding, student responsibility/freedom, helping/friendly, uncertain, dissatisfied,

and admonishing. Each indicator has six questions, making up 48 questions for all indicators.

Consequently, the second independent variable, which is goal orientation, has three indicators adopted from Vandewalle (1997), which are the learning goal orientation, composed of five questions; performance-prove goal orientation, composed of four questions; and performance-avoid goal orientation, composed of four questions.

The dependent variable, academic resilience, comprises three indicators adopted by Cassidy (2016), each with ten questions. Thus, the dependent variable has a total of thirty questions. In terms of perseverance, reflective and adaptive help-seeking, as well as negative affect and emotional response, will be composed of 10 questions per indicator or 30 questions for all indicators.

Furthermore, these adopted questionnaires were further validated by the panel of experts in the field of research to check the validity and reliability of the different constructs of the contents in each adopted question. This is especially important to check if the questions are suited to the study context.

The evaluation of goal orientation, teacher interaction, and academic resilience involved the consideration of five distinct gradations. Each gradation was assigned a range of means and a corresponding description: 4.20-5.00 with a descriptive equivalent of Very High and interpreted that the item means always manifested; 3.40-4.19 with a descriptive equivalent of High, and analyzed as the item means oftentimes manifested; 2.60-3.39 described as Moderate and the item implies sometimes manifested; 1.80-2.59 described as Low and means that the item implies seldom manifested; and lastly, 1.00-1.79 described as Very Low and interpreted that the item means never manifested.

Design and Procedure

The researcher utilized the quantitative research design, specifically a descriptive-correlational type of research, as this study aims to investigate the relationship between two independent variables and one dependent variable. Also, this study aims to determine the relationship between teacher interaction and goal orientation (independent variables) and academic resilience (dependent variable).

As defined, quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aims to establish cause-and-effect relationships between two or more variables using mathematical, computational, and statistical methods (Ahmad et al., 2019). Descriptive research designs are employed when the researcher intends to describe the characteristics of a population systematically and accurately (Akinlua, 2019). Further, correlational research is useful in measuring the extent of the relationship between two variables (Correlational Research Overview, 2019).

Additionally, regression analysis was utilized in this study to assess how goal orientation and teacher interaction affect academic resilience. According to Beers (2024), regression is a statistical technique that measures the strength and nature of the relationship between a dependent variable and one or more independent variables.

RESULTS AND DISCUSSION

The data obtained from the survey are presented, analyzed and interpreted in this section based on the research objectives previously stated. The order of discussions on the mentioned topic is as follows: level of goal orientation; level of teacher interaction; and level of academic resilience; correlation between goal orientation and academic resilience; correlation between teacher interaction and academic resilience; and significant influence of teacher interaction and goal orientation on academic resilience.

Goal Orientation

In Table 1, the level of goal orientation has a weighted mean of 3.83 and a descriptive equivalent of High. The results show that learning orientation has the highest mean value of 4.13, which is described as High. Meanwhile, the learning orientation is followed by performance orientation-avoidance with a mean value of 3.91, which is described as High. This indicator is succeeded by performance orientation-approach with a mean score of 3.78.

In appended Table 1, particularly under goal orientation in terms of performance orientation-avoidance, a high mean result was revealed.

Table 1. Goal Orientation			
Indicator	SD	Mean	Description
Performance Orientation-Approach	0.97	3.78	High
Performance Orientation-Avoidance	0.99	3.52	High
Learning Orientation	0.77	4.13	High
Computer (Learning) Self-Efficacy	0.81	3.91	High
Overall	0.92	3.83	High

Results disclosed that the overall goal orientation of respondents is high. This only indicates that the variable is oftentimes manifested among the survey respondents or the pupils from public elementary schools. Further, this only implies that the pupils are oftentimes engaging in specific behaviors to achieve certain goals in school.

Goal orientation is essential in the part of teachers and students in order to achieve certain goals and objectives. Further, research on goal orientations advocates that individuals can simultaneously possess multiple goal orientations. For example, qualitative research studies by Yildizli (2020) suggested that individuals strongly possess one goal orientation and other goal orientations less strongly. Their goal orientations can differ depending on the circumstances and personality traits.

Moreover, it was pointed out that the relationship between achievement goal theory and the moral/philosophical views concerning the aims of schools constitute proof of the structure of the theory. Various factors (schools or classrooms serving a wide culture range, the definition of success being affected by certain beliefs, policies, and norms within a given education system, standardized tests conducted in a country, and how schools or classrooms define success) affect the structure of goal orientations (Urdan & Kaplan, 2020).

Teacher Interaction

In Table 2, the weighted means of each criterion were computed, and the level of teacher interaction as perceived by the respondents has a weighted mean of 3.21 with a descriptive interpretation of Moderate. On one hand, the results revealed that leadership with a value of 4.26 is described as Very High. This indicator has the highest mean score among the indicators. On the other hand, the results revealed that dissatisfied, as an indicator of teacher interaction, obtained the mean value of 2.20 which is described as low. This is also identified as the indicator of teacher interaction with the lowest mean score.

Table 2. Teacher Interaction			
Indicator	SD	Mean	Description
Leadership	0.70	4.26	Very High
Understanding	0.74	4.23	Very High
Uncertain	1.15	2.37	Low
Admonishing	1.10	2.39	Low
Helping/Friendly	0.82	4.09	High
Student Responsibility/Freedom	1.08	2.96	Moderate
Dissatisfied	1.08	2.20	Low
Strict	0.94	3.17	Moderate
Overall	1.27	3.21	Moderate

Survey results revealed the general level of teacher interaction as perceived by the pupils from public elementary schools. Overall, it was determined to be moderate, meaning the respondents sometimes perceive the variable. This only means a moderate level of teacher interaction as perceived by the pupil respondents. Hence, the pupils only interact with their teachers sometimes.

Positive teacher-student relationships are closely tied to increased student motivation and engagement in academic activities. Effective communication and trust within these relationships create a supportive and nurturing environment that significantly enriches the learning experience (Nazish & Kang, 2024).

Moreover, high-quality interactions between teachers and students contribute to a favorable learning atmosphere, fostering critical thinking and self-esteem among students. Face-to-face activities, particularly in remote learning contexts, have significantly improved these interactions. Additionally, strong teacher-student relationships not only benefit students but also enhance teachers' well-being and job satisfaction. Teachers who cultivate positive relationships report greater comfort in their teaching roles, which positively impacts their instructional effectiveness (Исмаилова, 2024; Thomas, 2024; Wang & Liu, 2024).

Academic Resilience

In Table 3, the level of academic resilience has a weighted mean of 3.90 and a descriptive equivalent of High. The results show that reflecting and adaptive help-seeking have the highest mean value of 4.27, which is described as Very High. Meanwhile, negative affect and emotional response garnered a mean score of 3.03, which is described as moderate. This indicator also has the lowest mean value.

Table 3. Academic Resilience			
Indicator	SD	Mean	Description
Perseverance	1.03	4.10	High
Reflecting and Adaptive Help Seeking	0.79	4.27	Very High
Negative Affect and Emotional Response	1.17	3.03	Moderate
Overall	1.11	3.90	High

Results disclosed that the overall academic resilience of respondents is high. This only indicates that the variable is oftentimes manifested among the survey respondents or the pupils from public elementary schools. Further, this only implies that the pupils oftentimes demonstrate the tendency to recover swiftly from rejections, failures, and other adversities that they face in school.

Indeed, resilience is closely tied to personality traits such as self-confidence, perseverance, and independence, with adolescents exhibiting these traits more effective at recovering from adversities. A positive school climate further enhances resilience by fostering satisfaction and shaping students' subjective interpretation of their experiences. This suggests that supportive educational environments play a significant role in helping students recover from setbacks. Additionally, the interplay between temperament and social schemas is crucial to resilience, as positive social interactions can alleviate mental health issues and promote recovery from stressors (Joosten et al., 2024).

In clinical settings, peer interactions and supportive relationships are essential for radiography students, helping them manage stressors effectively. Educators play a key role in fostering resilience by identifying risk and protective factors and offering individual counseling to strengthen students' psychological resilience. Incorporating resilience-building strategies into curricula can further equip students to face academic and professional challenges more confidently (Thomas et al., 2022).

Significant Relationship Between Goal Orientation and Academic Resilience

Presented in Table 4 are the results of the test of the relationship between goal orientation, the first dependent variable, and academic resilience, the only independent variable of the study.

Table 4. Correlation Analysis of the Variables

Pair	Variables	Correlation Coefficient	p-value	Decision
IV ₁ and DV	Goal orientation Academic resilience	.498	<.001	Reject

Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall R-value of .498 with a p-value of <.000 signified the rejection of the null hypothesis. This means a significant relationship exists between goal orientation and academic resilience. This shows that goal orientation is correlated with academic resilience. More specifically, the result revealed that all indicators of goal orientation are moderately and positively correlated with academic resilience since the p-value is <.000. Data show a moderate positive association between the two variables.

The significant relationship between goal orientation and academic resilience is tested through Pearson r. Data revealed a moderate positive correlation between the variables. This suggests that the variables have a direct relationship wherein the pupils' academic resilience is found to have a moderate increase when paired and compared with the increase of goal orientation. The same relationship also applies when both variables' decrease is compared.

Academic resilience is the ability to perform well despite adversity, with the Academic Resilience Scale (ARS-30) measuring cognitive, affective, and behavioral responses. This scale is reliable and valuable for research and practice. It also overlaps with academic buoyancy, which addresses everyday challenges rather than severe adversities. Transcultural studies show that factors like a sense of belonging impact resilience differently across cultures. While academic resilience is key to success, its manifestation varies based on individual and contextual factors (Ye et al., 2021).

Moreover, goal orientation is critical in fostering academic resilience, as students with well-defined achievement goals, such as mastery and performance orientations, are better equipped to handle academic challenges. Mastery-oriented students, in particular, show adaptive responses that strengthen their ability to overcome difficulties. Additionally, goal-setting practices, such as those explored through sand tray therapy, enhance resilience by promoting self-awareness and commitment to personal objectives (Ningtyas & Kumalasari, 2022).

In this regard, a positive correlation exists between mastery and performance goal orientations and academic resilience, showing that students with defined goals are better equipped to handle academic stressors. Self-resilience mediates the relationship between goal orientation and adaptation to university life, suggesting that resilient students are more likely to succeed academically. Optimism and clear goals are also crucial for academic resilience, especially among students facing significant challenges, such as scholarship recipients. While goal orientation is a strong predictor of resilience, individual differences in motivation and external support systems also play a key role in shaping resilience outcomes (Tri & Rahayu, 2024).

Significant Relationship Between Teacher Interaction and Academic Resilience

Shown in Table 5 the results of the test of relationship between teacher interaction, the second dependent variable, and academic resilience, the only independent variable of the study.

Table 5. Correlation Analysis of the Variables

Pair	Variables	Correlation Coefficient	p-value	Decision
IV ₂ and DV	Teacher Interaction and Academic Resilience	0.364	<.001	Do not reject

Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. It revealed a positive and significant relationship between the indicators of empowering teacher interaction and academic resilience as revealed in the p-value that is less than .05, and with r value of 0.030.

The overall result reflects that empowering leadership are negatively correlated with school culture since the

overall R-value is 0.364 with a p-value <.001, hence not rejecting the null hypothesis. This shows that teacher interaction has low positive correlation with academic resilience.

The significant relationship between teacher interaction and academic resilience is tested through Pearson r. Data revealed a low positive correlation between the variables. This suggests that the variables have a direct relationship wherein the pupils' academic resilience is found to have a low increase when paired and compared with the increase of teacher interaction. The same relationship also applies when both variables' decrease is compared.

This was supported by the theory of Academic Achievement by Reynolds and Walberg (1992), which emphasizes that elements such as motivation, self-regulation, and prior knowledge work together with external factors, like teacher support and parental involvement, to influence student achievement. By highlighting the interaction between personal and environmental factors, Walberg's theory stresses the need to nurture individual strengths and external support to improve academic success and resilience.

This is supported by Bronfenbrenner's Ecological-Transactional Model of Development (Bronfenbrenner, 1979). It provides a model for understanding the relationship between type of school and student academic resilience. This perspective views the child developing within a complex system of relationships affected by multiple levels of the surrounding environment. The environment is made up of a series of nested structures comprising the microsystem (the child's immediate environment), the mesosystem (interactions among microsystem factors), the exosystem (factors in the wider community), and the macrosystem (consisting of values, laws, and customs). Bronfenbrenner (1979) suggested that children are part of a living system embedded in their surroundings.

This theory elaborates that schools influence children, for better or worse. Schools lacking standards and rigor, with strained interaction between students and teachers, with irrelevant and uninteresting curriculum, and with policies and practices insensitive to current demands on family life are not likely to be successful in helping children and families avoid the risks to their positive development. On the other hand, caring staff, visionary principals, teachers who are willing to interact with their students, high behavioral and academic standards and supports, supportive community partners, as well as insightful policies and practices that support children and families are all important aspects of school environment in promoting resilience in children and youth (Smith, Boutte, Zigler, Finn and Stevenson, 2004).

Ungar (2006) concurs that the interactions between individuals and their ecologies can impact on their academic achievement. Resilience encompasses not just the personal qualities of the child, but also the child's social and physical environment (including the child's school, teacher, classmates, friends, family, and community). This theory was found relevant in this study because it helps explain that the school, including their interactions with their teacher, is part of the child's microsystem, the most influential level of the ecological systems theory, and one of the factors that can enhance or inhibit a student's academic resilience.

Significant Influence of Goal Orientation and Teacher Interaction on Academic Resilience

Presented in Table 6 is the result of the test of significant influence of goal orientation and teacher interaction towards the academic resilience of the respondents. The results showed that goal orientation appears to be a statistically significant predictor of the academic resilience of the respondents, ($\beta=0.283$, $p<.001$). At 0.05 level of significance, the null hypothesis is rejected. Combined influence of goal orientation and teacher interaction can significantly influence academic resilience, ($\beta=0.285$, $p<.001$). At 0.05 level of significance, the null hypothesis is rejected.

Table 6. Domain of Goal Orientation and Teacher Interaction on Academic Resilience

Predictors	Academic resilience				
	B	B	St. Error	T	Sig
Constant	0.000	1.914	.189	10.132	.000
Goal Orientation	0.283	.236	.063	3.757	.000
Goal Orientation and Teacher Interaction	0.285	.314	.083	3.790	.000
Teacher Interaction	Excluded variable				

The significant influence of goal orientation and teacher interaction on academic resilience is tested through linear regression. Data revealed that goal orientation can solely influence the academic resilience of pupils. This predicts that the increase or decrease of academic resilience is partially attributed to the increase of goal orientation. Further, it was also ascertained that the combined influence of goal orientation and teacher interaction has an impact on the academic resilience of pupils. This implies that the increase or decrease of academic resilience is partially attributed to the combined influence of goal orientation and perceived teacher interaction.

In connection, mastery goal orientation is positively associated with intrinsic motivation, leading individuals to engage in job crafting and personal development. While performance-approach goal orientation also predicts intrinsic motivation, it can sometimes result in extrinsic motivation as well.

Intrinsic motivation mediates the relationship between goal orientation and performance, with studies showing that individuals with a mastery orientation tend to perform better due to higher levels of intrinsic motivation. In educational settings, task-oriented goals linked to intrinsic motivation significantly enhance academic performance, whereas ego-oriented goals, associated with extrinsic motivations, often correlate with lower performance (Ibrahim et al., 2018; Lee & Suh, 2022; Usán et al., 2019).

According to research, teachers' efforts to build a friendly classroom environment such as through teacher interaction can help kids develop their academic resilience. Students feel more at ease taking risks in their academic work and seeking assistance when they need it when teachers foster a positive and encouraging classroom environment. This can boost their sense of community and lessen feelings of loneliness, which are crucial elements in encouraging academic resilience. Students might be motivated to develop resilience and tenacity in themselves by teachers who exhibit these traits. Additionally, children are more likely to establish positive attitudes toward learning and be encouraged to persevere in the face of academic problems when they view their professors as caring and supportive. In conclusion, a warm classroom climate can promote academic resilience by fostering a welcoming environment that engages students to persist in their academic endeavors (Downey, 2008).

CONCLUSION AND RECOMMENDATIONS

In this part, conclusions are made as shown by the study's findings that the level of goal orientation is high, the level of teacher interaction is moderate, the level of academic resilience is high. There is a significant relationship in the variables of the study, there is a moderate, positive, and significant relationship between goal orientation and academic resilience. There is a low, positive, and significant relationship between teacher interaction and academic resilience. There is significant influence in the variables of the study, goal orientation can individually influence academic resilience, and the combined influence of goal orientation and teacher interaction has an impact on the academic resilience of respondents.

The foregoing results have been discussed thoroughly in the previous sections. Further, these findings hold implications and recommendations which can be utilized by all agencies, professionals, and persons concerned.

In terms of the level of goal orientation, it is found that pupils have high level of goal orientation. This indicates that the elementary pupils in public schools are oftentimes engaged in behaviors in pursuit to specific goals in schools. Thus, it is suggested that the variable should be maintained or even improved by introducing various programs that can augment the goal orientation of pupils. This skill may be integrated and emphasized across all the subjects of pupils in the curriculum to maintain or even improve this indicator in schools.

With regards to the level of teacher interaction, it is identified that pupils perceived this variable to be moderate in their school setting. This indicates that pupils observe that they only interact with their teachers sometimes. Hence, it is suggested that teachers are to be reoriented on the impact that teacher interaction holds among the pupils. Programs and seminars may also be conducted to strengthen the visibility and impact of teacher interaction in public elementary schools.

With regards to the level of academic resilience, it is ascertained that pupils manifested a high level of academic resilience. This indicates that students have high tendencies to bounce back from the setbacks, rejections, and

failures that they face in schools. Hence, it is suggested that this variable should be maintained or even improved to prepare pupils for more demanding and challenging tasks in their academic life. Rigorous trainings and academic experiences may be offered to the pupils to develop more this aspect among the pupils. This may also be integrated and emphasized, likewise, in the curriculum of the learners.

In terms of the significant relationship between goal orientation and academic resilience, there exists a moderate, positive, and significant relationship between the two variables. This indicates that goal orientation is associated with academic resilience. Hence, strengthening and prioritization of goal orientation as suggested previously can be done to augment the academic resilience of learners.

Similarly, in terms of the significant relationship between teacher interaction and academic resilience, there exists a low, positive, and significant relationship between the two variables. This indicates that teacher interaction is associated with academic resilience. Hence, strengthening and prioritization of teacher interaction as suggested previously can be done to augment the academic resilience of learners.

On the other hand, the significant influence of goal orientation and teacher interaction on academic resilience is also tested in the study. As found in the results, both goal orientation, on its own, as well as the combined influence of goal orientation and teacher interaction partially have a significant influence on academic resilience. This only suggests that strengthening the goal orientation and perceived teacher interaction among the pupils can be prioritized, as highlighted in the previous discussions, to augment the same pupils' academic resilience. Further, the partial influence of the variables on academic resilience suggests that further studies should be conducted in order to discover other variables which may also hold significant influence on academic resilience of pupils.

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