



# The Role of Resilience in the Academic Performance of State University Students During the Coronavirus Disease 2019 (Covid-19) Pandemic

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## INTRODUCTION

“Dare to thrive, achieve and excel in the face of dangerous distractions in hostile surroundings and against painful obstacles in your path.”

-Betances, Winning the Future Through Education

This is a message from the well-known and outstanding African-American motivational speaker and writer, who is eminent for his success in inspiring willing learners to excel. His endeavor motivates every student who is struggling and facing lots of challenges to strive and shine, especially during difficult times. This exemplifies the ultimate goal of anyone who is willing to survive, surpass obstacles and achieve his/her goals whatever it takes.

The unprecedented challenges posed by global crises, such as the recent pandemic, significantly impact educational systems and student well-being (Tria, 2020). The abrupt shift from traditional face-to-face instruction to remote learning modalities, including online and modular approaches, presented substantial hurdles for students, particularly concerning access to resources, internet connectivity, and effective learning interactions with instructors (Barrot, Llenares & Del Rosario, 2021; Rotas & Cahapay, 2020). These educational disruptions contributed to increased stress among students (Dayagbil, Palompon, Garcia & Olvido, 2021).

In the Philippines, the Department of Education affirmed its commitment to continue education amidst the pandemic (Peoples Television News, 2020). However, this commitment necessitated a rapid and often unprepared transition for academic stakeholders to new learning environments, leading to considerable stress (Rotas & Cahapay, 2020; Barrot et al., 2021). Beyond the pandemic, the country simultaneously experienced various natural disasters, including earthquakes, typhoons, floods, and landslides. These events exacerbated existing difficulties, contributing to widespread economic, physical, and psychological distress (Tee et al., 2020). The Department of Health also reported a significant negative impact on mental health due to difficulties adjusting to the "new normal" (PTV News, 2021).

Mental health concerns, including depression and anxiety, have surged since the onset of the COVID-19 pandemic globally (WHO, 2020). In the Philippines, the National Center for Mental Health reported a substantial increase in depression cases (Menterona, 2020), and suicide statistics have risen considerably (Calleja, 2020). For instance, in Ifugao, the Provincial Social Welfare Development Office reported 16 completed suicides and 6 attempts in 2020, compared to 5 completed cases in 2019, with many involving young people and numerous unreported instances. This alarming trend prompted calls for immediate action from government agencies (Menardo Guevarra, IATF).

The pandemic's impact on education extended to student enrollment and academic performance. Globally, approximately 214 million students were out of school as of January 2021 due to the pandemic (UNESCO, 2021). In the Philippines, the Philippine Association of State Universities and Colleges (PASUC) noted that 44,069 students did not enroll in the academic year 2020-2021, citing fears of contamination, lack of gadgets, financial problems, and geographical distance from universities (CHED, 2020). This resulted in a decreased enrollment rates ranging from 70% to 80% in State Universities and Colleges. Disruptions affected 96.7% of students enrolled during the pandemic (Mahdy, 2020), leading to subject failures, withdrawals, or incomplete grades due to resource limitations and connectivity issues (Rotas & Cahapay, 2020; Barrot et al., 2021).

Resilience is a critical quality that enables individuals to cope with challenges and achieve success (Burton, 2020; Gamble & Crouse, 2020). It plays a significant role in stress reduction (Delestre, 2016) and can mitigate susceptibility to depression (Britton, 2018). Resilience often develops in response to adversity, enabling individuals to "bounce back" and withstand struggles (Fernández, Diaz, & Saez, 2018). Individuals possess varying levels of resilience; those with higher levels tend to recover more easily and healthily from adversity (Zolkoski & Bullock, 2012; Romano, Angelini, Consiglio & Fiorilli, 2021). Studies consistently show that resilient individuals adapt, cope, and survive effectively even when facing numerous life challenges (Britton, 2018; Mallick & Kaur, 2016; Sarmiento, Ponce & Bertolin, 2020; Oducado, Lachica & Rabacal, 2020).



Academic performance, on the other hand, is a central concern in education, serving as a measure of student achievement and the effectiveness of educational institutions (Silverberg & Orbeta, 2016). It is typically assessed through grades, test scores, and successful program completion (Rodríguez, 2014). There are various factors influencing academic performance, including self-efficacy, personality, environmental factors, and challenges encountered by students (Cefai, 2008). Financial difficulties, family problems, and relationship issues are common obstacles leading to academic failure or dropping out (Orion, Forosuelo & Cavalida, 2018). Moreover, students from low socioeconomic backgrounds are often at higher risk of academic disengagement and failure due to limited access to educational resources (Rodríguez, 2014; Orion et al., 2018). However, some research suggests that minority students or those from low-socioeconomic families can demonstrate significant resilience, enabling them to persevere and succeed despite adversities (Delestre, 2016; Britton, 2018; Burton, 2020).

The importance of resilience in academic settings has been increasingly recognized, especially given contemporary challenges (Tanji et al., 2021). Resilience helps students maintain motivation, manage academic pressures, and achieve success (Britton, 2018; Burton, 2020). Studies by Fernández et al. (2018) and Britton (2018) highlight how resilience enables students to view challenges as opportunities for growth and improved academic performance. Fostering resilience, particularly by focusing on student strengths, is suggested as a way to enhance academic outcomes (Mwangi, Okatcha, Kinai & Ireri, 2015). Educators play a crucial role in developing essential behaviors, skills, and attitudes, including resilience, that contribute to academic success beyond content knowledge (Farrington et al., 2012). Also, supportive environments, including family, teachers, and school systems, are vital for nurturing resilience (Mallick & Kaur, 2016; Reyes & Elias, 2011; Burton, 2020; Bondy, Ross, Gallingane, & Hambacher, 2007; Waxman, Rivera, & Powers, 2012).

Numerous studies have explored the relationship between resilience and academic performance. Longitudinal studies by Scales et al. (2003) and Hanson and Austin (2003) found a positive association, indicating that increased resilience correlates with improved academic performance and higher test scores. Similarly, research on Mexican American high school students (Gonzalez and Padilla, 1997) and academically resilient students (Alva, 1991) consistently showed that resilient students achieve higher grades and maintain motivation despite stressors.

Further research supports this connection. Novotny and Keménková (2016) identified a significant relationship between resilience and academic performance in at-risk youth, emphasizing the importance of individualized psychological care and a sense of mastery. Studies by Mwangi et al. (2018) and McLafferty, Mallet, and McCauley (2012) also demonstrated a significant positive correlation, suggesting that resilience predicts both coping mechanisms at university and academic success. Fernández et al. (2018) also found that resilience significantly influences academic performance among adolescents, with highly resilient students outperforming those with lower resilience. Consistent with these findings, Mwangi et al. (2017) observed that students with moderate to high resilience levels achieved better academic outcomes, and Hassim, Strydom, and Strydom (2013) reported higher academic grades in highly resilient psychosocial science students. Zolkoski and Bullock (2012) further elaborated that academically resilient students exhibit positive traits like intrinsic motivation, optimism, self-regulation, and effective communication, leading to better academic performance, a finding echoed by Mallin, Walker, and Levin (2013).

In Asia, studies reinforce these findings. Tanji et al. (2021) in Japan and Akbarilakeh, Eftekharzadeh, and Khodakarim (2017) in Saudi Arabia reported a significant positive relationship between resilience and academic performance among nursing and dental students, respectively. Lia, Martin, and Yeung (2017) highlighted resilience's substantial impact on academic performance in children and young people. Okabe (2018) found that resilience enabled Filipino boys to excel academically by enhancing their ability to deal with difficulties. Qualitative studies in the Philippines also confirm resilience's positive influence on academic performance, contributing to lower academic burnout and increased academic capability (Rendeza, 2020; Lanuza, Rizal, Aligam & Uy, 2020).

These findings collectively suggest that higher levels of resilience enable students to better cope with stress, overcome struggles, and consequently improve their academic performance (Britton, 2018; Mwangi et al., 2017; Delestre, 2016).

Despite the compelling evidence, some studies indicate no significant relationship between resilience and academic performance. Hudzon (2007) at Florida State University found no significant correlation between resilience dimensions and college student grades. Similarly, Herrero (2014) reported a weak correlation, and studies by Sabitu, Babatunde, and Oluwole (2012) and Gross (2011) also failed to establish a significant link. Mallick and Kaur (2016) observed higher resilience among urban Indian senior secondary students compared to rural counterparts but found no significant relationship with academic achievement. These contrasting findings suggest that the relationship between resilience and academic performance may not be universal and could be influenced by various contextual factors.

Given the ongoing global challenges, particularly the COVID-19 pandemic's immense impact on education, there is a clear need for additional research on the relationship between student resilience and academic performance during such



unprecedented times. While prior studies have explored these variables, current circumstances warrant a focused examination to inform educational institutions and policymakers.

In view of the discussion above, there were few studies conducted on the resilience and academic performance of students especially among the indigenous peoples in Ifugao, Philippines. Though there have been studies measuring student resilience and academic performance but they are not sufficient. Especially today that the Covid-19 pandemic immensely affected education, there is a need for additional studies on the relationship between resilience and academic performance of students particularly during the Covid-19 pandemic. This will aid educational institutions and educators in their planning or development of contingency plans or programs for an unanticipated event like the COVID-19 pandemic to sustain the delivery of educational services even during unforeseen events. This study aims to assess the resilience and academic performance of college students during the COVID-19 pandemic and to explore the relationship between these two variables. Specifically, it will measure the level of resilience and academic performance among college students, and investigate whether specific dimensions of resilience, such as personal competence and acceptance of self and life, predicts their academic performance. The findings are expected to raise awareness among educational institutions, educators, school administrators, parents, and guardians about the critical importance of fostering student resilience for both academic success and overall life achievements.

## Theoretical/Conceptual Framework

This study is anchored on the theories, concepts of resilience and academic performance.

### Resilience

Richardson in his Resilience Theory provided a model for understanding how individuals face and overcome adversities, enhancing their abilities to desire positive outcomes and improve themselves in all aspect. According to the theory, there is a force within an individual that pushes him or her to seek self-actualization, altruism, wisdom and harmony with a spiritual source of strength (Richardson, 2002). The Resilience Model in this theory is a means whereby through planned disruptions or reacting to life events, individuals have the opportunity to choose consciously or unconsciously the outcomes of disruptions (Krovetz, 1999). This process is called reintegration. This model also shows how individuals begin in a comfort zone (homeostasis). This happens when individuals have adapted to their life situation whether good or bad and then a life stressor occurs (disruption), the individual then has to reintegrate to return to his/her comfort zone and then experience growth. The resilience process is a life-enriching model that suggests that life stressors provide growth and increase resilient qualities or protective factors (Richardson, 2002). This reintegration also is an introspective process that leads to the identification of or nurturing of resilient qualities. These qualities are identified as additional protective factors when dealing with life stressors. From these experiences, individuals grow in their abilities to withstand additional stressors. Reflection and perspective continue to enhance the ability to derive positive outcomes from times of challenge.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress-such as family and relationship problems, serious health problems, or workplace and financial stressors (Prabhu & Shekhar, 2017). In the academe, resilience is the ability of a student to successfully deal with challenges that he or she encounters including his or her personal problems, while trying to achieve his or her academic goals (Mwangi et al., 2015).

According to Gonçalves and Camarneiro (2018) who validated the resilience scale of Wagnild and Young (1993), resilience has two dimensions: personal competence and acceptance of the self and life. This concept was based on the theory of Richardson (2002) wherein an individual utilizes resilient reintegration to cope with challenges. That is when an individual is faced with challenges, he or she uses resilient reintegration, this will result to growth, knowledge, self-understanding, and increased strength of resilient qualities such as personal competence and acceptance of the self and life to withstand those challenges.

**Personal Competence.** Personal competence according to Gonçalves and Camarneiro (2018) measures self-reliance, independence, determination, invincibility, mastery, resourcefulness, and perseverance. Gonçalves and Camarneiro further explained that an individual with higher level of personal competence is intrinsically motivated, is optimistic, self-regulated, and flexible. Moreover, individuals having this quality show agency toward being solution-focused, determined, assertive, and possess good communication skills (Wagnild & Young, 1993). They also exercise reciprocity and exhibit the ability to deliver good judgment, have the ability to stay calm in times of troubles and independently manage themselves to achieve success (Gonçalves & Camarneiro, 2018).

**Acceptance of the self and life.** Acceptance of the self and life measures adaptability, balance, flexibility, and a balanced perspective of life (Gonçalves & Camarneiro, 2018). This explains how well individuals cope and overcome obstacles in life with how they adapt, balance and view the situation (Wagnild & Young, 1993). Individuals with higher levels in this dimension accept and understand the situation they are in and are flexible enough to adjust and balance themselves as they



cope instead of focusing on the negative aspects of the situation or problems they are experiencing (Gonçalves & Camarneiro, 2018).

### Level of Resilience

The level of resilience is categorized as very high, high, average, low and very low. Very high level of resilience means that the individual in times of adversity always feels determined to follow through his plans, unceasingly keep his interest to important things, continuously believes that life has meaning, constantly make friends with himself and trust his abilities that he can manage, depend on himself and then find his way out of adversity.

A high level of resilience indicates that in times of adversity, the individual most of the time feels determined to follow through his plans, regularly keep his interest to important things, often believes that life has meaning, habitually make friends with himself and often trust his abilities that he can manage, depend on himself, and often find his way out of the adversity.

An average level indicates that the individual sometimes feels determined to follow through his plans, typically keep his interest to important things, sometimes believes that life has meaning, naturally make friends with himself and sometimes trust his abilities that he can manage, depend on himself and generally find his way out of adversity.

A low level of resilience means that the individual rarely feels determined to follow through his plans, barely keep his interest to important things, once in a while believes that life has meaning, hardly make friends with himself and barely trust his abilities that he can manage, depend on himself and hardly ever find his way out of the adversity.

A very low level of resilience indicates that the individual does not show determination to follow through his plans and keep his interest to important things, does not believe that life has meaning, not ever make friends with himself nor trust his abilities that he can manage and depend on himself to find his way out of the adversity.

### Academic Performance

One of the most relevant perspectives in understanding academic performance is social-cognitive theory of motivation initiated by Dweck in 1986. In this theory, Dweck and his colleagues hypothesized that conceptions of intellectual ability lead to goal orientation, and then goal orientation would eventually lead to a behavioral response. Dweck further stated that there are two main conceptions of ability: fixed or entity, and malleable or incremental. Conception of ability as defined by Dweck is also called mindsets, beliefs of ability and implicit theories. A fixed conception of intellectual ability refers to the belief that intelligence is a stable, permanent, and uncontrollable trait. According to this view, individuals' intellectual ability is a fixed quantity that cannot be altered (Bell, 2017), thus individuals with this belief are concerned about looking smart to others, validating their ability, and avoiding negative judgments about their ability. Also, students with this conception tend to avoid challenges and withdraw effort if they believe they may fail. While students with a malleable belief of intellectual ability as theorized by Dweck (1986) view intelligence as a flexible ability that can be increased with personal efforts, thus students with this kind of intellectual ability focus on learning new strategies, increasing their skills, and using problem-solving methods rather than avoiding challenges. Moreover, students with this conception look for challenging situations to develop new ways to achieve mastery and attribute failure to insufficient effort rather than to a lack of intellectual ability (Lawrence & Lawrence, 2014). Furthermore, Dweck focused on two response patterns to challenge: adaptive and maladaptive. An adaptive response pattern promotes the establishment and attainment of personally challenging achievement goals. Individuals who employ this response pattern typically display a mastery-oriented response, which includes behaviors such as seeking challenges, persisting in the face of obstacles, and the enjoyment of exerting effort on challenging tasks. The second response pattern is maladaptive which refers to the failure to establish personally meaningful, realistic goals or the failure to pursue goals within one's reach. This maladaptive response style typically leads to a helpless pattern, so when an individual fall into a helpless pattern, they tend to avoid challenges, do not persist when obstacles arise, show negative affect, and have negative self-cognitions. These adaptive and maladaptive response styles influence goals that individuals choose for themselves. Thus, Dweck postulated that students pursue performance or learning goals through their understanding of and beliefs about their intelligence. With this, he highlighted in this theory that beliefs individuals have about their intelligence come not only from themselves (i.e. genetics) but also from the messages they get from their environments such as a classroom, other individuals, and their experiences. The main premise of this theory is that students' behavior is a function of their desires to achieve particular goals, and research has focused primarily upon the two dominant goals of learning: learning (also called mastery or task-oriented) and performance (also called ego-oriented). This theory explains how students achieve their goals in school and perform accordingly because of their desire to achieve a particular goal, and that is to perform better or at their best academically or finish their course.

In this study, academic performance refers to the students' achievement across various academic subjects. Achievement is measured by the general weighted averages (GWA) of the students at the end of the second semester of School Year 2020-

2021 where the mode of instruction is blended learning maximizing the use of online platforms and modules.

## Level of Academic Performance

The level of academic performance is categorized as excellent, very satisfactory, satisfactory, fair, passing and failed (IFSU CODE 2016).

Excellent performance means the student obtained a GWA of 95 to 100 whereas very satisfactory performance is indicated by a GWA of 89 to 94. Satisfactory performance indicates a GWA of 83 to 88 while fair means the student has a GWA of 77 to 82. The passing grades range from a GWA of 75 to 76 while failure means the student obtained a GWA of below 75.

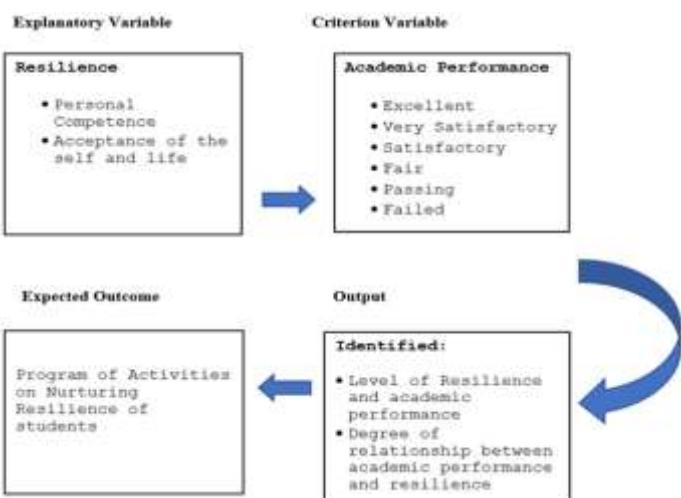
## Relationship between Resilience and Academic Performance

The Resilience Theory of Richardson provides for a clearer understanding of the resilient qualities of individuals in regards to education and the impact that these qualities might have on academic performance. That is, when a student utilizes resilient reintegration in times of the experience of adversities or challenges, he will develop the resilient qualities to be able to cope and maintain his motivation or even more determined to withstand challenges in the academe, improve his performance then achieve his academic goals. Similarly, in the social-cognitive theory of motivation by Dweck (1986), the students' desire to achieve academic goals will lead or motivate them to perform better. Dweck also postulated that students have different beliefs of their abilities. Students with a malleable belief of intellectual ability view intelligence as a flexible ability that can be increased with personal effort, thus they focus on learning new strategies, increasing their skills, and using problem-solving methods rather than avoiding challenges. They also look for challenging situations to develop new ways to achieve mastery and attribute failure to insufficient effort rather than to a lack of intellectual ability (Lawrence & Lawrence, 2014). These students according to Dweck use adaptive response that promotes the establishment and attainment of personally challenging achievement goals. An individual who employs this response pattern typically displays a mastery-oriented response, which includes behaviors such as seeking challenges, persisting in the face of obstacles, and the enjoyment of exerting effort on challenging tasks lead them to a better outcome for example in their school performance.

As shown in the study of Britton (2018), resilience has a significant relationship with academic performance. This is supported by the different studies such as of Mwangi et al (2018); Fernández et al (2018); and Delestre (2016) that resilience influences the performance of students academically, that is, students with higher level of resilience would likely to perform high academically and vice versa. In this sense, individuals with higher level of resilience would most likely to be more successful in whatever they do especially in times of troubles, challenges or adversities because of resilience. The theory of resilience by Richardson and the social-cognitive theory somehow supports the link between the two concepts, academic performance and resilience.

Figure 1 indicates the paradigm of the study. The paradigm will examine the relationship between resilience and academic performance specifically the degree of relationship along the dimensions of resilience (personal competence and acceptance of the self and life) and academic performance of the student. As shown in the paradigm below, this study will collect numerical data on resilience as a construct and academic performance as an outcome. The data of the respondents on resilience and their General Weighted Average (GWA) during the Second Semester of School Year 2020-2021 will be analyzed using Pearson Product Moment Correlation and Multiple Regression to examine the degree of relationship between the two variables, along with the dimensions of resilience. The main objective though of this study is to propose a program promoting resilience in the academe.

Figure 1 Research Paradigm





## METHODOLOGY

This chapter presents and discusses the method and procedures used in the study. It includes the research design, the population and locale of the study, the data gathering tools, procedure and the treatment of data.

### Research Design and Methodology

This study utilized the descriptive-correlational research design. This type of research describes, analyzes and interprets existing phenomena as well as determine the relationship or association that occurs naturally between an explanatory variable and a criterion variable (Quaranta, 2017).

### Population and Locale of the Study

This study was conducted at the College of Arts and Sciences (CAS) of the Ifugao State University (IFSU). There were 342 students who comprised the sample out of 483 students enrolled in the college during the second semester of school year 2020-2021 in the three programs namely, Bachelor of Science in Psychology, Bachelor of Arts in Political Science and Bachelor of Science in Tourism Management.

Incidental sampling technique was used to select the respondents online and offline through the use of google forms for those who can respond to the survey online and hard copies for those respondents who cannot answer them online. Table 1 shows the distribution of the respondents according to sex and course.

Table 1 Profile of Respondents

Profile		f	%
Sex	Male	151	44.15
	Female	191	55.85
	<b>Total</b>	<b>342</b>	<b>100.00</b>
Course	BS Psychology	94	28.92
	BS Tourism Management	110	32.16
	AB Political Science	136	39.77
	<b>TOTAL</b>	<b>342</b>	<b>100.00</b>

As shown above, there were 342 respondents, majority of whom are females (55.85%) whereas the males comprise 44.15% of the total sample size. As to course, most of the respondents are political science students (39.77%) students, followed by those enrolled in tourism (32.16%) students and Psychology (28.92%).

### Data Gathering Tool

The researcher utilized the Resilience Scale developed by Wagnild and Young (1993) and was validated by Gonçalves and Camarneiro (2018) to measure the level of resilience of the respondents. The scale is composed of 25 items rated on a 5-point Likert scale with two dimensions, personal competence (PC) and acceptance of the self and life (ASL). The scale was validated in a sample of 384 adolescents in a residential care where it obtained a very high internal consistency reliability ( $\alpha=0.925$ ). There were two-factor solution revealed in the factor analysis namely, personal competence and acceptance of the self and life, which is similar to the original version of Wagnild and Young (1993). A pre-survey was also conducted to 38 college students before the study was conducted. It obtained a very high internal consistency reliability( $\alpha=0.92$ ) which is consistent to the result of the previous validation studies. This implies that all of the items in the scale are measuring one variable.

For the academic performance of the respondents, the researcher used the respondents' General Weighted Average (GWA) during the second semester of School Year 2020-2021 as a measure for academic performance. It was computed from the grades obtained by the respondents through their output in their modules and online classes thru blended learning in the different subjects enrolled during the pandemic. Also, the researcher got the grades of the respondents from the registrar and from college instructors through the help of the Registrar's office.

### Data Gathering Procedure

Upon approval of the panel, the researcher sought permission and ethical clearance from the university president through the recommending approval of the two vice presidents (VP) concerned (VP for Research Development and Extension



Services and the VP for Academic Affairs) to conduct the study as well as to gather records of students from the registrar's office particularly the grades of the students. When the request was granted, the researcher prepared the questionnaire in two forms, one in Google form and a hard copy since the only way to reach students during the pandemic is through online and offline through modules. The questionnaire has two parts, part 1 contains the personal information and the informed consent for the respondents to sign to address confidentiality and ethical concerns while the other part contains the resilience scale. After preparing the two forms of the questionnaire, the researcher started floating the questionnaire online by sending the Google form link to her class group chats (GC) in the college sometime in April 2021 to gather data on resilience from the identified respondents. Since it is impossible for the researcher to reach individually the respondents, the researcher seeks the help of the different class advisers in the college with the permission of the college Dean in which they favorably agreed to help in the data gathering. The researcher then sent to the faculty members in the college the Google form link for them to send in the respective class group chats (GCs) for the students to easily access and answer the survey questionnaire based on their experiences of the pandemic. After a week of constantly reminding the class advisers, to encourage the students to respond in the Google form, still only few responded as expected since few students attends their online classes. The researcher then decided to print hard copies of the questionnaire and ask again the assistance of the class adviser to help her distribute. Since the following week is the distribution of finals modules of students in the dropping area of their respective municipalities, the researcher prepared per class the hard copies of the questionnaire to be given to the class advisers for them to include in the packing and sorting of modules. After the faculty members packed and sorted the modules of each student per municipality, the assigned faculty members per municipality went to distribute the modules together with the questionnaires to be answered by the students. Prior to the distribution, the students were instructed to go to the dropping area following health protocols to claim their finals module and then answer a survey questionnaire. A separate envelop was given to the in charge in the dropping area for the answered questionnaire once the students returned them. During the day of distribution, the in-charge faculty members per municipality were able to get back some answered questionnaires but for the other questionnaires they have to leave them until students were able to answer them. After a week, the researcher supposedly travels per municipality to retrieve the questionnaires however, due to quarantine health protocols, the researcher cannot do it especially that the researcher was restricted to go out due to her pregnancy status. The following week, the researcher asked for a favor again from the faculty who can retrieve the said questionnaires together with the researcher's sister since the researcher was limited to go out due to quarantine protocols. Finally, within a duration of two weeks after the distribution, an adequate answered questionnaires for the study were retrieved and handed to the researcher even though some students did not return the other questionnaires. Thereafter, the researcher collated the data gathered for tabulation and encoding.

For the GWA of the students, the researcher has to wait for months for the semester to end to secure a copy of the grades of the students. Due to the impact of the pandemic, the second semester of School Year 2020-2021 ended June 2021 instead of May 2021. Supposedly, the submission of grades was until June 30, 2021 but it lasts until the end of July 2021 to give leeway for students especially those located in areas where transportation and internet access is difficult or not possible. In the first Monday of July 2021 the researcher sent a request to the Registrar's office to secure a copy of the grades of students in the College of Arts and Sciences (CAS) hoping that grades were available since the deadline of submission of grades was June 30, 2021 but the Registrar replied saying that grades were still unavailable since some teachers did not yet submit their grading sheets. The researcher constantly asked the registrar if grades of the students were already in their office but up until the end of July 2021, the grades were still not complete. The researcher then asked permission to the Registrar if she could get whatever grades available and then have the others soon which they favorably allowed. The researcher then, manually copied the grades of the students manually from the Registrar's Office with the help of the staff for two days. After which the researcher went to the college to check for grading sheets submitted by faculty members then bring them to the registrar for recording. While waiting, the researcher even called two (2) Faculty members who were quarantined or in a lockdown status in their area to send their grading sheets through email. Finally, before the first week of August 2021 ends, the researcher secured a copy of the grades of the identified respondents with the help of the Registrar staff and some faculty members. The researcher then encoded the grades per subject to compute the GWA of students and certified by the Registrar. When the researcher obtained all the data needed, the data were tabulated ready for analysis.

## Treatment of Data

The gathered data were treated using the following statistics.

**Mean.** This was used to determine the level of resilience and academic performance of the respondents.

**Pearson Product Moment Correlation.** This was used to determine the direction and degree or level of relationship between resilience and academic performance.



**Multiple Regression.** This was utilized to analyze the relationship between academic performance and resilience and predict the value of academic performance based on resilience and its dimensions.

## RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered.

### Level of Resilience

The level of resilience was discussed along with its two dimensions, personal competence (PC) and acceptance of the self and life (ASL).

**Personal Competence.** Table 2 presents the level of resilience of the respondents in terms personal competence dimension. It showed that students obtained an overall mean of 3.33 which means that the students have an average level of PC. This implies that though the students were affected by the impact of the Covid-19 pandemic, they sometimes tend to follow through their plans, normally show self-discipline, determination and self-reliance and usually feel they can handle many things at a time in dealing with adversities. This is evident in how they face the new normal that even if they know that it is difficult with all the problems around, they still manage to enroll to continue their studies.

Table 2 Level of Personal Competence Dimension

Items	Mean	Level
1. When I make plans, I follow through with them.	3.90	High
3. I am able to depend on myself more than anyone else.	3.53	High
5. I can be on my own if I have to.	3.10	Average
9. I feel that I can handle many things at a time.	3.00	Average
10. I am determined.	3.71	High
13. I can get through difficult times because I've experienced difficulty before.	3.39	Average
14. I have self-discipline.	3.93	High
18. In an emergency, I'm someone people can generally rely on.	2.86	Average
19. I can usually look at a situation in a number of ways.	2.93	Average
20. Sometimes I make myself do things whether I want or not.	3.12	Average
25. It's okay if there are people who don't like me.	3.26	Average
<b>Overall Weighted Mean</b>	<b>3.33</b>	<b>Average</b>

The items with the highest mean reflected high level of PC regarding following through with plans (item 1), having self-discipline (item 14), being determined (item 10) and being self-reliant (item 3). These implies that even if the students are affected by the difficulties of the Covid-19 pandemic, the students still often follow through their plans, demonstrate self-discipline, determination, and self-reliance in dealing with their goals and a lot of things in their lives. The items with the lowest mean, on the other hand, indicated an average level of PC in terms of how they look into a situation (item 19), handling things at a time (item 9) and someone to rely on in times of emergency (item 18). These suggest that even in the experience of adversities like the pandemic, sometimes the students look at the situation in a variety of ways, they sometimes feel that they can handle things at a time and occasionally believe that they can be relied on in times of emergency. Overall, these imply that even if the students are affected by adversities caused by the impact of the Covid-19 pandemic, they normally make ways to stand, rely on themselves and cope with the challenges. This further demonstrate how well the students deal with challenges of the pandemic as they believe in their abilities to endure and adjust to the new normal, embracing the new mode of learning. These students did not give up nor lose hope but instead they normally maintain their focus believing that they can overcome these challenges and successfully end the semester. Richardson (2002) expounded on this in his resilience theory stating that when an individual is confronted with stressful events or issues, he resiliently reintegrates to increase protective factors or inner traits to enable him to survive the challenges. This will result in development, knowledge, self-awareness, and enhanced resilience. As shown in the result, students during this pandemic exhibit this character that even if they are faced with difficulties of the pandemic, still, they did not lose hope. Indeed, it is not easy for them to continue their studies despite all difficulties, in fact they could have stopped or did not enroll, but still, they continue because they believe they can surpass the challenges. Furthermore, this corroborated what Britton (2018) stated in his study, that students with an average level of resilience build the character to maintain their motivation to pursue their goals even when faced with adversity. This could also be the reason why these students did not give up. That, neither difficulties of the pandemic nor their personal and financial situation, did not deter them from continuing to learn.



An interview with one of the Political Science respondents on this matter said, "I was able to successfully end every semester especially during this Covid-19 pandemic because of my dreams. 'Di kami mayaman. Hindi rin kasya yung pinagpapaguruan ng mga magulang namin kasi sakto lng para sa pang-araw-araw naming pagkain kaya nachallenge ako na magpursige para ayusin ko pag-aaral ko kahit anong mangyari kasi eto lng alam ko na paraan para matulungan ko mga magulang at mga kapatid ko (we are not rich; we even don't have enough for our everyday needs. Our status in life challenged me to do well in my studies whatever happens because this is the only way I think I can help my parents and siblings)." When asked about how she deals with challenges, she said, "kailangan kong mag-adjust lagi. Kailangan maniwala ako sa sarili ko na kaya ko. Kailangan kong magfocus para sa pangarap ko at tulungan mga magulang ko dahil hindi pwede na nakadepende nalang ako sa kanila dahil may mga kapatid pa ako at alam ko nahihiapan na mga magulang ko lalo na ngaung pandemic. (I needed to adjust a lot. I have to believe and help myself. I have to focus on my goals and help my parents because I cannot depend on to my family most of the time because I have my other siblings and I know it is difficult for my parents to provide for all of us especially during this pandemic." This student believe she can achieve her dreams with hard works and determination; and according to her, she would rather focus on her studies instead even if it is difficult rather than focusing on the impacts of the Covid-19 pandemic. (Personal Communication, August 16, 2021).

This portrayed that even in times of adversities like the pandemic, students did their best to adjust, cope and motivate themselves to make ways and work on their priorities. Barrot et al (2021) validated this in their study on students' learning challenges during the pandemic and how they cope with them which states that students indeed are faced with difficulties but they did not give up, they demonstrate resilience instead, especially to those students located in areas where there is no internet access and transportation is not easy because they need to walk three to five hours to get their module. This as well conformed with what Fernandez et al (2018) found in their study that resilience plays an important role for a student to achieve success, in a way that it brings out the ability of a student to maintain the motivation to pursue things that matters even during the experience of adversities. More so, Lia et al (2017) supports that resilience among students influence their ability to keep themselves motivated to perform and achieve their goals.

**Acceptance of the Self and Life.** Table 3 also presents the level of resilience of the respondents in terms of acceptance of the self and life dimension. Results revealed that the respondents obtained an overall mean of 3.49 which means that the students have a high level of ASL dimension of resilience. The students obtained the highest mean in the following items regarding feeling proud of thyself that you accomplished something (item 6), being friends with thyself (item 8), believing in yourself that you can get through obstacles (item 17) and believing that life has meaning (item 21). This implies that even if the students are faced with difficulties brought by the Covid-19 pandemic, the students consistently believe life has meaning, often keep their interest on important things, regularly make friends with themselves, and consistently believe in their abilities that they can manage to find ways to get through hard times as they constantly feel proud of what they have accomplished one day at a time. These findings validated the assertion of Wagnild and Young (1993) that individuals who obtain high scores in the ASL dimension of resilience have strong intrapersonal relationships with themselves because they value their life, have strong belief in themselves and are confident in their abilities that they will overcome difficulties. Moreover, this validated the statement of Richardson (2002) in his theory that resilient individuals developed the ability to utilize their inner qualities to withstand challenges. They often utilize their protective factors or inner qualities to overcome obstacles such as being courageous, flexible, resourceful and the like (Wagnild & Young, 1993).

Table 3 Level of Acceptance of the Self and Life

Items	Mean	Level
2. I usually manage one way or another.	3.30	Average
4. Keeping interested in things is important to me.	3.72	High
6. I feel proud that I have accomplished things in life.	3.83	High
7. I usually take things in stride.	2.84	Average
8. I am friends with myself.	4.06	High
11. I seldom wonder what the point of it all is.	2.61	Average
12. I take things one day at a time.	3.45	High
15. I keep interested in things.	3.71	High
16. I can usually find something to laugh about.	2.80	Average
17. My belief in myself gets me through hard times.	4.12	High
21. My life has meaning.	3.84	High
22. I do not dwell on things that I can't do anything about.	2.94	Average
23. When I'm in a difficult situation, I can usually find my way out of it.	4.06	High
24. I have enough energy to do what I have to do.	3.60	High
<b>Overall Weighted Mean</b>	<b>3.49</b>	<b>High</b>



Interestingly, the strong belief of students in their abilities that they can manage to get through difficulties illustrates the self-efficacy concept of Bandura. As defined by Bandura (1997), self-efficacy is the individual's belief in his capabilities to exercise control over his own functioning and other events that affects his life which will lead to a better outcome in his life (Garrido, 2020). This belief directed the students to a higher level of motivation to have control over the situation, bounce back and accomplish what they supposed to do even if it seems unbearable. This as well determined how well the students deal with adversity and accomplish their academic goals.

Just like students during the COVID-19 pandemic that despite the lack of resources, difficulties of confinement and adjustments to the new normal and the new scheme of education (Dyagbil et al., 2021), the students showed that these hindrances are not enough to stop them from achieving their dreams (Rodriguez, Ramon, Mendez & Esteban, 2021). Instead, they persevere to accomplish their goals during the semester, that is to pass their subjects. An interview on resilience from a student of the BS Psychology Program said, "wala akong ibang pwedeng paniwalaan kundi ang sarili ko kaya kailangan kong maging matatag at harapin ung mga kailangan ko sa ngaun kasi sino at saan ka mang galling na pamilya o kahit napaka maingat ka, wise at well-planned mo lahat, hindi mo parin masabi kung ano ung mga pwedeng mangayari" (I have no one in this world to believe in but myself so I have to be strong enough to deal with all the things I am up to because no matter what and where we came from, how careful, wise and well-planned we are, we cannot escape this inevitability). "I believe everything has a purpose. These challenges of the pandemic I am going through right now, I believe I can withstand these." When asked about how he deals with trials, he said, "nagfocofocus ako sa mga bagay na importante sakin and ung mga interests ko one at a time (he focuses on the things that are important to him and those that are interesting to him one at a time) in that way I feel less stress (Personal Communication, August 25, 2021). This significant response from a student remarkably explained how resilient students recognize their inner strength and abilities that empowers them to withstand the difficulties.

Table 4 presents the summary of the level of resilience of the respondents along with its two dimensions. It shows that the overall resilience mean is 3.42 with a moderately high level. This reflects that students demonstrate resilience in dealing with the difficulties of the COVID-19 pandemic especially so with the adjustments and embracing the new normal and the new scheme of learning.

As shown, the results illustrated how students effectively approach, cope, and overcome problems while pursuing their academic goals during the pandemic (Barrot et al., 2021). This is because of the fact that the trials of life that they have overcome instilled in them the character to endure and not give up, to be more invincible, determined and self-reliant instead, while maintaining a sense of mastery, resourcefulness, and perseverance in dealing with life's tests (Tria, 2020).

Table 4 Summary Levels of Resilience Dimensions

Resilience Dimension	Mean	Level
Personal Competence	3.33	Average
Acceptance of the Self and Life	3.49	High
<b>Overall Weighted Mean</b>	<b>3.42</b>	<b>Average</b>

This is evident in the result where the students obtained a higher mean in the ASL dimension (3.49) which is in moderately high level as compared to PC dimension (3.33) in an average level. Though the difference is slight, it indicates that while these students are dealing with life's obstacles, whether academic or personal, they have developed a stronger intrapersonal relationship to believe in themselves. This become a source of strength for them to be invincible in dealing with adversities. Having a strong belief in their abilities that they can manage and overcome the challenges helped them cope efficiently with all the trials as they go on with their studies (Goncalves & Camarneiro, 2018). This character was also interestingly enlightened by Ackerman (2021) that those who feel they have a specific purpose in life and finds tremendous amount of meaning in their lives are more likely to recover from difficulties of life. He further explained that when an individual zealously believes he has a purpose, he will less likely to give up when faced with trials of life, instead he perseveres over obstacles of life to improve himself or rather be the best version of himself. Furthermore, Okabe (2018) also supported that having a resilient character would help an individual develop important qualities that will even more assist him to improve or develop himself which will eventually help him successfully overcome adversities of life. These assumptions explained the success of these students in dealing with the pressure and challenges they encounter while trying to achieve their academic goals especially during the pandemic. They are surrounded with difficulties brought by the COCID-19 pandemic but they persevered to somehow overcome the difficulties (Sarmiento, Ponce & Bertolin, 2020).

According to the guidance counselor of the university when interviewed regarding the resilience of students, she said that the resilience level of students varies. She believes that most of them are resilient enough to adjust and cope with academic challenges. She also added that usually the students at the higher year levels are more resilient than those students at the lower year levels, because students at the higher year level are already used to the processes and systems of the university



and they were able to adjust already with college life. Also, she mentioned that although there are few students who seem to fail especially during their freshmen year but with proper guidance, they were able to successfully end the semester or the school year (Personal Communication, August 25, 2021).

Moreover, the director of the Department of Student Affairs and Services of the university said in an interview about resilience of students, that she agrees with the results above, that the students have average to moderately high level of resilience as she said, "I have observed how resilient the students are especially on how they value their studies or education. This is evident in how they persevere to finish successfully every semester. How they earnestly ask about their subjects, what they need to do and how they eagerly come to school even how risky it is to come, thinking that we are still being bound by the pandemic guidelines and control. They are so independent that given the massive impact of the Covid-19 pandemic, they still manage to comply with their school requirements. They did not give up to make ways to make sure that they will pass their subjects" (Personal Communication, August 26, 2021).

With the status of the students, the results supported the findings of Britton (2018) in his study that students coming from minority groups and low socio-economic families are resilient enough to overcome challenges or adversities. Britton expounded that the hardships of life they surpassed made them stronger and developed in them the character not to give up but rather persist over trials.

### Level of Academic Performance

Table 5 presents the level of academic performance of the students as indicated by the GWA. It shows that most of the students obtained a satisfactory level GWA of (83-88, f=158, 46.20%), followed by fair (77-82, f=79, 23.10%) and very satisfactory (89-94, f=59, 17.25%), while there were few who have excellent GWA (94-100, f=5, 1.46%) and failed (f=3, .88%). The mean (84.05) reflects that most students have an average level of academic performance. Furthermore, this implies that students during the Covid-19 pandemic normally pass their subjects.

Looking at the level of academic performance of the students, most of the students obtained a level of satisfactory academic performance. It means that majority of the students have an average academic performance during the pandemic.

Table 5 Level of Academic Performance

Level	F	%	Mean
Excellent (95-100)	5	1.46	96.71
Very Satisfactory (89-94)	59	17.25	91.64
Satisfactory (83-88)	158	46.20	86.83
Fair (77-82)	79	23.10	79.83
Passing (75-76)	38	11.11	75.44
Failed (74 and below)	3	0.88	73.86
<b>Total</b>	<b>342</b>	<b>100</b>	<b>84.05 (Average)</b>

This once again conformed with the concept of the normal distribution curve where majority of individuals fall on the average level. This implies that whether there is pandemic or none, still there will be no much differences in the distribution of the students in terms of their academic performance. Duwal and Khonju (2020) identified that there are many factors affecting academic performance such as student factors, teacher's education and learning style, time, environmental factors, socio-economic factor, family factor and other adversities, however the student's academic performance still depends on the individual because according to Rendeza (2020) the scheme of education today did not really impact the performance of students in school. This is because even before the pandemic there were school already offering courses using the mode of learning that the students are experiencing today and it is effective. To mention one, IFSU was also offering blended mode of learning long before the pandemic in their graduate program, thus this means that the mode of learning and the difficulties of the pandemic did not really have impact academic performance (Rendeza, 2020). Moreover, Mahdy (2020) in a study on the influence of the COVID-19 pandemic on the academic performance of students asserts that though most students experienced difficulties complying with the learning activities due to the effect of confinement, limited resources and internet connectivity they were able to make it through the semester. This further mean that the pandemic may have psychological impact to people but, it does not have much impact on academic performance.

Knowing that most students of IFSU come from indigent families, this result is similar to the findings of Britton (2018) where he found an average or satisfactory academic performance of minority students. Also, the study of Mwangi et al (2018) among minority students in Kenya this in which they found an average level of academic performance of the students despite that these students are experiencing lots of difficulties in life. In contrast, this result somehow opposed the report of Calleja (2020) and St. Amour (2020) stating that most students during the Covid-19 pandemic fail to pass their



subjects due to adversities such as the psychological effects of confinement, adjustment from traditional to the new scheme of learning (online/remote or blended learning), lack of resources (gadget), and internet connectivity issues. The average academic performance of the students as revealed above guaranteed that students are doing their best to overcome the challenges they are facing in the academe during this pandemic (Dyagbil et al., 2021). Likewise, the result did not agree with Orion et al (2018) that problems such as poverty, pressure, family problems, relationship problems and other challenges somehow lead students to fail academically; and with Rodriguez (2014) that students living in low socio-economic areas or below the poverty level are often exposed to inferior educational opportunities which will lead them fail and drop out of school. Indeed, poverty and other challenges as mentioned above are not hindrances of success in education as Barrot et al (2021) defended that though students are faced with enormous challenges brought about by the pandemic but they even dared themselves to focus and pursue on their studies. The challenges they have experienced such as those mentioned above did not lead them to stop or fail but instead, they persevere and endure over those trials to chase their dreams in life (Tria, 2020).

### Relationship of Resilience and Academic Performance

Table 6 presents the correlation between resilience and academic performance along with its dimensions. As revealed, the overall correlation between resilience and academic performance is statistically significant ( $r=.690$ ,  $p<.001$ ), warranting the rejection of the null hypothesis that there is no significant relationship between resilience and academic performance. Specifically, both the PC ( $r=.67$ ) and ASL ( $r=.68$ ) dimension has a significant strong positive relationship with academic performance. This means that resilience has a significant impact on academic performance which infers that as resilience level increases, the academic performance also increases. This further implies that resilience influences academic performance. In support, the findings of Novotny and Keménková (2016) which found a significant relationship between resilience and academic performance of youth placed at risk relates to the present study. Also, the findings of Akbarilakeh et al (2017) which found a positive and direct correlation between resilience and academic performance of dental students in Shahid Beheshti University of Medical Sciences confirmed the results above. Moreover, Lanuza et al (2020) affirmed in their findings that resilience and academic performance have a strong and direct relationship. Furthermore, the recent study of Tanji et al (2021) in Japan on the association between resilience and academic performance of nursing students supported that there is a significant correlation between resilience and academic performance.

Table 6 Relationship between Resilience and Academic Performance

	Academic Performance										
	R	R <sup>2</sup>	ΔR <sup>2</sup>	B	SEB	Beta	T	df		F	Sig
								Regression	Residual		
Constant				62.25	1.34		46.50				
Personal Competence(PC)	.67	.476	.473	2.39	.88	.28	2.73		2	339	153.92
Acceptance of the Self and Life(ASL)	.68			3.96	.98	.42	4.03				
Overall Correlation: .69**(Strong)											

\*\*Correlation is significant at .01 level (2tailed)

These findings enlightened that having a higher level of resilience strengthens the ability of a student to perform as it helps and motivates them to persist, improve themselves and manage to cope with adversities (Liotine & Magee, 2020).

Furthermore, regression analysis was performed on the two dimensions of resilience. It revealed that PC and ASL significantly predict academic performance,  $F(2, 339) = 153.920$ ,  $ΔR^2=.47$ ,  $p<.001$  as it accounts for 47.6% of variance observed in the academic performance. This means that PC and ASL dimensions of resilience influence academic performance, which implies that both dimensions are good predictors of academic performance. As revealed in the analysis as shown in the value of the slope ( $\beta$ ), for every 2.39 increase in PC (3.96 in ASL) corresponds to one unit increase in AP.

The derived multiple regression equation formula is:

$Y$  (Predicted GWA) =  $62.5 + 2.39(PC) + 3.96(ASL)$ . Applying the formula, supposing you want to know the predicted GWA given that PC=3 and ASL=4. Substitute the values to the formula:



$y = 62.25 + 2.39(3) + 3.96(4)$ , hence  $Y = 62.25 + 7.17 + 15.84 = 85.26$ . The predicted GWA therefore is 85.26.

Based on the table, the Beta value of ASL (.42) is higher than PC (.28) which means that between PC and ASL as dimensions of resilience, it is ASL that has more contribution to GWA than AP. This implies that ASL dimension of resilience has more impact on academic performance than the PC dimension. This is due to the reason that an individual with a higher level of ASL has strong intrapersonal relationship and a strong belief in their abilities that they can manage to get through hard times and find their ways to overcome challenges, which would most likely impact the way they persevere over adversities, aiming to be better in what they do to achieve better outcomes. This is in consonance with the self-efficacy concept of Bandura that the individual's belief in their abilities determine how well the person succeed in a particular situation (Garrido, 2020). According to Bandura, self-efficacy is linked to numerous benefits to daily life such as a healthy lifestyle, improved performance, educational achievement and resilience to adversity. This favorably supported why ASL dimension of resilience has more contribution to academic performance, where the students' responses show that they have strong beliefs in their abilities to manage and overcome the enormous impact of the pandemic to their education then persist achieve success in their academic goals as shown in the result of their GWA.

Also, the result above validated the Filipino values of being flexible, resourceful, compassionate, fun-loving and the like, for Filipinos are known for being resilient in times of crisis wherein they persist to remain bold and strong in surviving challenges of life (Outsource Accelerator, 2021). Being 'matiyaga' in Filipino best define personal competence. Filipinos are known for these traits for their tenacity and strong determination in every undertaking (Outsource Accelerator, 2021). Also, being compassionate to the self, flexible and religious somehow demonstrate the acceptance of the self and life dimension of resilience. Being "matatag" in Filipino may also demonstrate the ASL dimension. These traits portray flexibility and the ability of Filipinos to adjust and cope religiously believing that everything has a purpose (Villalon, Soliman & Astudillo, 2020). This serves as their source of strength to withstand challenges of life.

Moreover, this present study strongly reinforced that resilience influence academic performance of students. This was associated with the results of the study by Lia et al (2017) that revealed a significant positive relationship between resilience and academic performance. Likewise, the study conducted by Akbarilakeh, Eftekharzadeh and Khodakarim (2017) on the relationship between resilience and academic performance of students in Saudi which found a positive and direct relationship between the said variables agreed with the findings above. This also affirmed the findings of Britton (2018) that resilience has a positive relationship to academic performance. Specifically, the findings of Mwangi et al (2018) confirmed that students with moderate levels of resilience obtained an average academic performance. Similarly, the findings of Fernández, Díaz, and Saez (2018) affirms that resilience plays a significant influence on academic performance of students. This further implied that students with moderate or higher levels of resilience normally have the ability to bounce back, overcome the challenge and persevere to achieve their academic goals. In support, Rendeza (2020) recently proved a significant positive relationship between resilience and academic performance which further means that resilience has a substantial impact to academic performance of students. In the same way, Lanuza et al (2020) agreed with the conclusion of the present study that resilience increases the ability of students to perform academically as they found a very strong direct relationship between resilience and academic performance. More recently, the study of Tanji et al (2021) on the association between resilience and academic performance of nursing students in Japan validated that there is a significant correlation between resilience and academic performance. These findings enlightened that having a higher level of resilience reinforces the ability of a student.

Overall, it was noted that students in the College of Arts and Sciences of Ifugao State University tend to have an average level of resilience. Specifically, the students reflected an average level in personal competence dimension and a moderately high level in acceptance of the self and life dimension. In terms of academic performance, the students attained an average level of academic performance during the pandemic. As to relationship of the variables, a strong positive correlation between the two dimensions of resilience and academic performance was revealed which implies that resilience predicts academic performance. More specifically, further analysis found that it is acceptance of the self and life dimension of resilience that has more contribution to academic performance. This indicates that the strong beliefs of students in their abilities directed them to withstand challenges of the pandemic and persist to perform and achieve their academic goals. The results further illustrate that resilience helps develop important qualities needed to readily adapt to diverse circumstances and have the capacity to thrive and persevere to achieve success or better outcome.

## SUMMARY OF FINDINGS

Based on the analysis and interpretation of the gathered data, the following are the general findings:

The College of Arts and Sciences students of Ifugao State University obtained an average level of general resilience. Specifically, they have an average level of personal competence and a high level of acceptance of the self and life.



The College of Arts and Sciences students of Ifugao State University obtained a satisfactory level of academic performance.

There is a significant positive strong correlation between resilience and academic performance. Specifically, there is a significant positive strong correlation between personal competence (PC) dimension of resilience and academic performance (AP), and between acceptance of the self and life (ASL) dimension of resilience and AP.

## CONCLUSIONS

This study underscores the profound impact of the COVID-19 pandemic and other societal challenges on students' mental health and academic trajectories. The findings, consistent with a substantial body of literature, suggest a positive relationship between resilience and academic performance. Students with higher levels of resilience appear better equipped to navigate academic challenges, maintain motivation, and achieve scholastic success even amidst adverse circumstances. The following are the derived conclusions:

The students demonstrate a typical level of resilience with that of other students in terms of personal competence and acceptance of the self and life to successfully cope with the challenges brought by the pandemic.

Health crisis and modification of instruction do not hinder students to adequately cope and effectively pass their subjects.

Resilience is a valid predictor of academic performance among college students.

## RECOMMENDATIONS FOR EDUCATIONAL POLICY

Based on these findings, the following recommendations are proposed for educational policy and practice:

- **Integrate Resilience-Building Programs:** Educational institutions should develop and implement comprehensive, evidence-based programs aimed at fostering student resilience from early education through higher education. These programs could be integrated into the curriculum or offered as co-curricular activities.
- **Prioritize Mental Health Support:** Policy should mandate increased funding and resources for mental health services within educational settings. This includes expanding access to counseling, psychological support, and stress management workshops, particularly during crises or transitions.
- **Flexible Learning Modalities and Support:** Policies should support the development of flexible and adaptive learning modalities that can be easily transitioned during unforeseen events. This includes ensuring equitable access to necessary resources (e.g., internet, devices) and providing robust technical and academic support for all students.
- **Professional Development for Educators:** Educational policies should include mandatory professional development for educators on strategies to identify students at risk for low resilience, integrate resilience-building techniques into their pedagogy, and create supportive classroom environments.

### Recommendations for Educational Practice:

- **Cultivate a Supportive Learning Environment:** Educators and school administrators should actively foster a caring, understanding, and positive social system within schools and classrooms. Building strong, personal relationships with students, coupled with compassionate discipline, can significantly enhance their sense of belonging and resilience.
- **Employ Strengths-Based Approaches:** Teachers should focus on identifying and nurturing students' individual strengths. By highlighting capabilities rather than solely deficits, educators can empower students to develop a stronger sense of self-efficacy and resilience.
- **Promote Holistic Student Well-being:** Beyond academic achievement, schools should emphasize the holistic well-being of students, addressing their physical, emotional, and psychological needs. This can involve promoting healthy lifestyle choices, encouraging social engagement, and facilitating access to support networks (peers, mentors).
- **Engage Parents and Guardians:** Educational institutions should actively involve parents and guardians in resilience-building efforts. Providing resources, workshops, and communication channels can empower families to support their children's emotional and academic well-being at home.



By proactively addressing student resilience, educational institutions can better equip students to "thrive, achieve, and excel" even in the face of significant distractions, hostile surroundings, and painful obstacles, ensuring sustained educational progress and overall well-being.

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