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ACADEMIC SELF-EFFICACY AND LEARNING BURNOUT AS PREDICTORS OF ACADEMIC RESILIENCE AMONG UNIVERSITY STUDENTS

Rosmah Abd Ghani @ Ismail [1*]
Khalid Amin Mat [2]
Nor Hamiza Mohd Ghani [3]
Sholehah Abdullah [4]
Anita Md Shariff [5]

[1] Faculty of Business and Management, Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun, Malaysia, (E-mail: rosma702@uitm.edu.my)
[2] Faculty of Business and Management, Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun, Malaysia, (E-mail: khalid2841@uitm.edu.my)
[3] Faculty of Business and Management, Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun, Malaysia, (E-mail: norha825@uitm.edu.my)
[4] Faculty of Business and Management, Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun, Malaysia, (E-mail: sholehah@uitm.edu.my)
[5] Faculty of Business and Management, Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun, Malaysia, (E-mail: anita723@uitm.edu.my)
* Corresponding Author

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Abstract: *Academic resilience plays a crucial role in enabling university students to adapt to academic demands, manage stress and persist in the face of challenges. Guided by a psychological and stress-adaptation perspective, the present study examines academic self-efficacy and learning burnout as predictors of academic resilience among university students. A quantitative, cross-sectional research design was employed and data were collected using a structured questionnaire administered to undergraduate students. Following data screening procedures, 141 valid responses were analysed using descriptive statistics, Pearson correlation analysis and multiple regression analysis. The findings indicate that academic self-efficacy is strongly and positively associated with academic resilience, while learning burnout also demonstrates a positive but weaker relationship. Multiple regression results further reveal that academic self-efficacy emerges as the strongest predictor of academic resilience, whereas learning burnout contributes significantly to a lesser extent. These findings provide empirical support for the importance of strengthening students' academic confidence while addressing burnout experiences to enhance resilience in higher education contexts.*

Keywords: *Academic Resilience, Academic Self-Efficacy, Learning Burnout, University Students, Higher Education.*

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Introduction

Research has highlighted the increasing importance of resilience in helping students cope with academic stress and challenges (Ye et al., 2021). Higher education environments increasingly expose students to academic pressure, performance expectations and emotional strain. As students navigate academic transitions, assessments and workload demands, their ability to persist and adapt becomes essential. In this context, academic resilience has emerged as a critical construct in understanding students' academic adjustment and sustainability. Academic resilience refers to students' capacity to cope with academic adversity, recover from setbacks and maintain engagement and motivation despite experiencing stress or difficulty.

Recent empirical research highlights academic resilience as a key factor associated with positive academic outcomes, including persistence, engagement and psychological well-being. Rather than reflecting the absence of academic stress, resilience represents students' ability to function effectively in demanding academic environments. Consequently, identifying factors that contribute to academic resilience has become an important focus in contemporary educational research.

Among the psychological factors frequently examined in relation to academic resilience are academic self-efficacy and learning burnout. Academic self-efficacy reflects students' beliefs in their ability to successfully manage academic tasks and overcome learning challenges. Empirical studies consistently indicate that students with higher academic self-efficacy demonstrate stronger motivation, adaptive coping strategies and greater resilience when facing academic difficulties.

Conversely, learning burnout, characterised by emotional exhaustion, reduced motivation and diminished enthusiasm toward academic work, has been widely reported among university students. While burnout is often associated with negative academic outcomes, emerging evidence suggests that its relationship with academic resilience is complex. Some students may develop resilience as an adaptive response to academic strain, allowing them to persist despite experiencing burnout symptoms.

Despite growing empirical interest in academic resilience, several important gaps remain in the existing literature. First, many prior studies examine academic self-efficacy and learning burnout independently, providing limited insight into their relative contribution to academic resilience when considered simultaneously within a unified analytical framework. As a result, it remains unclear which factor plays a more dominant role in predicting students' resilience. Second, the relationship between learning burnout and academic resilience remains conceptually ambiguous. While burnout is typically associated with negative academic outcomes, some empirical findings suggest a positive association with resilience, indicating that students may develop adaptive coping mechanisms in response to academic strain. However, this relationship is not yet fully understood and requires further clarification, particularly in higher education contexts where academic demands are substantial. Finally, most existing studies rely primarily on correlation analysis, which identifies associations between variables but does not assess their independent predictive effects. Consequently, the extent to which academic self-efficacy and learning burnout uniquely contribute to academic resilience remains insufficiently explored. To address these limitations, the present study employs multiple regression analysis to examine the relative and combined effects of these variables. This

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approach allows for a more precise understanding of the dominant predictors of academic resilience among university students.

Theoretical Framework

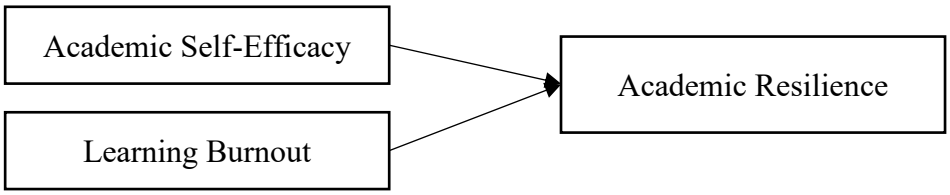

Figure 1: Research Framework

This study is grounded in Social Cognitive Theory, which emphasises the role of individuals' beliefs in shaping their behaviour, motivation, and responses to challenges. According to this theory, self-efficacy—defined as an individual's belief in their capability to perform specific tasks—plays a central role in influencing how individuals approach difficult situations, persist in the face of obstacles, and regulate their behaviour.

In the context of higher education, academic self-efficacy influences students' confidence in managing academic tasks, overcoming challenges, and maintaining effort when faced with academic difficulties. Students with higher levels of self-efficacy are more likely to engage in adaptive coping strategies, remain motivated, and demonstrate resilience when encountering academic setbacks.

While Social Cognitive Theory primarily explains the role of self-efficacy, it also acknowledges the influence of environmental and emotional factors on individuals' behaviour. Learning burnout, characterised by emotional exhaustion and reduced motivation, represents a form of academic strain that may influence students' ability to cope with academic demands. However, students with strong self-efficacy may be better equipped to manage such stressors and maintain their resilience.

Based on this theoretical perspective, this study proposes that academic self-efficacy serves as a key psychological resource that enhances academic resilience, while learning burnout represents a contextual factor that may influence students' adaptive responses. The integration of these variables within the framework of Social Cognitive Theory provides a basis for examining their combined effects on academic resilience among university students. Based on the literature review and theoretical framework, the following hypotheses are proposed:
H_1: Academic self-efficacy has a positive and significant effect on academic resilience among university students.
H_2: Learning burnout has a significant effect on academic resilience among university students.

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Literature Review

Academic Resilience in Higher Education

Academic resilience has been widely recognised as a crucial factor enabling university students to adapt, persist and recover in the face of academic challenges, stress and setbacks. Resilience has also been conceptualised as the ability to "bounce back" from stress and adversity, emphasising recovery and adaptation as key components of resilient functioning (Smith et al., 2008). In contemporary higher education environments characterised by academic pressure and performance demands, resilience supports students' capacity to maintain engagement and psychological well-being (Cassidy, 2023; Vitaloka & Setiawati, 2025). Empirical studies consistently demonstrate that academically resilient students exhibit stronger coping strategies, higher motivation and greater perseverance during adverse academic experiences. This perspective aligns with resilience frameworks that conceptualise adaptation as a dynamic process, whereby individuals develop coping capacity through exposure to manageable stressors (Smith et al., 2008).

Recent research highlights academic resilience as a dynamic construct shaped by both psychological resources and academic stressors, rather than merely the absence of difficulty (Puah et al., 2024). Understanding the factors that promote resilience is therefore central to improving students' academic sustainability and success.

Academic Self-Efficacy and Academic Resilience

Academic self-efficacy refers to students' beliefs in their capability to successfully organise and perform academic tasks. Academic self-efficacy has been consistently linked to improved academic outcomes and adaptive learning behaviours (Honicke & Broadbent, 2016). Grounded in social cognitive theory, self-efficacy has been extensively examined as a key psychological determinant of adaptive academic behaviour. Recent empirical studies consistently report a strong positive association between academic self-efficacy and academic resilience.

For example, Sari et al. (2022), in a study involving first-year undergraduate students, found that academic self-efficacy significantly enhances academic resilience, accounting for a substantial proportion of variance in resilience levels. These findings suggest that students who believe in their academic abilities are more capable of coping with academic pressure and overcoming learning difficulties. Similarly, Vitaloka and Setiawati (2025) identified academic self-efficacy as a significant predictor of resilience among college students, emphasising its role in sustaining motivation and persistence.

Empirical evidence further suggests that academic self-efficacy functions as a protective factor by enhancing students' confidence and problem-solving abilities, thereby enabling them to interpret academic setbacks as manageable challenges rather than threats (Puah et al., 2024). These findings position academic self-efficacy as a foundational resource in resilience development.

These findings can be theoretically grounded in social cognitive theory, which posits that individuals' beliefs about their capabilities influence how they think, feel and behave in challenging situations. Within academic contexts, students with higher self-efficacy are more likely to approach demanding tasks with confidence, persist in the face of difficulties and

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employ adaptive coping strategies. This theoretical perspective helps explain why academic self-efficacy consistently emerges as a strong predictor of academic resilience, as students' confidence in their abilities directly shapes their response to academic challenges.

Learning Burnout and Academic Resilience

Learning burnout is characterised by emotional exhaustion, reduced academic motivation, depersonalisation toward studies and diminished academic accomplishment. Academic burnout has been widely associated with negative academic outcomes, including reduced performance and motivation (Madigan & Curran, 2021). In addition, research by Salmela-Aro and Read (2017) highlights that student burnout does not occur uniformly, but varies across different engagement and coping profiles, suggesting that burnout may coexist with adaptive functioning under certain conditions. In higher education, burnout has become increasingly prevalent due to factors such as excessive workload, low motivation, poor self-regulation and sustained academic pressure (Arumsari et al., 2025).

Traditionally, learning burnout has been conceptualised as a negative outcome that undermines academic functioning. However, recent empirical studies suggest a more complex relationship between burnout and academic resilience. Amponsah et al. (2024) found that academic resilience is associated with improved coping strategies and psychological well-being, even among students experiencing burnout. This indicates that resilience may enable students to withstand academic strain rather than completely preventing burnout.

Moreover, longitudinal research by Puah et al. (2024) demonstrates that high-achieving students often experience elevated levels of burnout due to performance pressure, yet resilience moderates this relationship, allowing students to maintain academic functioning over time. These findings support the view that burnout and resilience may coexist, with resilience facilitating adaptation in stressful academic contexts.

However, empirical findings regarding the relationship between learning burnout and academic resilience remain inconsistent. While some studies report negative effects of burnout on academic functioning, others suggest that moderate levels of academic strain may coexist with or even contribute to resilience development. This inconsistency highlights the need for further empirical clarification of the burnout–resilience relationship.

Combined Effects of Academic Self-Efficacy and Learning Burnout

Although academic self-efficacy and learning burnout have been examined extensively, existing studies often consider these variables independently, limiting understanding of their relative and combined influence on academic resilience. Moreover, empirical findings are not always consistent regarding the role of burnout, with some studies treating it solely as a negative outcome while others recognise its potential role in adaptive coping. This lack of consistency suggests that examining both constructs simultaneously within a single analytical framework is necessary to better understand their unique and combined contributions to academic resilience. Recent evidence suggests that academic self-efficacy plays a dominant role in predicting resilience, while learning burnout contributes in a more nuanced manner (Sari et al., 2022; Amponsah et al., 2024).

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
Journal of Islamic, Social, Economics and Development (JISED)
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Learning burnout may serve as a contextual stressor that necessitates the activation of resilience mechanisms, particularly among students with strong self-efficacy. In such cases, resilience operates not as the absence of stress but as an adaptive response that enables students to persist despite emotional exhaustion and workload demands (Puah et al., 2024).

Research Gap

Despite growing empirical attention to academic resilience, limited studies have simultaneously examined academic self-efficacy and learning burnout as predictors of academic resilience using regression-based approaches, particularly across diverse educational contexts. Existing research often focuses on these variables independently or employs mediation designs, leaving gaps in understanding their relative and combined influence over time (Vitaloka & Setiawati, 2025).

Accordingly, the present study addresses this gap by examining how academic self-efficacy and learning burnout jointly predict academic resilience among university students. Clarifying these relationships can inform targeted interventions aimed at fostering resilience by strengthening self-efficacy and addressing maladaptive burnout patterns. Furthermore, limited research explicitly integrates theoretical perspectives such as social cognitive theory to explain how these variables interact to influence academic resilience.

Methodology

Research Design

This study employed a quantitative, cross-sectional research design to examine factors related to academic resilience among university students. A survey-based approach was adopted as it allows for the systematic collection of numerical data and is appropriate for examining associative and predictive relationships using descriptive statistics, correlation analysis and regression analysis.

Participants

The participants consisted of university students enrolled in diploma and degree programmes. A total of 212 responses were initially collected through an online questionnaire. Prior to analysis, data screening procedures were conducted to ensure response quality. Following these procedures, 71 responses were excluded due to failed attention-check items, resulting in 141 valid responses retained for final analysis. The final sample size of 141 respondents satisfied the minimum requirements for conducting frequency analysis, Pearson correlation analysis and multiple regression analysis.

Participants were recruited using a convenience sampling method through online distribution of the questionnaire to university students. The survey was administered to students enrolled in diploma and degree programmes at a public higher education institution. The use of convenience sampling was deemed appropriate given the exploratory nature of the study and the accessibility of respondents within the academic setting. Although the sample may not be fully representative of all university students, it provides relevant insights into the relationships among the studied variables within the selected context.

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
Journal of Islamic, Social, Economics and Development (JISED)
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Research Instrument

Data were collected using a structured questionnaire adapted from previously validated instruments reported in prior empirical studies. The questionnaire consisted of two main sections. Section A gathered respondents' demographic information, while Section B measured three constructs: academic self-efficacy, learning burnout and academic resilience.

Academic self-efficacy was measured using 6 items adapted from established scales assessing students' confidence in managing academic tasks and overcoming challenges. Sample items include "I am confident in my ability to complete my academic tasks successfully" and "I can handle difficult academic assignments effectively."

Learning burnout was measured using 6 items reflecting emotional exhaustion, reduced motivation and difficulty maintaining enthusiasm toward academic work. Sample items include "I feel mentally exhausted from my academic studies" and "I feel overwhelmed by my academic workload."

Academic resilience was measured using multiple items capturing students' ability to adapt, persist and recover when facing academic challenges and setbacks. These items assess persistence, coping ability and recovery from academic difficulties.

All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher levels of the respective constructs. Composite scores were computed by averaging item responses.

The internal consistency of each construct was assessed using Cronbach's alpha. The results indicated satisfactory reliability for academic self-efficacy, learning burnout and academic resilience, with all coefficients exceeding the recommended threshold of 0.70.

Instrument Validity and Adaptation

The questionnaire items were adapted from previously validated instruments reported in the literature to ensure content relevance and construct validity. Minor wording modifications were made to ensure clarity and suitability for the local student context without altering the original meaning of the items. To further ensure face validity, the questionnaire was reviewed for clarity and readability prior to data collection. The use of established scales and consistent internal reliability coefficients provides support for the construct validity of the measurement instruments used in this study.

Data Screening and Preparation

To ensure data integrity, attention-check items were embedded within the questionnaire. These items instructed respondents to select a specific response option for the statement "To ensure you are reading the questions carefully, please select 1 for this statement." The attention-check items were located at Questions 8, 15 and 23.

Responses that failed to answer any of these attention-check items correctly were excluded from the dataset. Consequently, 71 responses were removed and 141 valid responses were retained for analysis.

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
Journal of Islamic, Social, Economics and Development (JISED)
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All questionnaire items were measured using a consistent scoring direction, with higher scores representing higher levels of the respective constructs. Therefore, reverse coding was not required and all analyses were conducted using the original scale scoring. Composite scores for each construct were computed by averaging item responses, consistent with common practices in empirical educational research.

Reliability Analysis

Internal consistency reliability was assessed using Cronbach's alpha. The academic resilience scale demonstrated satisfactory internal consistency, with reliability coefficients exceeding the recommended threshold of 0.70, indicating that the instrument is suitable for subsequent statistical analyses.

Data Analysis

Data analysis was conducted using SPSS. Descriptive statistics, including frequencies and percentages, were used to summarise respondents' demographic characteristics. Pearson correlation analysis was employed to examine relationships among the study variables. Finally, multiple regression analysis was conducted to assess the predictive effects of the independent variables on academic resilience.

Findings

This section presents the empirical findings of the study, including descriptive statistics, correlation analysis and multiple regression analysis, to examine the determinants of academic resilience among university students.

Table 1: Demographic Background of Respondents (N = 141)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	106	75.2
	Male	35	24.8
Level of Study	Diploma	125	88.7
	Degree	16	11.3
Faculty	Business & Management	86	61.0
	Accountancy	55	39.0
Current Semester	Semester 1–2	74	52.5
	Semester 3–4	58	41.1
	Semester 5 and above	9	6.4

Note. Percentages Are Based On Valid Responses (N = 141).

Demographic Background of Respondents

This section presents the demographic characteristics of the respondents included in the final analysis. An overview of the respondents' demographic background is summarised in Table 1, based on 141 valid responses retained after data screening procedures.

Gender

With regard to gender, the sample was predominantly female. As shown in Table 1, 106 respondents (75.2%) were female, while 35 respondents (24.8%) were male. This distribution

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: academicinspired.com/jised
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indicates a higher participation rate among female students, a pattern commonly observed in recent empirical studies involving higher education populations.

Level of Study

In terms of the level of study, the majority of respondents were enrolled in diploma programmes. Specifically, 125 respondents (88.7%) were diploma students, whereas 16 respondents (11.3%) were pursuing degree-level studies. This suggests that the sample largely represents students in the early stages of higher education, who often face academic adjustment challenges relevant to the study of academic resilience.

Faculty

Regarding faculty affiliation, respondents were drawn from two main academic disciplines. As presented in Table 1, 86 respondents (61.0%) were enrolled in Business and Management programmes, while 55 respondents (39.0%) were from Accountancy programmes. This distribution indicates that the sample primarily comprises students from business-related disciplines, where academic demands and performance pressures may influence students' resilience levels.

Current Semester

With respect to the current semester of study, most respondents were in the early to middle phases of their academic programmes. Specifically, 74 respondents (52.5%) were in Semester 1–2, followed by 58 respondents (41.1%) in Semester 3–4. A smaller group of 9 respondents (6.4%) were in Semester 5 and above. This pattern suggests that a substantial proportion of respondents were still adapting to university-level academic challenges, making the examination of academic resilience particularly relevant.

Summary of Demographic Profile

Overall, the demographic profile presented in Table 1 indicates that the respondents predominantly consist of female diploma students from business-related faculties who are in the early to middle semesters of their academic programmes. This composition provides an appropriate context for examining academic resilience, as these students are likely to encounter academic demands, performance expectations and adjustment challenges that require adaptive coping and resilience.

Table 2: Pearson Correlation Matrix among Study Variables (N = 141)

Variable	Academic Self-Efficacy	Learning Burnout	Academic Resilience
Academic Self-Efficacy	1		
Learning Burnout	0.270**	1	
Academic Resilience	0.651**	0.369**	1

**. p < .01 (Two Tailed). Pearson Correlation Coefficients Are Reported.

Correlation Analysis

Pearson product–moment correlation analysis was conducted to examine the relationships among academic self-efficacy, learning burnout and academic resilience among university students. The results of the correlation analysis are presented in Table 2, based on 141 valid responses.

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
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The analysis indicates that academic self-efficacy is positively and significantly correlated with learning burnout ($r = .270$, $p = .001$). This finding suggests a weak positive relationship, indicating that students who report higher levels of academic self-efficacy also tend to report slightly higher levels of learning burnout. Although the direction of this relationship may appear counterintuitive, the strength of the correlation is relatively low, suggesting that self-efficacy alone does not strongly determine burnout experiences.

In addition, academic self-efficacy demonstrates a strong and statistically significant positive relationship with academic resilience ($r = .651$, $p < .001$). This result indicates that students with higher levels of academic self-efficacy are substantially more likely to exhibit higher academic resilience. The magnitude of this correlation reflects a strong relationship, highlighting academic self-efficacy as an important psychological resource that supports students' ability to adapt, persist and recover when facing academic challenges.

The results further reveal that learning burnout is positively and significantly associated with academic resilience ($r = .369$, $p < .001$). This moderate positive relationship suggests that students who experience higher levels of burnout may also report higher levels of academic resilience. This finding indicates that resilience may develop as a response to academic strain, enabling students to cope more effectively with stress and workload demands rather than completely preventing burnout experiences.

Overall, all correlations among the study variables are positive and statistically significant at the 0.01 level. Importantly, none of the correlation coefficients exceed the commonly accepted threshold for multicollinearity concerns ($r < .80$), indicating that the variables are sufficiently distinct and suitable for inclusion in subsequent multiple regression analysis.

Table 3: Multiple Regression Analysis Predicting Academic Resilience (N = 141)

Predictor	B	Std. Error	β	t	Sig.
Constant	1.220	0.238	—	5.120	< .001
Academic Self-Efficacy	0.566	0.062	.595	9.181	< .001
Learning Burnout	0.141	0.044	.208	3.212	.002

Model Statistics: $R = .681$, $R^2 = .464$, Adjusted $R^2 = .456$, $F(2, 138) = 59.639$, $p < .001$
Note. Dependent Variable = Academic Resilience. B = Unstandardised Coefficient; β = Standardised Coefficient.

Multiple regression analysis was conducted to examine the extent to which academic self-efficacy and learning burnout predict academic resilience among university students. Academic resilience served as the dependent variable, while academic self-efficacy and learning burnout were entered simultaneously as independent variables. The analysis was based on 141 valid responses and the results are presented in Table 3.

Overall Model Fit

The regression model demonstrated a strong and statistically significant fit. As shown in the model summary, the analysis yielded a multiple correlation coefficient of $R = .681$, with an R^2 value of .464 and an adjusted R^2 of .456. This indicates that 46.4% of the variance in academic resilience can be jointly explained by academic self-efficacy and learning burnout. In the context of psychological and educational research, this represents a substantial level of explanatory power.

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
Journal of Islamic, Social, Economics and Development (JISED)
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The ANOVA results further confirm the adequacy of the model, $F(2, 138) = 59.639$, $p < .001$, indicating that the regression model significantly predicts academic resilience. These findings suggest that the selected predictors make a meaningful contribution to explaining differences in students' academic resilience.

Individual Predictors

An examination of the regression coefficients reveals that academic self-efficacy emerged as a strong and statistically significant positive predictor of academic resilience ($B = 0.566$, $\beta = .595$, $t = 9.181$, $p < .001$). This finding indicates that students with higher levels of confidence in their academic capabilities are significantly more likely to demonstrate higher levels of academic resilience. The magnitude of the standardized beta coefficient suggests that academic self-efficacy is the most influential predictor in the model, highlighting its central role in supporting students' ability to adapt to and recover from academic challenges.

In addition, learning burnout was also found to be a statistically significant positive predictor of academic resilience ($B = 0.141$, $\beta = .208$, $t = 3.212$, $p = .002$). Although the strength of this relationship is weaker compared to academic self-efficacy, the positive direction indicates that students who experience higher levels of academic strain or burnout may also develop higher levels of resilience. This finding suggests that academic resilience may function as an adaptive response that enables students to cope with sustained academic pressure rather than serving solely as a buffer that prevents burnout.

The regression constant was statistically significant ($B = 1.220$, $t = 5.120$, $p < .001$), indicating a baseline level of academic resilience independent of the predictor variables.

Summary of Regression Findings

Overall, the multiple regression results demonstrate that academic self-efficacy and learning burnout both significantly predict academic resilience, with academic self-efficacy exerting a substantially stronger influence. These findings suggest that confidence in one's academic abilities plays a dominant role in fostering resilience, while experiences of burnout may also contribute to resilience development by prompting adaptive coping and persistence. Importantly, the correlation coefficients and regression diagnostics indicate no multicollinearity concerns, supporting the robustness of the regression model.

Discussion

This study examined the relationships between academic self-efficacy, learning burnout and academic resilience among university students using correlation and multiple regression analyses. The findings offer important empirical insights into how students' confidence in their academic abilities and their experiences of academic strain interact to shape resilience in higher education contexts.

The correlation analysis revealed that academic self-efficacy is strongly and positively associated with academic resilience. This finding indicates that students who believe in their ability to handle academic tasks, overcome challenges and achieve learning goals are more likely to demonstrate higher levels of resilience. Such students appear better equipped to adapt, persist and recover when facing academic setbacks. This result is consistent with prior empirical

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
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research that highlights self-efficacy as a key psychological resource supporting adaptive academic functioning and persistence.

The analysis also showed a positive and significant correlation between learning burnout and academic resilience. Although burnout is typically associated with negative academic outcomes, the positive relationship observed in this study suggests that exposure to academic strain may coexist with, or even contribute to, the development of resilience. Students experiencing higher academic demands may be required to mobilise coping strategies, perseverance and adaptive responses, thereby strengthening their resilience over time. This interpretation supports the view that resilience does not necessarily eliminate stress or burnout but enables students to function effectively despite such challenges. This finding should be interpreted with caution, as the positive relationship between burnout and resilience may reflect adaptive coping rather than a direct beneficial effect of burnout itself.

The multiple regression analysis provided a more nuanced understanding of these relationships. When academic self-efficacy and learning burnout were examined simultaneously, academic self-efficacy emerged as the strongest predictor of academic resilience, accounting for a substantial proportion of the explained variance. This finding underscores the central role of students' confidence in their academic capabilities as a foundational determinant of resilience. Students who possess higher self-efficacy are more likely to interpret challenges as manageable, remain motivated and engage in problem-focused coping strategies.

Learning burnout also emerged as a statistically significant but weaker predictor of academic resilience. The positive direction of this relationship suggests that academic resilience may develop as an adaptive response to sustained academic pressure. Rather than being mutually exclusive, burnout and resilience may coexist, with resilience enabling students to maintain academic functioning even when experiencing emotional exhaustion or workload strain. This finding highlights the complexity of students' academic experiences and cautions against viewing burnout solely as an indicator of maladjustment.

Overall, the findings suggest that academic resilience is shaped by both psychological resources and academic stressors, with academic self-efficacy playing a dominant role. These results enrich the academic resilience literature by empirically demonstrating that confidence in one's academic abilities outweighs the influence of burnout in predicting students' capacity to adapt and persist in higher education.

Conclusion

The present study investigated the predictors of academic resilience among university students, focusing on the roles of academic self-efficacy and learning burnout. Using data from 141 valid respondents and applying correlation and multiple regression analyses, the study provides empirical evidence on how psychological confidence and academic strain jointly influence students' resilience.

The results indicate that academic self-efficacy is a strong and significant predictor of academic resilience, while learning burnout also contributes positively, albeit to a lesser extent. These findings suggest that academic resilience is not merely the absence of stress or exhaustion but reflects students' capacity to navigate academic challenges effectively. Students with higher

Volume: 11 Issues: 83 [June, 2026] pp. 59 - 73
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: academicinspired.com/jised
DOI: 10.55573/JISED.118305

self-efficacy are better positioned to cope with difficulties, interpret setbacks constructively and persist in their studies, even in demanding academic environments.

By highlighting the dominant role of academic self-efficacy, this study contributes to a deeper understanding of resilience as a dynamic construct shaped by both internal psychological resources and external academic pressures.

Recommendations and Practical Implications

Educational and Institutional Implications

The findings of this study offer several important implications for higher education institutions, educators and student support services. First, universities should prioritise initiatives aimed at strengthening students' academic self-efficacy, as confidence in academic abilities appears to be the most influential factor in fostering resilience. Such initiatives may include skills-based workshops, academic mentoring programmes and structured opportunities for students to experience mastery and competence in their studies.

Second, while learning burnout is often perceived as a condition to be minimised, the findings suggest that academic challenge, when managed appropriately, may contribute to resilience development. Institutions should therefore aim to balance academic rigor with adequate support, ensuring that students have access to resources that help them cope with workload demands without becoming overwhelmed. Early identification of burnout symptoms combined with resilience-building interventions may help students transform academic stress into adaptive growth.

Implications for Educators

Educators play a critical role in shaping students' academic experiences. Teaching practices that provide constructive feedback, clear expectations and opportunities for self-reflection may enhance students' self-efficacy and resilience. Encouraging students to view challenges as opportunities for learning rather than failures may further support resilient academic behaviours.

Implications for Student Development

For students, the findings highlight the importance of developing self-beliefs and adaptive coping strategies. Programmes that promote goal setting, self-reflection and emotional regulation may help students strengthen their academic resilience and maintain motivation during periods of academic stress.

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