

Adversity encounter, academic resilience, grit: Unveiling the multifaceted pathways to academic success among college students

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Abstract

This study investigates the interplay of the relationship between adversity encounter, academic resilience, and grit in relation to the academic performance of third-year college students in a college in Cebu, Philippines. A descriptive-correlational research design was utilized. The data were collected from 961 respondents using standardized instruments: Adversity Quotient Profile® 9.1, Academic Resilience Scale (ARS-30), and Grit Scale-12 Items. Demographic data, including age, gender, field of study, General Weighted Average (GWA), and household monthly income, were also gathered. Results show that the majority of respondents (70%) were aged 18-22, with females representing 64% of the sample. Most students (88%) achieved a GWA between 1.4-1.9, reflecting a high academic performance. Financial setbacks were identified as the most prominent adversity ($M = 3.22$), with respondents presenting resilience by viewing challenges as motivation ($M = 3.44$) and valuing hard work ($M = 2.96$). Descriptive Correlational analysis discovered a significant positive relationship between adversity encounters, academic resilience, and grit. Specifically, the findings reveal that higher adversity encounter scores were positively associated with greater academic resilience and grit which correlated with improved academic performance. This research concludes that students' ability to reframe adversity as a motivating factor to academic resilience, which when combine with hard work, improves academic performance. Recommendations consider the guidance and resilience-building programs that enhance teacher awareness of student struggles, empower guidance counselors, and involves the community to support students facing adversity. Future research should explore a wider population and implement a Financial Imposition through Literacy Education (F.I.L.E.) program to address financial challenges among students.

Keywords: *adversity encounters, academic resilience, academic performance, descriptive-correlational design, grit*

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1. Introduction

In today's fast-paced and competitive world, the ability to overcome challenges, bounce back setbacks, and persevere toward long-term academic success has become a vital skill for college students. In the global context, students encounter diverse adversities characterized by socio-economic uncertainties, rapid technological change, and sociocultural diversity. In reality, the pursuit of academic success is increasingly challenging with the aforesaid complexities. Recognizing these complexities, the study investigates the interplay of three key constructs: Adversity Quotient (AQ), Academic Resilience, and Grit. Adversity Response Profile (ARP) developed by Paul G. Stoltz as the theoretical and measurement framework for adversity encounter. This paper is grounded in the contemporary understanding that academic success in the 21st century is shaped not only the cognitive abilities, but also by the pivotal role of non-cognitive psychological traits that enable students to adapt, persevere, and thrive despite adversity.

The cultivation of non-cognitive psychological attributes – adversity quotient, academic resilience, and grit have attracted the global attention as critical factors impacting academic success. Adversity Quotient (AQ) refers to individual's ability to respond effectively to life's challenges and transform adversities into growth opportunities with a strong indicator of one's achievements and successes (Di, 2021) and performance, autonomy, and accomplishments (Hurlock, 2000). Additionally, Academic Resilience and Grit are associated with higher levels of well-being to predicting success both academic and professional growth (Stoffel & Cain, 2017). These non-cognitive abilities are indispensable for students to thrive in personal and academic pursuits. Academic Resilience defined as the ability to effectively persist despite academic adversities is considered as the key factor in academic performance. Cassidy (2016) has proven that it significantly influences academic success with academic satisfaction acting as a full mediator. This attribute is crucial when students are facing challenges such as anxiety, stress, trauma, social obstacles, negative peer influences, personal conflicts, dissatisfaction with family relationships, family responsibilities, school refusal, low school commitment, financial burdens such as loans, and full-time employment (Cunningham & Cunningham, 2009; Hwang & Shin, 2018). Similarly, academic resilience when intrinsically linked to improved academic outcomes and is influenced by the interplay of factors – stress levels, family dynamics, and financial constraints (Yeager & Dweck, 2012).

Students with high academic resilience are better at managing stress and setbacks are more likely to succeed. This pertains to the importance of academic institutions to develop strategies in helping students strengthen their non-cognitive skills so that they can succeed academically (García-Martínez et al., 2022). Adding to this triad of success predictor is grit, a new construct popularized by Duckworth et al. (2007). Grit, as included in the non-cognitive constructs, is recognized in predicting success. Grit refers to the perseverance and passion for long-term goals. It enables students to sustain effort over time even when faced with failures, obstacles and setbacks. Research indicates that grit contributes significantly to academic achievement (Sommerfeld, 2011; Alan et al., 2019), particularly when combined with self-regulatory behaviors and effective study strategies (Boswell, 2016).

Globally, several studies in countries such as Malaysia, Thailand, Indonesia, Pakistan, and China have developed instruments and models to measure and improve these traits among students. Despite this, a gap remains in the Philippine context, particularly in integrating these predictors into practical, data-informed academic support programs. Local studies (Vinas & Aquino-Malabanan, 2015; Buslig, 2019; Yazon et al., 2021) suggest the need for institutional strategies that nurture AQ, resilience, and grit to improve student academic outcomes. While numerous studies have explored each of these constructs in isolation, there are a significant research gap concerning the interrelatedness of adversity encounter, academic resilience, and grit in particularly in terms of how these three constructs influence academic success. Specifically, only few studies examine the relationship between the General Weighted Average (GWA) and these psychological constructs in a local/community college composed largely of students from low-income backgrounds.

Students from lower- income households may face additional challenges which makes examining their Adversity Response Profile (ARP) even more crucial. Furthermore, in terms of academic performance, the GWA may provide both an outcome and a predictor that can be potentially impact on different levels of academic resilience and grit. The GWA could reflect student's academic motivation and perseverance, which are the primary components of grit and academic resilience.

By exploring the interconnectedness of these non-cognitive traits – adversity encounter, academic resilience, and grit, the study offers the new development of the multifaceted pathways of the students to academic success. Thus, this study investigates the intricate relationships of adversity encounters, academic resilience, and grit that would have a

positive influence on student academic success. This study also aspires to design support systems responsive to the realities of Filipino learners in a 21st – century educational paradigm.

2. Literature Review

2.1. Academic Resilience

Scholars like Cassidy (2016) highlight the multidimensional nature of resilience, developing the ARS-30 item test to assess students' adaptive cognitive, affective, and behavioral responses. Thus, the ARS-30 is a reliable and valid measure for university students. Beri and Kumar (2018) emphasize the development of academic resilience, its role in social-emotional learning (SEL), and its contribution to students' success in adverse conditions such as poverty. Hence, these two scholars emphasize that academic resilience is a multidimensional construct influencing both internal factors such as motivation, self-efficacy, and coping strategies, and external supports such as peers, family, and institutional resources.

In validating tools, Tudor and Spray (2017) conducted a systematic review that focused on inconsistencies in measuring academic resilience. They suggested that these inconsistencies, such as diverse risks and protective factors, limit the comparability of findings across studies, and that there is a need for a psychometric approach to standardize and validate tools to accurately assess academic resilience in academic contexts. Rudd et al. (2021) further emphasized this concern by categorizing existing measurement approaches into definition-driven, process-driven, and latent construct frameworks.

There were recurring themes of cultivating academic resilience and its role in college institutions. Scholars such as Radhamani and Kalaivani (2021) argued that schools and universities play a fundamental role in fostering student resilience. This further echoes Masten's (2001) conceptualization, allowing students to overcome academic threats. They emphasized that institutional mechanisms, including counseling services, academic support, and inclusive learning environments, are vital in addressing student anxiety and academic pressure. Similarly, Mampane (2023) focuses on the perceptions of academic resilience among learners and teachers in low socioeconomic township schools. The study suggested that fostering positive teacher–learner relationships and improving access to resources can enhance resilience and academic success, despite the adversities encountered by township learners.

Aliyev et al. (2021) found in their study on academic resilience that strengthening internal protective factors (academic self-efficacy and motivation) is essential in promoting

adaptive responses to academic challenges. Supporting this view, Avci (2022), utilizing PISA data from Turkey, identified metacognitive learning strategies, reading for enjoyment, and academic competitiveness as predictors of academic resilience among socio-economically disadvantaged students. Saleem and Zia (2024) investigated the effect of social support on academic resilience among undergraduate students, finding that different forms of support (e.g., esteem, motivational, and venting support) significantly influence resilience. Lastly, Akmad (2024) explores academic resilience in the context of internet connectivity challenges faced by tertiary students in rural areas. This paper calls for improvements in digital infrastructure to support rural students and ensure equitable access to educational resources.

2.2. Adversity Encounter

The concept of Adversity Quotient (AQ), a measure of how well individuals respond to and overcome adversity, has garnered attention across various fields of study. A broad body of research highlights AQ as a skill that can be acquired and improved, with significant impacts on personal and professional outcomes.

Ahmar et al. (2018) analyzed the logical thinking abilities and AQ of students in a statistics program, focusing on cognitive styles. The study found that students with field-independent cognitive styles and formal logical thinking abilities had higher AQ. However, many students fell into the “camper” category, indicating a need for greater risk-taking and initiative to improve problem-solving abilities. Meanwhile, Kartikaningtyas et al. (2018) examined the effects of Brain-Based Learning (BBL) with a contextual approach on mathematics achievement, considering students’ AQ levels. While BBL-contextual learning improved mathematics achievement, there was no significant difference in performance across different AQ levels. This suggests that while AQ is important, other factors also contribute to academic success in mathematics.

2.3. Grit

Scholarly, grit is considered a performance character strength in achieving an individual’s potential in a particular challenge (Soutter & Seider, 2013). Indeed, research on grit has been mainly conducted by Angela Duckworth at the University of Pennsylvania. She defines grit as “*the perseverance and passion for long-term goals*” (Duckworth et al., 2007).

This non-cognitive trait has been shown to predict academic achievement and persistence more accurately than traditional measures of intelligence.

Grit has two key components: perseverance of effort and consistency of interest. Both facets of grit are primary ingredients of success. Perseverance of effort can enable individuals to achieve mastery despite failure, and consistency of interest can enable individuals to engage in deliberate practice to gain mastery (Credé et al., 2016). These two aspects of grit are measured through the Grit Scale, a 12-item questionnaire (Duckworth et al., 2007), and the 8-item Grit Scale–S (Duckworth & Quinn, 2009). However, these two aspects of grit are explored as separate constructs (Credé et al., 2016).

Chang (2014) demonstrated that gender, SAT scores, race, and the perseverance component of grit, as measured by the Grit-S, significantly predicted first-year GPA using hierarchical multiple regression analysis. The study suggests that higher education administrators and faculty should focus on fostering perseverance in students to enhance academic performance, emphasizing that perseverance can be developed through learning strategies, academic support, classroom experiences, and faculty interactions.

Thus, the literature agrees that AQ, academic resilience, and grit are indispensable in understanding students' academic success. The Adversity Response Profile (ARP) provides a valid framework to measure adversity encounters when correlated with or analyzed alongside resilience and grit. These variables yield valuable insights into academic performance.

2.4. Theoretical Framework

The theoretical frameworks underpinning this research are anchored in Stoltz's Adversity Response Profile (ARP), Garmezy's Resilience Theory, and Duckworth's Grit Theory.

The concept of AQ was introduced by Dr. Paul Stoltz (1997) to measure how individuals respond to challenges. The Adversity Quotient framework operationalizes adversity through four dimensions: control, origin and ownership, reach, and endurance. AQ can be mathematically represented as $AQ = C + O^2 + R + E$, where $O^2 = \text{Origin (Or)} + \text{Ownership (Ow)}$. These components are assessed through the ARP. The ARP provides a structured approach to quantify and understand an individual's perceived capacity to influence and recover from adverse situations. In this context, the study focuses on the qualities of adversity students encounter through the ARP. Adversity encounters are defined and

categorized by the ARP framework. Thus, this enables a nuanced analysis of how college students perceive adversity in academic settings.

Complementing this, Garmezy's (1985) Resilience Theory emphasizes individuals' capacity for adaptive functioning despite significant stressors. Garmezy identified the importance of both risk factors (e.g., trauma, poverty) and protective factors (e.g., personal competence, social support). Resilience is thus seen as a dynamic process, not merely bouncing back but also growing through adversity (Masten, 2001; Rutter, 2007).

Duckworth's Grit Theory (Duckworth et al., 2007) adds a motivational dimension, defining grit as the passion and perseverance for long-term goals. Grit comprises two core elements: perseverance of effort and consistency of interest, both of which are crucial in sustaining goal-directed behavior over time, even amidst failure or boredom. For a long-term goal to maintain an individual's effort and energy, it must be both meaningful and engaging (Perez, 2015). Both perseverance and consistency are crucial for success; perseverance helps achieve mastery despite failures, and consistency is necessary for engaging in deliberate practice to attain mastery (Credé et al., 2016). The Grit Scale, a 12-item self-report questionnaire (Duckworth et al., 2007), and its shorter version, the 8-item Grit Scale-S (Duckworth & Quinn, 2009), capture the distinction between these two aspects. Most research treats grit as a single overall score, although some studies explore perseverance and consistency as separate constructs (Credé et al., 2016). The Grit Scale and its revised versions provide empirical tools to measure this trait.

These frameworks offer a robust foundation for this study. Accordingly, the study examines how adversity encounters, academic resilience, and grit interact in relation to academic success. The integration of ARP, resilience, and grit theories ensures a multifaceted understanding of students' ability to persist, adapt, and thrive despite academic challenges.

3. Methodology

3.1 Research Design

This quantitative research employed a descriptive-correlational design. This approach quantifies data collected from respondents to ensure accurate and reliable results. Additionally, descriptive - correlational research analyzes and assesses the statistical relationship between two variables in this investigation.

3.2. Research Instrument

This study utilized three standardized and validated instruments to measure the non-cognitive traits. The ARP developed by Dr. Paul G. Stoltz was used to assess student's adversity encounter focusing how students react to different adverse academic and life situations, the ARS-30 by Cassidy (2016) was employed that evaluates respondents' levels of academic resilience despite stressors. Lastly, the Grit-S by Duckworth and Quinn (2009) was used to measure student's perseverance and passion for long-term goals. The academic performance was measured using actual data from the College Registrar on each of the student's GWA. All instruments were administered through paper-based surveys, and responses were qualified for statistical analysis.

3.3. Participants of the Study

The study included all third-year students from the different programs of a local college in Población, City of Talisay, Cebu, Philippines during the academic year 2024- 2025. A total of 961 students participated in the research, representing various programs particularly the Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSed) major in English, Mathematics, Filipino, Social Studies, and non-education programs such as Bachelor of Science in Hospitality Management (BSHM), and Bachelor of Science in Industrial Technology (BSIndTech) major in Computer Technology and Electronics. The selection of the participants was done through purposive sampling, ensuring comprehensive representation of the target population relevant to the research.

The demographic characteristics of the participants are presented in Table 1. Among the 961 participants, the majority were aged 18–22 years old (674 or 70%), followed by those aged 23–27 years (224 respondents). Only 52 respondents (5%) were aged 28–32, while 11 respondents (2%) were aged 33 and above. Females comprised most of the sample with 613 respondents (64%), compared to 348 males (36%). In terms of program enrollment, 361 respondents (38%) were hospitality management students, while 244 (26%) were enrolled in industrial technology. Academic performance data showed that most respondents (845 or 88%) obtained a general weighted average (GWA) of 1.4–1.9, interpreted as very good. Meanwhile, 65 respondents (7%) had a GWA of 2.0–2.5, 46 (5%) had a GWA of 2.6–3.0, and only 5 respondents (1%) achieved a GWA of 1.0–1.3, interpreted as excellent. Regarding household

income, 462 respondents (48%) reported a monthly income between PHP 12,000–24,000, while 422 respondents (44%) reported an income of less than PHP 12,000.

Table 1

Profile of the participants

Characteristics	F	%
Age		
18-22 years old	674	70
23-27 years old	224	23
28-32 years old	52	5
33 years old and above	11	2
Gender		
Male	348	36
Female	613	64
Major/field of study		
BSED – English 3	120	12
BSED – Mathematics 3	54	6
BSED – Filipino 3	23	2
BSED – Social Studies 3	33	3
BEED 3	126	13
BSHM 3	361	38
BS – IndTech -Comptech 3	200	21
BS- IndTech Electronics 3	44	5
GWA		
1.0-1.3 (Excellent)	5	1
1.4-1.9 (Very Good)	845	88
2.0-2.5 (Good)	65	7
2.6-3.0 (Fair)	46	5
Household Monthly Income		
Less Than 12,000 PHP	422	44
12,000 -24,000 PHP	462	48
25,000- 84,000 PHP	68	7
49,000- 84,000 PHP	9	1
Total	961	100

The age distribution suggests that most respondents were within the typical college-age range, a stage associated with greater maturity, improved time management, and clearer academic goals that can support academic success. The predominance of female respondents aligns with the continued characterization of teaching as a female-dominated profession, a trend historically shaped by gender role perceptions (Axcis Education, 2021). Program enrollment patterns emphasize the importance of degree relevance and informed choice, as students tend to select programs and institutions based on perceived career applicability, decision-making influences, and institutional presentations prior to graduation (Cabanias,

2021). The generally strong academic performance observed among respondents underscores the value of good grades, which are linked to greater access to scholarships, honor societies, and expanded academic and professional opportunities (du Plessis, 2023). Finally, the household income profile reinforces the role of family income as a stable determinant of college quality choice, degree attainment, and access to educational resources, with higher-income families often better positioned to invest in their children's education (Leukhina, 2023).

3.4. Treatment of Data

For a valid and reliable interpretation of the data, the statistical technique and methods that were used to quantitatively analyze and classify the data were the frequency distribution, weighted mean, Pearson Correlation Coefficient and p-value.

3.5. Ethical Considerations

In this research study, several ethical considerations were addressed to ensure the well-being of the participants and rights of the participants are protected. The research obtained ethical approval from the relevant institutional review board or ethics committee before conducting the study. The researchers ensured that participants were fully informed about the nature and purpose of the study voluntary participation the risks and benefits involved, and their right to withdraw at any time without penalty. The researcher team maintained the confidentiality of participants' responses and personal information such as the use codes or identifiers instead of names to protect their identities. Lastly, the research team guaranteed that participation in the study was voluntary and that participants were not coerced or pressured to participate.

4. Findings and Discussion

Table 2 reveals the weighted mean results on the level of adversity encountered of the respondents. Based on the result, most of the respondents suffer a financial setback with a weighted mean of 3.22, the highest adversity experienced by the respondents and interpreted as “*Mostly like me*”. This result aligns based on Frazier (2020) study, which features that the majority of the people experience financial setbacks at some point in their lives. The study points out that these recovery financial paths highlight not only the existence of adversity but

also the importance of adaptive coping strategies that directly connects to the primary concept of AQ.

Table 2

Level of adversity encounter

Indicators	WM	Interpretation
1. I suffer a financial setback.	3.22	Mostly like me
2. I overlooked for a promotion.	2.96	Mostly like me
3. I am criticized for a big project that I just completed.	2.57	Mostly like me
4. I accidentally delete an important email.	2.45	Not Much like me
5. The high-priority project I am working on canceled.	2.23	Not Much like me
6. Someone gets I respect ignores my attempt to discuss an important issue.	2.56	Mostly like me
7. People respond unfavorably to my latest ideas.	2.48	Not Much like me
8. I am unable to take a much- needed vacation.	2.97	Mostly like me
9. I got stopped by every red light on my way to an important appointment making me feel late or frustrated.	2.84	Mostly like me
10. After extensive searching, I cannot find an important document.	2.61	Mostly like me
11. My workplace/ my school is understaffed.	2.53	Mostly like me
12. I miss an important appointment.	2.36	Not Much like me
13. My personal and work obligations are out of balance.	2.55	Mostly like me
14. I never seem to have enough money	2.90	Mostly like me
15. I am not exercising regularly though I know I should.	3.03	Mostly like me
16. My organization is not meeting its goals.	2.44	Not Much like me
17. My computer crashed for the third time this week.	2.07	Not Much like me
18. The meeting I am in is a total waste of time.	2.19	Not Much like me
19. I lost something that is important to me.	2.62	Mostly like me
20. My boss strongly disagrees with my decision.	2.16	Not Much like me
Grand Mean	2.59	Mostly like me

Legend: 1.00-1.74- Not like me at all, 1.75-2.49- Not much like me, 2.50-3.24- most likely me, and 3.25-4.00- Very much like me

Moreover, AQ is a critical psychological construct that measures a person's ability to endure and overcome challenges. It encompasses more than the mere presence of adversity – it evaluates how individuals respond, recover, and even grow out from the difficult circumstances or experiences. A high adversity quotient reflects individuals' mental toughness,

positive mindset and problem-solving ability and resilience or the capacity to bounce back and adapt. Nonetheless, the results effectively indicate the frequency or likelihood of adversity encounters particularly the financial adversity encounters among the respondents. It is important to note that the current tool focusses the measures exposure not the response behavior. Hence, it solely emphasizes the external experiences of adversity rather than the internal resilience mechanisms (AQ). To truly measure AQ, future iterations of this instruments might incorporate response-based items grounded in the CORE Model (Control, Ownership, Reach, Endurance). This would allow for more robust measurement of AQ.

Table 3*Level of academic resilience*

Indicators	WM	Interpretation
1. I would not accept the tutor's feedback	1.76	Not much like me
2. I would use the feedback to improve my work	3.34	Mostly like me
3. I would just give up	2.00	Not much like me
4. I would use the situation to motivate myself	3.44	Mostly like me
5. I would change my career plans	2.69	Mostly like me
6. I would probably get annoyed	2.58	Mostly like me
7. I would begin to think my chances of success of university were poor	2.58	Mostly like me
8. I would see the situation as a challenge	3.28	Mostly like me
9. I would do my best to stop thinking negative thoughts	3.20	Mostly like me
10. I would see the situation as temporary	3.15	Mostly like me
11. I would work harder	3.37	Very much like me
12. I would probably get depressed	2.77	Mostly like me
13. I would try to think of new solutions	3.38	Mostly like me
14. I would be very disappointed	2.50	Mostly like me
15. I would blame the tutor	1.76	Not much like me
16. I would keep trying	3.47	Mostly like me
17. I would not change my long-term goals and ambitions	3.07	Mostly like me
18. I would use my past successes to help motivate myself	3.43	Mostly like me
19. I would begin to think my chances of getting the job I want were poor	2.49	Not much like me
20. I would start to monitor and evaluate my achievements and effort	3.14	Mostly like me
21. I would seek help from my tutors	3.13	Mostly like me
22. I would give myself encouragement	3.36	Mostly like me
23. I would stop myself from panicking	3.06	Mostly like me
24. I would try different ways to study	3.25	Mostly like me
25. I would set my own goals for achievement	3.33	Mostly like me
26. I would seek encouragement from my family and friends	3.22	Mostly like me
27. I would try to think more about my strengths and weaknesses to help me work better	3.33	Mostly like me
28. I would feel like everything was ruined and was going wrong	2.56	Mostly like me
29. I would start to self- impose rewards and punishments depending on my performance	2.69	Mostly like me
30. I would look forward to showing that I can improve grades	2.88	Mostly like me
Grand Mean	2.94	Very much like me

Legend: 1.00-1.74- Not like me at all, 1.75-2.49- Not much like me, 2.50-3.24- most likely me, and 3.25-4.00- Very much like me

Table 3 illustrates the level of academic resilience among the 961 respondents with a grand mean of 2.94, interpreted as “Mostly like me”. This study reveals a very positive response toward resilience-related behaviors. This implies that most of the respondents demonstrate a strong constructive response to academic setbacks and challenges. Notably, among the highest-rated items was “*I would keep trying*” (WM =3.47), followed closely by “*I would use the situation to motivate myself*” (WM = 3.44) and “*I would use my past successes to help motivate myself*” (WM = 3.43). These results indicate that the students perceive setbacks not failures. They also view them as a source of motivation aligned with grit, persistence, and goal orientation.

In today’s rapidly evolving and intense competition, students face a multitude of stressors both academic and personal. Wang et al. (2021) observed these challenges to require individuals to focus their mental energy on the positive aspects of their experiences. With this mindset, students enable to transform academic setbacks into a stepping stone for growth and learning. Moreover, Stapleton (2024) emphasizes the importance of systems over sheer intelligence or effort in academia. He highlighted that success is supported by routines and structures that align resilience – daily, weekly, or monthly tasks that keep individuals grounded and focused. These structured systems build discipline and act as coping mechanisms in facing toward academic pressures and disappointments.

Understanding that setbacks are experienced by accomplished academics can be a powerful tool for framing our own academic challenges. In the realm of academic excellence, challenges are crucial. The wisdom in stoic teaching emphasizes the importance of excellence. Seneca’s profound statement that “without a challenge, excellence withers”. This notion illustrates the role of adversity in fostering growth and excellence. This idea is particularly relevant in academia, where challenges in research, critical thinking and problem-solving are fundamental to intellectual advancement. Challenges in these domains are not obstacles but an integral part of growth and excellence. Even difficult peer reviews and project failures, though often perceived as negative setbacks, but can lead to opportunities to deepen understanding, refine strategies, and strengthen perseverance.

However, while most responses reflected a high level of resilience, items such as “*I would probably get annoyed*” (WM=2.58) and “*I would probably get depressed*” (WM=2.77) illustrates that some emotional vulnerability still presents and existing. These moderate scores suggest that emotional regulation strategies and support systems remain important for students

who may be more delicate to setbacks. Low mean scores were also recorded for items such as “*I would not accept the tutor’s feedback*” (WM=1.76) and “*I would blame the tutor*” (WM=1.76) both were interpreted as not much like me. It indicates that students generally avoid negative coping strategies such as denial or externalizing blame. Therefore, the findings affirm that respondents who can frame academic stressors as temporary and solvable and those who seek feedback, persist, and adapt their strategies demonstrates stronger academic resilience. It is this resilience underpins continued effort, emotional regulation, and academic success.

Table 4

Level of grit

Indicators	WM	Interpretation
1. I often set a goal but later choose to pursue a different one.	2.43	Not much like me
2. New ideas and projects sometimes distract me from previous one	2.59	Mostly like me
3. I become interested in new pursuits every few months	2.58	Mostly like me
4. My interests change from year to year	2.43	Not much like me
5. I have been obsessed with a certain idea or project for a short time but later lost interest	2.29	Not much like me
6. I have difficulty maintaining my focus on projects that take more than a few months to complete	2.35	Not much like me
7. I have achieved a goal that took years of work	2.52	Mostly like me
8. I have overcome setbacks to conquer an important challenge	2.77	Mostly like me
9. I finish whatever I begin	2.76	Mostly like me
10. Setbacks discourage me don't	2.70	Mostly like me
11. I am a hard worker	2.96	Mostly like me
12. I am diligent like me	2.87	Mostly like me
Grand Mean	2.60	Mostly like me

Legend: 1.00-1.74- Not like me at all, 1.75-2.49- Not much like me, 2.50-3.24- most likely me, and 3.25-4.00- Very much like me

The determination to persevere and the resilience to adapt and overcome obstacles among the respondents is revealed in Table 4. The study presents the self-reported grit levels of the respondents with a grand mean of 2.60, interpreted as *mostly like me*. This indicates that respondents display a moderate level of grit, defined as perseverance and passion for long-term goals.

Notably, the highest mean score is observed in the item “*I am a hard worker*” (WM=2.96), reflecting a general perception among the 961 respondents. This shows that they are committed to putting consistent effort. Other high score items, such as “*I am diligent*” (WM=2.87) and “*I finish whatever I begin*” (WM=2.76), further support the finding that the students possess essential components of grit, goal-directed behavior and persistence which are directly defined by Duckworth (2016).

The findings of the study imply that the respondents possess the mental toughness and resilience necessary to endure challenges and maintain sustained effort toward academic and personal goals. As Duckworth (2016) emphasized, grit is a critical predictor of success in various aspects of life domains. It encompasses long-term perseverance and sustained interest. Although some items indicate tendency to be occasionally distracted as stated in the item, “*New ideas and projects sometime distract me*” (WM=2.59) and “*I become interested in new pursuits every few months*” (WM=2.58), the data reveals that there were areas for potential growth in sustaining long-term focus. This also suggests that the students still manage to maintain direction and follow through with commitments.

Ultimately, grit serves as a protective factor for these students, staying focused and persistence despite distractions in facing adversity. This aligns with broader psychological literature suggesting the grit contributes significantly to both academic achievement and long-term personal development.

Table 5

Significant relationship between adversity encounter and academic resilience

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
adversity encounters and academic resilience	*.744	Strong	0.001	Reject Ho	Significant

Note: Significant at <0.05

Table 5 presents the correlation between the adversity encounter and academic resilience among college students. The computed r- value of 0.744 presents a strong positive correlation, and the p- value of 0.001 below the 0.05 threshold for significance. Consequently, the null hypothesis is rejected, confirming that statistically significant relationship exists between the two variables. This implies that higher levels of adversity encountered by the

students are associated with higher level of academic resilience. That is to say, the more students encounter greater challenges or difficulties, they are more likely to develop stronger coping mechanism, emotional regulation, and adaptive strategies – key components of academic resilience.

Experiencing adversity, when it properly managed, result to a powerful developmental process that foster grit (goal-oriented and persistence). Students who experience difficulties often learn to recover from setbacks, maintain positive outlook, and remain goal-oriented despite hindrances. Hence, these traits are essential for academic achievement in high pressure environments such as college. This finding makes parallel to the role of adversity in shaping the resilience. Though not entirely detrimental, adversity can build psychological strength and persistence, enabling students to survive and thrive in their academic pursuits.

Table 6

Significant relationship between adversity encounter and grit level

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
adversity quotient and grit level	*.442	Moderate	0.024	Reject Ho	Significant

Note: Significant at <0.05

Table 6 shows the correlation between the adversity encounter and grit level among college students. The r- value of 0.442 indicates a moderate positive correlation, while the p-value of 0.024 confirms that the relationship is statistically significant is statistically significant at the 0.05 level. As a result, the null hypothesis is rejected.

This result indicates that students who encounter higher levels of adversity tend to demonstrate higher levels of grit (perseverance and passion for long-term goals). This implies that facing adversities may help cultivate a strong determination and mental toughness, which are central development of grit. In other words, students with higher adversity encounters are more likely embraced challenges rather than avoid them. They will perceive them as opportunities for growth and learning, not deterrents. They approach difficult situations with a positive mindset and a willingness to learn from their experiences. This mental resilience and sustained effort over time enable them to stay focused on their goals, even when progress is low and obstacles arise in their way.

Table 7*Significant relationship between academic resilience and grit level*

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
academic resilience and grit level	*.485	Moderate	0.033	Reject Ho	Significant

Note: Significant at <0.05

Table 7 reveals a moderate positive correlation ($r = 0.485$) between academic resilience and grit level, with a p-value of 0.033, indicating that the relationship is statistically significant at the 0.05 level. Consequently, the null hypothesis is rejected.

This result shows that students demonstrating high levels of academic resilience are more likely demonstrating strong grit. Notably, both constructs are closely interrelated. They are both required individual's sustained effort, perseverance, and strong commitment to academic goals despite setbacks. Students with high academic resilience perseveres even encountering difficulties. This shows the capacity to recover from setbacks and maintain motivated. Similarly, students with grit display long-term perseverance and passion toward academic success. This correlation implies the resilience fuels grit through make students grounded in their goals even when immediate outcomes are discouraging.

In the academic context, such students do not rely on immediate results for motivation. Instead, they are future-oriented, willing to invest time and energy consistently, and remain focused on long-term achievements. This synergy between resilience and grit plays a vital role in sustaining academic performance and success.

Table 8*Significant relationship between general weighted average and adversity encounter*

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
GWA and adversity quotient	*.780	Strong	0.000	Reject Ho	Significant

Note: Significant at <0.05

Table 8 shows a significant relationship between students' GWA and their AQ, with an r- value of 0.780, indicating a strong positive correlation. The p- value of 0.000 is less than the significant level of 0.05, leading to reject the null hypothesis. This confirms that the relationship between two variables is statistically significant.

This result implies that strong adversity encounter – reflecting resilience, mental toughness, an ability to cope with challenges – tend to contribute positively to students' academic performance as reflected to their GWA. While it is true that high adversity encounters can have a positive impact on a student's academic performance, it is not a direct contributor to the academic ability. It significantly contributes to academic outcomes through its impact on non-cognitive factors. In the other words, adversities likely support success indirectly through related qualities such as perseverance in facing academic difficulty, effective stress management, increased motivation and problem-solving and better coping strategies when facing failure and criticism. These attributes benefit students sustain their academic performance over time even when encountering demanding circumstances.

The findings suggest that adversity encounters among students could be served as a supportive factor for academic success or as part of a broader personal and environmental factors that influence academic achievement. Though the adversity encounter does not equate to academic ability of the students, its role in enhancing students' coping mechanism and resilience can contribute meaningfully to higher academic performance.

Table 9

Significant relationship between general weighted average and academic resilience

Variables	r- value	Strength of Correlation	p-value	Decision	Remarks
GWA and academic resilience	*712	Strong	0.001	Reject Ho	Significant

Note: Significant at <0.05

Table 9 presents a strong positive correlation between the general weighted average (GWA) and academic resilience, with an r - value of 0.712. This result is statistically significant ($p = 0.001$), leading to the null hypothesis rejected.

This implies that students who demonstrate high academic resilience are often better equipped to handle the pressures of their studies which can lead to improved general weighted average. Academic resilience plays a significant role in a student's ability to handle academic pressure, leading to improved performance and a higher general weighted average. Students with high academic resilience are better equipped to manage the stress that comes with demanding courses, deadlines, and exams. They develop coping mechanisms, maintain a positive outlook, and avoid letting stress overwhelm them. This allows them to focus better

and perform at their best. By sustaining positive mindset and employing adaptive coping strategies, resilient students are likely to excel in their studies.

Table 10

Significant relationship between general weighted average and grit level

Variables	r- value	Strength of Correlation	p-value	Decision	Remarks
GWA and grit level	*741	Strong	0.001	Reject Ho	Significant

Note: Significant at <0.05

Table 10 displays a strong positive correlation between the general weighted average (GWA) and grit level, with an r - value of 0.741. This result is statistically significant ($p = 0.001$), leading to the null hypothesis rejected.

This implies that students with high levels of grit are tend to be more committed to their studies which may improve their academic performance. Grit characterized by perseverance and sustained passion for long terms goals serves as a powerful drive of academic success. Student with grit understand that academic success often requires sustained effort, patience, and a willingness to work through challenges over time. They do not seek immediate gratification but rather focus on their larger academic goals.

5. Conclusion

Adversity encounter is common and multifaceted experience among college students. Notably, financial setbacks emerged as a predominant challenge. The finding is consistent with college's origins – founded to provide accessible education to students from socioeconomically disadvantaged backgrounds. For instance, students deal with a lot of deadlines to beat, projects to make, performance tasks to do, and other related activities which need financial support. The problem about finances could be hard for some especially if students are coming from not-so-affluent families. In the first place, the inception of the institution is mainly because there is a need to address the education gaps in remote areas when quality education is scarce and those who are residents in these areas are the ones with less in life.

Secondly, the students are becoming academically resilient because they consider challenges not as a hindrance but as a drive to strive harder and perform better. If one considers an adversity as motivation, there is a tendency for the person to accept the things as it is and

navigate himself or herself to slowly shy away from it and eventually succeed. Every person takes adversity differently. Some may consider it as a mountain or a great wall of impossibility while others may consider it as an adventure to enjoy. Nevertheless, this positive mindset enables resilient students to cope with stress, making individual to be more proactive in dealing with adversity and develop adaptive strategies for conquering any academic demands.

Lastly, the third-year students are able to face adversity and challenges with courage. They can resolve every situation with consistent hard work and achieve academic success. With their hard work comes triumph even if faced with difficulty. It is hard work that made these students surpassed all adversity. These non-cognitive traits – grit, academic resilience and high adversity – serve as critical foundations for academic achievement and personal growth.

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Institutional Review Board Statement

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