

GRIT, ACADEMIC RESILIENCE AND BURNOUT AMOUNG UNIVERSITY STUDENTS



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03-171221-007

BAHRIA UNIVERSITY LAHOR CAMPUS

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Thesis Title: Grit, Academic Resilience and Burnout among university students

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Dedication

I dedicate this research to Allah Almighty for His guidance and strength. I sincerely thank my mentor, Ms. Saima Bano, for her invaluable guidance and support throughout this research. I am also grateful to my teachers and siblings for their encouragement and motivation. With deepest love and gratitude, I dedicate this work to my parents, whose unwavering support and sacrifices made this achievement possible.

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List of Symbols

N		Sample size
M		Mean
SD		Standard deviation
df		Degrees of freedom
r		Pearson product–moment correlation coefficient
F		F-statistics
b		Unstandardized regression coefficient (slope)
R ²		Coefficient of determination
p		Probability value (significance level)

List of Abbreviations

BS	Bachelor of Science
MS	Master of Science
Grit-S	Short Grit Scale
ARS-30	Academic Resilience Scale (30-item version)
BAT-S	Burnout Assessment Tool – Student Version
BAT	Burnout Assessment Tool (original work-context version)
GPA	Grade Point Average
SPSS	Statistical Package for the Social Sciences
SD	Standard Deviation
SD-R	Study Demands–Resources framework
PROCESS	PROCESS macro (Model 4) for mediation analysis in SPSS
COVID-19	Coronavirus Disease 2019

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Abstract

University students increasingly face demanding academic environments that may expose them to psychological strain and burnout. Positive psychological resources such as grit and academic resilience are thought to buffer these effects, yet their combined role in early-semester undergraduates remains underexplored in the local context. The present study examined the relationships between grit, academic resilience and burnout among first- to fourth-semester BS students and tested whether academic resilience mediates the relationship between grit and burnout.

It was a correlational, cross-sectional and quantitative design. The sample was composed of 300 BS students (1st to 4th semester) of selected public and private universities. The demographic sheet, the Grit-S Short Grit Scale (Grit-S), the Academic Resilience Scale (ARS-30), and the Burnout Assessment Tool -Student Version (BAT-S) were used to collect the data. The internal consistency of all the instruments was excellent ($\alpha = .91$ grit, $\alpha = .98$ academic resilience, $\alpha = .97$ burnout). The analysis of the data was performed in SPSS with the application of descriptive statistics, Pearson correlation, multiple regression and mediation analysis (PROCESS, Model 4 with bootstrapping). The findings revealed that there were moderate grit and academic resilience and burnout in the sample with significant person to person variation. Grit had a positive correlation with academic resilience and negative correlation with burnout whereas academic resilience had a strong negative correlation with burnout. A combination of grit and academic resilience attributed about 47 percent of the variance in burnout with both variables playing a significant unique role. Mediation analysis has found the relationship between grit and burnout mediated by academic resilience: the higher the grit of the student, the more he is prone to report higher academic resilience, which subsequently is linked to reduced burnout.

The results are that grit and academic resilience are valuable protective variables against burnout among first-semester BS students. The research indicates that there is a necessity of university policies and interventions that strategically promote persistence of long-term academic objectives and enhance the ability of students to respond positively to academic failures.