Role of Optimism, Self-Efficacy and Motivation for Goals Achievement in Academic Resilience: Moderating Role of Institutional Support

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A R T I C L E I N F O	A B S T R A C T

Purpose: Recently, the academic resilience is the significant factor for the student success in the educational institutions around the globe. This aspect needs the emphasis of new literature and policymakers. Hence, the current article examines the impact of optimism, self-efficacy and motivation for goal achievement of the academic resilience in the students of higher education in Indonesia. The study also examines the moderating role of institutional support among optimism, self-efficacy, motivation for goal achievement and academic resilience in the students of higher education in Indonesia. **Method:** The research used the survey questionnaires for the collection of primary data from the students. The research also applied the SPSS-AMOS to check the nexus among the variables. **Findings:** The results indicated that the optimism, self-efficacy and motivation for goal achievement have a positive nexus with academic resilience in the students of higher education in Indonesia. The outcomes also exposed that the institutional support significantly mediates among optimism, self-efficacy, motivation for goal achievement and academic resilience in the students of higher education in Indonesia. **Implications to Research and Practice:** The research guides the policymakers in making the policies related to enhance the academic resilience by improving optimism, self-efficacy and motivation for goal achievement.

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Introduction

Students have to face many ups and downs in their educational lives. Sometimes the ups and down cause hurdles in their education, failure in their performance, waste of their efforts and rejection of their proposals or assignments (Adhawiyah, Rahayu, & Suhesty, 2021). Any of these consequences could leave strains of grief, pressure, mental anxiety, and disappointment to students. In this situation, some of the students cannot withstand and may quit their study. Such students spoil their career, distract their future life, and shatter the hopes of their family members (Cobb et al., 2023). Contrary to this, there is academic resilience where students have ability to withstand, address, adjust, and adapt to misfortunes, resolve issues, overcome hurdles, and to bounce back from disappointment, perceived failure, or rejection. If the students have academic resilience, they never stop until they find their destination and accomplish their goals. Such students are successful in the education and later on, in their professional lives (Shao & Kang, 2022).

Different personality traits like optimism, self-efficacy and motivation for goals achievement, which may develop students from inner selves or external environment, may influence academic resilience. Optimism is the attitude reflecting hope and belief of good outcomes of some endeavors or favorable future happenings. The result is good physical, better cognitive abilities, and motivation to do better. These students can fast recover from failures and any disappointing situations (Liu & Han, 2022). Students' self-efficacy is their belief in their capabilities to accomplish academic tasks, successfully learn the materials, and ability to have academic success. Self-efficacy develops motivation, dedication, and courage in students to overcome issues and hurdles without getting disappointed. They can have better academic resilience (Chen et al., 2022). Moreover, students' motivation for goal achievement improves their efforts and makes them strong. These students can recover from misfortunes, mishaps, failures and disappointment. They have better academic resilience (Schell, 2023).

The current study aimed to check the students' academic resilience in the higher education system of Indonesia. Indonesia is an emerging state and it has an exemplary higher education system. The higher education institutions are regulated by Nadiem appointed at the education ministry. The recent statistics denote that about 2350 institution which provide higher education are carried in the country. The higher education institutions have policy to offer academic degrees, vocational degrees, and professional degrees to students (Nuryana, 2022). Government itself provides funds to and administers many of the higher education institutions within the country. There are total 122 public education institutions in which 63 are public universities, 43 are Polytechnics, 12 are Institutes, and 4 are Community Colleges. Among publicly run institutions, there are 4 Institutes of Technology, 3 institutes of Cultural Arts (ISBI), 4 Institutes of Arts (ISI), and 01 Institute of Agriculture (Rosser, 2023). In Public polytechnic institutions, 01 is for Electronic Engineering Polytechnic, 4 for Agricultural Polytechnics, 01 for Maritime Polytechnic, 02 for Manufacturing Polytechnics, 01 Shipbuilding Polytechnic, 01 Fishery Polytechnic, and 34 "general" Polytechnics. It is specially the Ministry of Religious Affairs which regulates Islamic higher education institutions like Public Islamic Higher Education Institutions, State Islamic Universities (UIN), State Islamic Institutes (IAIN), and State Islamic Colleges (STAIN), which operate their own services (Aditya, Ferdiana, & Kusumawardani, 2022).

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Though the scope of Indonesian higher education system is much broad and it has many education institutions in undertaking diverse functions. Still, a number of students in higher education institutions have encountered many issues, obstacles, failures, rejections, and difficult situation. Those who may not recover and become victim of depression and anxiety may not succeed. This is a threat to the whole education system and might cause a downfall in country's growth (Sibawaihi & Fernandes, 2022). Students' academic resilience is a solution to this issue. The study objective is to investigate the impact of impacts of optimism, self-efficacy, and motivation for goals achievement on academic resilience. One of its aims is also to analyze the role of institutional support between optimism, self-efficacy, and motivation for goals achievement and academic resilience.

The study contributes to the current domain despite the fact that there is no dearth of studies in this discipline. However, this study is different from the previous studies. First, in the previous literature, authors have discussed the role of optimism, self-efficacy, and motivation for goals achievement in academic resilience but those studies did not present a single study to explain the relationship of optimism, self-efficacy, and motivation for goals achievement with academic resilience. The current study examined this relationship of all these factors with academic resilience and contributes to literature. Second, the role of institutional support in developing academic resilience has been analyzed in previous writings, but there is little attention given to the moderating role of institutional support between optimism, self-efficacy, and motivation for goals achievement and academic resilience. The present study makes exception as it examines the moderating impact of institutional support on the association between optimism, self-efficacy, and motivation for goals achievement and academic resilience. Third, the current study investigates how much academic resilience students have and what role optimism, self-efficacy, and motivation for goals achievement play in academic resilience in Indonesian higher education system.

The present paper is divided into following parts: the second portion is the review of literature regarding the relationship between institutional support, optimism, self-efficacy, and motivation for goals achievement and academic resilience. It establishes proposed hypotheses. The third part describes all methods and processes applied for conducting research. The research outcomes obtained in the fourth part are supported by previous studies through appropriate discussions. The discussion is followed by conclusion, limitations and study implications.

Literature Review

Students' success depends on their ability to develop resilience. Even though difficult situations can occur at any point, but during this life period of independence, higher school students may find them demoralizing or even derailing because they have already been experiencing a lot of stressors at once like busy class schedules, demanding extracurricular activities, competing work, studying, and social demands. Students who represent healthy academic resilience can adapt and overcome challenges (Kim et al., 2021) while others who lack academic resilience may experience depression, anxiety, and unhealthy coping strategies. The students' personality traits like optimism, self-efficacy, and motivation for goals achievement can be affective factors to develop and increase academic resilience. Different studies have dealt with the association between institutional support, optimism, self-efficacy, and motivation for goals achievement and academic resilience. The current study reviews previous literature to construct hypotheses for the current study.

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The optimistic attitude of students helps them maintain good mental well-being, physical health, and an urge to move on. Thus, students who can better perform administrative and physical activities along with longings, can come out of disappointing situation, keep on struggle, and regain their place in the class. Hence, optimism leads to increase in academic resilience (Yeo & Yap, 2020). Kim and Lee (2020) investigates the role of optimism in student satisfaction and academic resilience. The study utilized a cross-sectional descriptive correlational research design. Convenience sampling technique was applied and the research sample included 286 nursing students getting education in a university in Busan. Using IBM SPSS version 23.0, the proposed hypotheses were tested through descriptive statistics, the t-test, one-way ANOVA, Pearson's correlation coefficient, and hierarchical multiple regression. The study found that the level of satisfaction was higher in the students who had high optimism because they always looked at the possibility, positivity, and opportunities in situations or things. The optimism with higher satisfaction improved students' performance and increased academic resilience (De Feyter et al., 2020), and hence students who have optimism always look under the surface. They find the future opportunities and practice academic resilience. Thus Hypothesis 1 of the study is stated thus:

H1: *Optimism has a positive relation with academic resilience.*

Self-efficacy is known as students' belief in their capability to meet the learning tasks assigned by the tutors, to hit the education goals, and succeed in digesting learning materials. Self-efficacy influences students learning abilities and thereby contributes to academic resilience (Beale, 2020). Rachmawati et al. (2021) explain how self-efficacy and social support are associated with academic resilience. Questionnaires were the tool to acquire data for academic resilience, self-efficacy, and social support and 315 students of seventh grade at middle school from Malang City, Indonesia participated in the study. The study applied multiple regression research technique for data analysis. The study implied that students who had better self-efficacy recovered a mind free of any distress and anxiety caused by certain negative situations. With a healthy mind, students performed efficiently and had academic resilience. So, self-efficacy in students led them to attain academic resilience. Hendar, Awalya, and Sunawan (2019) examine the relationship of students' efficacy with academic resilience. With purposive sampling technique, 14 students were selected and an experimental research was conducted with a pre-test and post-test control group design. The MANOVA test was applied to test the hypotheses. The study claimed that self-efficacy developed motivation, accelerated students' academic efforts, and helped them develop abilities for academic resilience. On the basis of above literature, we may place the hypothesis 2 as:

H2: *Self-efficacy has a positive relation with academic resilience*

Students who lack specific goals are incapable and feel lost. On the other hand, those students who have concrete and achievable goals and have motivation to accomplish those goals, they start working towards achieving their goals, by making plans and manageable schedule of tasks. A few students feel that they may not commit any fault and not face failures or rejection. However, if they get into any disappointing situation, they do not accept negative feelings, and keep on struggling

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towards success. Such students have a higher academic resilience (Ramirez-Granizo et al., 2020). Trigueros et al. (2020) examine the relationship between transformational leadership, motivation for goals achievement, and academic resilience. Voluntary sampling technique was applied and 3354 students from the universities of Granada and Almeria were included in the research sample. Statistical analyses like descriptive analysis, reliability analysis, and Pearson's bivariate correlations were performed through SPSS v.25 and predictive relationship among variables were analyzed through SEM with AMOS v.20. The results indicated that students' motivation for goals achievement let them adopt novel cognitive and physical skills and thus, get able for academic resilience. Torsney and Symonds (2019) check the relationship between motivation for goals achievement and academic resilience. The study reveals that students have different goals especially in higher education system, their goals are more like practical and somehow beneficial to them. The students who have internal motivation for the achievement of desired goals considering their significance in their lives, they tend to resolve issues, change their behaviors, and do hardworking. These abilities in result of motivation make them successful in academic resilience. Thus, the hypothesis 3 of this study is:

H3: *Motivation for goals achievement has a positive relation with academic resilience.*

Students may have institutional support in the form of responsible teaching staff, comfortable learning environment, innovative learning resources, and emotional care for students. It can arouse optimism in students and release their worries. Students free from mental distress can better focus and develop academic resilience. Institutional support improves the relationship between optimism and academic resilience (Icekson, Kaplan, & Slobodin, 2020). Gabrielli, Longobardi, and Strozza (2022) investigates the relationship among institutional support, optimism, and academic resilience. Utilizing information from the OECD-Programme for International Students' Assessment most recent two editions (2015 and 2018), relationship of institutional support, optimism, and academic resilience was analyzed. A comparative study was conducted among European countries like Greece, Italy, Spain, France, Germany, the Netherlands, and the United Kingdom. The study claimed that institutional support resulted into higher optimism in students as well as the effective teaching strategies improved student optimism and increased academic resilience. So, institutional support improves the association between optimism and academic resilience. Scholz and Strelan (2021) also checked the relationship among institutional support, optimism, and academic resilience. The study posited that institutional support to students, gives them surety of better learning sources and an effective learning environment. The study develops hope among students for success. The resultant optimism triggers students efforts and increase academic resilience. Hence, the hypothesis 4 of the study states:

H4: *Institutional support is a significant moderator between optimism and academic resilience.*

The institutional behavior and its policies influence students' characters and their ability to succeed. If management representing the education institution and administrating all its matters, adopts a supportive behavior for students, and can shape their personalities, in such a supportive environment, students may develop confidence in their own abilities to succeed. The self-efficacy through institutional support, improves students' courage and

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motivation to struggle for better. Students may have high academic resilience (Meneghel et al., 2019). Hayat, Choupani, and Dehsorkhi (2021) identify the relationship among institutional support, academic self-efficacy, learning emotions, cognitive learning strategies, and academic resilience. This is a cross-sectional study conducted through questionnaires for institutional support, academic self-efficacy, learning emotions, cognitive learning strategies, and academic resilience among 243 medical students. For the data analysis, Pearson's correlation coefficient along with structural equation modeling (SEM) was applied. The study posits that institutional support to students in their learning and handling their matter, develops student self-efficacy and accelerate academic resilience. So, self-efficacy can play better role in academic resilience. Warshawski (2022) also examines the relationship among institutional support, self-efficacy and academic resilience. The study implies that when students perceive, they will surely have support from teaching and managing faculty of institution, they feel confident about learning and expressing themselves. In result of self-efficacy, students get rid of anxiety and are likely to show academic resilience. Thus, the hypothesis 5 of this study states:

H5: *Institutional support is a significant moderator between self-efficacy and academic resilience.*

When institutional climate is as where students have full support from teachers and management, students learn how to tackle with the critical situation as they have motivation for goals achievement. So, institutional support improves the relationship between motivation for goals achievement and academic resilience (Mao et al., 2020). Frisby, Hosek, and Beck (2020) integrates the relationship among institutional support, motivation for goals achievement and academic resilience. Data were acquired through the basic communication course as assessment where 213 students were participants. Correlation and multiple linear regression was used to analyze the require data in order to check the relation among research variables. The study implies that institutional support brings students closer to their goals, develops motivation for goals achievement and thereby, increases academic resilience. The study conducted by Russell, Smith, and Larsen (2020), conveys that if institutional support is available, teachers behave politely, teach effectively, and try to remove issues with the students. In such learning environment where teachers are so much devoted, students have awareness of their goals and gear motivation to accomplish these goals. Moreover, in a supportive learning environment, students have courage and ability to challenge issues and overcome them in order to come back to their position. Hence, institutional support improves the relationship between motivation for goals achievement and academic resilience. The hypothesis 6 of this study states:

H6: *Institutional support is a significant moderator between motivation for goals achievement and academic resilience.*

Research Methods

- *Research Design*

Using a quantitative research design, this study examined the impact of optimism, self-efficacy and motivation for goal achievement of the academic resilience and also examined the moderating role of institutional support among optimism, self-efficacy, motivation for goal achievement and academic resilience in the students of higher education in Indonesia.

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- *Sampling and population*

The researchers selected the students of higher educational institutions in Indonesia as the respondents. These students were selected based on simple random sampling method. The surveys were distributed through mails. A total of 587 surveys were sent and received only 305 surveys representing around 51.96 percent response rate.

- *Instrument and procedure*

The research used the survey questionnaires for the collection of primary data from the students. The variables were measured with the questions and these questions were extracted from past literature. The optimism was measured with four questions taken from Bamford and Lagattuta (2020), self-efficacy was also measured with four items extracted from Salsman et al. (2019), motivation for goal achievement is measured with six items adopted from Hong, Bernacki, and Perera (2020), institutional support was measured with four questions extracted from Alsaywid et al. (2020) and academic resilience was measured with seven questions extracted from Skinner and Saxton (2019).

- *Data analysis*

The research applied the SPSS-AMOS to check the nexus among the variables. This tool provides the best outcomes using complex frameworks and large data sets (Hair et al., 2017). The study used three predictors such as optimism (OP), self-efficacy (SE) and motivation for goal achievement (MGA). In addition, the study also used one moderating variable named institutional support (IS) and also used one dependent construct such as academic resilience (AR). These variables are given in Figure 1.
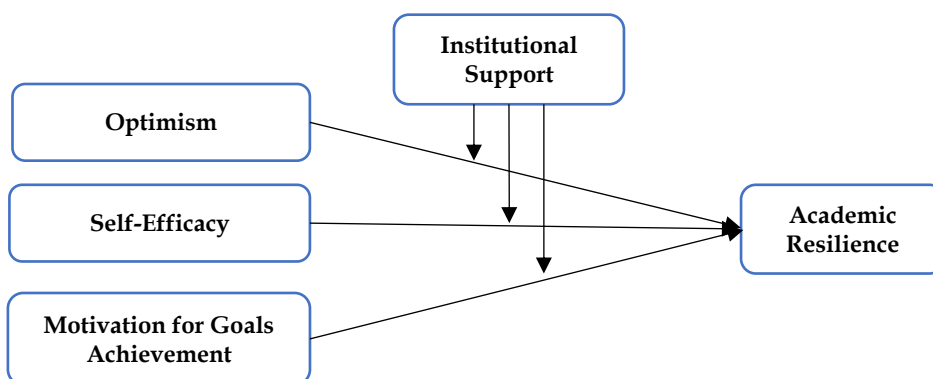

Figure 1: *Theoretical framework*

Results and Findings

The research outcomes show the items correlation with the help of composite reliability and results show the values greater than 0.70. In addition, the outcomes also show that the average variance extracted (AVE) values are bigger than 0.50 and factor loadings are larger than 0.40. Finally, the outcomes also exposed that the average Squared Shared Variance (ASV) and Maximum Shared Variance (MSV) figures are lower than AVE figures. These values exposed high correlation among items. These values are mentioned in Table 1.

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Table 1

Convergent validity

Items and Constructs			Loadings	CR	AVE	MSV	ASV
OP1	<---	OP	0.792	0.833	0.624	0.311	0.186
OP2	<---	OP	0.780				
OP4	<---	OP	0.798				
SE1	<---	SE	0.993	0.898	0.699	0.061	0.043
SE2	<---	SE	0.749				
SE3	<---	SE	0.519				
SE4	<---	SE	0.989				
MGA1	<---	MGA	0.594	0.903	0.623	0.296	0.167
MGA2	<---	MGA	0.997				
MGA3	<---	MGA	0.700				
MGA4	<---	MGA	0.888				
MGA5	<---	MGA	0.479				
MGA6	<---	MGA	0.939				
IS1	<---	IS	0.880	0.937	0.831	0.296	0.205
IS3	<---	IS	0.915				
IS4	<---	IS	0.939				
AR1	<---	AR	0.709	0.855	0.665	0.311	0.209
AR2	<---	AR	0.652				
AR3	<---	AR	0.561				
AR4	<---	AR	0.494				
AR5	<---	AR	0.632				
AR6	<---	AR	0.790				
AR7	<---	AR	0.862				

Note: *OP: Optimism; SE: Self-Efficacy; MGA: Motivation for Goals Achievement; IS: Institutional Support; AR: Academic Resilience*

The research outcomes show the variables correlation with the help of Fornell Larcker criteria. The outcomes indicated that the first value is bigger than the other values in same column. These values exposed low correlation among variables. These values are mentioned in Table 2.

Table 2

Discriminant validity

	IS	OP	SE	MGA	AR
IS	0.912				
OP	0.463	0.790			
SE	0.176	0.247	0.836		
MGA	0.544	0.397	0.151	0.789	
AR	0.527	0.558	0.242	0.436	0.682

Note: OP: Optimism; SE: Self-Efficacy; MGA: Motivation for Goals Achievement; IS: Institutional Support; AR: Academic Resilience

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In addition, the research outcomes also show the model good fitness with the help of Tucker-Lewis index (TLI) and figures are bigger than 0.90, comparative fit index (CFI) and figures are bigger than 0.90 and the root means the square error of approximation (RMSEA) and values less than 0.05. These figures indicated model is good fit. These values are given in Table 3.

Table 3

Model Good Fitness

Selected Indices	Result	Acceptable level of fit
TLI	0.922	TLI > 0.90
CFI	0.931	CFI > 0.90
RMSEA	0.002	RMSEA < 0.05 good; 0.05 to 0.10 acceptable

Figure 2: *Measurement assessment model*

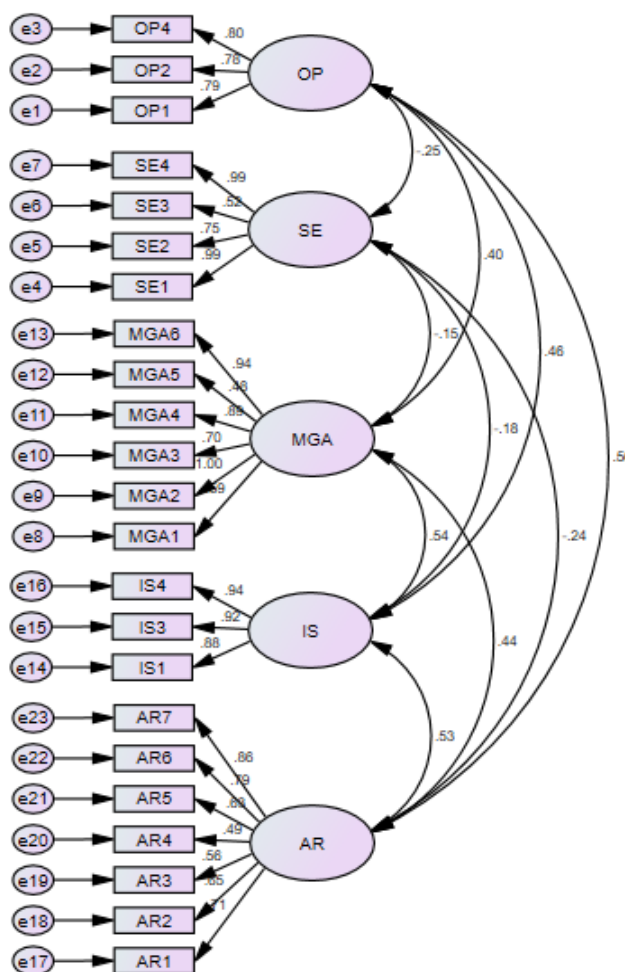*S. Martono - Sucihatiningsih Dian WP - Arief Yulianto - Eddie Purwanta - Siti Irene Astuti Dwiningrum / Eurasian Journal of Educational Research 101 (2022) 1-16*

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The results of path analysis indicated that the optimism, self-efficacy and motivation for goal achievement have a positive nexus with academic resilience in the students of higher education in Indonesia and accept H1, H2 and H3. The outcomes also exposed that the institutional support significantly mediates among optimism, self-efficacy, motivation for goal achievement and academic resilience in the students of higher education in Indonesia and accept H4, H5 and H6. These associations are given in Table 4.

Table 4

Path analysis

Relationships		Beta	S.E.	C.R.	P
Academic Resilience <---	MGA x IS	0.031	0.004	7.869	0.000
Academic Resilience <---	SE x IS	0.036	0.012	3.091	0.002
Academic Resilience <---	Motivation for Goals Achievement	0.342	0.028	12.087	0.000
Academic Resilience <---	Self-Efficacy	0.563	0.055	10.233	0.000
Academic Resilience <---	Optimism	1.027	0.032	32.293	0.000
Academic Resilience <---	Institutional Support	1.158	0.025	46.313	0.000
Academic Resilience <---	OP x IS	0.239	0.004	56.330	0.000

Figure 3: *Structural assessment model*

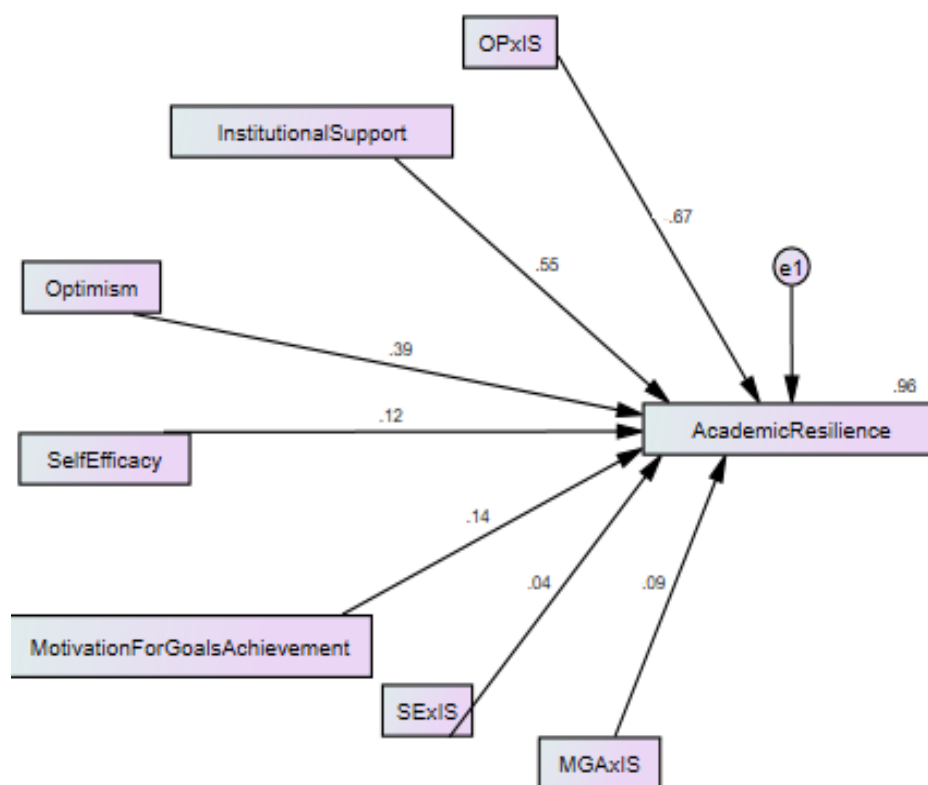*S. Martono - Sucihatiningsih Dian WP - Arief Yulianto - Eddie Purwanta - Siti Irene Astuti Dwiningrum / Eurasian Journal of Educational Research 101 (2022) 1-16*

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Discussion

The results showed that optimism has a positive relation with academic resilience. The results align with Adil, Ameer, and Ghayas (2020), which highlights that when students have positive outlook about things and positive perceptions about future happenings, they do not accept the impacts of events occurring in their education life. This develops encouragement for going ahead. They may develop academic resilience. These results also agree with Li and Yeung (2019), which implies that the positivity in students, motivate them to think broadly and find solution to the problems. So, optimist students never bow before failure. But they learn and do better. Hence, optimism contributes to academic resilience.

The results showed that self-efficacy has a positive relation with academic resilience. The results align with Cassidy et al. (2023), which claims that the perception of students about their capabilities and confidence in their abilities to perform some specific activities, they make their mind to rise each time their fall. The self-efficacy of students, help them recover from failures and rejections at some points and determines high academic resilience. These results also agree with Siddique et al. (2021), which reveals that self-efficacy in students, let them keep on learning. The improved knowledge and ability of continuous learning, develops stamina to bear tough situations and come out of them as soon as possible. So, self-efficacy develops academic resilience.

The results showed that motivation for goals achievement has a positive relation with academic resilience. The results align with Trigueros et al. (2019), which explains that if the employees have specific goals and motivation to achieve those goals, they intend to learn more attentively. In this situation, they don't come to have problems in education or ready to overcome these problems. Thus, motivation for goals achievement prepares students for academic resilience. These results are also in line with Wills and Hofmeyr (2019), which proclaims that among students motivation for goals achievement improves their engagement and develops academic resilience.

The results showed that institutional support is a significant moderator between optimism and academic resilience. The results align with Miranda and Cruz (2020). According to this previous study, if institutional support is available and students have perception that the management and teaching will consider their issues as well as help them to overcome their problems, they don't lose hope. The resultant optimism, allows students to have academic resilience. These results also agree with Rudd, Meissel, and Meyer (2021), which implies that institutional support improves optimism in students thinking and thereby, reduces their anxiety. These students have higher academic resilience.

The results showed that institutional support is a significant moderator between self-efficacy and academic resilience. The results align with Chisholm-Burns et al. (2019), which reveals that institutional support develops self-efficacy in students and creates assistance for them in academic resilience. In this way, the relationship between self-efficacy and academic resilience gets stronger. These results also match with Popa-Velea, Pîrvan, and Diaconescu (2021), which implies that if the education institution have tendency to provide support to students, it can control students thinking in positive manner and develops self-efficacy improving academic resilience.

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The results showed that institutional support is a significant moderator between motivation for goals achievement and academic resilience. The results are in line with Skinner et al. (2020), which posits that institutional support creates students' motivation for goals achievement and improves academic resilience. Thus, in case, institutional support is available students, motivation for goals achievement can better develop academic resilience. These results also agree with Romano et al. (2021), also states that institutional support strengthens the relationship between motivation for goals achievement and academic resilience.

Conclusion, Limitations and Implications

The objective of the study was to examine the role of optimism, self-efficacy, and motivation for goals achievement in students' academic resilience. It was also to analyze the role of institutional support between optimism, self-efficacy, and motivation for goals achievement and academic resilience. Evidential data was from higher education institutions in Indonesia. The study findings revealed that optimism, self-efficacy, and motivation for goals achievement have a positive link with students' academic resilience. The results indicated that the students having optimism, can tackle the tough situation, problems, and hurdles, as well as they can manage mental anxiety. So, they can develop academic resilience. The study outcomes also showed that even though students have to face failures, rejection, and any setback, existence of confidence in their own abilities and skills, help them quickly recover. So, it adds to students' academic resilience. The results also revealed that when the students have internal motivation to achieve their goals, they develop tolerance to bear hardship and control anxiety. Thus, they may have academic resilience. The study also concluded that institutional support is a significant moderators' optimism, self-efficacy, and motivation for goals achievement and academic resilience. If there is institutional support available to students, they may have optimism, self-efficacy, and motivation for goals achievement and therefore, they are likely to develop academic resilience. Hence, the relationship between optimism, self-efficacy, and motivation for goals achievement and academic resilience improves.

The study had some limitations despite its literary contributions. The future researchers can remove these limitations for improvement in their work. First, authors have analyzed only the individuals' factors like optimism, self-efficacy, and motivation for goals achievement and check their role in students' academic resilience. There are a number of other institutional, social, and learning factors that may have direct influence on students' academic resilience. This lack of study scope must be removed in future literature by adding more studies. Data for the current research study were acquired from higher education institutions in Indonesia. The relation between institutional support, optimism, self-efficacy, and motivation for goals achievement and students' academic resilience supported by evidence from specific education system may not be generally valid. Future researchers should collect evidence from education systems in different countries.

Researchers can learn from the current research article as it makes literary contributions. This article sheds light on the relationship of optimism, self-efficacy, and motivation for goals achievement with academic resilience. The adding to the literature, the current study investigates into institutional support as moderating role between

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optimism, self-efficacy, and motivation for goals achievement with academic resilience. The study also initiates to check the optimism, self-efficacy, and motivation for goals achievement role in academic resilience among students of higher education institutions in Indonesia.

The article serves as a guideline for the education institution management in leading countries on how to develop students' academic resilience. The study implies that optimism should be developed among students in order to create academic resilience. It also guides that students should be motivated to develop self-efficacy. It would result in higher academic resilience. There is also a suggestion to management that students must have motivation for goals achievement for high academic resilience. The study also has a guideline that institutions should provide support to their employees and students. In this way they can develop optimism and improve academic resilience among students. The research guides the policymakers in making the policies related to enhance the academic resilience by improving optimism, self-efficacy and motivation for goal achievement. The study also suggests that support should be available to students for higher self-efficacy and better academic resilience. Moreover, the study conveys that institution must adopt supportive behavior to promote motivation for goals achievement and academic resilience among students.

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