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The Mediating Role of Self-Compassion in the Relationship Between Academic Self-Efficacy and Academic Resilience Among University Students in Dhi Qar

Ghaffar. Kamil Chyad Al-Rikabi [1], Hadi. Farhadi[1*], Wisam. Najm Mohammed Aljawabir[2], Zahra. Yousefi[3]

[1] Department of Psychology, Isf.C., Islamic Azad University, Isfahan, Iran
[2] Department of Educational Sciences and Psychology, Sumer Branch, Dhi Qar, Iraq
[3] Department of Clinical Psychology, Isf. C., Islamic Azad University, Isfahan, Iran
*** Corresponding author email address**: hadifarhadi@iau.ac.ir

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A B S T R A C T

Purpose: The present study aimed to examine the mediating role of self-compassion in the relationship between academic self-efficacy and academic resilience among university students in Dhi Qar.

Methods and Materials: This descriptive-correlational study employed a structural equation modeling approach. The statistical population included university students in Dhi Qar during the 2022–2023 academic year, and a total of 345 participants were selected using purposive sampling. Participants completed three standardized instruments: the Academic Resilience Scale (ARS), the Academic Self-Efficacy Questionnaire (ASEQ), and the Self-Compassion Scale (SCS). Descriptive statistics, Pearson correlation coefficients, multiple regression analysis, path analysis, and bootstrapping were used for data analysis via SPSS and AMOS version 23.

Findings: The results showed that academic self-efficacy had a significant positive correlation with both self-compassion ($r = 0.54$, $p < .01$) and academic resilience ($r = 0.53$, $p < .01$), while self-compassion also correlated positively with academic resilience ($r = 0.50$, $p < .01$). Path analysis indicated that academic self-efficacy significantly predicted self-compassion ($\beta = 0.519$, $p < .001$) and academic resilience ($\beta = 0.529$, $p < .001$), explaining 26.9% and 27.9% of their variances, respectively. Self-compassion also had a significant direct effect on academic resilience ($\beta = 0.461$, $p < .001$), accounting for 21.2% of its variance. Bootstrap and Sobel test results confirmed the significant mediating role of self-compassion in the relationship between academic self-efficacy and academic resilience (indirect effect = 0.288, CI [0.201, 0.379]).

Conclusion: The findings highlight the importance of self-compassion as a key emotional mechanism through which academic self-efficacy enhances academic resilience.

Keywords: *Academic self-efficacy; Self-compassion; Academic resilience; Structural equation modeling; University students*

1. Introduction

In recent years, the concept of academic resilience has attracted growing attention in the field of educational

psychology, especially as higher education systems confront increasing challenges such as academic stress, mental health issues, and performance-related pressures. Academic resilience refers to students' ability to effectively cope with academic adversity, setbacks, and failure while maintaining motivation and achieving academic goals (Martin et al., 2013). This construct is distinct from general psychological resilience in that it emphasizes perseverance, recovery, and achievement specifically within educational contexts. Within this framework, identifying psychological factors that contribute to academic resilience is of particular importance for researchers and educators seeking to improve student outcomes.

One key factor that has shown a consistent and positive relationship with academic resilience is academic self-efficacy—the belief in one's own ability to perform academic tasks successfully (Wu, 2024). Academic self-efficacy serves as a motivational force, influencing how students approach challenges, regulate their efforts, and maintain persistence in the face of failure (Supervía et al., 2022; Warshawski, 2022). Students with higher self-efficacy are more likely to view academic setbacks as manageable and temporary rather than overwhelming or indicative of personal inadequacy (Abdolrezapour et al., 2023). In fact, several studies have established academic self-efficacy as a significant predictor of both academic performance and resilience across different learning environments (Shengyao, 2024; Syukur, 2024).

However, the pathway through which academic self-efficacy fosters academic resilience is complex and often mediated by other psychological variables. One such variable is self-compassion, which has emerged as a crucial psychological resource in educational settings. Self-compassion involves treating oneself with kindness during difficult times, recognizing the shared human experience of failure, and maintaining balanced awareness of negative emotions (Kotera et al., 2022). Unlike self-esteem, which is contingent on success and comparison, self-compassion promotes unconditional self-acceptance and emotional regulation. Research indicates that students who possess high levels of self-compassion tend to exhibit greater emotional resilience, lower anxiety, and better academic adjustment (Noroozi et al., 2021; Yustika & Widyasari, 2021).

Notably, self-compassion has been proposed as a mediator between self-beliefs and adaptive academic outcomes. For instance, students with high academic self-efficacy are more likely to engage in self-kind behaviors during academic stress, thus reducing self-criticism and rumination—two factors known to undermine resilience (Tamannaeifar & Arbabi Ghohroudi, 2023). In this light, self-compassion functions as a protective buffer, translating efficacy beliefs into emotionally adaptive responses that promote persistence in the face of adversity (Kotera et al., 2022; Saffari Bidhendi et al., 2022). The mediating role of self-compassion has been supported in various educational contexts, including among high school students (Sadeghi Manesh & Ashori, 2023) and university populations (Almurumudhe et al., 2024), indicating its cross-cultural relevance and generalizability.

Academic resilience, though conceptually distinct from academic buoyancy, often intersects with it in practical and theoretical domains. Whereas resilience is concerned with sustained performance despite major difficulties, academic buoyancy refers to students' capacity to cope with everyday academic setbacks such as poor grades or negative feedback (Martin & Marsh, 2008). Both constructs share overlapping predictors, including self-efficacy, self-regulation, and positive psychological capital. Research by Martin and colleagues has highlighted how these constructs form part of a broader self-adaptive learning framework, with buoyancy often functioning as a precursor or parallel mechanism to resilience in everyday learning environments (Comerford et al., 2015; Martin, 2013).

Recent studies have also emphasized the role of psychological capital—comprising self-efficacy, optimism, hope, and resilience—in fostering academic engagement and preventing maladaptive behaviors such as procrastination (Emami Khotbesara et al., 2024; Haseli Songhori & Salamti, 2024). Within this framework, self-compassion may amplify the beneficial effects of psychological capital by promoting emotional self-regulation and reducing avoidance behaviors. For example, Astutik and Firdana (Astutik & Firdana, 2023) found that self-efficacy reduced academic procrastination indirectly through its effect on resilience, further reinforcing the importance of intermediary mechanisms such as self-compassion in educational success.

Moreover, the interplay between self-efficacy, self-compassion, and resilience appears to be influenced by contextual and cultural factors, including instructional environments, support systems, and family dynamics (Shengyao, 2024). In collectivist societies where academic pressure is often intense, the ability to relate to oneself with compassion may be especially critical in mitigating internalized stress and maintaining academic motivation (Weißenfels et al., 2023). This is particularly relevant in

E-ISSN: 2980-9681

regions such as Iraq, where educational structures are in transition and students may face additional psychological burdens due to socioeconomic and political instability (Almurumudhe et al., 2024).

The COVID-19 pandemic has further highlighted the importance of psychological resources in maintaining educational continuity and student well-being. Online learning environments have placed new demands on students, requiring greater self-regulation, adaptability, and emotional resilience (Warshawski, 2022). In this context, self-compassion has emerged as a key coping mechanism, helping students navigate academic uncertainty and preserve motivation despite disruptions (Kotera et al., 2022). Consequently, the integration of self-compassion into interventions aimed at improving academic resilience appears not only beneficial but essential in the post-pandemic educational landscape.

Despite growing empirical support, there remains a need to better understand the dynamic relationships between these variables within culturally specific settings. Much of the current literature is derived from Western or East Asian populations, while research from Middle Eastern contexts, particularly Iraq, remains limited. This study seeks to address this gap by examining the mediating role of self-compassion in the relationship between academic self-efficacy and academic resilience among university students in Dhi Qar.

2. Methods and Materials

2.1. Study Design and Participants

This study was conducted using a descriptive-correlational design based on structural equation modeling (SEM). The statistical population consisted of university students in Dhi Qar during the 2022–2023 academic year. In SEM and confirmatory factor analysis, the minimum required sample size is determined based on the number of latent variables rather than observed variables. Latent variables refer to the underlying constructs or dimensions of the model, whereas observed variables correspond to questionnaire items. Following general methodological recommendations, a sample size of at least 200 participants was deemed adequate. For this study, 345 students were selected to ensure sufficient statistical power. Inclusion criteria required participants to be between the ages of 20 and 35, to have not received any psychological treatment in the previous four months, and to provide informed consent to participate. Exclusion criteria included withdrawal from the study, invalid questionnaire responses, and the occurrence of unforeseen events that could affect data integrity.

2.2. Measures

The first instrument used was the Academic Resilience Scale (ARS) developed by Martin and Marsh (2008). This scale consists of 6 items designed to assess students' ability to persist and cope with academic setbacks. Responses are rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), producing total scores ranging from 6 to 30. Higher scores indicate greater academic resilience. Previous studies have confirmed the scale's content validity, and the original developers reported a Cronbach's alpha of 0.89. In Iranian studies, the reliability coefficient was also reported to be acceptable (0.87), and its criterion validity was supported through a significant correlation ($r = 0.568$) with academic engagement measures.

The second instrument was the Academic Self-Efficacy Questionnaire (ASEQ) designed by Morgan and Jinks (1999). This questionnaire includes 30 items across three subscales: Ability (13 items), Effort (4 items), and Context (13 items). Items are rated on a four-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Several items (e.g., items 4, 5, 15, 16, 19, 20, 22, 23) are reverse scored to reduce response bias. The total score ranges from 30 to 120, with higher scores reflecting stronger academic self-efficacy. In prior research, internal consistency was confirmed with Cronbach's alpha coefficients of 0.78 for the Ability subscale, 0.70 for Context, and 0.66 for Effort. Iranian validation studies have reported similar reliability indices (e.g., 0.76 for the total scale), affirming the tool's applicability and psychometric robustness in local contexts.

The third tool was the Self-Compassion Scale (SCS) developed and validated by Neff (2003). This 26-item instrument evaluates overall self-compassion and comprises six subscales: Self-Kindness (5 items), Self-Judgment (5 items), Common Humanity (4 items), Isolation (4 items), Mindfulness (4 items), and Over-Identification (4 items). Items are rated on a five-point Likert scale ranging from 1 (Almost Never) to 5 (Almost Always). Items from the Self-Judgment, Isolation, and Over-Identification subscales are reverse-scored. The total score ranges from 26 to 130, with higher scores indicating greater self-compassion. The original scale showed high internal consistency ($\alpha = 0.92$ for the total score). Test-retest reliability after two weeks yielded a coefficient of 0.93. Convergent validity was

E-ISSN: 2980-9681

demonstrated via significant correlation with Rosenberg's Self-Esteem Scale (r = 0.59), and discriminant validity was supported by non-significant correlations with narcissistic personality measures. The Persian version of the scale has been standardized by Sadeghi et al. (2013), confirming its six-factor structure through exploratory factor analysis and reporting a Cronbach's alpha of 0.86 for the total scale and 0.76 for individual subscales.

2.3. Data Analysis

Both descriptive and inferential statistics were employed in the data analysis process. Descriptive statistics included measures of central tendency such as mean and measures of dispersion including standard deviation and variance. Inferential statistical techniques were used to examine the relationships among variables and to test the research hypotheses. Pearson correlation coefficients were calculated to assess bivariate relationships. Multiple regression analysis was employed to determine the predictive power of academic self-efficacy and self-compassion on academic resilience. Path analysis and structural equation modeling (SEM) were used to test the mediating role of self-compassion in the relationship between academic self-efficacy and academic resilience. All statistical analyses were conducted using SPSS and AMOS version 23.

3. Findings and Results

The final sample consisted of 345 university students from Dhi Qar, of whom 182 (52.75%) were male and 163 (47.25%) were female. The mean age of female participants was 24.40 years with a standard deviation of 7.25, while the mean age of male participants was 27.88 years with a standard deviation of 6.11. This distribution reflects a relatively balanced gender representation and a diverse age range among the participants.

Table 1

Descriptive Statistics of Study Variables (N = 345)

Variable	Mean	Standard Deviation
Academic Resilience	19.23	3.26
Total Self-Compassion	87.33	12.16
Self-Kindness	17.52	3.45
Self-Judgment	16.61	4.11
Common Humanity	13.32	3.29
Isolation	12.74	3.26
Mindfulness	14.81	4.36
Over-Identification	12.33	3.22
Total Academic Self-Efficacy	75.19	9.08
Academic Self-Efficacy: Ability	30.39	5.33
Academic Self-Efficacy: Effort	9.54	2.24
Academic Self-Efficacy: Context	35.26	5.52

The descriptive statistics revealed that the mean score for academic resilience among students was 19.23 (SD = 3.26), indicating a moderate level of resilience in the face of academic challenges. The total self-compassion score averaged 87.33 (SD = 12.16), suggesting a generally favorable tendency toward self-kindness and emotional regulation. Among the subcomponents of self-compassion, self-kindness had the highest mean score (M = 17.52, SD = 3.45), followed by mindfulness (M = 14.81, SD = 4.36), and common humanity (M = 13.32, SD = 3.29). The lowest scores were observed in the over-identification subscale (M = 12.33, SD = 3.22) and isolation (M = 12.74, SD = 3.26), reflecting relatively lower levels of negative self-perception. As for academic self-efficacy, the overall mean score was 75.19 (SD = 9.08), indicating a generally strong belief in one's academic capabilities. The subscale scores showed that the context dimension had the highest mean (M = 35.26, SD = 5.52), followed by ability (M = 30.39, SD = 5.33), while effort had a lower mean score (M = 9.54, SD = 2.24), pointing to some variability in students' motivation levels.

Before conducting the main analyses, all necessary statistical assumptions were examined and confirmed to ensure the validity of the results. The data were assessed for normality using skewness and kurtosis indices, which fell within the acceptable range (±2), indicating that the distribution of the variables was approximately normal. Linearity was evaluated through scatterplots, confirming linear relationships between the independent, mediating, and

E-ISSN: 2980-9681

dependent variables. The assumption of homoscedasticity was also met, as residuals showed a constant variance across levels of predicted scores. Additionally, multicollinearity was checked using Variance Inflation Factor (VIF) values, all of which were below the recommended threshold of 10, indicating no problematic collinearity among predictors. Finally, the independence of residuals was assessed using the Durbin-Watson statistic, which yielded values close to 2, confirming the independence of errors. These preliminary checks supported the appropriateness of using regression-based and structural equation modeling analyses.

Table 2

Pearson Correlation Matrix Between Academic Resilience, Academic Self-Efficacy, and Self-Compassion

Variables	Academic Resilience	Academic Self-Efficacy	Self-Compassion
Academic Resilience	1		
Academic Self-Efficacy	0.53	1	
Self-Compassion	0.50	0.54	1

The results of the Pearson correlation matrix presented in Table 2 indicate significant positive relationships between all pairs of variables. Academic self-efficacy was significantly correlated with academic resilience ($r = 0.53$, $p < .01$) and self-compassion ($r = 0.54$, $p < .01$). Similarly, self-compassion showed a significant positive correlation with academic resilience ($r = 0.50$, $p < .01$). These significant intercorrelations justified the further investigation of direct and indirect effects through path analysis and structural equation modeling.

Table 3

Unstandardized and Standardized Regression Coefficients in the Proposed Model

Pathway	B	SE	t	β	p-value	R^2
Academic Self-Efficacy → Self-Compassion	0.704	0.13	5.42	0.519	<.001	0.269
Academic Self-Efficacy → Academic Resilience	0.667	0.11	6.07	0.529	<.001	0.279
Self-Compassion → Academic Resilience	0.719	0.14	5.14	0.461	<.001	0.212

As shown in Table 3, academic self-efficacy significantly predicted both self-compassion ($\beta = 0.519$, $p < .001$) and academic resilience ($\beta = 0.529$, $p < .001$), explaining 26.9% and 27.9% of the variance in those variables, respectively. Additionally, self-compassion had a significant direct effect on academic resilience ($\beta = 0.461$, $p < .001$), accounting for 21.2% of its variance. These findings suggest that academic self-efficacy directly contributes to both higher self-compassion and academic resilience, while self-compassion also plays an independent role in predicting resilience outcomes.

Table 4

Model Fit Indices for the Proposed Structural Model

CMIN	df	CMIN/df	p	GFI	AGFI	IFI	TLI	CFI	PCFI	NFI	RMSEA
9.64	4	2.41	.22	0.989	0.937	0.988	0.954	0.987			

The model fit indices presented in Table 4 confirm a good fit of the proposed structural model to the data. The chi-square to degrees of freedom ratio (CMIN/df = 2.41) was within the acceptable threshold of less than 3, and the non-significant p-value ($p = .22$) supports model adequacy. Additional indices further validate the model fit: GFI (0.989), IFI (0.988), CFI (0.987), and NFI (0.982) all exceed the recommended threshold of 0.95. AGFI (0.937) and PCFI (0.550) also fall within acceptable ranges, while the RMSEA value of 0.082 remains below the upper acceptable limit of 0.09. Collectively, these indices provide strong evidence of satisfactory model fit, suggesting the hypothesized relationships among academic self-efficacy, self-compassion, and academic resilience are well supported by the data.

E-ISSN: 2980-9681

Table 5

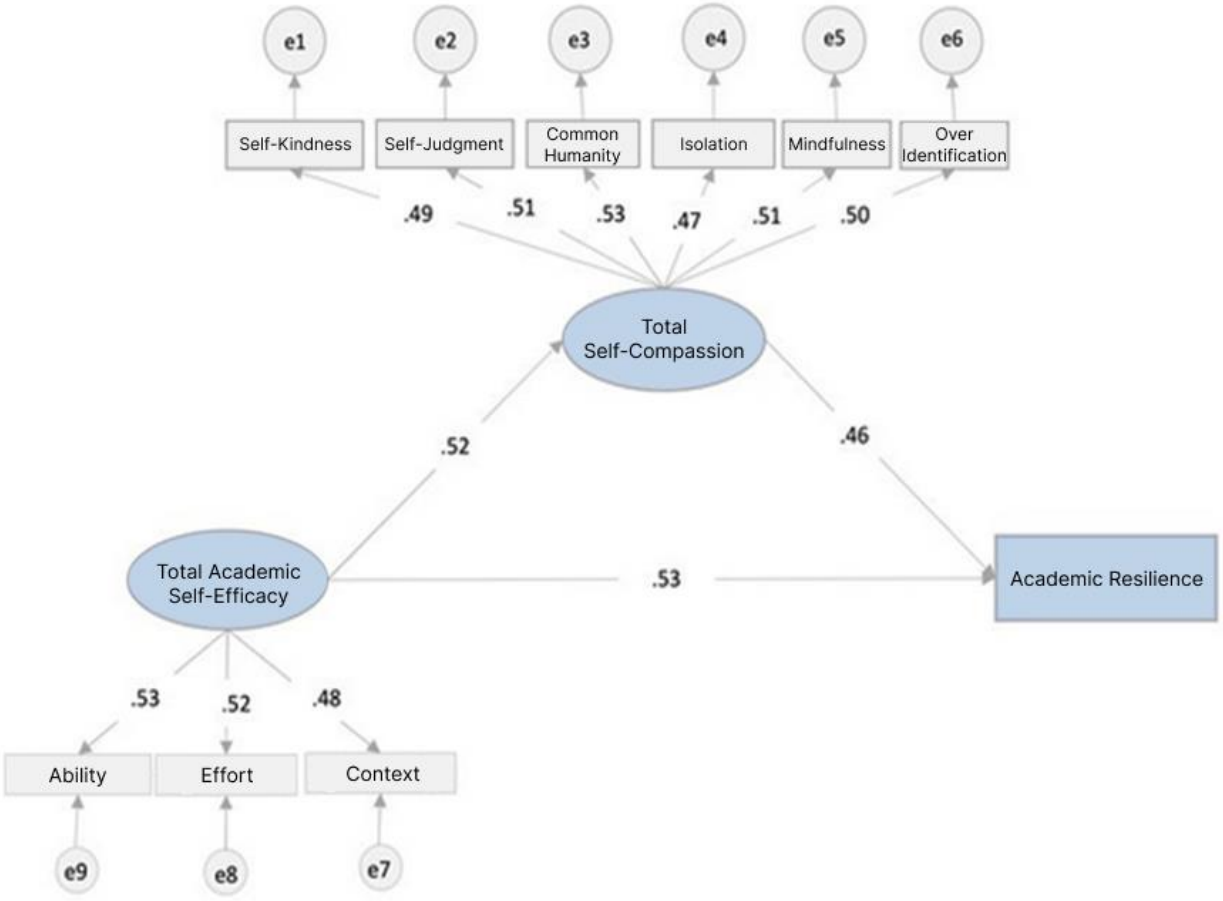
Bootstrap Results for the Indirect Effect of Academic Self-Efficacy on Academic Resilience via Self-Compassion

Predictor	Mediator	Outcome	Lower CI	Upper CI	Confidence Level	Indirect Effect
Academic Self-Efficacy	Self-Compassion	Academic Resilience	0.201	0.379	95%	0.288

The bootstrap analysis in Table 5 reveals a significant indirect effect of academic self-efficacy on academic resilience through self-compassion. The 95% confidence interval for the indirect effect ranged from 0.201 to 0.379 and did not include zero, indicating that the mediating role of self-compassion is statistically significant. This finding was further corroborated by the Sobel test, which yielded a test statistic of 3.31, affirming the significance of the indirect path. Therefore, self-compassion serves as a meaningful mediator in the relationship between academic self-efficacy and academic resilience among students, emphasizing its pivotal role in psychological adjustment within academic settings.

Figure 1

Final Model of the Study



4. Discussion and Conclusion

The primary objective of this study was to investigate the mediating role of self-compassion in the relationship between academic self-efficacy and academic resilience among university students in Dhi Qar. The results of Pearson correlation analyses indicated that all three variables—academic self-efficacy, self-compassion, and academic resilience—were significantly and positively correlated. Structural equation modeling confirmed that academic self-efficacy had a significant direct effect on both self-compassion and academic resilience, and self-compassion

E-ISSN: 2980-9681

also exerted a significant direct effect on academic resilience. Furthermore, bootstrapping and the Sobel test confirmed the mediating role of self-compassion in the relationship between academic self-efficacy and academic resilience. These findings reinforce the theoretical model suggesting that self-beliefs such as self-efficacy influence adaptive academic outcomes not only directly but also indirectly through emotion-regulation mechanisms like self-compassion.

The significant positive relationship between academic self-efficacy and academic resilience is consistent with a large body of existing literature. Numerous studies have shown that students who believe in their own academic abilities are better able to cope with academic challenges, persevere through difficulties, and maintain performance despite setbacks (Abdolrezapour et al., 2023; Wu, 2024). Self-efficacy enables students to appraise stressful academic events as manageable rather than threatening, thus enhancing their resilience capacity. In this study, academic self-efficacy predicted nearly 28% of the variance in academic resilience, aligning with previous findings that have identified self-efficacy as a key motivational construct in fostering academic persistence (Supervía et al., 2022; Warshawski, 2022). This reinforces Bandura's social cognitive theory, which posits that self-efficacy beliefs serve as central regulators of thought, emotion, and behavior in academic settings.

The findings also demonstrated that academic self-efficacy significantly predicted self-compassion. This suggests that students with strong beliefs in their academic competence are more likely to respond to failure and stress with understanding, kindness, and emotional balance. In line with this, several studies have emphasized the role of self-efficacy in shaping adaptive emotional responses to academic challenges (Kotera et al., 2022; Tamannaeifar & Arbabi Ghohroudi, 2023). When students perceive themselves as competent, they are less likely to engage in self-criticism and more likely to maintain a compassionate stance toward themselves during moments of difficulty. This relationship has also been supported in studies conducted in both Western and non-Western contexts, indicating a culturally robust linkage between efficacy beliefs and self-related emotional regulation (Almurumudhe et al., 2024; Syukur, 2024).

The study's most important finding is the confirmation of the mediating role of self-compassion in the relationship between academic self-efficacy and academic resilience. The indirect effect was significant, and the confidence interval obtained through bootstrapping did not include zero, indicating a robust mediating mechanism. This implies that self-compassion acts as a psychological conduit through which self-efficacy translates into resilience. That is, students who believe in their academic competence are more self-compassionate, and this compassionate self-regard helps them recover from academic stress and maintain perseverance. These results resonate strongly with previous studies highlighting self-compassion as a mediator in psychological and academic adjustment processes (Noroozi et al., 2021; Yustika & Widyasari, 2021). The role of self-compassion in facilitating positive academic outcomes has also been supported in studies emphasizing its contribution to emotional balance, stress regulation, and adaptive coping in learning environments (Kotera et al., 2022; Saffari Bidhendi et al., 2022).

Furthermore, the mediating role of self-compassion adds nuance to the current understanding of how self-beliefs operate within the broader framework of academic resilience. While self-efficacy provides the motivational foundation for engaging in academic tasks, self-compassion ensures that setbacks and failures do not erode that motivation. Instead, self-compassion allows students to emotionally process failure in a constructive manner, reducing the likelihood of disengagement or avoidance behaviors. In this regard, the present findings extend the work of Martin and Marsh (Martin et al., 2013; Martin & Marsh, 2008) on academic buoyancy and resilience, by incorporating emotional self-regulation as a mediating variable.

The strong model fit indices reported in the study further confirm the validity of the proposed structural model. Indicators such as RMSEA, CFI, and GFI fell within acceptable ranges, suggesting that the hypothesized relationships among the variables accurately represented the data structure. This supports previous models that have integrated motivational and emotional constructs to explain academic outcomes (Haseli Songhori & Salamti, 2024; Weißenfels et al., 2023). Additionally, the findings align with recent research emphasizing the need for holistic frameworks that capture both cognitive (e.g., self-efficacy) and affective (e.g., self-compassion) dimensions of student development (Astutik & Firdana, 2023; Emami Khotbesara et al., 2024).

The study also contributes to the growing body of literature that views psychological capital—consisting of hope, optimism, self-efficacy, and resilience—as a key determinant of academic engagement and performance

E-ISSN: 2980-9681

(Almurumudhe et al., 2024; Haseli Songhori & Salamti, 2024). Self-compassion can be conceptualized as a complementary construct that enhances the functioning of psychological capital by minimizing internal psychological threats such as shame and fear of failure. In turn, this allows the motivational energy generated by self-efficacy to be sustained over time and across diverse academic situations. This integrative perspective is particularly relevant in the context of higher education, where students are increasingly expected to manage academic and emotional demands independently.

Additionally, the results of this study have important implications for understanding academic performance within culturally specific educational environments such as Iraq. In collectivist cultures, where academic success is often tied to familial and social expectations, the pressure to perform can be intense. In such contexts, self-compassion may serve as a vital internal buffer, mitigating the psychological impact of perceived failure and preventing the escalation of academic stress into burnout or disengagement (Shengyao, 2024). The confirmation of these psychological mechanisms among Iraqi students suggests that constructs like self-efficacy and self-compassion are universally relevant and adaptable across cultural contexts.

The COVID-19 pandemic has further highlighted the critical role of internal psychological resources in sustaining student motivation and well-being. Studies conducted during and after the pandemic have shown that students with higher self-compassion and self-efficacy experienced lower levels of academic burnout and maintained better engagement with online learning environments (Kotera et al., 2022; Warshawski, 2022). The present findings support this body of work by demonstrating that these internal factors not only contribute to resilience but also interact synergistically to create a robust defense against academic adversity. This reinforces the call for educational institutions to foster psychological literacy and emotional competencies alongside cognitive skills.

In summary, the results of this study confirm that academic self-efficacy is a significant predictor of academic resilience and that this relationship is partially mediated by self-compassion. These findings are supported by multiple lines of research indicating that students' motivational and emotional self-perceptions play a central role in how they navigate academic demands. The study provides a comprehensive model that integrates self-belief, emotional regulation, and adaptive functioning, offering new directions for both theoretical development and applied intervention in educational psychology.

Despite its strengths, this study is not without limitations. First, the cross-sectional design limits the ability to draw causal inferences about the directionality of the relationships between variables. Longitudinal studies are needed to examine how academic self-efficacy and self-compassion interact over time to influence resilience. Second, the reliance on self-report questionnaires may introduce biases such as social desirability and self-perception errors. Third, the sample was limited to university students in Dhi Qar, Iraq, which may restrict the generalizability of the findings to students in other regions or cultural contexts. Finally, the study did not control for potential confounding variables such as academic major, socioeconomic status, or prior exposure to mental health interventions, which may influence the observed relationships.

Future research should adopt longitudinal and experimental designs to explore the causal mechanisms linking self-efficacy, self-compassion, and academic resilience. It would also be valuable to investigate the role of demographic and contextual moderators such as gender, field of study, and learning environment (e.g., online vs. in-person) to examine how these relationships may vary across subgroups. Additionally, future studies could incorporate qualitative methodologies to gain a deeper understanding of students' lived experiences of self-compassion and resilience in academic contexts. Expanding research to include diverse cultural settings would also enhance the cross-cultural validity of the model. Finally, integrating physiological or behavioral indicators of stress and performance could provide more objective measures of academic resilience and emotional regulation.

Educational institutions should consider incorporating self-compassion and self-efficacy training into their student development and mental health programs. Workshops and psychoeducational interventions that teach students how to respond to academic setbacks with kindness and emotional balance can enhance resilience and reduce academic burnout. Teachers and academic counselors can play a critical role by modeling and encouraging compassionate responses to failure and setbacks. Curricula that integrate both motivational and emotional competencies can empower students to maintain academic persistence while safeguarding their mental health. Implementing such practices could be especially impactful in high-pressure academic systems or transitional educational environments.

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Authors' Contributions

All authors significantly contributed to this study.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the study and participated in the research with informed consent.

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