

## The level of Academic Buoyancy in light of Some Demographic Variables

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Academic lecture

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### Abstract:

The study aimed to reveal the level of academic buoyancy, and to examine if there statistically significant differences at the significance level ( $\alpha = .05$ ) between means of academic buoyancy in light of some variables. To achieve this, the study sample consisted of (368) male and female students from Al Qasimi College, that was chosen by the available method. Also, the researchers used the Zoghbi Academic Buoyancy Scale (2018). The results of the study indicated that there was a high level of academic buoyancy, and that there were no statistically significant differences at the level of significance ( $\alpha = .05$ ), between means of the domains of academic buoyancy of the study sample due to the variables of gender, specialization, and academic year.

**Keywords:** academic buoyancy, Demographic variables.

## مستوى النهوض الأكاديمي في ضوء بعض المتغيرات الديموغرافية

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### الملخص:

هدفت الدراسة إلى الكشف عن مستوى النهوض الأكاديمي، ودراسة ما إذا كانت هناك فروق ذات دلالة إحصائية عند مستوى الدلالة ( $\alpha = .05$ ) بين متوسطات النهوض الأكاديمي في ضوء بعض المتغيرات. ولتحقيق ذلك، تكونت عينة الدراسة من (368) طالباً وطالبة من الكلية القاسمية، تم اختيارهم بالطريقة المتاحة. كما استخدم مقياس الزغبي للنهوض الأكاديمي (2018). أشارت نتائج الدراسة إلى وجود مستوى مرتفع من النهوض الأكاديمي، وعدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $\alpha = .05$ )، بين متوسطات مجالات النهوض الأكاديمي لعينة الدراسة، تبعاً لمتغيرات الجنس والتخصص والسنة الدراسية.

**الكلمات المفتاحية:** النهوض (الطفو) الأكاديمي، المتغيرات الديموغرافية.

## Introduction

Academic buoyancy is one of the modern concepts in positive psychology, focusing on the positive aspects of students' personality, to help them overcome stress, anxiety, and fear of failure on the one hand, and absorb scientific and technological progress, process information, and achieve success and academic excellence on the other hand (Martin & Marsh, 2006). There is universal agreement that many personality traits and characteristics are directly related to academic achievement and students' performance in many situations (Novikova & Vorobyeva, 2017).

During the first year of study, academic students need a kind of flexibility that allows them to respond appropriately to the routine academic pressures and challenges they face in college (Martin & Marsh, 2006) as navigating completely unfamiliar environments, adapting to new situations of academic rigor, and quickly adjusting to the pace of college-level work are all daily experiences of academic life. Students who are not used to dealing with such challenges may experience setbacks, stress or low self-esteem, but they need to be able to "bounce back" and move forward, so they need to show flexibility (Bakhshae, et al., 2016). (Martin & Marsh, 2006; 2008a; 2008b; Masarwah and Atoum, 2023) proposed a new structure to define a type of everyday flexibility, which they termed academic buoyancy.

The term buoyancy in psychology refers to the idea of an individual's tendency to remain steadfast and maintain his calm and self-balance when exposed to daily pressures or challenging situations, in addition to his ability to effectively agree and positively confront these challenges and those stressful situations, in other words, it is the students' ability to deal successfully with challenges and difficulties that model everyday academic life, including self-efficacy, ability to plan, persistence, reduced anxiety, and control (Martin & Marsh, 2006). Martin (2014) defines academic buoyancy as the student's ability to overcome setbacks and challenges in daily academic life, such as poor performance, final exam dates, and difficult assignments, which is an important factor in raising the psychological competence of students who experience difficulties in their academic lives. It is also defined as a positive, constructive, and adaptive response to the daily academic obstacles and challenges students face (Putwain et al., 2012).

Martin & Marsh (2006; 2008a; 2008b) describe recovery as an adaptive construct associated with positive adaptive correlates, such as persistence and engagement, and maladaptive negative correlates, such as subjective handicap and disengagement. Students in all situations at the academic level can benefit from adaptive motivation and engagement. Underachieving students will need improvement, strong students will need confidence to maintain, and disruptive students will benefit through greater engagement. The researcher defines academic buoyancy as: the ability of the student to positively and successfully overcome the obstacles and academic challenges that he faces in academic life on a daily basis, such as low performance, exam anxiety, the level of competition with others, performance pressure and difficult tasks.

Martin & Marsh (2008) indicated that there are a number of factors that influence academic buoyancy, including: (a) psychological factors, which are self-efficacy, impulse control, sense of purpose, and motivation; (b) school-related factors: engagement in the classroom, educational aspirations, relationship with teachers, teacher responsiveness, effective teacher feedback, attendance, value given to the

academy, extracurricular activity, challenging curriculum; (c) Family and peer factors: These are family support, positive ties with family members and friends, and peer commitment to education. With regard to this context, it was found that the method of socialization that relies on excessive interference in student affairs leads to a decrease in the level of academic buoyancy, while the method based on supporting independence leads to an increase in the level of buoyancy (Shaw, 2017).

It has been shown that culture affects the level of academic buoyancy, as indicated by a study by (Yu & Martin, 2014). Zahran & Zahran (2013) add personality factors as factors affecting buoyancy, as buoyancy is seen as a personality trait that gives the individual the ability to endure and face challenges. It is a trait that has multiple dimensions that vary according to the situation, time, age, gender, cultural roots, and socio-economic status of the individual who is exposed to various life challenges and crises. Despite the challenges and crises that the individual faces, buoyancy refers to a set of phenomena that are characterized by positive good outcomes, and can be predicted negatively by neuroticism, and positively by introversion, while unstable psychological factors, academic skills, and academic engagement may predict academic buoyancy.

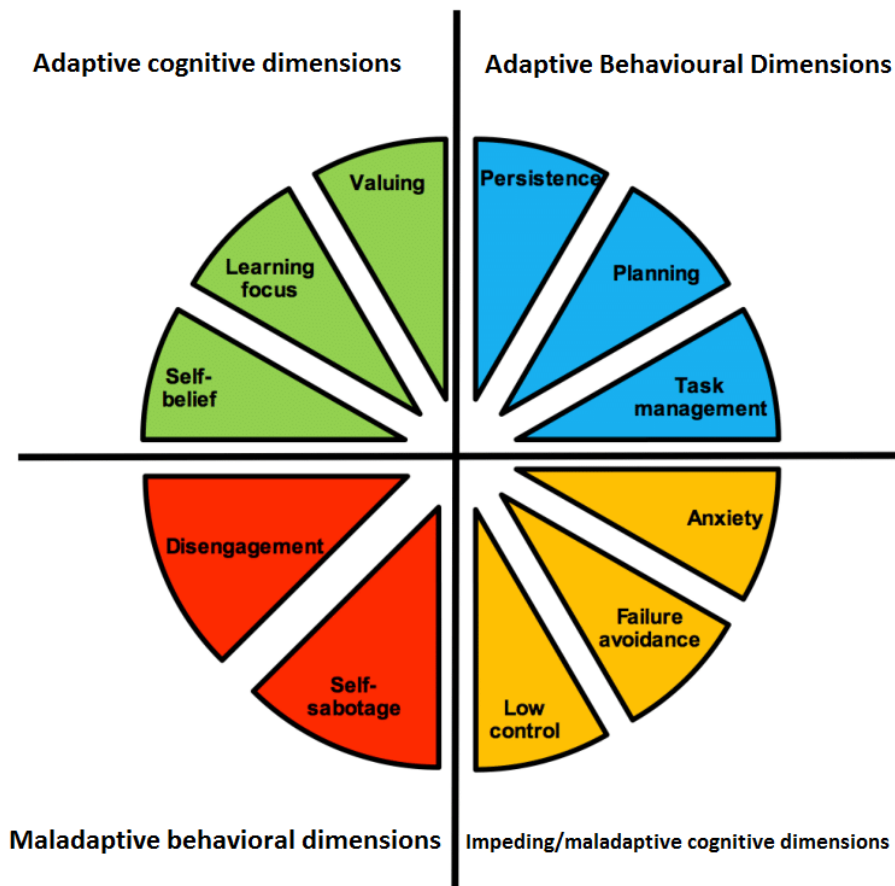
The factors influencing academic buoyancy can be divided into distant and proximal factors, where the distant factors include the individual's life experiences throughout his life, while the proximal factors include the individual's current life experiences, psychological, educational, family, and peers (Martin & Marsh, 2008), and the proximal factors have the greatest role in bringing about positive educational and behavioral changes (Abdullah, 2021), which indicates the importance of the dimension of time in academic buoyancy.

The importance of academic buoyancy is represented by its positive association with a set of positive educational outcomes, such as enjoying study time and participating in classroom discussions, academic self-efficacy, planning and persistence, and managing emotions (Martin, 2013; Martin & Marsh, 2008a; Martin et al., 2010). Students with a high level of academic buoyancy interpret academic concerns as a challenge (Putwain, et al., 2015).

According to what Martin and his colleagues see (Martin, et al., 2010), the development and improvement of academic buoyancy abilities leads to an increase in students' immunization towards the obstacles and challenges raised by daily academic life. Life is not a pleasant walk; nor is it not difficulties and hardships. In order to increase daily academic buoyancy, researchers should not only identify the factors causing academic stress and problems, but also identify other factors that contribute to relieving these pressures, improving students' coping and recovery capabilities, and achieving student mental health.

Putwain & Symes (2014) argue that students with higher levels of academic progress are better able to objectively rate fearful situations related to academic achievement as more challenging and less threatening, especially when they are exposed to them more frequently than students with lower levels of academic buoyancy. As for students with low levels of academic buoyancy, they often feel stressed, confused, and helpless, and have difficulty adapting to academic challenges and pressures, which may contribute to encouraging the student not to continue academic education (Strickland, 2015).

The Motivation and Engagement Wheel model and the 5c model (Martin and Marsh, 2007) are among the most important models that explain academic buoyancy. This model can be summarized as follows:



*Figure 1: The Motivation and Engagement Wheel (Strickland, 2015)*

Strickland (2015) refers to the motivation wheel model and behaviors that focus on academic engagement as learners' adaptation mechanisms. It is a multi-dimensional wheel, consisting of levels that appear through the four quadrants shown in Figure (1):

- **The first quadrant: Adaptive Cognitive Dimensions:** This part of the wheel shows three main motivational structures, which are self-efficacy, goal orientations towards mastery, and task value. Students who feel more capable and competent in handling academic tasks will be more likely to have characteristics associated with academic buoyancy (Marsh & Martin & Marsh, 2006). Students who support deep goals that focus on learning and understanding, as well as students who consider school important, useful, and interesting are expected to have high levels of academic buoyancy (Locke & Latham, 2002).
- **The second quadrant: Adaptive Behavioral Dimensions:** in a clockwise direction, it is represented in the three dimensions of self-regulation, which are persistence, planning and task management (Martin, 2008). The more an individual is self-regulated, the more this predicts achievement and adaptive tendencies in academic tasks (Boekaerts & Corno, 2005). Students who make an effort to find solutions to difficult and challenging problems, who plan their assignments, who study and monitor their progress, who use their management skills to organize the

study and identify appropriate strategies, show a high level of academic buoyancy (Martin et al., 2010).

- **The third quadrant: Maladaptive Cognitive Dimensions:** the three structures in this quadrant include anxiety, avoidance of failure, and lack of confidence (low control) (Martin, 2008). These motivational-emotional structures deal with how students feel before and during the performance of a specific task. Here Pintrich (2003) shows two components of anxiety: (a) feeling stressed or the emotional component of anxiety, as students suffer from uncomfortable feelings when they think about school performance, assignments or exams. (b) The cognitive component of anxiety, such as students thinking about not doing a good job in their homework, assignments, or exams, and research has shown that students are more susceptible to anxiety under conditions of performance and evaluation threat, and it was found that anxiety is inversely related to academic buoyancy (Martin & Marsh, 2003). In a similar vein, research theory of achievement goals shows that students who support goals that focus on avoiding failure (avoiding performance) are less likely to gain a good level of academic buoyancy (Ryan & Deci, 2000). In terms of confidence shakiness, Martin (2003) notes that students with low levels of control are unsure of how to do a good job, or how to avoid doing poor work, and often feel powerless about their academic performance, which contributes to lower levels of academic buoyancy.
- **The fourth quarter: Maladaptive Behavioral Dimensions:** there are two main failures in self-regulation, namely: self-sabotage and disengagement (Martin, 2008), where students hinder themselves when they perform activities that reduce their chances of achieving academic success, such as postponing a task, or not preparing for an exam, as they consider this an excuse for their poor performance (Martin, 2001; Martin, 2003). In addition, non-engagement leads to students' desperation to engage in certain academic subjects, or to abandon enrollment in school in general, or to accept failure as the only option, or to show learned helplessness, which is antithetical to academic buoyancy (Barnett, 2012). According to (Martin & Marsh, 2008a, b; Martin, 2009) students with a high level of academic buoyancy are rarely self-sabotaged or drop out of their academic work.

It is clear from the previous model that the foundations of academic buoyancy are represented in motivation being one of the critical variables for academic success, and in flexibility in dealing with stressful situations such as daily challenges, as a high level of motivation and flexibility is an indicator of the learner's possession of academic buoyancy capabilities.

Modern measures of academic buoyancy present five factors influencing academic buoyancy: self-efficacy, uncertain control, lack of confidence, academic engagement, low level of anxiety, and teacher-student relationship. Martin & Marsh (2008) is the first to develop a scale for measuring academic buoyancy, which is a one-dimensional scale consisting of four items, known as The Academic Buoyancy Scale-ABS). This scale was used extensively later in many studies that focused on this concept, and the results of these studies showed that this scale has a high degree of validity and stability, (Martin & Marsh, 2008b; Martin et al., 2010; Putwain et al., 2012).

Some studies indicated a moderate level of academic buoyancy (Al-Azamat & Al-Mualla, 2020; Abdullah, 2021; Sihotang & Nugraha, 2021;), and some studies

indicated a high level of academic buoyancy (Attiya, 2020; Bahnasawy 2020; Datu & Yang , 2021);

The results of some studies showed that there are no statistically significant differences at the significance level ( $\alpha = .05$ ) between the averages of the areas of academic buoyancy due to the variables of gender, specialization, and academic year (Nassif, 2018; Bahnasawy 2020; Abdullah, 2021; Al-Sararati and Al-Zubaidi, 2022). While the results of other studies indicated that there are statistically significant differences in academic buoyancy in favor of males (Martin & Marsh, 2008b; Halim, 2019; Al-Azamat & Al-Mualla, 2020; Datu & Yang, 2021; Al-Otaibi et al., 2021), as for the study (Sihotang & Nugraha, 2021) It indicated that there are statistically significant differences in academic buoyancy in favor of females.

**Study Problem:** Academic stage students face many difficulties, obstacles, psychological crises and pressures. It is a critical stage, and one of the most difficult stages of life, in which many internal and external conflicts occur. On the other hand, students have many aspirations and goals that they seek to achieve. Protective factors have been categorized as an individual, family and community strategy that helps students overcome these adversities to achieve positive developmental and educational outcomes. Education policy in the twenty-first century has recognized that if the factors that pose a constant threat to students are not addressed, they will not be ready to face these challenges, and thus may lead to not completing their academic study program (Smith et al., 2004).

Through the work of one of the researchers as an educational counselor in the Teachers Preparation College, she noticed that a large percentage of male and female students feel confused, chaotic, and perhaps frustrated, and lack motivation to persevere, and that there is a disparity between students in dealing with daily academic tasks. There are also a percentage of students who have difficulty anticipating the future and benefiting from previous experiences, in addition to the difference in students' view of the past and the present. This, in turn, affects many important variables that will affect his life in the future, such as: planning, setting goals and controlling them, appropriate effective and appropriate strategies, and self-organization of their academic life. Specifically, the problem of the study lies in answering the following questions:

**The first question:** What is the level of academic buoyancy among Arab students of colleges of education within the Green Line?

**The second question:** Are there statistically significant differences at the significance level ( $\alpha = .05$ ) between means of academic buoyancy in light of some demographical variables?

**Study Importance:** The importance of the study is as follows:

**Theoretical importance:** The study contributes to the literature on academic buoyancy through its study of Arab academic students within the Green Line, a population group that has not been adequately represented in previous research. The study provides insight into the relative importance of the different dimensions of academic buoyancy, as anxiety is one of the dimensions that negatively affects the level of academic buoyancy.

**Applied importance:** Based on the consequences of the results of the study, it may help the lecturers work to improve the level of academic buoyancy among students by

providing them with appropriate strategies and tools that contribute to increasing self-awareness and self-management, and thus these matters contribute to raising the level of their academic buoyancy. Also, this study can guide educators and help them build special programs that promote and improve academic buoyancy. The study can also help the developers of academic programs to reconsider the content of courses and study plans, with the aim of enabling students to develop skills and strategies that help them advance academically.

### Methodology

The current research adopted the descriptive analytical quantitative research methodology. This methodology is distinguished by its reliance on describing and measuring the features/characteristics/conditions/situation or phenomenon of a particular society, and it is also concerned with determining the relationship between variables (independent and dependent). To describe the condition/phenomenon, simple statistical tools are used, such as: ratio, rate, mode, and descriptive measures (Zaidan, 2016).

### Study Population

The study population consisted of all Arab undergraduate students at Al-Qasimi Academy for Education located within the Green Line, with a total number of (826), the number of males (60) students, and the number of females (766) students.

### Study Sample

The sample of the study consisted of (368) male and female students, with (29) male and (339) female students from the faculties of education within the green line, as this accessible sample represented 45% of the study population. Table (1) shows the distribution of the study sample according to the taxonomic variables of the study (gender, academic year, specialization).

**Table 1**

*Distribution of the study sample according to its taxonomic variables*

Variable	Level	Number	Percentage %
Gender	Male	29	7.9
	Female	339	92.1
	<b>Total</b>	368	100
Specialization	Literary	244	66.3
	Scientific	124	33.7
	<b>Total</b>	368	100
Academic year	First	176	47.8
	Second	74	20.1
	Third	64	17.4
	Fourth	54	14.7
	<b>Total</b>	368	100

**Study Instrument:** The researcher used the Academic buoyancy Scale prepared by Al-Zoghbi (2018). The scale includes 25 items distributed on dimensions: self-efficacy,

shaken confidence, academic engagement, anxiety, and the relationship between the student and the teacher.

### Psychometric properties of the Academic buoyancy Scale

- A) **Content Validity:** The scale was presented in its initial form to a group of specialists, and no item was omitted or added, but few items were modified.
- B) **Construct Validity:** The scale was applied to an exploratory sample consisting of (38) male and female students from outside the target study sample, and the Pearson Correlation coefficient was used to extract the values of the items' correlation coefficients to the area to which they belong and to the total score. Table (2) shows that:

**Table 2**

*The values of the correlation coefficients of the items of the Academic buoyancy Scale to the area to which they belong, and the correlation of the items to the total score (n = 38)*

Dimension	Item	Correlation to Domain	Correlation to the overall score
Self-efficacy	1	.490**	.438**
	2	0.052	-.109-
	3	.700**	.741**
	4	.638**	.509**
	5	.735**	.350*
Shaken confidence	6	.606**	.717**
	7	.367*	.614**
	8	.728**	.739**
	9	.583**	.693**
	10	.639**	.733**
Academic engagement	11	.765**	.681**
	12	.790**	.663**
	13	.558**	.370*
	14	.807**	.794**
	15	.495**	.382*
Anxiety	16	.775**	.538**
	17	.696**	.693**
	18	.809**	.577**
	19	.625**	.318*
	20	.358*	.374*
The relationship between the student and the teacher	21	.600**	.374*
	22	.804**	.648**
	23	.813**	.555**
	24	.766**	.506**
	25	.632**	.601**

The results of Table (2) showed that the values of the correlation coefficient of item (2) were low and not statistically significant, so it was omitted. As for the rest of



the items, the correlation coefficients of the items to the area ranged between (.35-.81), and they had acceptable degrees and were statistically significant. The correlation coefficients of the items to the total score ranged between (.35-.79). Therefore, the number of items on the scale became (24) items.

To ensure the reliability of the scale and its somains, the scale was re-applied to the exploratory sample, and Cronbach's Alpha equation and Pearson's correlation coefficient were used between the first and second applications. Table (3) shows the results.

**Table 3: The stability coefficients of the academic buoyancy scale**

Area	Number of items	Cronbach alpha	Test-Retest stability
Self-efficacy	4	.66	.57
Shaken confidence	5	.72	.50
Academic engagement	5	.70	.46
Anxiety	5	.72	.50
The relationship between the student and the teacher	5	.75	.58
Overall score	24	.88	.50

It is clear from Table (3) that the values of Cronbach's coefficient alpha were between (.66-.72), and the value of the stability coefficients ranged between (0.46-0.58). The value of the Cronbach alpha coefficient of the total scale was (.88) and the repetition stability (0.50); all these values are appropriate and make the tool applicable to the original sample.

**Study implementation procedures:** The study was carried out according to the following steps:

1. Developing study tools and presenting them to a panel of judges.
2. Applying the study tools to an exploratory sample with the aim of ensuring the validity and reliability of the study tool.
3. Distributing the study tool to the original sample, and asking them to answer the items with honesty and objectivity.
4. Analyzing the data using (SPSS, 28) program based on study questions.

**Study Variables:** The study included the following variables:

- a- **Demographic variables:** gender, academic year, specialization.
- b- **The main variable:** academic buoyancy.

## Results

To answer the first question: **“What is the level of academic buoyancy among Arab education college students within the Green Line?,** the means, standard deviations, and percentages of the academic buoyancy scale of students at the Colleges of Education were calculated within the green line. Table (4) shows the results.

**Table 4**

**Means, standard deviations, and percentages for areas of academic buoyancy**

Scale	Rank	Dimension	Mean	Standard deviation	Percentage	Level
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Scale	Rank	Dimension	Mean	Standard deviation	Percentage	Level
Academic buoyancy	1	Academic engagement	2.78	0.336	92.6	High
	2	Self-efficacy	2.72	0.336	90.6	High
	3	Anxiety	2.7	0.43	90	High
	4	Shaken confidence	2.68	0.366	89.3	High
	5	The relationship between the student and the teacher	2.68	0.413	89.3	High
Academic buoyancy as a whole			2.71	0.307	90.3	High

It is clear from Table (4) that the total mean was (2.71), with a percentage of (90.3), which represent a a high level. Domains means ranged between (2.78-2.68), and all of them with a high level. The domain of "academic engagement" ranked first, while the domain of "student-teacher relationship" came in the last rank.

To answer the second question “**Are there statistically significant differences at the significance level ( $\alpha = .05$ ) between the averages of academic buoyancy among students in colleges of education within the Green Line due to the variables: gender, specialization, and year of study?**”, the means and standard deviations were calculated for the responses of the study sample members on a scale of academic buoyancy among students in colleges of education within the Green Line, attributed to the variables: gender, specialization, and year of study, and Table (5) shows the results.

**Table 5**  
*Means and standard deviations of the study sample’s responses on academic buoyancy based on students’ gender, specialization, and year of study.*

variable	the level	academic buoyancy	
		S.D.	Average
gender	male	.2950	2.68
	female	.3090	2.71
specialization	literary	.3070	2.72
	scientific	.3090	2.70
year of study	first	.3270	2.70
	second	.2860	2.71
	third	.2980	2.73
	fourth	.2870	2.72

It is clear from Table (5) that there are apparent differences between the means on the academic progress scale in light of their distribution according to the study variables. To reveal the significance of the differences between the means of the scale, a three-way analysis of variance (3-way ANOVA) was conducted, and before conducting it, its assumptions regarding whether homogeneity of variance was violated or not were verified through the (Levene) test, where the value of (F) was The value calculated for the Levene test is (.794) at two degrees of freedom (14 for the numerator and 353 for the denominator) with statistical significance (.676); Which indicates that there is no violation in the homogeneity of variance, and thus this condition is met. Table (6) shows the three-way analysis of variance.

**Table 6**

*three-way analysis of variance on the academic progress scale among the study sample due to variables: gender specialization year of study.*

Source of variance	Sum of squares	df	Mean squares	F	Sig.
gender	.029	1	.029	.300	.584
specialization	.028	1	.028	.295	.587
year of study	.055	3	.018	.192	.902
The error	34.545	362	.095		
<b>Total</b>	<b>2736.446</b>	<b>368</b>			

It is noted from Table (6) that there are no statistically significant differences at the significance level ( $\alpha = .05$ ) between the averages for the Academic buoyancy Scale due to the variables: gender, specialization, and year of study.

**Discussion of results**

The results of this study showed that the level of academic buoyancy among the study sample is high, and this result can be explained by assuming that social skills have a major role in academic buoyancy, which includes the student’s relationship with his peers, friends, and teachers, and the relationships between teachers and students play a fundamental role in developing students’ academic buoyancy. (Martin & Marsh, 2008a; Martin & Marsh, 2009; Collio et al., 2015). The researcher points out that it seems that the study sample has a high level of emotional social skills, which helps them understand and manage their emotions, in addition to understanding the emotions of the people they deal with in the academic setting. In addition to the possibility of them enjoying a high ability to build good relationships with others, and the ability to make responsible and appropriate decisions that strengthen these relationships, especially the formation of positive relationships with the people around them, especially teachers, which contributes to their academic buoyancy; Students with a high level of academic buoyancy interpret academic concerns as a kind of challenge (Putwain, et al., 2015; Al-Tarawneh, Atoum & Abu-Dahab, 2023; Al-Adamat and Atoum, 2022 ).

The results of this study showed that there are no statistically significant differences at the significance level ( $\alpha = .05$ ) between the averages of the areas of academic buoyancy among students in colleges of education within the Green Line due to the variables of gender, specialization, and year of study. This result is consistent with previous studies (Nassif, 2018; Bahnasawi 2020; Abdullah, 2021; Al-Sarrati and Al-Zubaidi, 2022). It differs with studies (Martin & Marsh, 2008b; Halim, 2019; Al-Azamat & Al-Mualla, 2020; Datu & Yang, 2021; Al-Otaibi et al., 2021) that indicated the presence of statistically significant differences in academic buoyancy in favor of males. It also differs from studies (Sihotang & Nugraha, 2021) that indicated that there are statistically significant differences in academic buoyancy in favor of females.

The results of the study with regard to the level of academic buoyancy and specialization are consistent with the study (Bahnasawy, 2020; Al-Sararati and Al-Zubaidi, 2022), which indicated that there are no statistically significant differences in academic buoyancy due to the variable of study specialization.

As for the level of academic buoyancy and the academic year; The results are consistent with the results of Bahnasawy’s study (2020), which indicated that there were no statistically significant differences between the levels of buoyancy among academic

students due to the academic year variable. In contrast, Sihotang & Nugraha's study (Sihotang & Nugraha, 2021) indicated that first-year students showed an average level of buoyancy. Academic. The researcher attributes the absence of statistically significant differences at the level of significance ( $\alpha = .05$ ) between the averages of the areas of academic buoyancy among students in colleges of education within the Green Line due to the variables of gender, specialization, and academic year. However, collecting data for this study relied on what the students reported. themselves, this could be related to the fact that students do not like to show weakness or deficiency in themselves that indicates a low level of buoyancy. In addition, the percentage of male students compared to female students is a very small percentage, and therefore it may not have a statistical impact. With regard to the academic year, the researcher believes that students in the first academic year have a low level of academic buoyancy, and this level changes as the student moves to advanced years. Because during this period he acquires the personal and social skills and tools that contribute to his high level of buoyancy (Atoum and Abo Hilal, 2017).

### **Recommendations**

- Further research should be conducted to explore the relationships between academic buoyancy and other variables, such as personality traits, cultural factors, and academic performance.
- Expanding the study to include a larger and more diverse sample of Arab university students from different universities, countries and regions, non-Arab students, or high school students to increase the possibility of generalizing the results.
- Using longitudinal designs to follow academic buoyancy over the years of academic learning.
- Conducting preparatory programs and preparatory workshops for students to enter academic life, which increases academic buoyancy.
- Encouraging participation between students and faculty members to increase and maintains academic buoyancy.

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