

# THE EFFECT OF ACADEMIC RESILIENCE AND ATTITUDE ON MANAGERIAL PERFORMANCE

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## **ABSTRACT**

The impact of academic resilience and attitude on management performance was investigated in this study. Management Academic Resilience, Manager Background, and Manager Attitude are independent variables, while Performance is the dependent variable. The study topic is to investigate the link and influence of manager attitude on performance, as well as the influence of academic resilience and background. It was a methodical technique to finding a solution to a study problem by answering research questions with the following aims in mind: to understand the benefits of academic resilience for managers, to examine manager's background elements molding attitude, and to investigate the role of manager's attitude in performance. The study employed a standardized survey questionnaire with items relevant to all dimensions and demographical characteristics on a sample of 120 managers from Peshawar. SPSS 24 is used for data analysis, which includes reliability analysis, one-sample T-tests, and correlations regression analysis statistical tests. The findings and conclusion are based on an analysis that supports the idea and justifies all three hypotheses tested in the study, with all three conceptual hypotheses acknowledged as valid.

**Key words:** Academic, background, attitude, manager, performance, resilience

## 1. INTRODUCTION

Individual attitudes are formed as a result of lifelong learning and growth. Academic learning uses precious resources to ensure that businesses working in complicated conditions and environments have responsible personnel (Bozer et al., 2014; Ullah, 2020). Information is critical to the success of businesses and the proper execution of responsibilities by managers. Managers and businesses are reaping the benefits of data analytics and big data technology. There are several categories of literature examining various sorts of organizations assessing individual resilience to their academic learnings and how this affects performance (Mählck, 2013). Academic learning resilience exposes a manager to domestic and international issues with governmental and non-governmental organizations that may serve as the backbone of executions (Van Hoek et al., 2019). Increased issues with business entities in becoming more cost efficient in prioritizing tasks to improve performance and task delivery can only be overcome with a positive attitude and a keep doing approach. Intellectual resilience is just as crucial as academic background (Wang & Zhang, 2021). Academic background is the foundation that allows a manager to comprehend current business trends and prepares them to be great performers.

A manager's success is based on a mixture of academic resilience and academic learning. Managers' capacity to coordinate across organization partners is dependent on their capacity to learn, which promotes greater knowledge and resource sharing among participants (Walker et al., 2011). A good learned manager with resiliency abilities has a positive influence on an organization's performance and acceptability by other employees. Sustainability is always a problem, with the economic, social, and environmental components taking precedence when assessing total management performance, which managers may achieve (Vig et al., 2011). Another element to consider is a proper decision support system, which might lead to system failure and poor performance. The most essential responsibility in any business is to keep track of the performance of each employee at various levels while maintaining the trust of logical resource allocation and record sharing while maintaining transparency (Hernandez et al., 2021).

The company sector in today's developing globe can have a role model structure where the manager's attitude may be the pinpointing method to effective implementation and the process to comprehend and learn the mode of operations for development. Not only is capacity evaluation vital, but so is performance assessment for being efficient during business executions, even if it can only be reviewed after the business execution. Following the post-assessment, the company learns about the manager's flaws and the potential for developing learning modules for the company's improvement and success (Li & Yeung, 2019; Ullah, 2020). The changing environment necessitates a move from centralized authority to decentralized management in order to make timely decisions and complete tasks on schedule (Academic Resilience, 2018).

Managing an organization network is not a new concept; nevertheless, recent process advances have resulted in additional methodological modifications that have led to innovation at all levels of the network. One of the most important and significant developments in the shift has been integration, in which the entire system is integrated from beginning to finish to close the gap and increase the system's capabilities (Howell et al., 2018). Multiple levels of participation ensure that the product is delivered correctly. Delivering superior customer value and achieving a greater degree of consumer satisfaction are critical challenges in ensuring long-term viability (De Feyter et al., 2020).

For a successful deployment, an efficient management system must have a very streamlined inventory management system, as well as the ability to monitor the cost of operation and compatibility with all levels of participation (Das, 2019). A sustainable system is one that continues to progress in a favorable direction without failure or misalignment of the organization's goals among its participants.

## 2. LITERATURE REVIEW

One of the subcategories of resilience is academic resilience. It refers to the ability to reach high levels of scholastic achievement despite the difficulties encountered throughout the battle (Hwang & Shin, 2018). According to the scale designed to evaluate academic resilience, students who are academically resilient acquire controlled negative attitudes as well as adaptive attitudes in the face of adversity (Wyllie et al., 2020). It's also worth noting that family support is crucial in helping students maintain their academic resilience (Hwang & Shin, 2018). Trauma was previously thought to be abnormal. Many families and people are exposed to such painful life events in today's convoluted lifestyle framework (Wyllie et al., 2020). These traumatic incidents can occur once or multiple times, with significant psychological, emotional, social, and physical consequences on the afflicted person's well-being in the long run (Li & Yeung, 2019).

Academic Resilience refers to a student's or scholar's ability to succeed in the face of adversity by adapting current activities or developing new ones, such as preparation, practice, or regulation (Academic Resilience, 2018). Individual resilience may be justified by comparing it to the immune system, which refers to our body's natural ability to deal with adversity. When we maintain a balanced diet and live a healthy lifestyle, our immunity is strengthened (Wyllie et al., 2020). Scholars may also improve their resilience, and hence their chances of success, by making purposeful attempts to improve their ability in conveying ideas and viewpoints (Van Hoek et al., 2019). It contextualizes the concept of resilience and reveals a better chance of success in the face of adversity.

Organizations require competent leaders who can contribute effectively to the achievement of organizational goals (Fang et al., 2017; Ullah, 2020). As a result, it is critical for all companies to choose, develop, and support employees who appear capable of contributing. Despite various studies regarding management styles, managerial attitude, and managerial performance, the key issue "what makes a good manager?" remains unsolved (Piercy et al., 2012). The research have shown what leaders do and how they do it, but the effectiveness of these arrangements remains mysterious. The fact that situational factors are frequently deemed relevant in determining efficacy is one of the most important assumptions drawn from such investigations. Second, successful managers have a wide variety of capabilities at their disposal (Xue et al., 2020). Finally, good leaders use situational factors to determine the proper attitude in a given scenario. Such assumptions, on the other hand, do not provide insight into the hidden processes that lead to good management performance (An & Argyle, 2020; Khan, Ullah, 2021). In addition, we are interested in the novel decision-making process that leads to an attitude choice (Carter et al., 2019). As a result, the key aim here is to understand why leaders or managers act the way they do. An analysis of this type of management decision-making yields a better knowledge of the efficacy of management attitude as well as recommendations for practitioners and researchers on how to choose and develop managers (Salehzadeh et al., 2015).

For a manager to be effective in leading others, supervisory abilities are required (Jung et al., 2021a). As a result, you should assess a manager's ability to influence these capabilities in ways that benefit the company's goals (Jung et al., 2021b). It's also crucial to consider if the management has established appropriate goals, provides feedback, and applies regulations equitably (Arnold et al., 2019). Identifying intended outcomes and formulating the processes required to achieve objectives are critical for every company's success (Sholihin et al., 2010). As a result, a manager's capacity to plan, coordinate, and oversee employees' efforts in order to achieve the company's goals is critical. A competent manager should be able to convert an employee's expectations into action items, as well as grasp the company's business plan and concentrate on effective communication and performance (Lei et al., 2019). The manager's ability to set priorities, apply proper pressure, and motivate his people is critical (Patiar & Wang, 2020).

There are several research available on the issue of managers. Clearly, the problem has been divided into three key sub-disciplines: leadership, operational management, and managerial training (Bebenroth & Froese, 2020; Khan, Ullah (2021). The subdivisions are meaningfully underpinned by knowledge of present organization attitude; nevertheless, it is important to note that each subdivision has grown independently, and so no one factor can be held entirely responsible for the managers' views (Sheng et al., 2021). Although the influence of management and leadership on the functioning has been examined extensively, the two other sub-fields have been examined less, despite the fact that the two other sub-fields likewise strive to assist produce staff effectiveness. As a result, it must be stated that in order to fully tackle the difficulties of leaders, all sub-divisions must be addressed methodically and comprehensively (Jung et al., 2021a). In fact, today's reality is that various sub-fields are employed together by businesses and enterprises to develop their models, yet there is a scarcity of academic study on these topics. The disparity between the ideas of "leaders and managers" causes some of the significant differences among the sub-divisions on manager attitude (Arnold et al., 2019).

### **3. RESEARCH PROBLEM**

Many research on academic resilience, background, attitude, and performance factors exist, with the relevance of each industry stated differently (Roth et al., 2020). The relevance of each of these characteristics to organizational effectiveness has been investigated independently. Academic resilience, background, manager attitude, and performance all have a role in real-life situations, but the study topic here is to investigate the link and influence of academic resilience, background, and management attitude on performance in the Peshawar region of Pakistan.

### **4. RESEARCH QUESTIONS**

- Does academic resilience help managers perform better?
- How significant are background elements for a manager?
- How does a manager's attitude affect performance?

### **5. RESEARCH OBJECTIVES**

- To be aware of the managerial benefits of academic resilience.
- To determine how the manager's history influences his or her attitude.

## 6. RESEARCH HYPOTHESIS

H1: Academic resilience of manager has a positive impact on performance. H2: Background strengthens the manager performance positively.

H3: Manager attitude positively impacts the performance.

## 7. CONCEPTUAL FRAME WORK

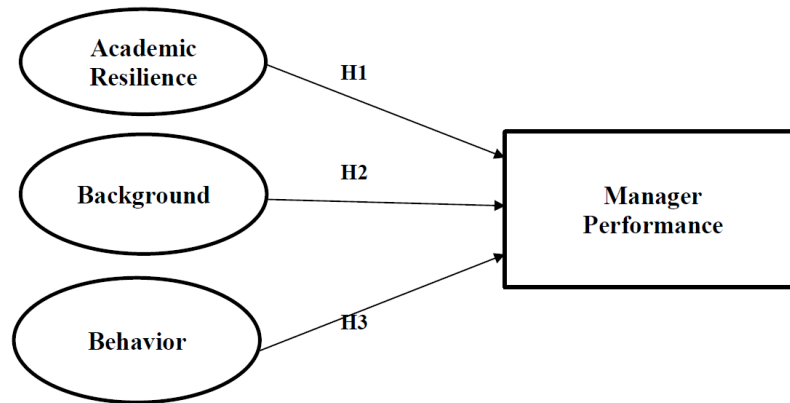


Figure1

## 8. RESEARCH METHODOLOGY

The scientific path for doing a systematic investigation is referred to as the research technique. It is the way to research implementation that is framed by the process and methodologies (Jia & Gao, 2005). To get the desired outcome for the research topic, the researcher must choose one of the research techniques or combine both methods. The research technique is a step-by-step technique for carrying out the research. Numerous studies have debated various research methodologies, but the two primary types of research may be characterized as qualitative or quantitative (Lee & Cassell, 2013; Ullah,2020). The qualitative research method is based on the understanding of a thorough account via reflection on events and situations, which are then absorbed into the report analysis as a narrative. Quantitative research approaches, on the other hand, involve the use of numbers and statistics (Social Science Research: Principles, Methods, and Practices (2 Ed., n.d.). Any study's success or failure is determined by its research design (Long, 2014). The component of research design is a structured framework of study in which the researcher uses the research technique to construct an appropriate strategy to solve the problem and discover a solution, which can then be reported and presented. Any research would be incomplete without a sampling procedure, without which the application of statistical tools would be puzzling. Sampling design is made up of mathematical functions that offer information of probability for the selection of any item (Saragiotto et al., 2014).

A qualitative research often employs an interview schedule, with the data gathered being processed and evaluated in an explanatory manner. A quantitative research employs a survey questionnaire that includes conceptual dimensions and variables; the data gathered is evaluated as well, but mostly using statistical tests and procedures utilizing statistical software. Because the current study employs a quantitative approach, a survey investigation employing a well-structured survey questionnaire is done (Aziz et al., 2018).



Manager Academic Resilience (Cassidy, 2016) with three sub dimensions (Perseverance, Reflecting and Adaptive Help-Seeking, and Negative Affect and Emotional Response), Background (Billari et al., 2009) with three sub dimensions (Personal Factors, Social Factors, and Information Factors), and Background (Billari et al., 2009) with three sub dimensions (Personal Factors, Social Factors (Individual Task Proficiency, Individual Task Adaptivity, Individual Task Proactivity, Team Member Proficiency, Team Member Adaptivity, Team Member Proactivity, Organization Member Proficiency, Organization Member Adaptivity, and Organization Member Proactivity). Before analysis, the data is combined, however various sets of data are maintained separate and blended as needed (Jamal & Goode, 2001; Khan, Ullah, 2021). There are four dimensions to this instrument. There are 30 things in Academic Resilience, 24 things in Background, 16 things in Manager Attitude, and 27 things in Manager Performance, for a total of 97 things. A fourth demographical variable for the representation of the chosen sample has been introduced to the study demography. The final instrument was evaluated for dependability, which is reason for accepting it because it is competent to assess this specific study topic with this unique population.

## 9. DATA ANALYSIS

**Table 1** Reliability Statistics

Reliability Statistics for Peshawar		
Dimensions	No. of Items	Cronbach's Alpha
Academic Resilience	30	.795
Background	24	.892
Manager Attitude	16	.834
Performance	27	.913
Overall Reliability	97	.945

The above table (Table 4.1) reveals that Cronbach's Alpha values for all four dimensions are much greater than 0.6, indicating that the above-mentioned dimensions are highly reliable. The maximum level of performance is in the dimension (0.913). With dependability scores of 0.892 and 0.834, the other two aspects of background and management attitude are likewise more reliable. Cronbach's Alpha value for the academic resilience component is 0.795.

**Table 2:** Frequency and Percentage for demographical variables

Variables	Parameters	Frequency	Percentage
Gender	Male	40	33.3
	Female	80	66.7
Age	18 years -25 years	62	51.7
	26 years -35 years	38	31.7
	36 years – 45 years	17	14.2

The total number of respondents in this study was 120, with 66.7 percent of females and 33.3 percent of men. The frequency and percentages for various age groups are indicated above. It should be mentioned that among the 120 survey respondents, the biggest number

(51.7%) belonged to the 18-25 year age group, while the lowest number (2.5%) belonged to the 45 year and older age group. The remaining population was divided into three age groups: 26-35 years old (31.7 percent), 36-45 years old (14.2 percent), and 36-45 years old (14.2 percent). The table above discusses the specifics of schooling. Only 0.8 percent of respondents held a PhD, whereas the majority of respondents (54.2%) had a Master's degree. The remaining respondents, 26.7 percent with a bachelor's degree and 17.5 percent with a bachelor's degree, were undergraduates. The income of 120 respondents on a monthly basis. The majority of respondents (34.2%) have a monthly income in the range of PKR50001-PKR100000, while 31.7 percent have a monthly income in the range of PKR150001-PKR200000. The table also shows that 24.2 percent of the population earns between PKR100001 and PKR150000 per month, with only 3.3 percent earning more than 200001.

**Table 3:** Academic Resilience One-Sample T-Test Analysis

Items	One-Sample T-Test		
	Test Value = 4		
	t	df	Sig. (2-tailed)
I would not accept the tutor's feedback	-8.516	119	.000
I would use the tutor's feedback to improve my work	-.675	119	.501
I would just give up on study	-6.317	119	.000
I would use the situation to motivate myself for learning	.292	119	.771
I would change my career plans on study	-5.384	119	.000
I would see the situation as a challenge for study	-2.178	119	.031
I would do my best to stop thinking negative thoughts for study	-.976	119	.331
I would see the situation as temporary for study	-6.758	119	.000
I would work harder for study	-2.940	119	.004
I would try to think of new solutions for study	-.523	119	.602
I would blame the tutor for study	-6.053	119	.000
I would keep trying for study	-1.759	119	.081
I would not change my long-term goals and ambitions for study	-2.615	119	.010
I would look forward to showing that I can improve my grades	-.717	119	.475
I would use my past successes to help motivate myself	-2.520	119	.013
I would start to monitor and evaluate my achievements and effort	-1.788	119	.076
I would seek help from my tutors	-5.818	119	.000
I would give myself encouragement for study	-.758	119	.450
I would try different ways to study	.791	119	.431
I would set my own goals for achievement	1.679	119	.096

Table 3 shows the results of the Academic Resilience One-Sample T-Test Analysis, which was carried out on 120 respondents using a survey questionnaire. There were 30 items in the Academic Resilience One-Sample T-Test. The analysis shows that the p value is less than 0.05, indicating that there are significant variations in respondent opinions, allowing all of these questions to be included in the research.

**Table 4: Background One-Sample T-Test Analysis**

I would seek encouragement from my family and friends	-.387	119	.699
I would try to think more about my strengths and weaknesses to help me work better for study	-.223	119	.824
I would start to self-impose rewards and punishments depending on my performance on study	-7.534	119	.000
I would probably get annoyed with study	-9.585	119	.000
I would begin to think my chances of success at university were poor	-10.462	119	.000
I would probably get depressed for study	-5.342	119	.000
I would be very disappointed for study	-14.697	119	.000
I would begin to think my chances of getting the job	-4.686	119	.000
I would stop myself from panicking for study	-5.002	119	.000
I would feel like everything was ruined and was going wrong	-9.269	119	.000

Table 4 shows the results of the Background One-Sample T-Test Analysis, which was conducted on 120 respondents using a survey questionnaire. The One-Sample T-Test used 24 objects in the background. The analysis finds that the p value for the majority of the items is less than 0.05, indicating that there are significant variations in responder attitudes, allowing all of these questions to be included in the research.

**Table 5 Manager Attitude One-Sample T-Test Analysis**

Items	One-Sample T-Test		
	Test Value = 4		
	t	df	Sig. (2-tailed)
I am rebellious by nature	-5.272	119	.000
I am completely distinct and unique from everyone else	-1.946	119	.054
I am creative	-1.008	119	.315
I have a sense of being different from others	-1.541	119	.126
I complete my individuality	-1.248	119	.214
I am bold	-8.492	119	.000
I keep nonconformity	-13.412	119	.000
I have a sense of independence from others	-.180	119	.857
I share similarity with others in my group	-8.720	119	.000
I have my family nationality or nationalities	-2.641	119	.009
I have memberships in various groups	-5.773	119	.000
I am living the places where I have lived	-2.957	119	.004
I have a sense of belonging to my own racial group	-6.393	119	.000
I have a sense of belonging my gender group	-6.141	119	.000
I have a sense of belonging color of my skin group	-3.459	119	.001
I am being a citizen of my country	1.382	119	.170
I am aware of happenings in surrounding	-1.378	119	.171
I am active on internet	-1.817	119	.072
I am active socially	-2.065	119	.041
I am active on digital social sites	-5.545	119	.000
I keep updating myself with upcoming information	-2.189	119	.031
I see myself as a learner	.576	119	.566
I keep learning new information	.000	119	1.000
I keep seeking for new information	-1.118	119	.266

The Manager Attitude One-Sample T-Test Analysis was conducted on 120 respondents using a survey questionnaire, as shown in Table 5. The 16 items were used in the Manager Attitude One-Sample T-Test. The analysis finds that the p value for the majority



Items	One-Sample T-Test		
	Test Value = 4		
	t	df	Sig. (2-tailed)
I carry out the core parts of my job well	-4.482	119	.000
I complete my core tasks well using the standard procedures	-3.985	119	.000
I ensure my tasks are completed properly	.425	119	.672
I adopt well to change in core tasks	-4.571	119	.000
I cope with changes to the way I have to do my core tasks	-6.489	119	.000
I learn new skills to help me adopt to changes in my core tasks	-2.805	119	.006
I initiate better ways of doing my core tasks	-3.332	119	.001
I come up with ideas to improve the way in which my core tasks are done	-2.966	119	.004
I make changes to the way my core tasks are done	-3.664	119	.000
I coordinate my work with coworkers	-1.627	119	.106
I communicate effectively with my coworkers	-2.165	119	.032
I provide help to coworkers when asked, or needed	1.210	119	.229
I deal effectively with changes affecting my work unit	-3.398	119	.001
I learn new skills or taken on new roles to cope with changes in the way my unit works	-2.966	119	.004
I respond constructively to changes in the way my team works	-.682	119	.497
I suggest ways to make my work unit more effective	-.844	119	.400
I develop new and improved methods to help my work unit perform better	.657	119	.512
I improve the way my work unit does things	-3.449	119	.001
I present a positive image of the organization to other people	-.171	119	.865
I defend the organization if others criticize it	-3.821	119	.000

of the questions is less than 0.05, indicating that there are significant variations in respondent attitudes, allowing all of these questions to be used in the research.

Items	One-Sample T-Test		
	Test Value = 4		
	t	df	Sig. (2-tailed)
I see my work schedule as a healthy activity to me	-2.976	119	.004
I believe routine work schedule is good to my performance	-4.330	119	.000
I feel pleasant on my daily routine	-4.392	119	.000
My daily routine following is fun for me	-3.657	119	.000
My work is enjoyable to me	-1.947	119	.054
I feel beneficial with my work schedule	-4.094	119	.000
People who are important to me believe I should follow my work	-.696	119	.488
People often ask me to do my routine activities with them	-5.821	119	.000
It is expected of me to do my routine activities	-1.500	119	.136
I feel under social pressure to do my routine activities	-8.533	119	.000
People who are similar to me do the same routine activities as me	-9.102	119	.000
I am confident I could do my activities if I wanted to	-2.940	119	.004
The decision to do my activities is beyond my control	-5.859	119	.000
Doing my activities is difficult to me	-12.726	119	.000
Whether I do my activities or not is entirely up to me	-5.363	119	.000
I choose when and where I do my activities	-3.369	119	.001

**Table 6:** Manager Performance One-Sample T-Test Analysis

The Manager Performance One-Sample T-Test Analysis, which was conducted on 120 respondents using a survey questionnaire, is detailed in Table 6. There were 27 items in the Manager Performance One-Sample T-Test. The analysis finds that the p value for the majority of the items is less than 0.05, indicating that there are significant variations in responder attitudes, allowing all of these questions to be included in the research.

Independent Variable	Dependent Variable	Correlation (R)	Regression (B)	Sig.
Academic Resilience	Performance	.802	.857	.000
Background	Performance	.729	.853	.000
Behavior	Performance	.591	.541	

**Table 7:** Correlation and Regression Analysis

The values for Correlation (R) and Regression (R) may be found in Table 7. (B). Academic resilience with performance shows R-.802, and B-.857, background with performance shows R-.729, and B-.853, and attitude with performance shows R-.591, and B-.541, respectively, with a.000 significant level. Which is quite acceptable and good, as predicted in the research.

## 10. FINDINGS AND CONCLUSION

Academic Resilience, Background, Manager Attitude, and Performance are the four aspects of data analysis used to arrive at the research conclusions. The Cronbach's Alpha value for all four dimensions is significantly greater than 0.6, indicating that the above-mentioned dimensions are extremely reliable. The most important dimension is performance (0.913). With dependability scores of 0.892 and 0.834, the other two aspects of background and management attitude are likewise more reliable. Cronbach's Alpha for the academic resilience component is 0.795. The One-Sample T-Test and Correlation and Regression Analysis are used to support the rest of the study conclusions. Academic Resilience, Background, Manager Attitude, and Manager Performance are all factors to consider. With the use of a survey questionnaire that included 30 things, 24 items, 16 things, and 27 things, a one-sample T-test analysis was performed on 120 respondents. The analysis shows that the p value is less than 0.05, indicating that there are significant variations in respondent attitudes, implying that all of the items were approved for the research. The basic correlation's strength is adequate and good, according to the Correlation and Regression Analysis. Academic resilience, background, and performance affecting Manager Attitude can all be well explained by independent factors. The Coefficients tab reveals the specifics for each predictor variable, as well as how the constant and Manager Attitude played a role. The Coefficients give information on the predictor variables, as well as demonstrating that the constant, as well as Manager Attitude, Background, and Academic Resilience, had a major role.

The research's final conclusion is based on findings, which show that the research problem was solved by answering research questions and achieving objectives. The first goal is to learn about the benefits of academic resilience for managers, which has been proven and acknowledged with a good correlation and regression value, indicating that academic resilience makes a manager strong for learning and growth. The second goal is

to examine the background circumstances that shape a manager's attitude, which has proven a high level of relevance in utilizing statistical T-test to shape attitude. The third goal is to investigate the role of manager's attitude in performance, which is also shown by correlation and regression analysis, which demonstrates that manager's attitude plays a substantial role in performance. The first study question is addressed that academic resilience has a significant contribution to manager performance, with a high correlation and regression value. The second question was answered because background elements are extremely important for a manager who has a high T-test acceptance and is further accepted with a high correlation and regression value. The third question revealed that a manager's attitude has an impact on performance, which may be explained by the high level of acceptability in T-test, correlation, and regression analysis. The study topic is answered using statistical tests that indicate a substantial association and influence of management attitude on performance, as well as a major contribution of academic resilience and background on performance.

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