THE IMPACT OF RESILIENCE ON STUDENTS' SCHOOL SATISFACTION AND ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL

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Abstract

The growing emphasis on positive psychology within education has highlighted resilience as a crucial factor in determining students' academic and emotional success. Resilience refers to the ability to respond positively to adversity and academic pressure. Recent research has argued that resilience can affect students' school experiences, including school satisfaction. School satisfaction refers to students' evaluations of their school experiences, including both academic and socio-emotional aspects. The present study aimed to examine the impact of resilience on students' school satisfaction and academic achievement in secondary schools in Pakistan. The study is quantitative, and a survey method was used to collect data via questionnaires. The Brief Resilience Scale by (Smith et al, 2008) was used to measure resilience, and the High School Satisfaction Scale (H-Sat) by (Lodi et al, 2019) was employed to measure school satisfaction. Academic achievement was measured by students' performance on their most recent school examination. The study found that resilience showed a significant positive impact on students' school satisfaction. Implications of the study are discussed.

Keywords: Resilience; School Satisfaction; Academic Achievement.

1. INTRODUCTION

In the rapidly changing educational landscape, positive psychology is gaining significant ground in the education sector to enhance students' learning and social experiences. Therefore, recent research in educational psychology is focusing on constructs that support students in social and academic life. For educators and policymakers, academic achievement and school satisfaction are key areas of interest. Academics in the twenty-first century highlight the significance of individuals' social and emotional strengths, along with their cognitive abilities, for competing in society. Presently, education is not solely a cognitive endeavor; it also includes social and emotional experiences that enhance students' ability to cope with challenges and thrive academically. Recent research on resilience argues that it can support students' cognitive and emotional development. Resilience refers to the ability to bounce back in hard times, which can help students withstand academic pressures, recover from failures, and foster positive school experiences, thereby enhancing academic achievement (Masten, 2018).

In educational settings, resilience appears to foster perseverance among students, enhance problem-solving abilities, and increase optimism, thereby improving academic achievement and satisfaction with schools (Martin & Marsh, 2020). Resilience—the ability to adapt positively to adversity—plays a critical role in helping students manage stress and maintain mental health. However, resilience is a relatively new construct, and little research has examined its impact on school satisfaction and academic achievement. To improve academic performance and help students develop stronger skills in educational settings, it is imperative to understand the role resilience plays in enhancing students' school satisfaction.

School satisfaction refers to students' overall feelings and experiences, including their academic experiences and interactions with teachers, peers, and classroom settings (Baker et al., 2021). Lombardi et al. (2022) stated that positive academic and psychological outcomes, including increased motivation, decreased dropout rates, and a greater sense

of school belonging, are associated with school satisfaction. Students who have positive school interactions are likely to engage in classroom activities and perceive learning as a positive experience that improves their well-being and performance (Renshaw & Bolognino, 2016). Thus, building a supportive learning environment requires an awareness of how resilience influences school satisfaction and students' academic performance. The resilience factor of positively adapting to the environment and dealing with adversity helps students manage stress and stay mentally stable, which can support their satisfaction with school and achievement. Positive academic and psychological outcomes, including increased motivation, decreased dropout rates, and a greater sense of school belonging, have all been linked to school satisfaction (Lombardi et al., 2022). Therefore, it is imperative to investigate the role of resilience in supporting students' emotional well-being at school and their academic performance.

Recently, educational researchers have been interested in investigating the role of positive psychology in supporting students' school life and cognitive experiences. In this context, different dimensions of positive psychology are being investigated in educational research, including resilience and its impact on school life. Resilience, an aspect that strengthens students psychologically and emotionally, can support students academically and in their school experiences. It can support students' school satisfaction, which is an overall affective evaluation of the school environment, including teachers and peers (Huebner, 2020). While international research is investigating the influence of students' resilience on various aspects of school and academic life, to our knowledge, no studies have examined the impact of resilience on students' school satisfaction and academic achievement. A few research studies, Ali et al. (2021) and Khan and Aslam (2022), have examined the impact of stress, depression, and motivation in the context of Pakistan. No prior study in Pakistan has investigated the simultaneous impact of resilience on students' school satisfaction and academic achievement at the school level. Therefore, the present study aimed to examine the impact of resilience on students' school satisfaction and academic achievement at the secondary level.

1.1 Objectives of the study

The study's objectives were to
1. examine the impact of resilience on students' school satisfaction at the secondary level.
2. examine the impact of resilience on students' academic achievement at the secondary level.

1.2 Research questions

The study's questions are as followed
1. Is there any significant impact of resilience on students' school satisfaction?
2. Is there any significant impact of resilience on students' academic achievement?

1.3 Limitation of the study

The present study used self-reported measures to examine students' school satisfaction, resilience, and academic achievement, which could be biased toward social desirability.

1.4 Delimitation of the study

The present study was delimited to secondary level students. Therefore, the findings may not be generalizable to other populations or contexts.

1.5 Significance of the study

The present study analyzed the impact of resilience on students' school satisfaction and academic achievement. The present study has the potential to make significant contributions to educational psychology. The present study aims to provide empirical evidence on the impact of resilience on students' school satisfaction and academic achievement at the secondary level. Notably, the impact of these variables remains understudied in Pakistan's educational context. The present study seeks to fill this knowledge gap by offering valuable insights into how resilience influences students' school satisfaction and academic achievement at the secondary level in Pakistan. The empirical evidence from this study can inform school policies and practitioners in supporting long-term educational growth by creating policies and practices that help students become more resilient, motivated, and academically successful. Understanding the importance of resilience can help create successful interventions that promote students' academic achievement and school satisfaction. The results of the present study can inform policymakers and school administrators in developing targeted strategies and policies to foster resilience and school satisfaction among secondary school students, ultimately enhancing their academic success. The present study could be helpful to educators and decision-makers in creating initiatives that support students' academic success and school satisfaction. The present study is significant for teachers and policymakers seeking to develop techniques to improve academic outcomes, which are critical for the future prosperity of individuals and societies.

2. LITERATURE REVIEW

Resilience is broadly defined as the ability to adapt positively in the face of adversity, trauma, or significant stress. It encompasses emotional strength, cognitive flexibility, and behavioral adaptability, enabling individuals to maintain or regain mental health despite challenging circumstances. According to Masten (2001), resilience is best understood as "ordinary magic," reflecting a natural and standard human capacity for successful adaptation rather than an extraordinary trait. Luthar et al. (2000) further conceptualize resilience as a dynamic developmental process, shaped

by interactions between internal characteristics (such as optimism, self-efficacy, and problem-solving skills) and external protective factors (such as family support, peer relationships, and school environment). In educational contexts, resilience is particularly crucial for students facing academic challenges, social pressures, or economic hardship, as it promotes perseverance, emotional regulation, and sustained motivation. Connor and Davidson (2003) emphasize that resilience is not only the ability to endure hardship but also the capacity to emerge stronger, as captured in their development of the Connor-Davidson Resilience Scale (CD-RISC), a widely used tool for measuring this construct. These perspectives underscore resilience as a vital component of student well-being and academic success. The concept of resilience has evolved significantly over the past decades, originating in developmental psychology and psychiatry and later in education. In its earliest form during the 1950s–1970s, resilience was studied primarily through developmental psychopathology, focusing on children who managed to thrive despite exposure to risk factors such as poverty, parental mental illness, or trauma. Early landmark studies by researcher Garmezy (2017) were instrumental in shifting the focus from pathology to positive adaptation. Garmezy studied children of schizophrenic mothers and identified the role of protective factors. In contrast, in 1982, Werner's longitudinal study in Hawaii found that about one-third of high-risk children developed into well-functioning adults, highlighting the importance of resilience.

Furthermore, in the 1980s and 1990s, resilience research broadened to include an ecological perspective, emphasizing the interaction between individuals and their environments. Masten and Luthar advanced the field by conceptualizing resilience not as a trait, but as a dynamic process. Masten's (2001) influential work referred to resilience as "ordinary magic," asserting that it arises from standard human adaptive systems. During this period, resilience became more clearly defined as a process of positive adaptation within the context of adversity (Luthar et al., 2000). Entering the 21st century, resilience gained traction in positive psychology, education, and public health. Connor and Davidson (2003) introduced standardized tools such as the Connor-Davidson Resilience Scale (CD-RISC) to measure resilience quantitatively. Today, resilience is widely studied across diverse populations and is considered a foundational element in promoting psychological well-being, academic achievement, and coping strategies in both individuals and systems.

2.1 Models of Resilience

The Protective Factor Model was introduced by Rutter (1987), a pioneer in child psychiatry and developmental psychology. Rutter introduced the Protective Factor Model to explain how certain variables safeguard individuals from the harmful effects of risk. He studied children in adverse environments and identified parental warmth, school support, and social competence as crucial buffers. The model focuses on variables that protect individuals from the negative impact of risk factors or adversity. It proposes that resilience arises not simply from the absence of risk but from the presence of protective factors that buffer or moderate the effects of adversity. The internal factors include self-esteem, optimism, problem-solving abilities, and emotional regulation. External factors include supportive family relationships, favorable school climate, mentoring relationships, and safe communities. The model emphasizes the interaction between risks and resources, arguing that protective factors can change the outcome of high-risk exposure from negative to neutral or even positive. Moreover, promoting these factors (like teacher support or structured classrooms) can help students remain resilient in the face of poverty, family conflict, or academic stress.

The compensatory model was proposed by Fergus and Zimmerman (2005), who argue that compensatory factors operate independently of risk factors to reduce adverse outcomes. Unlike protective factors, which interact with risk, compensatory factors have a direct, positive effect. The compensatory model suggests that certain positive factors have direct, independent effects that can offset the negative influence of risk factors. Fergus and Zimmerman emphasized personal competencies, such as self-control and academic effort, and external support, like school engagement, as key variables. These compensatory elements are not interactive like protective factors but act as counterweights to risks. For instance, parental support or strong academic motivation can compensate for risks such as peer pressure or exposure to violence. This model helps identify factors that can directly strengthen resilience, regardless of risk presence or intensity, and is often used in youth development programs to identify which factors can help at-risk youth succeed. Providing resources such as extracurricular programs or access to counselors can help at-risk students achieve positive outcomes.

The Challenge Model, conceptualized by Garmezy et al. (1984) in developmental psychopathology. The model suggests that moderate and controllable challenges can foster resilience by training the mind to adapt to adversity. The Challenge Model posits that exposure to moderate stress or adversity can actually strengthen individuals and prepare them to handle future difficulties more effectively. The model is based on the concept of stress inoculation, as with vaccines: exposure to manageable stress builds resistance. Garmezy and colleagues were among the first to conduct longitudinal studies on children in high-risk environments, emphasizing adaptive development. The idea is that overcoming small challenges builds resilience, much as muscles grow stronger when challenged with weights. However, stress must be manageable; too much can be overwhelming and damaging. This model highlights the importance of coping with difficulties and learning from them. They highlighted that allowing students to face and overcome academic or social difficulties (with support) can build their confidence and long-term coping skills.

The Ecological-Transactional Model was developed by Cicchetti and Lynch (1993) and builds upon Bronfenbrenner's Ecological Systems Theory. This model views resilience as emerging from interactions across multiple systems:

individual, family, school, and society. The model offers a holistic perspective, viewing resilience as a product of continuous dynamic interactions between an individual and their environment. It is rooted in Bronfenbrenner's ecological systems theory, emphasizing multiple environmental levels including microsystem (family, peers, school), mesosystem (interactions among microsystems), exosystem (parental workplace, community services), and macrosystem (cultural values, social norms). Resilience is not static; it is a process that evolves, influenced by changing circumstances and reciprocal interactions. It focuses on the ongoing, dynamic exchange between a person and their environment. Cicchetti used this framework especially in child maltreatment and trauma research to show how even severely affected children can thrive under the right conditions.

The Resiliency Wheel Model was created by Henderson and Milstein (2003), experts in education and school reform. This model is practitioner-focused, explicitly designed for educators and school leaders. This practical, school-based model outlines six key strategies to promote students' resilience. The six components are increase pro-social bonding which build positive relationships, set clear boundaries that establish consistent rules and expectations, teach life skills that develop coping, social, and academic skills, provide care and support that offer encouragement and emotional safety, set and communicate high expectations that challenge students to succeed and provide opportunities for meaningful participation that allow student voice and involvement in decision-making.

It presents six actionable strategies to foster resilience in classrooms and school environment. Henderson and Milstein developed the model after years of training educators and studying resilient youth. The model is widely used in teacher training, curriculum design, and school wellness programs. Schools implementing this model often see improved student behaviour, academic performance, and emotional well-being.

Table 1 Summary of Resilience Models

Model	Introduced by	Key features	How it explains resilience	Educational implication
Protective Factor Model	Sir Michael Rutter (1987)	Focuses on variables (internal/external) that buffer against risk	Resilience results from interaction between risk and protective factors	Promote teacher support, safe environments, and peer relationships
Compensatory Model	Fergus & Zimmerman (2005)	Positive factors have direct effects that offset risk	Resilience arises from strong, independent strengths (e.g., self-efficacy)	Strengthen skills and support systems to reduce negative outcomes
Challenge Model	Garmezy, Masten & Tellegen (1984)	Moderate stress can build coping capacity	Exposure to manageable adversity strengthens psychological resources	Provide structured challenges that develop problem-solving and persistence
Ecological-Transactional Model	Cicchetti & Lynch (1993)	Resilience is shaped by multi-level interactions (family, school, society)	It evolves over time through dynamic person-environment exchanges	Intervene at individual, family, and community levels for holistic support
Resiliency Wheel Model	Henderson & Milstein (2003)	Six school-based strategies to build resilience	Focuses on building resilience through caring, structure, and involvement	Implement life skills, supportive relationships, high expectations, and participation

Note: This table summarizes key resilience models and their application in educational contexts.

2.2 School Satisfaction

School satisfaction refers to a student's overall cognitive evaluation and emotional response to their school experience. It is a key component of students' subjective well-being and reflects how positively they perceive their academic environment, relationships with peers and teachers, and participation in school life. Students who are satisfied with school are more likely to exhibit higher academic engagement, better social adjustment, and lower levels of emotional distress. Huebner (1994) defines school satisfaction as "a cognitive-affective construct that represents students' subjective judgments of the quality of their school life." Suldo et al. (2006) emphasized that school satisfaction is an essential domain of adolescents' life satisfaction and is associated with positive educational and psychological outcomes.

The concept of school satisfaction has its roots in the broader field of subjective well-being (SWB) and positive psychology. In the early stages of psychological research, much of the focus was on academic performance and behavioural outcomes, often neglecting how students actually felt about their school experiences. The shift began in the late 20th century, particularly with Huebner's work in the 1990s. He was one of the first scholars to systematically study children's and adolescents' subjective well-being, introducing the Multidimensional Students' Life Satisfaction Scale (MSLSS), which included school satisfaction as one of the key domains. Huebner (1994) emphasized that how students feel about school is just as important as how they perform in it.

Furthermore, by the early 2000s, researchers such as Suldo et al. (2006) expanded on this work, linking school satisfaction to positive outcomes like academic achievement, school engagement, emotional well-being, and reduced risk behaviours. These findings encouraged educators and psychologists to consider school satisfaction as a crucial indicator of student mental health and educational success. Today, school satisfaction is widely recognized in educational psychology, school counseling, and child development research as a key component of students' overall well-being, reflecting both cognitive evaluations and emotional experiences of school life.

2.2.1 Models of School Satisfaction

The Multidimensional Students' Life Satisfaction Scale (MSLSS) Model was developed by Huebner (1994), which focused on school satisfaction as one of several life domains. This model is embedded within the broader subjective well-being framework and considers school satisfaction as a distinct yet interconnected component of overall life satisfaction. The MSLSS includes five domains: school, family, friends, self, and living environment. School satisfaction is assessed through items measuring students' contentment with their teachers, academic experiences, peer relationships, and school environment. The School Climate and Satisfaction Model was rooted in educational psychology and school effectiveness research and focused on the relationship between school climate and satisfaction. This model posits that school satisfaction is significantly influenced by students' perceptions of school climate; including teacher support and fairness, peer relationships and respect, student involvement and safety, and opportunities for academic success.

The Person–Environment Fit Model was developed by Eccles and colleagues (1993) and focused on the match between students' needs and the school environment. This model explains school satisfaction as a result of how well a student's needs and abilities align with what the school environment offers. When there is a mismatch (e.g., too much academic pressure, lack of autonomy), dissatisfaction increases. Satisfaction is highest when educational practices, expectations, and relationships align with the student's developmental stage.

Deci and Ryan (2000) proposed applying self-determination theory to school satisfaction, focusing on the basic psychological needs of autonomy, competence, and relatedness. When schools support these needs, students report higher satisfaction. Autonomy refers to feeling in control of one's learning, competence refers to feeling capable and practical, and relatedness refers to feeling connected to peers and teachers.

Table 2 Summary of School Satisfaction Models

Model	Key Focus	Proposed by	Main Idea
MSLSS Model	Life domains, including school	E. S. Huebner (1994)	School satisfaction as part of overall life satisfaction
School Climate Model	Environmental influences	Zullig et al. (2010)	Positive school climate enhances satisfaction
Person–Environment Fit Model	Student–school compatibility	Eccles et al. (1993)	Satisfaction comes from a match between student and school
Self-Determination Theory (SDT)	Psychological needs fulfillment	Deci & Ryan (2000)	Autonomy, competence, and relatedness boost satisfaction

Note. This table summarizes key models of school satisfaction and their main theoretical contributions.

2.3 Academic achievement

Academic Achievement refers to the measurable performance outcomes of students in educational settings, typically demonstrated through grades, test scores, GPA, or other forms of assessment. It is considered a key indicator of a student's learning progress, knowledge acquisition, and intellectual competence across various subjects. According to Steinmayr et al. (2014), academic achievement refers to the extent to which a student has achieved their educational goals, as defined by both curriculum standards and personal academic objectives. Schools, universities, and policymakers often use it as a benchmark for evaluating educational effectiveness and student success.

2.4 Recent research on resilience and academic achievement

Brewer et al. (2019) highlighted a positive correlation between resilience and academic achievement. They opined that resilient students employed more effective coping strategies, leading to higher academic performance, particularly in challenging learning environments. The study emphasized that resilience-building interventions could improve

students' ability to handle academic stress and setbacks. Similarly, a meta-analysis by Martin and Marsh (2020) found that students with higher resilience scores performed better in standardized tests and demonstrated better problem-solving skills. The research concluded that resilience is a significant predictor of long-term academic success. A recent study by Wang et al. (2022) explored the combined impact of resilience on school satisfaction. Findings revealed that students who exhibited resilience in overcoming obstacles reported higher levels of school satisfaction. The study emphasized that fostering resilience through mentorship programs can improve students' overall educational experiences.

A longitudinal study by Dörnyei (2021) examined the interplay between resilience, school satisfaction, and academic performance. The study found that pupils who demonstrated resilience while maintaining high levels of school satisfaction achieved better academic outcomes. A systematic review by Fredrickson (2022) confirmed these findings, stating that interventions targeting all five variables holistically rather than individually yield better long-term academic success.

3. RESEARCH DESIGN

The present study used a quantitative, descriptive survey design to examine the impact of resilience on secondary school students' school satisfaction and academic achievement.

3.1 Sample of the study

The study's population included secondary school students from public and private schools in Faisalabad city. The total sample comprised 652 students (male = 314, female = 338).

3.2 Instruments and data collection

The data were collected using the Brief Resilience Scale (BRS) and the High School Satisfaction Scale (H-Sat). Academic achievement was reported through students' performance in the Mid-term examination.

Table 3

Sr. No	Variables	Instruments	Authors	No. of Items	No. of Factors
1.	Resilience	Brief Resilience Scale (BRS)	Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008)	6 items	_
2.	School Satisfaction	High School Satisfaction Scale (H-Sat)	(Ernesto Lodi et al. 2019)	20 items	5 factors i.choice, ii.services, iii.Relations, iv.Study v.Career usefulness

3.3 Reliability of the scales

Resilience

The Brief Resilience Scale (BRS), developed by Smith et al. (2008), was used to assess students' ability to bounce back from difficulties and adapt to challenging situations. This scale is widely recognized for reliably measuring resilience as the capacity to recover from stress. It includes six items, with sample statements such as, "I tend to bounce back quickly after hard times" and "I have a hard time making it through stressful events". The BRS provides a straightforward way to understand how well students cope with and recover from adversity.

The reliability of the resilience scale in the context of Pakistan is given below:

Reliability	
Cronbach's Alpha	No of Items
.77	6

School Satisfaction

The High School Satisfaction Scale (H-Sat) by Ernesto Lodi et al (2019) assessed students' satisfaction with their school experiences. The questionnaire consists of 20 items and five factors: choice, services, Relations, Study, and Career usefulness. Each factor contains four items. The reliability of (H-Sat) in the context of Pakistan is given below.

Reliability	
Cronbach's Alpha	No of Items
.88	20

3.4 Ethical Considerations

Ethical considerations were a top priority throughout the study. Before collecting data, informed consent was obtained from all participants and their guardians, ensuring they fully understood the purpose of the study, what it involved, and their right to withdraw at any time without consequences. To protect participants' privacy, all data was anonymized and stored securely. The study strictly adhered to the ethical guidelines set by relevant educational institutions and research ethics committees, ensuring that the rights of all participants were always respected.

4. Data analysis

The present study aimed to investigate the impact of resilience on students' school satisfaction and academic achievement at the secondary level. The data were analyzed using SPSS 26. Pearson correlation and linear regression analysis were applied. The results are given below.

Table 4 Intercorrelations among Resilience, School Satisfaction and Academic Achievement (N=652).

	Resilience	Shcool satisfaction	Academic achievement
Resilience	1		
School satisfaction	.37*	1	
Academic acheivement	.19*	.01	1
Note: * $p < 0.05$			

The study found a moderate positive correlation ($r = 0.37$, $p < 0.05$) between resilience and school satisfaction. More resilient students tend to have higher school satisfaction, likely because they are better able to cope with challenges. However, there is a weakly significant relationship ($r = 0.19*$, $p < 0.05$) between resilience and academic achievement. It suggests that while resilience may help students handle difficulties, it is weakly related to higher grades.

Research question 1

Is there any significant impact of resilience on students' school satisfaction?

Table 5 Linear Regression Analysis Predicting School Satisfaction from Resilience (n = 652)

	B	SE	Sig
Resilience	.29	.012	.00
R^2	.08		
Adjusted R^2	.07		

* $p < 0.05$

Table 5 indicates that resilience has a statistically significant impact on school satisfaction, with a moderate effect size ($\beta = 0.29$, $SE = 0.012$). The R^2 value of 0.07 suggests that resilience explains 7 per cent of the variance in school satisfaction. Resilience has a significant positive impact on school satisfaction; students with higher levels of resilience tend to report greater satisfaction with their school experience. These findings highlight the importance of fostering students' resilience to enhance their overall school experience.

Research question 2

Is there any significant impact of resilience on students' academic achievement?

Table 6 Linear Regression Analysis Predicting Academic Achievement from Resilience (n = 652)

	β	SE	Sig
Resilience	.021	.014	.512
R^2	.00		
Adjusted R^2	.00		

* $p < 0.05$

In Table 6, the results indicate that resilience has a very weak and statistically non-significant impact on academic achievement ($\beta = 0.021$, SE = 0.014). The R^2 value of 0.00 suggests that resilience explains virtually none of the variance in academic achievement. The adjusted R^2 of 0.00 further confirms that resilience does not meaningfully predict academic performance. These findings suggest that while resilience may influence other psychological and behavioral outcomes, it does not directly affect students' academic achievement.

5. DISCUSSION

The present study examined the impact of resilience on students' school satisfaction and academic achievement at the secondary level. The findings provide valuable insights into the interrelationships among these psychological and academic variables, highlighting both their significance and limitations in shaping students' educational experiences. The study revealed a significant positive relationship between resilience and school satisfaction, suggesting that students who exhibit higher resilience tend to have more positive perceptions of their school environment. The findings align with previous research (Martin & Marsh, 2020; Brewer et al., 2019), indicating that resilience enhances students' ability to navigate academic challenges, maintain positive interactions with teachers and peers, and find meaning in their educational experiences. This finding is consistent with studies by Diener et al. (2021) and Seligman & Csikszentmihalyi (2020), which suggest that resilient students experience lower academic stress and higher life satisfaction. Resilience explained 7 per cent of the total variance in school satisfaction. However, the relatively lower R^2 suggests that additional psychological and environmental factors, such as family support, mental health resources, and school climate, may also contribute to students' school satisfaction.

However, contrary to expectations, resilience had an almost negligible impact on academic achievement, indicating that resilience alone is not a strong predictor of academic performance. This finding contrasts with studies in Western contexts, where resilience has been found to play a significant role in academic success (Fredrickson, 2022). A possible explanation for this inconsistency is the educational pressures in Pakistan, where rote learning and exam-focused teaching methods limit the extent to which resilience contributes to measurable academic outcomes. Additionally, factors such as teacher support, parental involvement, and access to quality educational resources might mediate the relationship between resilience and academic achievement. Overall, this study's findings reinforce the existing literature on the importance of resilience in promoting school satisfaction. However, the results challenge previous research that suggests a strong link between these factors and academic achievement. This discrepancy highlights the need for context-specific educational interventions that go beyond individual resilience-building strategies.

For instance, while Western studies often emphasize self-regulated learning and student autonomy (Zimmerman & Schunk, 2021), the Pakistani education system relies more on teacher-centred instruction and standardized assessments. As a result, students' academic performance may be more influenced by external factors, such as exam preparation techniques, institutional policies, and socio-economic status, rather than solely by psychological attributes. Additionally, the limited impact of resilience on academic achievement underscores the importance of integrating holistic educational practices, including mentorship programs and digital learning resources.

6. CONCLUSION

The present study aimed to examine the impact of resilience on students' school satisfaction and academic achievement at the secondary level. The findings provide valuable insights into the relationships among these variables and their influence on students' overall educational experiences. The results indicate that resilience significantly affects school satisfaction, with students who are more resilient being more satisfied with their school experience. However, resilience did not affect academic achievement, suggesting that while it helps students cope with academic challenges, it does not necessarily lead to higher grades. These findings suggest that while resilience is essential for fostering a

positive school experience, academic achievement is influenced by additional factors such as cognitive abilities, instructional methods, and socio-economic conditions.

7. Implications for research and practice

Based on the study's findings, several key recommendations emerge to inform policy, practice, and future research. The following recommendations are intended to support educators and policymakers in improving student outcomes and fostering a positive educational environment. Longitudinal approaches should be used in future studies to investigate the long-term impacts of resilience on students' school satisfaction and academic achievement. Tracking students over time could provide deeper insights into how these psychological constructs evolve and influence academic success. Given that much of the existing research is based on Western contexts, future studies should focus on how cultural, socio-economic, and institutional factors influence the relationships between resilience and academic achievement in Pakistan and other developing countries. Moreover, future research should examine the role of teachers, mentors, and parents in fostering resilience among students. School policies and administrators should focus on developing students' resilience to help them deal with school challenges that reduce school satisfaction.

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