



RESEARCH PAPER

Relationship between College Students' Sense of Belonging and Academic Resilience

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ABSTRACT

This study intended to investigate the relationship between college students' sense of belonging and academic resilience. It aims to provide good research materials for contemporary college students in their academic development, to provide reference for further research, and to provide a basis for solving problems such as college students in their academic difficulties. 303 participants returned the questionnaires fully completed on all the scales and were assessed and analyzed. The findings suggest that there are differences in college students' sense of belonging, and academic resilience on different demographic variables, such as gender, grade, only child among the major attributes. College students' sense of belonging was positively correlated with academic resilience. Furthermore, College students' academic resilience has a positive predictive effect on college students' sense of. There are differences in school belonging and academic resilience among college students with different demographic variables. There are significant gender differences in college students' academic resilience; There are significant differences in school sense of belonging and academic resilience.

Introduction

College students are a dynamic and highly valued group. Society, families and schools place high hopes on college students and hope that they will grow up and become talents. However, in reality, after entering the University, some students cannot find a sense of existence and belonging in the new environment, and feel lonely in the face of strange teachers and classmates. Some college students have lost the goal of the college entrance examination, because the college entrance examination has supported them to work hard. They can't find a clear goal in the University and don't know how to plan their future. They just waste their limited youth in various online games, can't find the meaning of life, and are full of confusion, boredom and emptiness. Some college students still retain the learning methods of high school and cannot adapt to university learning. Learning is in a passive state and the learning pressure is too high to breathe... This series of problems have an important impact on College Students' sense of belonging, interest in college students' learning, learning motivation and other factors. One of the main tasks for college students is the arduous and fruitful learning process. Facing the same academic

dilemma, not all students perform poorly. On the contrary, some students can be more frustrated and brave, achieve better results, or do not suffer significant damage, because they have good internal quality and external resources. Gon zalez and Amado call it academic resilience. Learning is the primary task of a college student and the key factor of students' development. Whether they can master the necessary learning methods and form good learning habits has an important impact on the academic development of college students. In view of this, this study mainly discusses the relationship between the three variables of academic resilience, learning motivation and school belonging, which belong to the same learning field, in order to provide reference for the research and intervention of College Students' learning difficulties, and play a key role for teachers and parents to promote students to form a good learning psychology and improve their academic performance.

Sense of Belonging

Scholars have not formed a single definition standard for the definition of sense of belonging. There is a view that the definition of belonging is more that students feel respected and comfortable in school, and they are respected, valued, recognized by class or general schools in school (anderman L.h, 1999; DeVos, Dijkstra, 2000) 。 In addition, some scholars believe that students' sense of belonging and commitment to the school in ideology, psychology and emotion is a school sense of belonging that can measure students' willingness to take responsibility and participate in student activities. Other researchers have defined the school's sense of belonging from students' consciousness, emotional experience and corresponding behavior (Jin Qingying, 2012). According to the above analysis, researchers mainly define the school sense of belonging through students' feelings and behaviors.

The college students' sense of belonging scale compiled by domestic scholar Hao Jia (2008) has 34 items, including safety, responsibility, recognition of school, recognition of role and identity, recognition of University partnership, etc. From the above research, it can be seen that researchers have different attitudes towards schools: there are different views on kinship, teachers' behavior, soft and hard environment and so on. Cheung and Hui (2003), scholars from Hong Kong, China, translated and revised the Chinese version of the scale, including two dimensions of school belonging and resistance, with a total of 18 items. The relevant research results show that the Chinese version of the school belonging scale has good reliability and validity and can be used for relevant research. In this study, the school sense of belonging scale translated and revised by Cheung and Hui (2003) in Hong Kong, China was used.

Academic Resilience

Academic resilience is a psychological sign that students can grow well despite their shortcomings and failures. The definition of academic resilience can be summarized into three aspects: process, ability and result.

In previous studies, the definition of academic resilience mostly tends to the perspective of ability. 1 for example, academic resilience is an individual's ability to recover from low academic performance (JOWKAR, Kohoulat & Zakeri, 2011). Different

researchers have their own views on the meaning of academic resilience, but there are two factors on the whole: first, learning difficulties, that is, students are feasible when they face difficulties in the past or now; The second is the performance that researchers usually measure by students' performance. Academic resilience mainly means that students can correctly face failure when they face setbacks in learning. For example, students can deal with failure through active management, or through the good qualities they gain when they succeed. Another explanation is that academic resilience can enable students to correctly deal with setbacks and complete learning tasks. It is a tenacious fighting spirit to deal with academic setbacks.

Scholars at home and abroad have done a lot of research on the protective and risk factors of academic resilience, and put forward a series of structural models. Garmezy, Masten and Tellegen (1984) put forward three theoretical models of compensation, challenge and protection based on the theoretical framework of psychological resilience.

Literature Review

Gu Wenwen (2014) found through research that many factors have an impact on College Students' sense of school belonging. Yang Yongle believes that students' accommodation environment, Du Haoqiang believes that the external and internal environment of the school and the popularity of the school all affect students' sense of belonging to the school. The innovative and lively campus culture and humanistic care can significantly and positively predict the sense of belonging of the school. In addition to the influence of school soft power such as school reputation and school culture, the identity of students is also very important. There is a positive link between students' pride and the school's sense of belonging, which can greatly predict the school's sense of belonging (Huang Huihua, 2014). Interpersonal relationship also affects the school's sense of belonging. Domestic studies show that there is a significant positive correlation between College Students' sense of belonging and the good degree of interpersonal relationship between students (Gu Wenwen, 2014; Song Shukun, 2017).

As for the measurement of academic resilience, some researchers choose individuals who have suffered from academic difficulties as subjects. Instead of directly measuring individual academic resilience, they measure their academic performance (Waxman, gray & Padron, 2003). The daily academic resilience questionnaire of college students uses the 5-point scoring method to measure academic resilience through six dimensions: Dilemma perception, dilemma coping efficacy, dilemma positive cognition, dilemma coping strategies, teacher support and friend support. Although researchers have enriched the measurement methods of academic resilience from many aspects, most of the scales they provide do not measure the process of academic resilience, and only regard academic resilience as an ability quality. To sum up, there is no unified conclusion on the definition of academic resilience.

There are two main factors affecting academic resilience. One is protective factor, which is a variable to reduce the possibility of abnormal development of students (mash, Wolfe, 2003). Researchers usually compare the differences between individuals with or without academic resilience in terms of family environment, school environment and personal characteristics (Yin Mingze, Guo Cheng; 2016)。 Second, risk factors are

variables that will have adverse results on students' development. Researchers usually study from the dilemma factors faced by students, such as abuse in childhood, environmental maladjustment and so on. For example, a study has studied the emotional regulation ability and academic resilience of abused children. The results show that children who can effectively regulate their own emotions have higher academic resilience, and the more stable their living environment is, the stronger their academic resilience is.

Through combing the literature, it is found that although the school sense of belonging is greatly related to learning, this connection is only an indirect connection, which can only function through the intermediary of students' investment. School belonging contributes to the development and formation of students' investment and students' investment in their studies can effectively improve their academic performance and form the action mechanism of school belonging investment academic achievement. At the same time, some researchers believe that there is a direct effect between school belonging and learning.

Studies on academic resilience mainly focus on learning engagement, academic emotion, academic stress, learning burnout and so on. When a person is sad or long-term negative or depressed, a positive attitude will improve his academic resilience, which hinders his patience for learning (Wayman, 2002). Research (Liu Zaihua; 2016) shows that the degree of stress students feel in learning is related to their academic resilience, which is negatively correlated and significantly positively correlated with learning investment.

The problems of college students have triggered the author's in-depth thinking: what factors are closely related to students' academic resilience; Does students' sense of belonging to the school affect their academic performance and how much? What is the relationship between students' school belonging and academic resilience. Therefore, the author hopes to make a contribution to improving college students' academic achievement by studying these aspects of students.

This study aims to understand the current situation of College Students' school belonging and academic resilience, and reveal the relationship between the two. Studying the differences in other factors among the two variables is conducive to college teachers to pay attention to college students' learning in time; promote college students to love school and integrate into school, help college students form the habit of scientific learning, so as to improve college students' academic level.

Hypothesis

According to the purpose and significance of the research, this paper intends to put forward the following hypotheses:

H1: There is a significant relationship between college students' sense of belonging and academic resilience.

H2: College Students' sense of school belonging has a positive predictive effect on academic resilience

H2: There are gender differences in college students' sense of school belonging and academic resilience.

Material and Methods

Research Design

The current research was based on cross sectional survey design and simple random sampling was employed to recruit study participants.

Participants of the Study

In this survey, college students in higher education institutions were selected by random sampling. A total of 336 questionnaires were distributed, and 303 valid questionnaires were recovered, with an effective recovery rate of 90.18%. The specific distribution of samples is shown in Table 1 below

Table 1
Statistics of basic information of subjects

	Category	Number	Percentage (%)
Gender	Male	153	50.5%
	Female	150	49.5%
Grade	Freshmen	71	23.4%
	Sophomore	76	25.1%
	Junior	70	23.1%
	Senior	86	28.4%
Major	Humanities	97	32.0%
	Science and Engineering	121	39.9%
	Art and sports	59	19.5%
	other	26	8.6%
Only Child	Yes	140	46.2%
	No	163	53.8%

The student's questionnaire comprised of demographic information, School Belonging Scale and Academic Resilience Questionnaire.

This study adopts the school belonging scale (PSSM Chinese version) translated and revised by Chinese Scholars. It includes two dimensions: school belonging and resistance. There are 18 items in total, and there are 10 and 8 questions in the two dimensions respectively. This scale is a 6-point Likert scale. In the statistical data, the reverse questions are recoded. The higher score on the scale means the stronger sense of belonging to the school. The internal consistency coefficient of 0.873 indicates good internal reliability.

This study adopts Kong Yongqing's self-made "College Students' academic resilience questionnaire", which includes 6 dimensions: awareness, acceptance, goal orientation, meaning orientation, and focus on the present and cognitive dissociation,

with a total of 24 questions. Using the scoring method of 1-6, the internal consistency reliability of the questionnaire is 0.812, which has good reliability and validity.

Data Collection and Analysis

The researchers after getting the informed consent distributed the questionnaires among the study participants and informed them about the purpose of the study. Through careful analysis the recovered questionnaires were sorted out and after collecting and sorting the questionnaire data, 33 invalid questionnaires which were not answered carefully were excluded from the final data, and remaining 303 valid questionnaire data was then imported into spss22.0 software for data analysis and sorting. Descriptive statistics, t-test, correlations and ANOVA were carried out to analyze the data.

Results and Discussion

Descriptive data statistical analysis was conducted on the variables and their dimensions in this study. The specific data results are shown in Table 2.

Table 2
Descriptive statistics of College Students' sense of school belonging and academic resilience

Variable	Factor	Minimum Value	Maximum Value	Mean	SD
School Sense of Belonging	Sense of belonging	10	50	35.57	5.189
	Sense of resistance	1	25	14.82	3.931
	School belonging	19	75	50.40	6.770
Academic Resilience	Awareness	7	24	18.28	2.890
	acceptance	8	24	17.60	2.954
	Goal orientation	5	24	16.67	3.403
	Meaning orientation	5	18	13.11	2.223
	Focus on the present	3	18	11.84	2.620
	cognitive diffusion	8	35	23.73	4.628
	Academic resilience	56	132	100.23	11.000

Through the results in Table 2, we can clearly see the overall situation of College Students' sense of school belonging and academic resilience. The overall mean of school belonging is 50.40, slightly lower than the theoretical median of the scale, indicating that college students' school belonging is at the lower middle level as a whole, and all dimensions are worth scoring. The higher dimension is the sense of belonging factor, and the lower dimension is the sense of resistance factor; the overall mean of academic resilience is 100.23, higher than the theoretical median of the questionnaire, indicating that college students' academic resilience is at a high level as a whole, and all dimensions are worth scoring. The higher dimensions are awareness, acceptance and cognitive dissociation factors, the lower dimensions are goal oriented, meaning oriented and focus on the present;

The independent sample t-test is used to analyze the differences of gender on various factors of school belonging, academic resilience and learning motivation. The results are shown in Table 3.

Table 3
Gender difference test of each variable

	Male M±SD (n=153)	Female M±SD (n=150)	t	p
School belonging	50.58± 6.59	50.21± 6.97	0.468	0.640
Sense of belonging factor	35.70± 5.34	35.45± 5.05	0.419	0.675
Resistance factor	14.86± 3.36	14.77± 4.45	0.212	0.832
Awareness	17.93± 2.85	18.63± 2.89	-2.136	0.034
acceptance	17.54± 2.76	17.66± 3.14	-0.345	0.730
Goal orientation	17.00± 3.34	16.33± 3.44	1.727	0.085
Meaning orientation	13.10±2.14	13.11±2.30	-0.600	0.952
Focus on the present	12.13±2.54	11.54±2.67	1.971	0.050
cognitive dissociation	24.51±4.02	22.93±5.05	3.010	0.003
Academic resilience	101.00±10.37	99.44±11.58	1.234	0.218

It can be seen from table 3 that there is no significant difference between college students on different genders in school belonging and various factors, and the scores of men and women are relatively average. There were significant differences in cognitive dissociation factors between boys and girls ($p < 0.01$); There was significant difference in perceived factors ($p < 0.05$), and the score of girls was higher than that of boys; There was no significant difference between men and women in academic resilience and acceptability, goal orientation, meaning orientation and focus on the present, and the scores of men and women were average.

One way ANOVA was used to analyze the differences of professional attributes on various factors of school belonging, academic resilience and learning motivation. The results are shown in Table 4.

Table 4
Professional difference test of each variable

	Humanities M±SD (n=97)	Science & Engineering M±SD (n=121)	Art and sports M±SD (n=59)	Other M±SD (n=26)	F	p
School belonging	50.44±6.998	50.44±7.243	51.01±5.981	48.68±5.177	0.767	0.514
Sense of belonging factor	35.63±5.361	35.33±5.554	36.31±4.651	34.81±3.837	0.667	0.573
Resistance factor	14.81±3.792	15.08±4.210	14.71±3.567	13.81±3.919	0.768	0.513
Awareness	18.09±2.673	18.78±3.148	17.39±2.505	18.65±2.828	3.418	0.018
acceptance	17.44±2.858	17.77±3.395	17.29±2.213	18.12±2.566	0.703	0.551
Goal orientation	16.40±3.676	16.66±3.609	17.27±2.377	16.31±3.332	0.912	0.436
Meaning orientation	13.33±2.244	12.78±2.215	13.36±1.919	13.23±2.717	1.495	0.216
Focus on the	11.96±2.578	11.27±2.972	12.68±1.785	12.12±2.046	4.194	0.006

present						
cognitive dissociation	24.08±4.953	22.65±4.974	24.92±3.207	24.69±3.391	4.164	0.007
Academic resilience	100.23±11.435	99.44±11.868	101.05±8.567	102.04±10.255	0.550	0.648

It can be seen from table 4 that there is no significant difference in school belonging and factors among college students of different majors, and the scores of each major are relatively average. There were significant differences in focus on the present factor and cognitive dissociation factor among different majors ($p < 0.01$). Art and sports majors scored the highest, followed by other majors, humanities majors scored lower, and science and engineering majors scored the lowest; there was significant difference in perceived factors ($p < 0.05$). The score of science and engineering was the highest, followed by other majors, the score of science and engineering was lower, and the score of humanities was the lowest; there were no significant differences in academic resilience, acceptability, goal orientation and meaning orientation among different majors, and the scores of each major were average.

One way ANOVA was used to analyze the differences between grades on school belonging, academic resilience and learning motivation. The results are shown in Table 5

Table 5
Difference test of each variable in grade

	Freshmen M±SD (n=71)	Sophomore M±SD (n=76)	Junior M±SD (n=70)	Senior M±SD (n=86)	F	p
School belonging	50.10±6.036	51.21±6.364	50.34±6.803	49.98±7.657	0.767	0.514
Sense of belonging factor	35.72±5.297	35.91±4.081	36.10±4.629	34.73±6.269	0.667	0.573
Resistance factor	14.38±3.244	15.32±4.027	14.24±4.088	15.20±4.189	0.768	0.514
Awareness	17.66±2.635	18.24±2.707	18.63±2.793	18.53±3.267	1.661	0.176
acceptance	17.62±2.486	17.76±2.492	17.50±3.016	17.52±3.606	0.123	0.946
Goal orientation	17.41±2.886	16.57±2.690	16.77±3.819	16.06±3.900	2.109	0.099
Meaning orientation	13.03±1.890	13.26±2.035	13.21±2.615	12.94±2.313	0.365	0.778
Focus on the present	12.42±2.215	11.67±2.235	11.90±2.275	11.45±3.074	1.929	0.125
cognitive diffusion	24.63±3.896	24.26±4.034	23.74±4.853	22.49±5.255	3.380	0.019
Academic resilience	101.61±9.257	100.74±9.010	100.67±11.794	98.28±12.998	1.368	0.253

It can be seen from table 5 that there is no significant difference in school belonging and various factors among college students of different grades, and the scores of each grade are relatively average. There were significant differences in cognitive dissociation factors among different grades ($p < 0.05$). Freshman scored the highest, sophomore followed, junior scored lower, and senior scored the lowest; there was no significant difference in academic resilience, awareness, acceptance, goal orientation, meaning orientation and focus on the present, and the scores of all grades were average.

Pearson correlation analysis was used to test the correlation between the two variables and factors of College Students' school belonging and academic resilience. The results are shown in Table 6.

Table 6

Correlation between school belonging variables and factors and academic resilience variables and factors

	1	2	3	4	5	6	7	8	9	10
1 sense of belonging factor	1									
2 resistance factor	0.084	1								
3 School belonging	0.820**	0.639**	1							
4 awareness	0.569**	-0.004	0.437**	1						
5 Acceptance	0.486**	0.125*	0.447**	0.570**	1					
6 goal orientation	0.388**	0.051	0.327**	0.404**	0.497**	1				
7 meaning orientation	0.399**	-0.038	0.277**	0.467**	0.404**	0.487**	1			
8 focus on the present	-0.02	-0.175**	-0.105	0.001	-0.073	0.088	0.101	1		
9 cognitive dissociation	0.022	-0.065	-0.022	-0.019	0.005	0.282**	0.147*	0.646**	1	
10 academic resilience	0.493**	-0.013	0.370**	0.628**	0.648**	0.778**	0.641**	0.387**	0.584**	1

Note: * stands for $p < 0.05$ ** stands for $p < 0.01$; *** stands for $p < 0.001$

It can be seen from table 18 that through Pearson correlation analysis, there is a significant positive correlation between school belonging and academic resilience, indicating that the stronger the students' school belonging, the higher the academic resilience. In terms of the impact of school belonging factors on academic resilience, there is a significant positive correlation between belonging factors and academic resilience, and there is no significant correlation between resistance factors and academic resilience. In terms of the impact of various factors of academic resilience on school belonging, awareness, acceptance, meaning orientation and goal orientation have a significant positive correlation with school belonging, while the correlation of other factors is not significant.

Multiple linear regression analysis is carried out with the dependent variable of academic resilience, each dimension of school belonging, school belonging factor and school resistance factor as predictive variables. See Table 11 for details.

Table 11
Regression analysis of school belonging and academic resilience

	regression coefficient			Overall fitting index		
	β	T	P	F	R ²	After adjustment R ²
Sense of belonging factor	0.497	9.863	0.000	48.669	0.246	0.241
Resistance factor	-0.055	-1.089	0.277			

It can be seen from table 11 that the two dimensions of school belonging have a regression analysis on academic resilience. The two dimensions of school belonging have an extremely significant positive prediction of academic resilience ($p < 0.001$). The degree R2 of the total variation explained by the regression equation is 0.246, indicating that the two dimensions of school belonging can explain 24.6% of the variation of academic resilience. It shows that the higher the sense of belonging of college students, the stronger the academic resilience of college students.

Findings

Difference analysis of gender and area of study on each dimension of research variables

There were significant differences in cognitive dissociation factors between boys and girls ($p < 0.01$); There was significant difference in perceived factors ($p < 0.05$), and

the score of girls was higher than that of boys; The overall level of 'character strength' among university students' is high ($M=4.58$). Similarly, the 'moral character' ($M=4.64$) and 'social character' of university students are also high ($M=4.52$).

It can be seen from table 4 that there is no significant difference in school belonging and factors among college students of different majors, and the scores of each major are relatively average. There were significant differences in focus on the present factor and cognitive dissociation factor among different majors ($p < 0.01$). Art and sports majors scored the highest, followed by other majors, humanities majors scored lower, and science and engineering majors scored the lowest; there was significant difference in perceived factors ($p < 0.05$).

Correlation Among study variables

In terms of the impact of school belonging factors on academic resilience, there is a significant positive correlation between belonging factors and academic resilience, and there is no significant correlation between resistance factors and academic resilience. In terms of the impact of various factors of academic resilience on school belonging, awareness, acceptance, meaning orientation and goal orientation have a significant positive correlation with school belonging, while the correlation of other factors is not significant.

The predictive effect of school belonging on academic resilience

The two dimensions of school belonging have an extremely significant positive prediction of academic resilience ($p < 0.001$). The degree R^2 of the total variation explained by the regression equation is 0.246, indicating that the two dimensions of school belonging can explain 24.6% of the variation of academic resilience.

Discussion

The overall sense of belonging of college students is at the lower middle level, and the score of the sense of belonging factor is higher than that of the resistance factor, indicating that college students now rely more on the school than the resistance. Generally speaking, the sense of belonging is not very strong, which may be because they are dissatisfied with their own school level and are unwilling to accept their own school, or the university has loose and free management of students, So that students' sense of belonging is not strong; The overall academic resilience of college students is at a high level, and the scores of awareness, acceptance and cognitive dissociation factors are higher than those of goal orientation, meaning orientation and focus on the present, indicating that college students have higher resilience to their studies in terms of awareness, acceptance and cognition, and can better adjust their learning attitude. Generally speaking, the level of academic resilience of college students is high, able to bear academic pressure.

According to the research results, there is no gender difference in college students' sense of school belonging; In terms of academic resilience, the scores of boys in cognitive dissociation factor and awareness factor are higher than those of girls, with significant difference. This may be that women can quickly understand themselves,

clarify the direction, do what they should do now and effectively deal with academic setbacks in the process of being cautious, careful and facing difficulties. But maybe girls' personality doesn't pay a key role. They may be aware of setbacks, but they can't happily accept setbacks. Moreover, their goals have changed slightly due to the influence of the external environment, so the overall situation of academic resilience is not as high as that of boys.

The results of this study show that there is a significant positive correlation between College Students' school belonging and academic resilience. It shows that students' academic resilience increases with the increase of school belonging. It can be seen from this result that students with low sense of belonging are more prone to poor academic resilience, which is basically consistent with the research results of Du Wei (2016) and Zhang dashai (2017). According to the hierarchy of needs theory of Abraham Maslow, a famous American psychologist, human needs include the needs of belonging and love. When the needs of belonging and love are met, individuals will have a positive emotional experience, so as to increase their interest in their own work and learning and enhance their academic resilience.

In order to further explore the relationship between school belonging and academic resilience, this study uses the method of regression analysis to further analyze the three variables.

The results show that the regression coefficient is significant when the two factors of school belonging have a regression analysis on academic resilience. It shows that the two factors of school belonging have a significant predictive effect on academic resilience, which means that when college students' academic resilience is at a low level, they can improve their academic resilience by enhancing their school belonging. By actively participating in school activities, college students can improve their sense of identity with the school system and culture, cultivate the spirit of ownership, further improve the school sense of belonging, and improve their academic resilience.

Conclusions

Through the analysis and Research on College Students' sense of school belonging and academic resilience, the main conclusions obtained are: The sense of belonging of college students is in the lower middle level, while the overall academic resilience of college students is above the middle level. There are differences in school belonging and academic resilience among college students with different demographic variables. There are significant gender differences in college students' academic resilience; there are significant differences in school sense of belonging and academic resilience; and that there are only significant differences in academic resilience in grade and majors. There is a significant positive correlation between College Students' school belonging and academic resilience, and academic resilience has a positive predictive effect on school belonging.

Recommendations

The present study indicates the following recommendations based on conclusions.

Like all other researches, current research has some limitation. The study participants only belonged to one province of China, due to the uneven local economic development level and education level, it is hard to generalize the results to college students in different regions and it is an avenue worth exploring. This study only uses the questionnaire survey method which lacks the mediation scheme and cause and effect relationship. Future research should adopt a variety of methods to make the research conclusions more convincing.

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