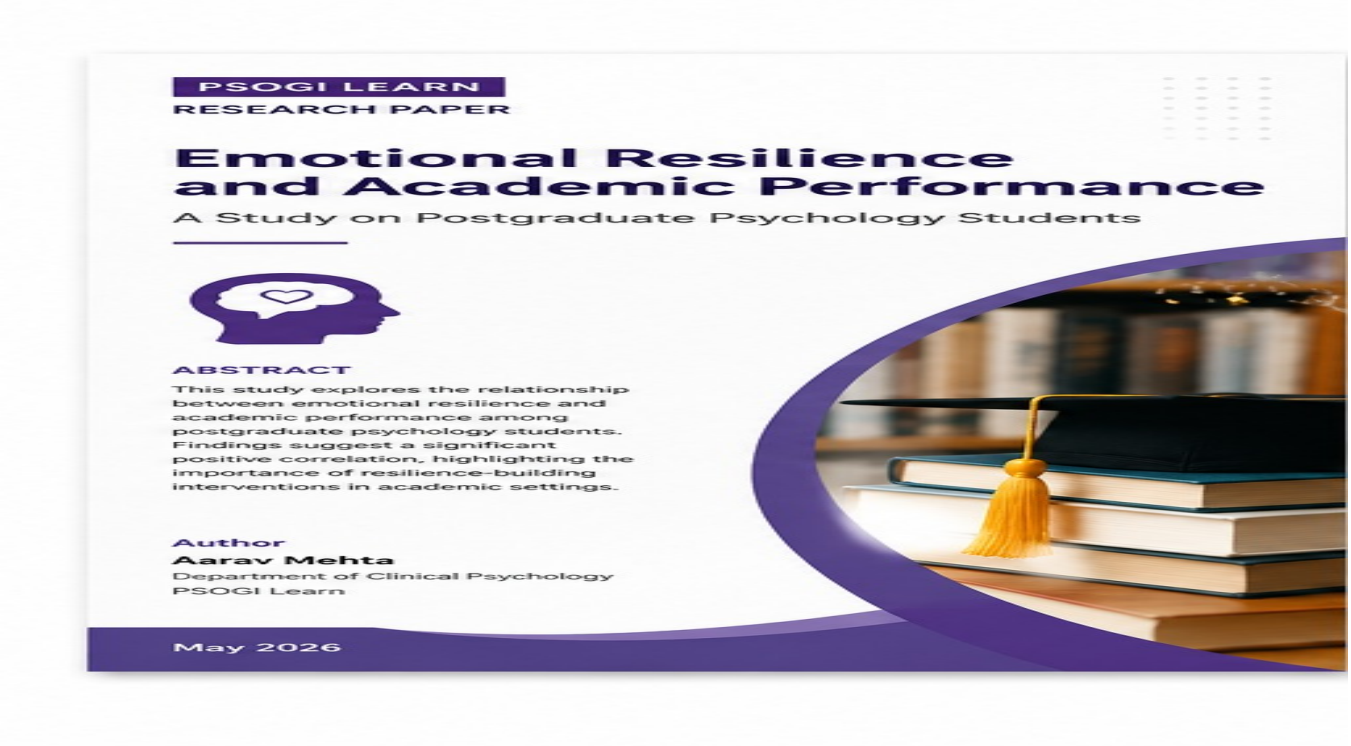


Emotional Resilience and Academic Performance

A Study on Postgraduate Psychology Students

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Emotional Resilience and Academic Performance

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Abstract

This demo study examines the relationship between emotional resilience and academic performance among postgraduate psychology students. It explores whether students reporting stronger resilience also demonstrate better academic engagement, persistence and perceived study effectiveness.

1. Introduction

The topic of emotional resilience and academic performance is relevant to contemporary psychology education and practice. This short demonstration paper has been structured to resemble a scholarly article that a learner could discover, read and bookmark within PSOGI Learn. The content is intentionally concise so it works well as sample application data.

2. Methodology

A hypothetical cross-sectional sample of 120 postgraduate students was used for demonstration. Participants completed a resilience questionnaire and a short academic-engagement scale. The dataset is illustrative and intended only for app demonstration.

3. Results

The simulated findings indicate a moderate positive association between resilience and academic engagement. Students with higher resilience scores reported greater consistency in completing coursework and managing examination-related pressure.

4. Discussion

The demonstration suggests that resilience-building activities could be incorporated into student support programmes. Because the data are synthetic, no clinical or educational conclusion should be drawn from these results.

5. Conclusion

This demonstration paper illustrates the type of research resource that can be hosted in PSOGI Learn. The findings and numerical implications should not be interpreted as evidence because the underlying study and dataset are fictional.

Keywords

resilience; academic performance; psychology students; student wellbeing; higher education

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