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Research Paper

To Boldly Go in Distance Language Learning: A Picture of Nexus Between Academic Resilience, Academic Buoyancy, Learner Self-Efficacy, Learner Enjoyment, and Academic Well-Being

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Abstract
The significant demand for and growing trend toward the use of online classrooms calls for the use of modern teaching technology. Using mobile-assisted learning technologies may open new avenues of inquiry and instruction in the field. SHAD Application (SHAD App) is the offspring of the Coronavirus school closer in Iran. The use of the SHAD App in Iranian instruction may have an impact on the mental health and emotional safety of the learners. Even though the SHAD App has been credited for teaching students, and even though academic resilience (AR), academic buoyancy (AB), learner self-efficacy (LS-E), and learner enjoyment (LE) have all been linked to academic well-being (AW-B), this area of study has not been well investigated. In light of this, the current research examined a potential

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structural model of AR, AB, LS-E, LE, and AW-B among junior high school students. As a result, 391 students participated in surveys designed to gauge their AR, AB, LS-E, LE, and AW-B using the Academic Resilience Scale (ARS), Academic Buoyancy Scale (ABS), Learner Self-Efficacy Scale (LS-ES), Foreign Language Enjoyment Scale (FLES), and Academic Well-Being Questionnaire (AW-BQ). The structural equation modeling (SEM) results show that the most resilient and buoyant students also had the highest LE and AW-B. Moreover, LS-E was shown to help increase enjoyment and achievement during online instruction. This study's results may have far-reaching contributions to evaluating and implementing technology-enhanced learning in schools. The repercussions of this investigation, which may lead to improvements in the psychology of language teaching in online classes, are discussed in further detail.

***Keywords**:* Academic resilience, Academic buoyancy, Learner self-efficacy, Learner enjoyment, Academic well-being

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1. Introduction

New teaching methods are needed more than ever to keep up with the dizzying pace of technological advancement. During the COVID-19 Pandemic Crisis, when schools were nearly entirely closed, and few contacts were made between people, virtual classes gained popularity. Research on online learning environments has been fundamental in this context due to the need to portray this choice's advantages and disadvantages accurately. Many positive and negative factors might influence whether or not a student does well in an online course. Students who employed academic resilience (AR) were better able to deal with anxiety and despair brought on by their language lessons, according to research by Kim and Kim (2016). Fletcher and Sarkar (2003) define resilience as the ability to go on with daily life and make positive changes even when facing difficult circumstances.

In the words of Cassidy (2016), AR is shown by sticking with a task to completion despite the difficulty it may provide. Stronger feedback-taking

and application skills are another hallmark of resilient students. Competence, viewpoints, personal objectives, and adaptable capacities are only internal and environmental factors affecting AR (Tamannaeifar & Shahmirzai, 2019). To overcome obstacles to beneficial development, AR is a living and supporting framework, as emphasized by Li (2022). Similarly, Namaziandost et al. (2023b) found that learners who think critically, manage their feelings, and have more significant AR were better at defusing their demotivation. As revealed in a newly published study by Nurjamin et al. (2023a), participants who employed AR and emotion regulation strategies were more successful in lowering their test-related anxiety.

Academic Buoyancy (AB) is a student-related component in the present investigation. According to Martin (2014), the "AB" paradigm refers to students' characteristics that assist them in efficiently coping with academic obstacles and issues they encounter daily. The daily tension and worry that learners experience are deflected by AB, making it similar to armor in its function (Yun et al., 2018). That is, long-term viability, consistency adaption, an optimistic psychological qualification, as well as a favorable perspective on academic life, appeared as beneficial factors that assist students in successfully coping with academic hardship and adversity (Ghafouri & Tahriri, 2023; MacIntyre & Gregersen, 2021). Furthermore, Jahedizadeh et al. (2019) created and verified a context-specific instrument, intending to conduct a more comprehensive assessment of AB, which was applied in the present investigation.

The existing literature reflected that AB is still primarily undiscovered and requires more research. In their endeavors, Miller Smedema et al. (2015) and Yun et al. (2018) discovered that AB influences learners' academic accomplishment and advancement in their English and mathematics learning. Olivier et al. (2018) concluded that LS-E significantly influences the choices

students make and the motivation level to complete the assignments they are given. Phan and Ngu (2014) conducted a distinct piece of study in which they explored the interconnections between the antecedents of alcoholism and the mental and physical health of an individual. Zhang (2021), who pursued an identical path of investigation, concluded that the language teachers' buoyancy affected the participation of their pupils. Resultantly, it is acceptable to suppose that buoyancy may assist both teachers and pupils and that expenditures made in utilizing beneficial techniques to enhance levels of AB are of the highest relevance in any instructional context. As an additional point of interest, Xu and Wang (2022) believe that learners' AB may reach four when they are motivated and keen on the subject matter. Additionally, they claimed that teachers can potentially impact their particular pupils' academic performance substantially.

The degree of self-assurance a person has about their enthusiasm, mental state, and interpersonal interactions is reflected along the LS-E dimension (Nejati & Saharpour, 2020). Lai and Hwang (2016) claimed that real students have an affirmative outlook on the learning process, and they feel that their lack of accomplishment is due to their inadequate endeavor rather than a lack of competence. According to Bandura's description (2012) of LS-E, it encourages individuals to feel capable of picking the method that will help them attain their objectives more quickly. Additionally, Bong and Clark state that there is a relationship between learners' LS-E beliefs and how they respond to different types of hardship concerning their ideas, actions, and coping strategies. This connection includes how individuals cope with their adversity (Bong & Clark, 1999).

Bandura's social-cognitive theory, created in 1998, offers a theoretical framework for understanding how talents are perceived. This theory takes an agent-based approach to the study of personality and emphasizes the role of

self-referential experiences in shaping an individual's personality. Having faith in one's abilities to fulfill a job or exhibit a set of behaviors successfully under certain conditions is what Bandura (1997) calls learner self-efficacy (LS-E). This metacognitive ability emphasizes the LS-E skills (Cerit, 2019), and it manifests itself in self-responsibility, self-regulation using individual criteria, and remedial self-actions. This ability to reflect on one's learning highlights the value of the LS-E abilities. The advantageous effects of LS-E perspectives and classroom participation on students' academic progress were supported by the research results by Olivier et al. (2018). Similar results were found by Namaziandost et al. (2023a), who concluded that an individual's LS-E is inversely proportional to their emotional stability and engagement level.

Learner enjoyment (LE) is directly related to and a precursor to students' performance, particularly in online classes (Zeng et al., 2023). LE is a critical attribution that echoes learners' experiences of delight in language acquisition (Jiang & Dewaele, 2019). In the voice of Kim and Kim (2016), learning English inspires children to behave enthusiastically and builds the students' emotional resilience. Fostering a feeling of performance is strongly connected to and a forerunner of LE (Zeng, 2021). To learn a language effectively, creating a conducive learning environment and implementing several methods to assist is vital. For a good learning environment, it is recommended that instructors create a setting in which LE may be developed and where the activities and tests in the classroom contribute to a sense of satisfaction among the learners.

The experience of enjoyment is inherently open to change. Dewaele et al. (2018) verified that LE alters over time based on the personality of the language learner and the instructional setting in which they are immersed. The same can be said for the findings of Li et al. (2018), who finalized that

pleasure and anxiety are common in language classrooms and impact the students' performance both in class and in their final assignments. Research has revealed that educators' and learners' communications are essential in fostering LE in the classroom (e.g., Elahi Shirvan et al., 2020; Ritonga et al., 2023). Finding a happy medium between participants' cognitive demands and context-oriented traits is another way to boost class enjoyment (Chen et al., 2021).

Likewise, Zeng (2021) authored a review article demonstrating his pleasure in and involvement with the target language. Zeng verified that implementing the LE enhances learners' engagement and academic motivation, ensuring sustained success. Furthermore, in a longitudinal study involving university EFL students to examine the correlation between Learning Environment (LE) and the anxiety that arises throughout the process of learning a foreign language in a classroom setting, Elahi Shirvan and Taherian (2021) revealed that LE and anxiety in a foreign language classroom had an inverse relationship. Following the results of Khajavy et al. (2018), participants who experienced high LE are more likely to participate in class discussions and make eye contact with their peers. In an identical investigation, Aldosari et al. (2023) give evidence that self-evaluation and reflective thinking are crucial stages toward the LE and immunity of EFL students.

In examining the literature on AR and AB, it becomes evident that these constructs play pivotal roles in students' academic success and psychological well-being. Cassidy (2016) underscores AR's essence in persevering through challenges, highlighting its multifaceted nature influenced by internal and external factors. Similarly, as elucidated by Martin (2014) and Jahedizadeh et al. (2019), AB protects against academic stressors, fostering adaptability and positive psychological attributes. While existing research, such as those by

Miller Smedema et al. (2015) and Yun et al. (2018), underscore the positive impact of AB on academic achievement, a critical synthesis reveals gaps in understanding the nuanced mechanisms underlying AB's efficacy across diverse educational contexts. Moreover, LS-E, as conceptualized by Bandura (2012), emerges as a significant determinant of students' motivation and decision-making, with studies like Olivier et al. (2018) highlighting its influence on academic outcomes. However, conflicting findings and methodological variations underscore the need for a more nuanced exploration of LS-E's role in shaping students' responses to adversity and engagement in learning.

Furthermore, the literature on LE emphasizes its intrinsic link to academic performance and engagement, as observed in studies by Jiang & Dewaele (2019) and Zeng (2021). Yet, discrepancies in defining and measuring LE warrant further investigation into its dynamic nature and interaction with contextual factors. By critically synthesizing these findings, This research seeks to thoroughly comprehend the intricate interplay between AR, AB, LS-E, LE, and AW-B within the framework of the SHAD App, shedding light on areas necessitating further research and theoretical refinement.

The concepts under investigation in this study, namely AR, AB, LS-E, LE, and AW-B, are deeply intertwined with the evolving landscape of education, particularly in the context of technological advancements and remote learning platforms like the SHAD App. AR, as defined by Kim and Kim (2016) and further elucidated by Fletcher and Sarkar (2003), encompasses students' ability to persist and thrive despite adversities, a trait particularly crucial in navigating the challenges of online learning. Similarly, as articulated by Martin (2014) and Jahedizadeh et al. (2019), AB reflects students' resilience to overcome academic hurdles, offering insights into their adaptability within the digital learning environment. Moreover, LS-E,

grounded on the social-cognitive framework put forward by Bandura (2012), is pivotal in shaping students' beliefs in their capabilities to succeed academically, especially amidst the uncertainties of online education. LE, closely linked to students' satisfaction and motivation in learning, has been emphasized by scholars like Jiang and Dewaele (2019) and Elahi Shirvan and Taherian (2021) as a crucial component of effective language acquisition, particularly in virtual classrooms. Lastly, AW-B, though relatively underexplored, is emerging as a critical metric of students' holistic well-being in the digital age, influenced by factors like AR, AB, LS-E, and LE. Thus, understanding the interplay of these concepts within the framework of the SHAD App is essential for informing instructional strategies and fostering students' resilience, adaptability, and overall well-being in online learning environments.

1.2 Objectives of the Present Research

Integrating new technologies into education presents opportunities and challenges for students, impacting their mental and psychological well-being. As education embraces technological advancements, effective instructional planning becomes paramount in addressing these challenges and ensuring students' successful learning experiences. Such planning equips students with the necessary skills and strategies to navigate educational obstacles and adapt to changing learning environments.

The advent of the COVID-19 Pandemic Crisis further underscored the importance of adaptable teaching methods as schools worldwide faced closures and social interactions dwindled. In response to this unprecedented disruption, many nations, including Iran, prioritized the development of remote learning platforms to ensure continued access to education. The Iranian Ministry of Education's initiative to launch the SHAD App platform

exemplifies this shift towards online learning, providing students with online and offline educational resources.

Lifting the existing literature on AR, AB, LS-E, and LE has been confirmed to help students boost their academic well-being (AW-B); no study has ever investigated the relationships between students' AR, AB, LS-E, LE, and AW-B. The present literature on the SHAD App for learning shows a similar lack of research. Given the gaps in the study and the weight placed on the students' assumptions about what they know (namely, AR, AB, and LS-E) in terms of their applicability to foster LE and AW-B, this research was conducted to comprehend further the effects of employing SHAD App on AR, AB, LS-E, LE, and AW-B. Eventually, the following research questions were raised:

RQ1. Does AR have any impact on the LE and AW-B of the students when they use the SHAD App?

RQ2. Does AB have any impact on the LE and AW-B of the students when they use the SHAD App?

RQ3. Does LS-E have any impact on the LE and AW-B of the students when they use the SHAD App?

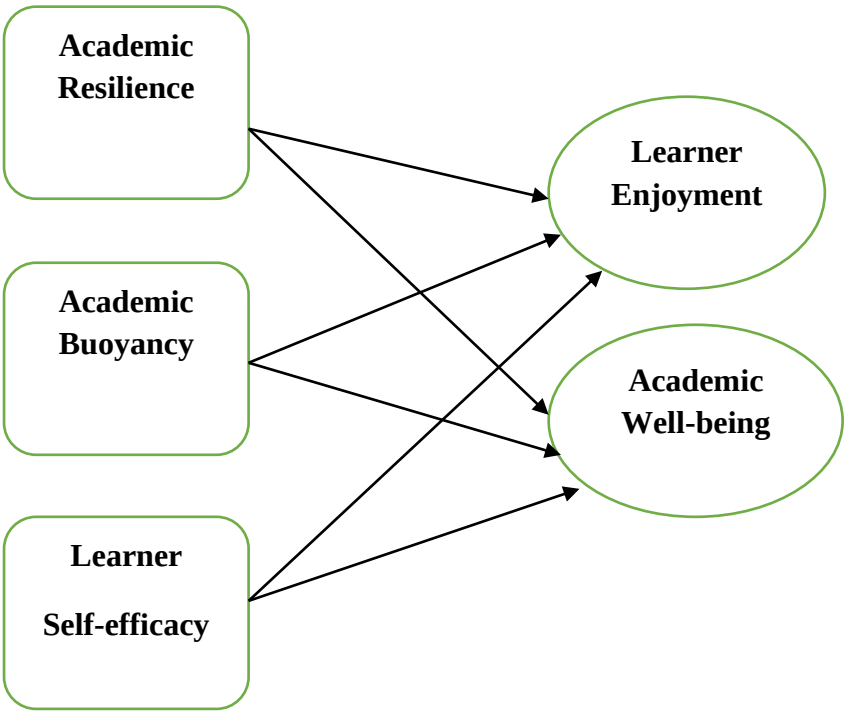
In this context, the following model was suggested and tested appropriately:

The relationships among the constructs in this study are based on the social-cognitive hypothesis put forward by Bandura, which states that people's views of their capabilities (LS-E) significantly shape their behavior and outcomes. AR, AB, and L S-E are interconnected constructs contributing to students' ability to navigate challenges and persist in their academic endeavors. LE serves as both a consequence and a facilitator of these constructs, as positive experiences in the learning process reinforce

resilience, buoyancy, and LS-E while fostering a sense of satisfaction and motivation. Thus, it is hypothesized that higher AR, AB, and LS-E levels will lead to increased LE and enhanced AW-B.

Figure 1

The Proposed Model



2. Methodology

2.1 Participants

This study encompassed a cohort of 391 students from Northeast Iran, spanning two junior high schools, one high school for boys and one for girls. The participants' ages varied from 12 to 16 years, with a gender distribution

of 173 females and 218 males. Amidst the COVID-19 pandemic, as digital learning platforms supplanted traditional classroom settings, these students transitioned to receiving their education and evaluations exclusively through the SHAD App. This application, specifically designed for the Iranian education system, facilitated their English language learning and provided a distinctive dataset for assessing the effectiveness of mobile learning in language education. The participant selection process utilized a convenience sampling strategy, enabling the swift collection of a sample that was accessible and amenable to participation. This approach was selected in response to the difficulties of the pandemic, which necessitated an immediate understanding of the ramifications of abrupt transitions to online learning modalities.

In conducting this research, the authors adhered to stringent ethical standards to protect and respect the participants' rights. Written informed permission was obtained from every participant, including their guardians. The consent process was carefully designed to be age-appropriate and comprehensible, ensuring that participants and their parents fully understood the nature of the study and the use of the SHAD App for instructional goals. Participants had the autonomy to discontinue their involvement in the research at any time and were duly apprised of the study's ultimate results.

2.2 Instruments

Kim and Kim (2016) developed the ARS to measure AR. The English version of AR used in this study consists of 26 questions, each of which may be answered from "1 (strongly disagree) to 5 (strongly agree)". There are nine questions on the happiness component, seven on the empathy component, three on the sociability component, four on the perseverance component, and two on the self-regulation component. A value of 0.962 for internal consistency was found, as shown in Table 1.

The AB of the learners was evaluated using the ABS (Jahedizadeh et al., 2019). The English version of this test used in this study had 27 questions that assessed four aspects of L2 buoyancy: sustainability, regularity adaptability, positive personal eligibility, and positive acceptance of academic life. In addition, the ABS is based on a Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree), with 1 indicating strong disagreement and 5 indicating strong agreement. This study found a Cronbach alpha of 0.943, showing an acceptable reliability.

The researchers utilized the English iteration of the LS-ES developed by Greene et al. (2004) to ascertain the degree of students' self-assurance in their competency to achieve success. Responses on this scale span four statements and range from "strongly disagree" (1) to "strongly agree" (4). The Cronbach's alpha coefficient of 0.810 in Table 1 suggests that the reliability of this scale was appropriate.

The English version of this scale, FLES, developed and verified by Dewaele and MacIntyre (2016), was applied to check the level of pleasure experienced by participants learning foreign languages. On this scale that ranges from strongly disagreeing to strongly agreeing, the FLES consists of 21 questions on a 5-point Likert scale. Based on the report of Cronbach's alpha, which came in at 0.797, the FLES used in this research had a satisfactory level of dependability.

The English version of the Academic Well-Being Questionnaire (AW-BQ) by Farrokhi et al. (2022) was implemented to assess the participants' level of academic well-being. This questionnaire consists of 31 items on a 7-point Likert scale with six subsections, including the value of school, pessimism about school, tiredness of school, conflict with school duties, academic satisfaction, and inadequacy as a student. Cronbach's alpha yielded significant results in this study, with values ranging from 0.749 to 0.908. It is

essential to acknowledge that the Persian version of the instruments mentioned earlier was used in this study, whose translations were checked and confirmed by 2 PhD holders of Applied Linguistics.

Table 1

Reliability Results of the Questionnaires

		N	Cronbach's Alpha
Academic Resilience	Perceived Happiness	10	0.840
	Empathy	7	0.883
	Sociability	3	0.836
	Persistence	4	0.812
	Self-regulation	3	0.836
	Total	27	0.962
Academic Buoyancy	Sustainability	7	0.885
	Regularity Adaptation	7	0.842
	Positive Personal Eligibility	6	0.804
	Positive Acceptance of Academic Life	7	0.858
	Total	27	0.943
Learner Self-efficacy	Learner Self-efficacy	7	0.810
Academic Enjoyment	Academic Enjoyment	21	0.797
Academic Well-being	Value of School	9	0.749
	Pessimism about School	3	0.864
	Tiredness of School	4	0.829
	Conflict with School Duties	9	0.834

Academic Satisfaction	4	0795
Inadequacy as a Student	2	0.766
Total	31	0.908

2.3 Data Collection and Analysis Procedures

The data needed for this research was compiled using web-based methods to ensure continuity and safety during the COVID-19 pandemic. The participants were engaged through online surveys designed to be user-friendly and comprehensive. The data collection spanned from September 2020 to February 2021, reflecting the peak of the pandemic's impact on educational systems. This timeframe was critical for capturing the immediate effects of the shift to online learning on students' academic experiences.

For data analysis, the initial step involved the Kolmogorov-Smirnov test to assess the normality of the distribution. The confirmation of normality permitted the use of advanced statistical techniques, including Confirmatory Factor Analysis (CFA) and SEM, conducted in LISREL 8.80. These methods provided a robust framework for understanding the complex relationships between the psychological constructs under investigation.

3. Results

In this section, data analysis summaries are made available. Further elucidation is provided concerning every facet of the report. The presentation of descriptive data takes place in the first step, shown in Table 2.

Table 2

Descriptive Statistics of the Results

Instruments	N	Minimum	Maximum	Mean	Std. Deviation

Perceived Happiness	391	10	50	33.169	10.058
Empathy	391	7	35	23.455	6.556
Sociability	391	3	15	10.343	2.916
Persistence	391	4	20	13.670	3.584
Self-regulation	391	3	15	10.033	3.179
Academic Resilience Scale	391	31	135	90.670	23.065
Sustainability	391	7	35	23.332	6.234
Regularity Adaptation	391	9	35	24.000	6.200
Positive Personal Eligibility	391	6	30	21.010	5.802
Positive Acceptance of Academic Life	391	8	35	23.512	6.064
Academic Buoyancy Scale	391	34	135	91.854	20.319
Learner Self-efficacy	391	7	28	22.325	5.558
Academic Enjoyment	391	46	97	74.816	10.437

Value of School	391	3	36	59	43.619	5.109
Pessimism about School	391	3	3	21	14.187	5.342
Tiredness of School	391	3	4	28	17.808	6.942
Conflict with School Duties	391	3	18	63	42.680	13.763
Academic Satisfaction	391	3	7	28	18.256	6.795
Inadequacy as a Student	391	3	5	14	9.522	3.447
Academic Well-being	391	3	80	198	146.072	29.155

'Perceived Happiness' (M = 33.169, SD = 10.058) and 'Empathy' (M=23.455, SD=6.556) possessed the most significant average AR scores. Regularity Adaptation was reflected to be the most deciding component (M = 24.000, SD = 6.200), as measured by the ARS. LS-E had a mean score of 22.325, with an SD of 5.558, and Academic Enjoyment was 74.816 (SD = 10.437). Among the main factors that make up Academic Well-being, conflict with school duties had the greatest mean value (42.680) and SD (13.763) when broken down into component elements.

Data normality was examined using the Kolmogorov-Smirnov test. Table 3 shows that all instruments and their components had sig values greater than 0.05. This was the case regardless of the instrument. Consequently, It may be

inferred that the data was distributed normally, meaning that parametric approaches are suitable for data analysis.

Table 3

The Results of Kolmogorov-Smirnov Test

	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Perceived Happiness	0.668	0.764
Empathy	0.771	0.592
Sociability	1.026	0.243
Persistence	0.910	0.378
Self-regulation	1.248	0.089
Academic Resilience	0.635	0.815
Sustainability	0.618	0.839
Regularity Adaptation	0.915	0.373
Positive Personal Eligibility	0.889	0.408
Positive Acceptance of Academic Life	0.891	0.405
Academic Buoyancy	1.115	0.166
Learner Self-efficacy	0.986	0.285
Academic Enjoyment	0.400	0.997
Value of School	1.339	0.055
Pessimism about School	1.363	0.049
Tiredness of School	1.105	0.174
Conflict with School Duties	1.021	0.248
Academic Satisfaction	1.136	0.151
Inadequacy as a Student	1.324	0.060
Academic Well-being	0.713	0.689

As can be seen in Table 2, the significance interval (sig) value for each instrument and its subscales was more than 0.05. On account of the fact that the data follow a normal distribution, parametric approaches may be used. For this investigation, a Pearson product-moment correlation was used to investigate the relationship between S-A, AB, RT, TTS, and LE.

Table 4

The Correlation Coefficients between Academic Resilience, Academic Buoyancy, Learner Self-efficacy, Academic Enjoyment, and the subscales of Academic Well-being

	Academic Resilience	Academic Buoyancy	Learner Self-efficacy	Academic Enjoyment	Value of School	Persistence about School	School Connect	School Duties	Academic Satisfaction	Student
Academic Resilience	1.000									
Academic Buoyancy	0.573**	1.000								
Learner Self-	0.612**	0.589**	1.000							

efficacy								
Academic Enjoyment	0.631**	0.941**	0.450**	1.000				
Value of School	0.723**	0.923**	0.505**	0.624**	1.000			
Pessimism about School	-0.677**	-0.861**	-0.566**	-0.578**	-0.624**	1.000		
Tiredness of School	-0.705**	-0.832**	-0.498**	-0.513**	-0.631**	0.622*	1.000	
Conflict with School	-0.644**	-0.804**	-0.532**	-0.588**	-0.512**	0.517**	0.608**	1.000

Duties										
Academic Satisfaction	0.763**	0.905**	0.605**	0.447**	0.487**	-0.541**	-0.488**	-0.564**	1.000	
Inadequacy as a Student	-0.730**	-0.876**	-0.580**	-0.556**	-0.631**	0.589**	0.573**	0.628**	-0.594**	1.000

**Correlation is significant at the 0.01 level (2-tailed).

Based on the information provided in Table 4, which can be seen below, there were significant connections between the AR components and the Academic Well-being subscales. In other words, statistical data supported the existence of favorable associations between AR and the Value of School (r = -0.723), Pessimism about School (r = -0.677), Tiredness of School (r = -0.705), Conflict with School Duties (r = -0.644), Academic Satisfaction (r = 0.763), and Inadequacy as a Student (r = -0.730). AB was shown to have a significant correlation with the components of Academic Well-being, including AR and Value of School (r = 0.923), Pessimism about School (r = -0.861), Tiredness of School (r = -0.832), Conflict with School Duties (r=-0.804), Academic Satisfaction (r = 0.905), and Inadequacy as a Student (r = -0.876). Significant relationships were also found among the many

components of Academic Well-being and LS-E. Value of School (r = 0.505), Pessimism about School (r = -0.566), Tiredness of School (r = -0.631), Conflict with School Duties (r = -0.532), Academic Satisfaction (r = 0.605), and Inadequacy as a Student (r = -0.580) were the associations that were shown to exist. It was divulged that there are strong and beneficial relationships between the different parts of Academic Well-being and Academic Enjoyment, including Value of School (r = 0.624), Pessimism about School (r = -0.578), Tiredness of School (r = -0.513), Conflict with School Duties (r = -0.588), Academic Satisfaction (r = 0.447), as well as Inadequacy as a Student (r = -0.556).

The causal connections among TA, AER, L2G, AR, and CSA were then analyzed using CAF and SEM. The results are shown in Table 5, which highlights the fact that all of the fit levels, such as the chi-square/df ratio (2.781), the RMSEA (0.070), the GFI (0.941), the NFI (0.933), and the CFI (0.927), were found to be within the acceptable limits under Model 1. Furthermore, the data presented in Table 4 suggest that the prerequisites for a satisfactory fit linked to Model 2 have been satisfied. These conditions include the chi-square/df ratio (2.961), the RMSEA (0.071), the GFI (0.937), the NFI (0.933), and the CFI (0.924).

Table 5

Model Fit Indices (Model 2)

Fitting indexes	**$\chi 2$**	**df**	**$\chi 2/df$**	**RMSEA**	**GFI**	**NFI**	**CFI**
Cut value			<3	<0.1	> 0.9	> 0.9	> 0.9
Model 1	236 6.25	8 51	2.78 1	0.07 0	0. 941	0. 933	0. 927

	Model	647	2	2.96	0.07	0.	0.	0.
2		3.19	186	1	1	937	933	924

Figure 2

Path Coefficient Values Expressed Schematically (Model 1)

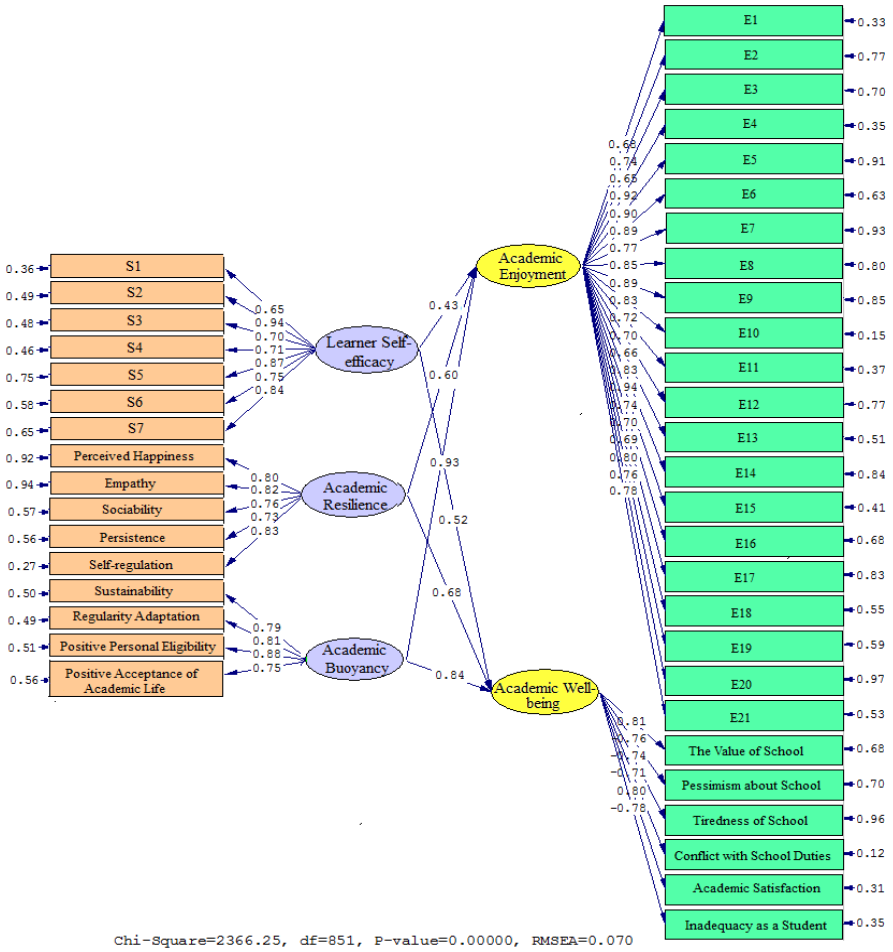


Figure 3

T Values for Path Coefficient Significance (Model 1)

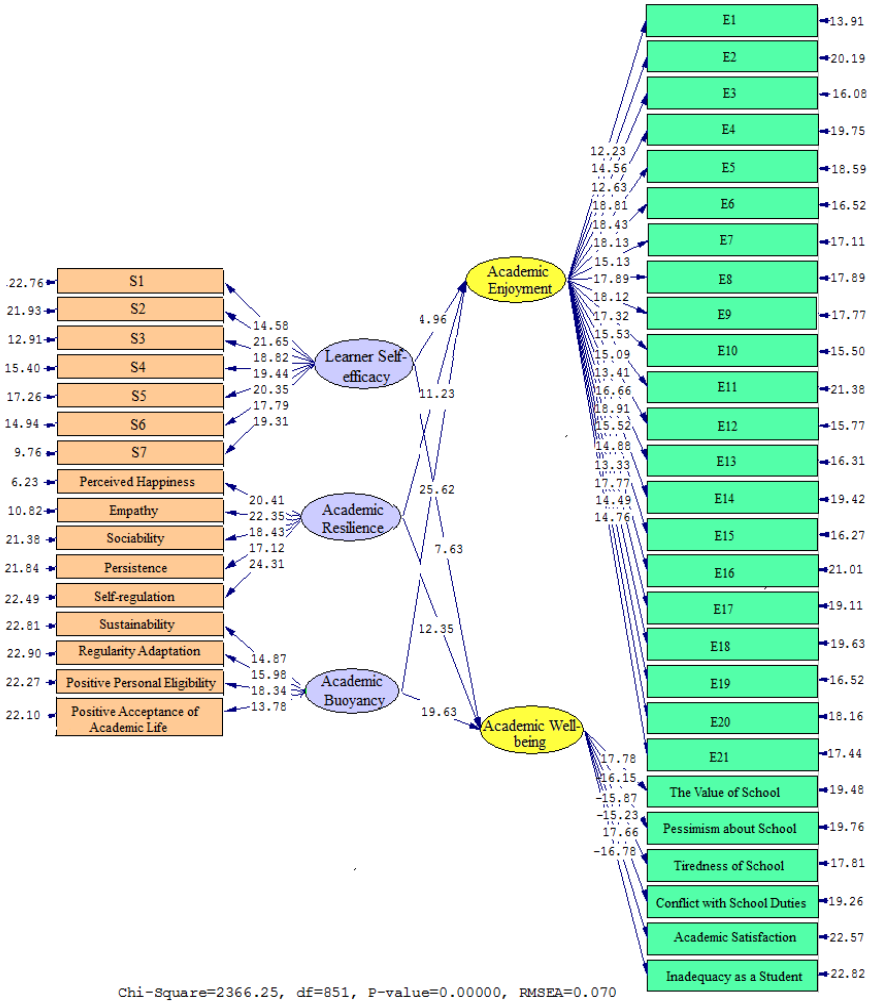


Table 6

Overview of the Findings in Model 1

Paths		Path Coefficient	T Statistics	Test results
Academic Resilience	- Academic Enjoyment	0. 60	11.23	Supported
Academic Buoyancy	- Academic Enjoyment	0.93	25.62	Supported
Learner Self-efficacy	- Academic Enjoyment	0.43	4.96	Supported
Academic Resilience	- Academic Well-being	0.68	12.35	Supported
Academic Buoyancy	- Academic Well-being	0.84	19.63	Supported
Learner Self-efficacy	- Academic Well-being	0.52	7.63	Supported

A graphical representation of the correlation between the variables is depicted in Figures 2 and 3 (Table 6). The influence of AR, AB, and LS-E on Academic Enjoyment and Academic Well-being is investigated by presenting standardized estimates and t-values, respectively. When students were given

more opportunities to practice AR (β = 0. 60, t = 11.23), AB (β = 0.93, t = 25.62), and LS-E (β = 0.43, t = 4.96), Academic Enjoyment increased, which was statistically significant. In addition, AR (β = 0.68, t = 12.35), AB (β = 0.84, t = 19.63), and LS-E (β = 0.52, t = 7.63) all showed positive effects on Academic Well-being.

Figure 4

Path Coefficient Values Expressed Schematically (Model 2)

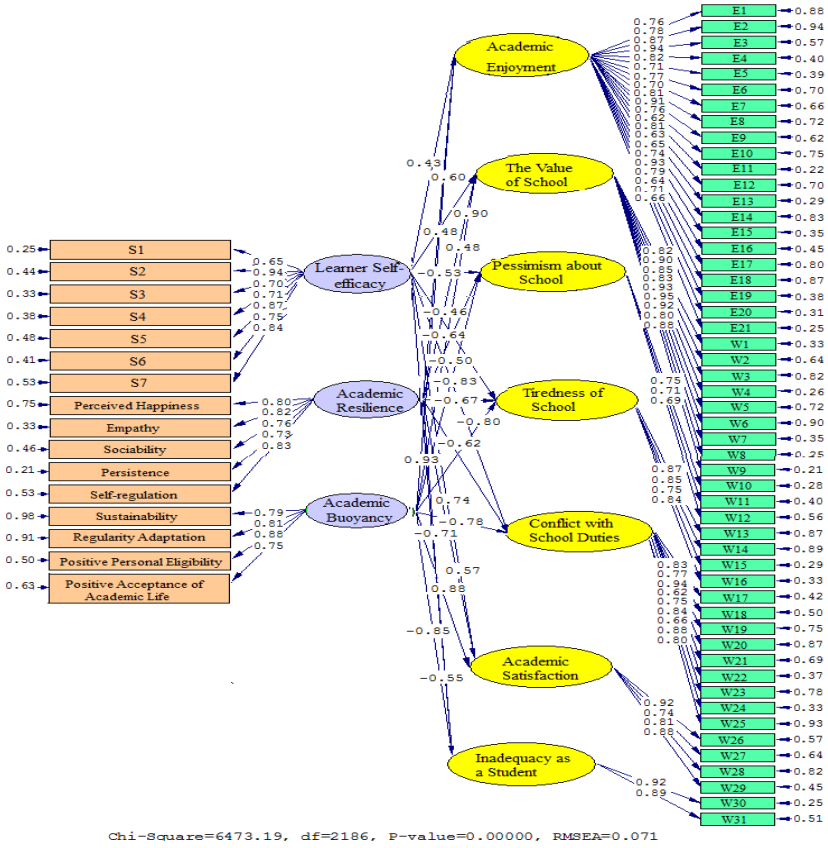


Figure 5

T Values for Path Coefficient Significance (Model 2)

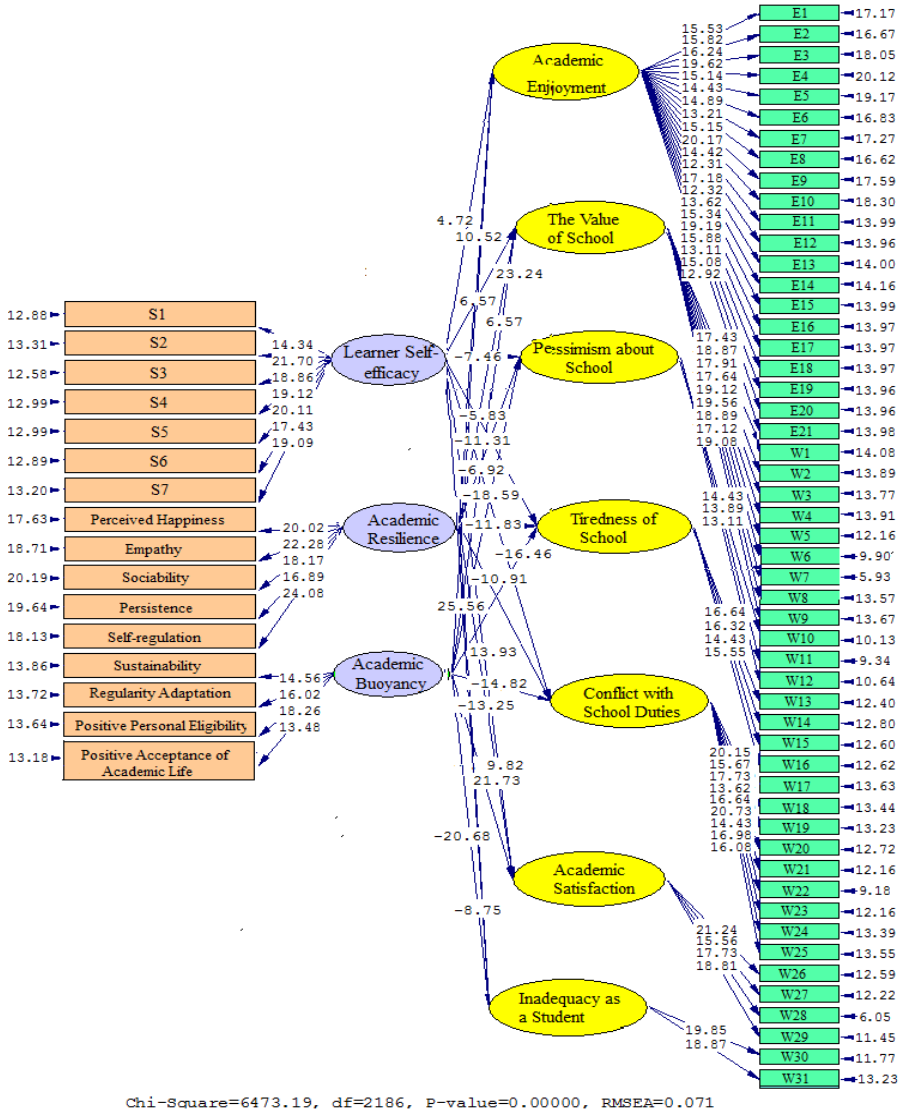


Table 7

Overview of the Findings in Model 2

Paths		Path Coefficient	T Statistics	Test results
Academic Resilience	- Academic Enjoyment	0. 60	10.52	Supported
Academic Resilience	- The Value of School	0.69	12.74	Supported
Academic Resilience	- Pessimism about School	-0.64	-11.31	Supported
Academic Resilience	- Tiredness of School	-0.67	-11.83	Supported
Academic Resilience	- Conflict with School Duties	-0.62	-10.91	Supported
Academic Resilience	- Academic Satisfaction	0.74	13.93	Supported
Academic Resilience	- Inadequacy as a Student	-0.71	-13.25	Supported
Learner Self-efficacy	- Academic Enjoyment	0.43	4.72	Supported
Learner Self-efficacy	- The Value of School	0.48	6.57	Supported
Learner Self-efficacy	- Pessimism about School	-0.53	-7.46	Supported

Learner Self-efficacy	- Tiredness of School	-0.46	-5.83	Supported
Learner Self-efficacy	- Conflict with School Duties	-0.50	-6.92	Supported
Learner Self-efficacy	- Academic Satisfaction	0.57	9.82	Supported
Learner Self-efficacy	- Inadequacy as a Student	-0.55	-8.75	Supported
Academic Buoyancy	- Academic Enjoyment	0.93	25.56	Supported
Academic Buoyancy	- The Value of School	0.90	23.24	Supported
Academic Buoyancy	- Pessimism about School	-0.83	-18.59	Supported
Academic Buoyancy	- Tiredness of School	-0.80	-16.46	Supported
Academic Buoyancy	- Conflict with School Duties	-0.78	-14.82	Supported
Academic Buoyancy	- Academic Satisfaction	0.88	21.73	Supported
Academic Buoyancy	- Inadequacy as a Student	0.85-	-20.68	Supported

The route values of the coefficients that Model 2 offers for the interactions between the variables are shown in Figures 3 and 4 (Table 7).

AR, AB, LS-E, AE, and the subscales of Academic Well-being. It was obtained that there was a correlation between the results of the AR and AE (β = 0. 60, t = 10.52), Value of School (β = 0.69, t = 12.74), Pessimism about School (β = -0.64, t = -11.31), Tiredness of School (β = -0.67, t = -11.83), Conflict with School Duties (β = -0.62, t = -10.91), Academic Satisfaction (β = 0.74, t = 13.93), and Inadequacy as a Student (β = -0.71, t = -13.25). Moreover, a correlation between the results of the LS-E and AE (β = 0.43, t = 4.72), Value of School (β = 0.48, t = 6.57), Pessimism about School (β = -0.53, t = -7.46), Tiredness of School (β = -0.46, t = -5.83), Conflict with School Duties (β = -0.50, t = -6.92), Academic Satisfaction (β = 0.57, t = 9.82), and Inadequacy as a Student (β = -0.55, t = -8.75) was explored. It was also shown that AB and AE (β = 0.93, t = 25.56) have a positive correlation, as does AB and Value of School (β = 0.9٠, t = 23.24), Pessimism about School (β = -0.83, t = -18.59), Tiredness of School (β = -0.80, t = -16.46), Conflict with School Duties (β = -0.78, t = -14.82), Academic Satisfaction (β = 0.88, t = 21.73), and Inadequacy as a Student (β = -0.85, t = -20.68).

This investigation is inspired to determine whether or not AR, AB, and LS-E might significantly predict LE and AW-B of the students when they use the SHAD App. An SEM strategy was implemented to validate the underpinning structure between the above structures and demonstrate their mutually beneficial interactions. The research findings generally supported the hypothesis that AR, AB, and LS-E mediate in elevating learners' LE and AW-B. These findings shed light on the impact that social media, namely in the form of the SHAD App, plays in enhancing the mental and psychological wellness of the students. The research results are broken down and analyzed in further depth in the subsequent paragraphs.

In answer to the initial question raised by this study, the findings suggested that a high state of AR might be used as a predictor of high levels

of LE and AW-B (Model 1). It indicates that when students have a good self-concept, self-understanding, empathy, and sociability, they experience greater enjoyment, leading to academic well-being. It should be emphasized that AR prevents learners from taking an inactive role in their education; instead, it encourages them to construct meaning from the various learning activities and evaluations actively. This learning level would help to start an engagement and keep it going for the long haul. This finding is aligned with the result of Nurjamin et al. (2023), who confirmed the efficacy of AR and learners' autonomy in their engagement in online instruction and assessment. Moreover, this outcome is congruent with the results obtained by Ritonga et al. (2023), who found that critical thinking has a substantial effect in engaging EFL students and increasing their self-esteem. Huang (2022) also concluded that self-evaluation assists in maintaining self-control and confidence, which finally leads to satisfaction for learners.

It is possible to deduce that policymakers, materials developers, and instructors are responsible for inspiring a sense of self-awareness, self-regulation, coping strategies, and regulatory strategies by developing platforms, assignments, and academic materials that foster a feeling of agency, mastery, and self-confidence (Model 2). It is important to emphasize that the status of AR, AB, and LS-E, which impacts LE and AW-B in turn, relies on the platform, which in the present instance is the SHAD App. Perhaps the current level of development and use of AR, AB, and LS-E among learners can be improved by using one of the other existing platforms. The lack of research in this particular section calls for further focus in the future.

The investigation was prompted by the third research question, which raised the inquiry, " Does AB have any impact on the LE and AW-B of the students when they use the SHAD App?" the efficacy of AB in boosting LE

and AW-B was discovered. This result may be backed up by the underlying disciplines and subfields that fall under the umbrella of positive psychology. It suggests that those students who have developed a higher state of AB experience more enjoyment and accomplish more. This finding aligns with the findings of Zheng et al. (2022), who discovered that AB and emotion regulation played mediator roles in decreasing EFL learners' anxiety and improving their language attainment while learning via telegram.

In addition, a statistically significant positive association existed between AB and the individual components that comprise AW-B (Model 2). These results are consistent with the predictions made by the AB theoretical frameworks. According to what was said in Martin and Marsh (2006), buoyancy gives students the ability to detect things that either help or hurt their academic progress. To put it another way, buoyant students have a more robust capacity to take control over their educational experience, which gives rise to what sort of engagement and enjoyment there is in the classroom. This implies that buoyant learners are more likely to succeed in identifying and pursuing their academic and personal objectives. This result focused on the role that instructors, in addition to the school system as a whole, play in fostering an environment conducive to the development and practice of AB.

The last research question centered on the potential impact that LS-E may have on the LE and AW-B of the students when they use the SHAD App. It implies that their deeply held convictions will inform learners' behavior in class and help them improve their school activities. The nature of virtual instruction, especially introduced apps such as SHAD App, may create a variety of obstacles for the learners, and students in elementary or junior high school may find these challenges more difficult. When they have acquired a positive self-concept, the offspring of LS-E, they can better build effective cognitive, metacognitive, and problem-solving strategies (Calafato et al.,

2023). Research by Olivier et al. (2018) reflected that individuals with high levels of LS-E can manage their anger and be involved in their daily activities.

The fundamental principles of social-cognitive theory support this finding (Bandura, 2012), which emphasizes learners' critical role in their self-management and self-awareness, as well as their progress in efficacy beliefs. Students can better identify and use their skills if they believe in their LS-E, which is a belief in one's ability to be successful. According to Bandura's self-efficacy theory (1997, 1998), LS-E offers students chances to show mastery of the subject and use interpersonal relationships to support their academic achievement. This condition may give students the tools to improve their communication skills in virtual classrooms, allowing them to have enjoyable experiences while studying and achieve better results.

In delving deeper into the relationships between AR, AB, LS-E, LE, and AW-B, it is crucial to acknowledge the multifaceted nature of these constructs and their interplay within the educational context (Tamannaeifar & Shahmirzai, 2019; Namaziandost et al., 2023b). While our study highlights the mediating roles of AR, AB, and LS-E in enhancing LE and AW-B among students using the SHAD App (Li, 2022; Olivier et al., 2018), it is essential to recognize the potential nuances and alternative explanations that may underlie these relationships. For instance, while our findings support the notion that higher levels of AR contribute to increased enjoyment and AW-B (Nurjamin et al., 2023a), it is plausible that other factors, such as individual differences in learning styles or external environmental factors, could also influence these outcomes. By critically examining the intersectionality of these constructs and considering their contextual implications (Bandura, 1997), future research can offer a more nuanced understanding of how AR,

AB, and LS-E collectively contribute to students' academic experiences and overall well-being.

Moreover, addressing the limitations of our study is paramount in ensuring a comprehensive interpretation of the findings. While our SEM approach provides valuable insights into the relationships between the variables of interest, it is essential to acknowledge the inherent limitations, such as potential biases in self-report measures or the inability to establish causality due to the cross-sectional nature of the data (Cerit, 2019). Additionally, the generalizability of our findings may be limited to the specific context of students using the SHAD App, warranting caution in extrapolating the results to broader populations or educational settings (Miller Smedema et al., 2015). By transparently discussing these limitations and considering avenues for future research (Yun et al., 2018), we can contribute to a more robust recognition of the intricate dynamics underlying students' academic experiences and well-being in the digital age.

This study delved into the predictive role of AR, AB, and LS-E on students' LE and AW-B within the context of using the SHAD App. The findings, while illuminating, necessitate a deeper contextualization within the framework of SHAD's usage. As a digital platform introduced by the Iranian Ministry of Education in response to the COVID-19 pandemic's disruption of traditional schooling, SHAD represents a pivotal shift toward remote learning in Iran. Understanding the unique challenges and opportunities SHAD presents is imperative for interpreting the implications of this study's results.

In SHAD, which offers a blend of online and offline educational resources, the findings suggest that students' ability navigate challenges, maintain a positive outlook, and regulate their emotions significantly influences their learning experience and overall well-being. This aligns with the broader objectives of SHAD, which aims to provide continuity in

education while fostering adaptability and resilience among students amid unprecedented disruptions. Therefore, the observed relationships between AR, AB, LS-E, LE, and AW-B underscore the efficacy of SHAD as a tool for promoting holistic student development in the face of adversity.

5. Conclusions and Implications

This survey is intended to shed light on the relationships between AR, AB, LS-E, LE, and AW-B concerning instruction in the SHAD app. According to the findings, boosting the resources allocated to AR, AB, and LS-E might improve LE and AW-B among students, particularly in online classes. Cultivating an environment receptive to the propagation of AR, AB, LS-E, and LE is primarily the responsibility of curriculum designers, materials developers, and other educators. Learners who can maintain control of their mental and emotional states are in a better position to objectively analyze how they approach their academic work. Thus, instructors and pupils need to acquire helpful classroom tactics that they can use. As a consequence of this, they place a stronger emphasis on sustainable growth, consistent flexibility, good psychological qualifications, and a positive acceptance of academic life. Furthermore, they adopt greater responsibility and independence for their educational pursuits.

It has been discovered that it is essential for students to cultivate AR, AB, LS-E, and LE, especially when learning in virtual classes. This is because it enables students to remain interested and devoted for more prolonged periods despite the problems they may confront. The study is a good beginning step since it assists researchers and educators in gaining a deeper comprehension of the interdependencies between AR, AB, LS-E, LE, and AW-B. It appears this area is still in its early stages, and additional research might help shed light on how to boost student outcomes and make the most efficient use of

instructors' time. Faculty and instructors may access the required data by participating in in-service and pre-service training programs. The benefits of adding psychological features, which reduce the possibility of anxiety, stress, or demotivation experienced during virtual classes with the SHAD App, should be considered by policymakers, educators, content creators, test producers, and teachers.

In light of our findings, there are several concrete recommendations for educators and policymakers to consider in leveraging the insights gained from our study. Firstly, educators can incorporate interventions to foster AR, AB, and LS-E into their pedagogical practices (Ghafouri & Tahriri, 2023; MacIntyre & Gregersen, 2021). This could involve implementing targeted programs or initiatives that promote resilience-building skills, such as problem-solving strategies and emotion regulation techniques (Namaziandost et al., 2023b). Additionally, educators can create learning environments that encourage positive feedback and support student autonomy, which are known to enhance students' sense of agency and mastery (Tamannaeifar & Shahmirzai, 2019; Xu & Wang, 2022).

Furthermore, policymakers can play a pivotal role in integrating digital learning platforms like the SHAD App into educational settings (Olivier et al., 2018). By investing in the development and implementation of user-friendly technologies that prioritize student engagement and well-being, policymakers can facilitate more effective learning experiences (Zhang, 2021). Additionally, policymakers should prioritize funding for research initiatives to further elucidate the complex relationships between AR, AB, LS-E, LE, and AW-B, particularly within online learning environments (Phan & Ngu, 2014). By fostering collaboration between researchers, educators, and policymakers, we can collectively work toward advancing evidence-based practices that promote student success and well-being in the digital age.

The following advice should be taken into consideration while interpreting the findings of this study, which are analogous to those discovered in other investigations: To begin, the use of quantitative approaches was the subject of a significant amount of attention throughout this research. In further research, qualitative or mixed-method approaches might be used to better understand the links between the abovementioned components and the factors that pertain to each. Secondly, doing more research to investigate the possible connections between these traits and other learner-attributed concepts would be beneficial. Some examples of these concepts are self-regulation, buoyancy, and critical thinking, just a few examples. Thirdly, the goal of this research was not to investigate whether or not the participants' AR, AB, LS-E, LE, and AW-B were affected in any way by the individuals' age, gender, level of education, or socioeconomic background. Future research may focus on these factors in more depth. This study relied on a convenience sample or random sampling due to time and resource restrictions; consequently, its findings may not represent the community. To ensure that the findings can be applied to a larger population, researchers planning further studies may decide to adopt other strategies for data collection. Last but not least, future research might replicate this investigation on other applied platforms to compare and contrast the results.

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