



A STUDY MEASURING THE IMPACT OF ACADEMIC RESILIENCE, BACKGROUND, AND BEHAVIOR ON PERFORMANCE

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ABSTRACT

The study conducted here has taken four different conceptual variables where the correlation and effect has been observed and specifically the concept of mediation is applied to find the real effect of mediating variables. Manager Academic Resilience, Manager Background, and Manager Behavior is independent variable and Performance is dependent variable where the research problem observed as exploring the relationship and effect of manager behavior on performance as well the impact of academic resilience, and background. For this purpose three research questions prepared are Does academic resilience contribute to manager's performance? What is the importance of background factors for a manager? How manager's behavior is effecting performance. It has been a systematic approach to find the solution for research problem answering research questions keeping objectives in mind as to know the benefit of academic resilience for managers, to assess manager's background factors shaping behavior, and to explore the contribution of manager's behavior in performance. A sample of 120 managers taken for the study from Kurdistan where a structured survey questionnaire used having items related to all dimensions and demographical variables. Data analysis is performed using SPSS 24 with reliability analysis, one sample T-test and Correlations regression analysis statistical tests. Findings and conclusion is based on analysis which supports the concept and justifies all three hypotheses taken in the study where all three conceptual hypothesis is accepted justifying the concept.

Key words: Academic, background, behavior, manager, performance, resilience

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1. INTRODUCTION

Individual behavior is the outcome of continuous learning and development. Academic learning manages the scarce resources to have responsible people for organizations which works in complex situations and environment (Bozer et al., 2014). Information is the key for business entities to be successful and for managers to execute tasks efficiently. Data analytics and big data advancement is leveraging the benefits to managers and organizations. There are many different categories of literature discussing on different types of organizations engaging in assessment of individual resilience towards their academic learnings effecting performances (Mählck, 2013). Resilience for academic learning makes a manager get exposed to domestic and international challenges with governmental and non-governmental organizations which can work as the backbone of executions (Van Hoek et al., 2019). Increasing challenges with business entities in becoming cost effective prioritizing the task to enhance the performance and task delivery can get solved only with a positive behavior with the keep doing approach. Academic background is the same important as the academic resilience (Wang & Zhang, 2021). Academic background is the platform which enables the manager to understand the ongoing developments in business world and makes capable to be a successful performer.

Success of a manager is the combination of both academic resilience and academic learning at the same time. Managers ability for coordination among partners of organization depends on the capability of managers with learning acquired which motivates further to information and resource sharing among participants (Walker et al., 2011). A good learned manager with skills being resilient impacts organizations success with acceptance by other employees in organization. Sustainability is always the concern where the economic, social and environmental dimensions are more important considering overall management success, which can be attained by managers (Vig et al., 2011). Proper decision support system is another factor needs to get considered which letting system fail and inefficient performance. Most important task in any organization is to keep track of performance of each employee at different level following all stake holders with keeping the trust of rational utilization of resources and sharing records maintain the transparency (Hernandez et al., 2021).

In today's developing world the business sector can have a role model structure where the manager's behavior can be the pinpointing approach to have the successful implementation and the process to understand and learn the mode of operations for advancement. Not only the capacity assessment but the performance assessment is also very important for being efficient during business executions though it can get assessed only after the business execution. Post assessment makes the organization to know manager's weaknesses and the scope to develop learning modules for the betterment and success of organization (Li & Yeung, 2019). Changing world is demanding shift from the centralizing of authority to the decentralized management for the quick decision and implementation of task on time (*Academic Resilience*, 2018).

Managing the organization network is not new, only the process developments are bringing some more methodological changes leading to innovation at all levels of organization network. One of the essential and major development has been in the shift is integration, where the whole system is integrated from the beginning to the end to fulfil the gap and strengthening the system capabilities (Howell et al., 2018). Multiple tiers of the participants are ensuring for the right delivery of product. Superior customer value delivery and reaching the higher level of satisfaction for the consumers are key issues in the sustainability (De Feyter et al., 2020). An efficient management system must have a very streamlined inventory management system managing the cost of operation and compatibility with all tiers of participants partnering among participants is must for the successful implementation (Das, 2019). A sustainable system is meant to be on the positive growth continuously without any failure or mismatch of the objective of the organization among the participative members.

2. LITERATURE REVIEW

Academic resilience is one of the subdivisions of resilience. It refers to the fact to be able to achieve great levels of educational accomplishments notwithstanding the distress suffered during the struggle (Hwang & Shin, 2018). The scale developed to measure academic resilience displayed that the learners with academic resilience develop regulated negative behaviors and also develop behaviors which are adaptive to the adverse circumstances (Wyllie et al., 2020). It is also important to note that family support plays a major role in contributing to the academic resilience of students (Hwang & Shin, 2018). Earlier, trauma was considered to be abnormal. In today's complicated lifestyle structure, there are numerous families and individuals who get exposed to such traumatic life situations (Wyllie et al., 2020). These traumatic events can be single time occurrence or can also be recurring on several occasions, which in the long term has severe psychological, emotional, social and physical setbacks on the well-being of the affected (Li & Yeung, 2019).

Academic Resilience signifies the aptitude of learners or scholars to display the power to succeed notwithstanding hostile circumstances by varying existing activities or evolving new ones like planning, practice or regulation (*Academic Resilience*, 2018). Resilience amongst individuals can be justified using the comparison of the individual immune system, which refers to our body's inherent means to deal with unfavorable circumstances. The immunity is reinforced when we monitor a healthy diet and sustain a wholesome lifestyle (Wyllie et al., 2020). Likewise, scholars can upsurge their resilience as well, and accordingly their probabilities of success, by crafting deliberate efforts to boost their abilities in articulating notions and views (Van Hoek et al., 2019). It contextualizes the idea of resilience and reveals an improved prospect of success despite the difficulty.

There is a considerable indication that arrangement in school is significant in endorsing student accomplishment and knowledge and also that various factors in the school setting promote excessive levels of commitment (Erdogdu & Erdogdu, 2015). The study also indicates that the effect of the learning background on commitment is partly facilitated by psychological attitudes about capability (Binder et al., 2015). For directors to efficiently administer organizations, the grasp of the basic ideas of cultural diversity is very important concern (Hasan et al., 2010). Culture is described as the cohesive system of views, values, activities and communication aspects that are collective for those socialized in the same social group and on the other hand, demarcated diversity as a way of accepting the individual's exclusivity as well as differences (Hernandez et al., 2021). Therefore, diversity can be catalogued into two different dimensions.

Organizations require leaders who are proficient to contribute meaningfully to the accomplishment of organizational aims (Fang et al., 2017). It is thus essential for all organizations to choose, develop and encourage individuals who seem to be capable of making contributions. The important question "what creates an effective manager?" remains generally unanswered, notwithstanding several findings of management styles, managerial behavior and managerial effectiveness (Piercy et al., 2012). The studies have revealed us what leaders do and how they do such things, however the efficiency of these arrangements is still an elusive element. Important assumptions from such studies are primarily that situational issues are usually considered significant in determining efficacy. Secondly, successful managers have an all-encompassing range of performances at their disposal (Xue et al., 2020). Lastly, effective leaders make use of situational issues to decide appropriate behavior in a specific setting. However, such assumptions do not present a vision into the undercover processes related to effective managerial performance (An & Argyle, 2020). Furthermore, we are concerned in the innovative decision-making procedure leading to a behavior choice (Carter et al., 2019). Therefore, the main concern here is to know why leaders or managers do things in the way they

do it? An investigation of this form of managerial choice making leads to superior understanding about the efficacy of managerial behavior and the proposals for practitioners and researchers regarding the process of selection and improvement of managers (Salehzadeh et al., 2015).

Supervisory skills are needed for a manager to be efficient in leading others (Jung et al., 2021a). Hence, you should evaluate a manager's talent to influence these skills in methods that positively impact business aims (Jung et al., 2021b). It is also imperative to deliberate if the manager has set suitable goals, offers feedback and is fairly administering rules (Arnold et al., 2019). Identifying desired consequences and postulating the steps essential to accomplish aims are vital for any company's accomplishment (Sholihin et al., 2010). Therefore, it is significant to evaluate a manager on his capability to plan, to organize and to control employees' effort to reach the company's purposes. An efficient manager should be able to translate the employee's anticipations into action items along with his ability to understand the business plan of the company and focus on effective communication and performance (Lei et al., 2019). The ability of the manager to demarcate priorities, exert sufficient pressure and also to encourage his employees is an important aspect (Patiar & Wang, 2020).

There is no dearth of available studies on the subject related to managers. Certainly, the issue has resulted into three main sub-divisions i.e. leadership, operative management besides managerial training (Bebenroth & Froese, 2020). The subdivisions are meaningfully backed by the knowledge of current organization behavior, yet, it is worth noting that each subdivision has developed independently and therefore no single aspect can be completely held accountable for the whole of the managers' behaviors (Sheng et al., 2021). There are host of findings available concerning the influence of management and leadership on the functioning, although the two additional sub-fields have been studied less, even though the two other sub-fields also have the aim to help generate employee effectiveness. Therefore, it is to be asserted, to completely resolve the issues of leaders, all the sub-divisions should be taken care of systematically and holistically (Jung et al., 2021a). In fact, the reality of today is that these sub-fields jointly are being used by corporations and companies to build their models but when it comes to academic research on these issues, there is lack of available joint efforts. Some of the key variances among the sub-divisions on behavior of manager branches out from the contrast amid the concepts of "leaders and managers" (Arnold et al., 2019).

3. RESEARCH PROBLEM

There are many studies on academic resilience, background, behavior, and performance dimensions, where the importance is explained differently in different industry (Roth et al., 2020). The applicability of all these dimensions for the contribution in organizational success has been studied separately. In real life practices academic resilience, background, manager behavior, and performance has their own importance but the research problem observed here as exploring the relationship and effect of academic resilience, background, and manager behavior on performance with reference to Kurdistan region of Iraq.

4. RESEARCH QUESTIONS

- Does academic resilience contribute to manager's performance?
- What is the importance of background factors for a manger?
- How manager's behavior is effecting performance?

5. RESEARCH OBJECTIVES

- To know the benefit of academic resilience for managers.
- To assess manager's background factors shaping behavior.
- To explore the contribution of manager's behavior in performance.

6. RESEARCH HYPOTHESIS

H1: Academic resilience of manager has a positive impact on performance.

H2: Background strengthens the manager performance positively.

H3: Manager Behavior positively impacts the performance.

7. PROPOSED CONCEPTUAL MODEL

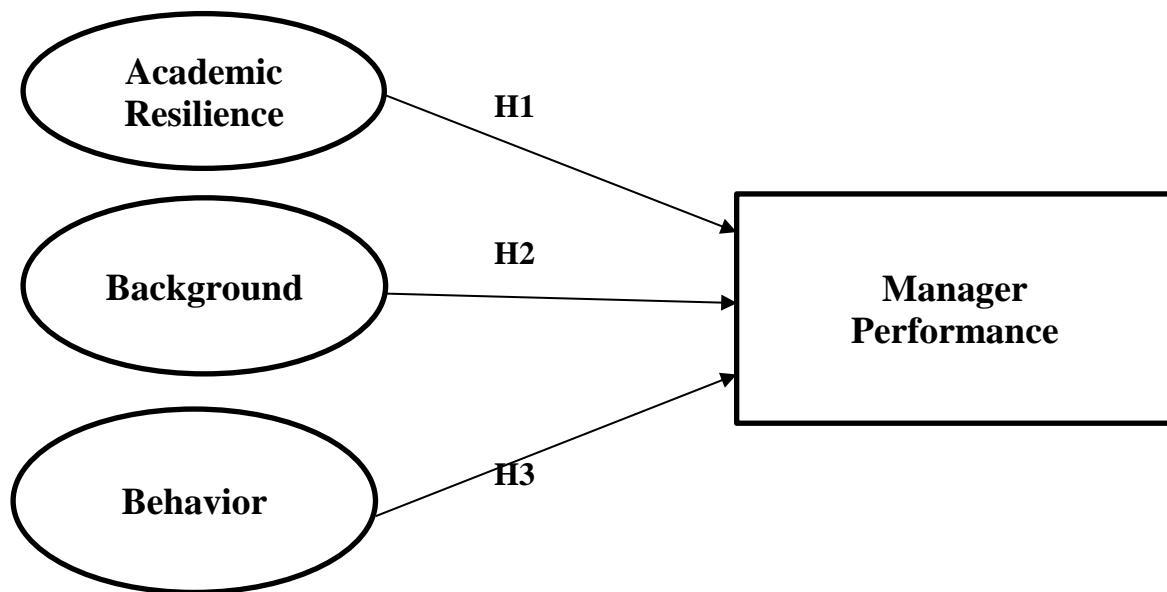


Figure 1

8. RESEARCH METHODOLOGY

Research method refers to the scientific progression for leading a systematic research. It is the process and methods framed as the approach for the study implementation (Jia & Gao, 2005). To get the result for the research problem stated, researcher requires to decide upon one of the research technique or possibly both the methods united as well. The research methodology is the systematic procedure to accomplish the research at hand. Numerous studies conducted debates about diverse research approaches but the two basic categories of research can be classified as either qualitative or quantitative in nature (Lee & Cassell, 2013). Qualitative research technique is grounded on the knowledge of detailed account by the reflection of happenings and situations which get assimilated in the report analysis as a narration. Whereas, on the other hand, Quantitative research methods includes the numbers and statistics (*Social Science Research: Principles, Methods, and Practices (2 Ed.)*, n.d.). A research design is the basis of accomplishment or failure of any study (Long, 2014). An organized framework of study adopting the research method by the researcher for developing suitable approach to tackle the problem finding the solution, we can get reported and presented is the part of research design. The sampling technique is the basis for any study without which use of the statistical methods are perplexing. Sampling design contains of mathematical purposes that provides the knowledge of probability for the assortment of any item (Saragiotto et al., 2014).

A qualitative study generally uses an interview schedule, data collected get interpreted and analyzed in an explanatory way explanation. A quantitative study uses the survey questionnaire incorporating conceptual dimensions and variables, data collected here as well get analyzed but mostly using the statistical tests and techniques with some statistical software. The current study is using quantitative method, so a survey research is conducted using a well-structured survey questionnaire (Aziz et al., 2018).

Here in this study there are four dimensions considered as Manager Academic Resilience (Cassidy, 2016) with three sub dimensions (Perseverance, Reflecting and Adaptive Help-Seeking, and Negative Affect and Emotional Response), Background (Billari et al., 2009) again having three sub dimensions (Personal Factors, Social Factors, and Information Factors) (Nario-Redmond et al., 2004), Manager Behavior (Flowers et al., 2017) with three sub dimensions (Attitude, Subjective Norms, and Perceived Behavioral Control), Manager Performance (Griffin et al., 2007) having nine sub dimensions (Individual Task Proficiency, Individual Task Adaptivity, Individual Task Proactivity, Team Member Proficiency, Team Member Adaptivity, Team Member Proactivity, Organization Member Proficiency, Organization Member Adaptivity, and Organization Member Proactivity). Data collected is mixed before analysis, though set of data from kept separate and mixed wherever was required (Jamal & Goode, 2001). Instrument has four dimensions Academic Resilience having 30 items, Background has 24 items, Manager Behavior with 16 items, and Manager Performance with 27 items altogether 97 items. One more part is added to study demography having four demographical variables for the representation of chosen sample. The instrument gets translated in Kurdish for the understanding of local population as everybody is not good in English language. Final instrument tested for reliability, which is the justification for acceptance of instrument believing that the instrument is qualified to measure this specific research problem with the specific population.

9. DATA ANALYSIS

Table 1 Reliability Statistics

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

Interpretation: The above table (Table 4.1) reflects that Cronbach’s Alpha value for all four dimensions is considerably higher than 0.6 and hence, shows the high reliability of the above-mentioned dimensions. The dimension performance is the highest (0.913). the other two dimensions of background and manager behavior also display higher reliability values at 0.892 and 0.834 respectively. The academic resilience dimension has 0.795 as Cronbach’s Alpha value.

Table 2: Frequency and Percentage for demographical variables.

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

	45 years and above	3	2.5
Education	Undergraduate	21	17.5
	Bachelor	32	26.7
	Master	65	54.2
	Ph.D.	1	.8
Monthly Income	\$ 501 - \$ 1000	41	34.2
	\$ 1001 - \$1500	29	24.2
	\$1501 - \$2000	38	31.7
	\$2001 and more	4	3.3
Total		120	100

Interpretation: This study surveyed 120 respondents in total which encompassed 66.7% of females and 33.3% males. The above shown frequency and percentage for different age groups. It is to be noted that among 120 surveyed respondents, the highest percentage i.e. 51.7% belonged to the age group of 18-25 years and the lowest (2.5%) respondents were from 45 years and above. The remaining population belonged to the age group of 26-35 years of age (31.7%) and 14.2% belonged to the 36-45-year age group. The table above talks about the details of education. The maximum respondents had Master’s degree (54.2%) whereas, only 0.8% respondents had PhD. The remaining respondents i.e. 26.7% had Bachelor and 17.5% were undergraduates. The monthly income of 120 respondents. Most of the respondents i.e. 34.2% have their monthly income in the range of \$501-\$1000 and it can also be seen that 31.7% respondents get \$1501-\$2000 as their monthly income. The Table also depicts that 24.2% population gets \$1001-\$1500 and only 3.3% has their monthly income equal to or more than \$2001.

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

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

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

Interpretation: The Table 3 reflects the details about the Academic Resilience One-Sample T-Test Analysis which was done on 120 respondents with the help of survey questionnaire. Academic Resilience One-Sample T-Test made use of 30 items. The analysis reveals that p value is less than 0.05 i.e. there is significant differences in respondent’s opinions and thereby administering all these items to be accepted for the study.

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

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

Interpretation: The Table 4 reflects the details about the Background One-Sample T-Test Analysis which was done on 120 respondents with the help of survey questionnaire. Background One-Sample T-Test made use of 24 items. The analysis reveals that for most of the items p value is less than 0.05 i.e. there is significant differences in respondent’s opinions and thereby administering all these items to be accepted for the study.

Table 5 Manager Behavior One-Sample T-Test Analysis.

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

Interpretation: The Table 5 reflects the details about the Manager Behavior One-Sample T-Test Analysis which was done on 120 respondents with the help of survey questionnaire. Manager Behavior One-Sample T-Test made use of 16 items. The analysis reveals that for most of the items p value is less than 0.05 i.e. there is significant differences in respondent’s opinions and thereby administering all these items to be accepted for the study.

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

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

I talk about the organization in positive ways	-2.798	119	.006
I respond flexibly to overall changes in the organization	-4.240	119	.000
I cope with changes in the way the organization operates	-3.769	119	.000
I learn skills or acquire information that help me adjust to overall changes in the organization	-1.181	119	.240
I make suggestions to improve the overall effectiveness of the organization	-1.095	119	.276
I involve myself in changes that are helping to improve the overall effectiveness of the organization	-4.220	119	.000
I come up with ways of increasing efficiency within the organization	-1.100	119	.273

Interpretation: The Table 6 reflects the details about the Manager Performance One-Sample T-Test Analysis which was done on 120 respondents with the help of survey questionnaire. Manager Performance One-Sample T-Test made use of 27 items. The analysis reveals that for most of the items p value is less than 0.05 i.e. there is significant differences in respondent's opinions and thereby administering all these items to be accepted for the study.

Table 7: Correlation and Regression Analysis

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

Interpretation: The Table 7 provides the value for Correlation (R) and Regression (B). The R represents the simple correlation's strength and B represents impact, where academic resilience with performance shows R- .802, and B- .857, background with performance shows R- .729, and B- .853, behavior with performance shows R- .591, and B- .541 respectively with a .000 significance level. Which is highly acceptable and good as expected to be in the study.

10. FINDINGS AND CONCLUSION

Research findings are established using the data analysis having four dimensions as Academic Resilience, Background, Manager Behavior and Performance. The Cronbach's Alpha value for all four dimensions is considerably higher than 0.6 and hence, shows the high reliability of the above-mentioned dimensions. The dimension performance has the highest value (0.913). The other two dimensions of background and manager behavior also display higher reliability values at 0.892 and 0.834 respectively. The academic resilience dimension has 0.795 as Cronbach's Alpha value. Further research findings are based on One-Sample T-Test and Correlation and Regression Analysis. It is to be mentioned here that the Academic Resilience, Background, Manager Behavior and Manager Performance One-Sample T-Test Analysis was done on 120 respondents with the help of survey questionnaire which made use of 30 items, 24 items, 16 items and 27 items respectively. The analysis reveals that p value is less than 0.05 i.e. there is significant differences in respondent's opinions and thereby administering that all the items got accepted for the study. The Correlation and Regression Analysis shows that the simple correlation's strength which is acceptable and good. Performance can be very clearly explained by independent variables academic resilience, background and performance effecting Manager Behavior. The Coefficients provides details on predictor variable which also shows that the constant and Manager Behavior contributed significantly. The Coefficients provides details on predictor variable which also shows that the constant and Manager Behavior, Background and Academic Resilience contributed significantly.

Final conclusion of the research is based on findings, where the research problem formulated got the solution answering research questions and reaching objectives. The first objective is to know the benefit of academic resilience for managers which got tested and accepted with a high value of correlation and regression shows that academic resilience makes a manager strong for learning and development. Second objective is assessing manager's background factors shaping behavior as well has shown a good level of importance using statistical T-test in shaping behavior. The third objective is to explore the contribution of manager's behavior in performance also reached by the correlation and regression analysis shows that there is a significant contribution of manager's behavior in performance. Research questions answered using analyses, where the first research question is answered that academic there is a strong contribution of academic resilience to manager's performance having a high value of correlation and regression. The second question got answered as there is a high importance of background factors for a manger having a good acceptance in T-test and further accepted with a high value of correlation and regression. Third question answered that manager's behavior is effecting performance which can get explained with the good acceptance in analysis of T-test and correlation and regression analysis. The research problem gets solved using statistical test significantly accepted showing a strong relationship and effect of manager behavior on performance with a significant contribution of academic resilience and background on performance. Further all six hypothesis formulated as attitude component of manager behavior has a positive impact on performance, subjective norms component of manager behavior effects performance positively, behavioral control component of manager behavior is a positive contributor to performance, manager behavior positively impacts the performance, academic resilience strengthens the manager behavior and performance relationship, and background strengthens the manager behavior and performance relationship are highly accepted under the accepted significance level and a high value of correlation and regression satisfying all six hypothetical concepts.

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