Stress-coping strategies and their relationship to academic resilience among students with learning disabilities in the sultanate of Oman

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Abstract

The study aimed to explore the relationship between stress-coping strategies and academic resilience among students with learning disabilities in the Sultanate of Oman. The study sample consisted of (98 (male and female students. A correlational descriptive approach was used by adapting and modifying scales for stress-coping strategies and academic resilience to suit students with learning disabilities. The results revealed that the most common stress-coping strategies among students with learning disabilities were: emotion-focused coping, denial, and ineffective coping. Conversely, the students showed low usage of the following strategies: effective coping, planning, and positive reframing. Moderate usage was observed for seeking social support and turning to religion. Additionally, the level of academic resilience among these students with learning disabilities was also low. The results indicated an inverse relationship between effective coping, planning, positive reframing, seeking social support, and academic resilience. A positive relationship between emotion-focused coping, denial, ineffective coping, turning to religion, and academic resilience. The study recommended increased attention to students with learning disabilities, along with the implementation of awareness and guidance and counseling programs to enhance their academic resilience and training them to use positive stress-coping strategies.

1. Introduction

Academic demands are a significant obstacle for students with learning disabilities, impacting on their resilience and determination to continue in their educational pursuits [1]. In the Sultanate of Oman, where the educational system places growing focus on special education categories, it is imperative to explore strategies for addressing these challenges to

enhance academic resilience and deliver academic support for students with learning disabilities [2]. Learning disabilities are regarded concealed impairments that demand greater focus within the educational framework [3]. They are described as a diverse set of disorders related to abilities in reading, writing, mathematics, listening, speaking, and thinking, which are believed to stem from a neurodevelopmental disorder and a dysfunction in the central nervous system [4]. These learning challenges are not the result of intellectual disability, sensory impairments (auditory or visual), emotional disturbance, environmental or cultural disadvantages, or inadequate or inappropriate instruction, although they may occur alongside these conditions [5].

The learning disabilities experienced by certain school students influence their scholastic performance, social relationships, and overall quality of life [6]. Learners with such disabilities constitute between 5-15% of the general school population [7]. Due to these challenges, students with learning disabilities encounter numerous academic, social, and psychological challenges and situations that limit their ability to interact with and succeed in conventional educational settings [8]. The sources of stress experienced by students with learning disabilities are varied. These encompass social pressures related to interactions with others, personal pressures that can be physical, mental, or emotional, or academic pressures connected to curricula, exams, and the school system, family stress tied to parental treatment, and health stresses that impede individuals from reaching their objectives [9]. The sources of stress for students with learning disabilities have also been classified as either positive and beneficial or negative and harmful [10]. They are also categorized as ongoing and enduring or intermittent and additionally identified as originating from internal or external factors.

In recent years, there has been growing attention on coping strategies and methods for students with learning disabilities and their capacity to adjust to stressful circumstances [11]. These strategies represent behavioral and psychological efforts that are employed by students with learning disabilities to withstand, alleviate, or lessen the effects of stressful events and situations [12]. These strategies include proactive coping strategies, reactive coping strategies, ineffective coping strategies, denial strategies, and other strategies [13]. Therefore, it is important to understand the stress-coping methods used by students with learning disabilities and their relationship to resilience and academic fortitude is essential for designing interventions and support systems tailored to their specific needs [14]. Stress coping and adaptation strategies and methods play a crucial role in helping students manage stress, enhance resilience, and adapt to their circumstances [15]. Coping methods and strategies for students with learning disabilities include problem-solving strategies, seeking support, emotional regulation, accepting the disability, forming social relationships, sharing feelings, and obtaining social support [16].

Psychologists and educationalists have devoted considerable focus to the concept of academic resilience, which is regarded as a behavioral, social, and cognitive concept [17]. The concept of "resilience" is an ambiguous one that is challenging to define with precision [18]. Researchers have also differentiated on whether it is a cause or an effect, and whether it is a trait or a process. In this study, resilience is defined as a trait that expresses a student's positive ability to maintain stable performance, and to modify their reactions to efficiently deal with environmental pressures, safeguarding them from mental health issues when facing challenges.

Moreover, there are many challenges and difficulties that affect the learning environment within schools, which cast a shadow over students in general and students with learning disabilities in particular, including academic resilience and academic flexibility [1]. The capacity of students to overcome obstacles and achieve academic success despite the stressful circumstances they encounter is a highly important topic in educational psychology [19]. The ability of students with learning disabilities to manage and adapt to these challenges, difficulties, and situations affects their level of academic flexibility and resilience, depending on their choice of the most effective coping strategies with the stresses resulting from different situations [20]. A review of studies that have attempted to examine coping styles and their relationship to academic resilience in students with learning disabilities [15, 21, 22]. Such studies revealed mixed research outcomes and varying opinions among them regarding the most frequently used coping styles and the extent to which these styles can predict levels of academic flexibility and resilience in students with learning disabilities. This was confirmed by a preliminary study conducted by the first researcher, which involved interviewing 10 learning disabilities teachers in Al Dakhiliyah Governorate. They indicated that the level of academic resilience among students with learning disabilities may range from moderate to low. And there was no agreement on the most frequently used coping style among students with learning disabilities.

Based on the above, it is clear that there is a strong justification for conducting the current study to identify the most commonly utilized coping styles among students with learning disabilities in the Sultanate of Oman and to evaluate their contribution to enhancing academic resilience especially given the scarcity of Arabic studies that have addressed the relationship between coping strategies and styles and academic resilience in students with learning disabilities, and the absence of Omani research addressing the relationship between the two variables in the same group. Accordingly, the current study sought to connect trying to link the coping strategies of students with learning disabilities to stress and examine how these strategies influence their academic resilience by determining the styles most commonly employed.

This study investigates coping strategies and academic resilience among students with learning disabilities in the Sultanate of Oman. Specifically, it seeks to identify which coping strategies are most commonly adopted by these students, assess the extent of their academic resilience, and determine whether there is a statistically significant correlation between the coping strategies employed and their resilience levels. By exploring these aspects, the research aims to provide deeper insight into how students with learning disabilities navigate academic challenges within the Omani educational context. To achieve these aims, the study will focus on three main objectives: first, to identify the most frequently used coping strategies among students with learning disabilities; second, to assess the overall level of academic resilience in this group; and third, to examine the nature and strength of the relationship between coping strategies and academic resilience. The

findings are expected to contribute to the development of targeted educational interventions and support programs that foster resilience and effective coping among students with learning disabilities in Oman.

This study is expected to provide thermotical and practical contributions. The theoretical significance of this study arises from the relevance of its subject matter coping strategies and academic resilience—as well as the importance of its target population. The study's significance also is further reinforced by the limited availability of previous research, particularly in Arabic and Omani contexts, that has explored the relationship between coping strategies and academic resilience. This research aims to enrich the theoretical framework and provide a scientific benefit that adds new information and conclusions regarding coping strategies and academic resilience, while the practical significance of this study lies in its potential to the current study, it refers to providing valuable data and information, with the aim of designing programs to increase the level of academic resilience among students with learning disabilities. The practical and applied importance of the current study also refers to the contribution of its findings to the development of guidance, educational, and rehabilitation programs in public schools. Such programs would assist students in adopting effective and appropriate methods for coping with stress and to avoid negative coping strategies.

By identifying effective coping and adaptation strategies that strengthen resilience and academic perseverance, the study can assist teachers, parents, and policymakers in developing supportive interventions. These interventions will help create supportive educational environments that enable students to overcome academic and social challenges, integrate them academically and socially, and achieve the principle of equality and justice stipulated in the Omani Law for Persons with Disabilities. The current study also provides two tools for measuring academic resilience and identifying the most commonly used and widespread coping strategies among students with learning disabilities, after calculating their psychometric properties. This will enable future Omani and Arab researchers to benefit from them in conducting other studies that examine the relationship between coping strategies and academic resilience and as well as their association with other variables.

2. Related Studies

Previous studies relevant to the research problem and its objectives were reviewed, especially those that examined the relationship between the two variables together in students of the same age group and academic stage, given the limited number of Arabic or Omani studies that addressed the current study's variables, to the best of the researchers' knowledge.

Aderele [23] conducted a study aimed at determining the relationship between coping strategies on one hand and the level of academic resilience on the other, among students with disabilities in Nigeria. The study adopted a descriptive survey of research design. The sample consisted of 400 students with disabilities who were intentionally chosen from 20 special and mainstream schools. The findings revealed moderate levels of coping strategies and a moderate level of academic resilience, with a strong correlation between the two variables.

A study by Hammouri, et al. [24] examined the extent to which of stress coping strategies on the level of academic resilience among students in Indonesia. The analysis of 398 responses (64 male students, 334 female students) revealed a significant and positive effect of stress coping strategies such as problem-solving, emotion-focused coping, and goal-oriented coping on students' academic resilience. Gender had no impact on this association.

The study by Yudiati, et al. [25] associated stress coping strategies among students with learning enhanced psychological well-being, self-efficacy, and resilience. The analysis of 79 responses (56 males, 23 females) in Kafr El Sheikh Governorate, Egypt, revealed a adaptive coping strategies coping strategies (problem-solving, seeking social support, cognitive reframing, emotional expression) and a negative impact of maladaptive coping strategies (avoidance, denial, withdrawal) on the positive psychological well-being, self-efficacy, and resilience of the respondents.

The study by Nasser Alkathiri, et al. [26] sought to examine academic stress coping strategies and their association to creative problem-solving among students with learning disabilities. The research instruments were applied to a sample of (40) individuals from different schools in Egypt. The results indicated that students' creative problem-solving ability is linked to their adaptive coping style.

The study by Abou Hashish [27] sought to explore the relationship and draw comparisons between the quality of life, including academic quality of life, and academic resilience among Saudi students with and without learning disabilities, and examining its connection to stress coping strategies. The analysis of 97 students with learning disabilities and 89 students without learning disabilities, aged between (6 and 18) years, revealed a lower level of quality of life and academic resilience among students with learning disabilities compared to those without. The use of denial and ineffective coping styles did not have an effect, while positive coping strategies demonstrated a beneficial effect on the quality of life and academic resilience.

The study by Uygur, et al. [28] sought to examine the degree of academic resilience among students encounter academic, social, and emotional challenges and the role of coping styles and strategies in enhancing it. The researcher found that students face academic, social, and emotional obstacles, low self-esteem, and high levels of anxiety, which impede their academic achievement. Self-confidence, effective coping strategies, motivation, well-being, and supportive relationships with adults and peers play a significant role in enhancing their academic resilience.

The study by Mensah, et al. [29] aimed to investigate the link between the coping approaches adopted by students with disabilities in Ghana and their ability to achieve academic resilience and cope with exam anxiety, discrimination, and inadequate infrastructure. It was revealed through interviews with (18) participants that the most commonly used coping styles were self-determination, reliance on religious faith, and seeking social support.

To determine the ability of stress coping strategies to contribute to and predict academic resilience, Fullerton, et al. [15] conducted a study on 368 respondents (253 females, 115 males) in the 2016-2017 academic year, who were selected

through a cluster sampling technique. The analysis of the responses revealed that problem-focused coping strategies can predict academic resilience, while emotion-focused and denial-based coping strategies and ineffective coping styles were not found to predict or enhance it or contribute to it.

The study by Lone, et al. [30] aimed to understand the relationship between coping strategies among students with disabilities and their ability to manage their educational needs. Using a descriptive quantitative and qualitative approach, the researcher conducted in-depth interviews with (100) students with disabilities (66 males, 34 females) from three purposively selected universities in India. The findings revealed a significant positive impact of stress coping strategies on the level of academic resilience and the ability of students with disabilities to manage their educational needs, whereas students with disabilities were associated with difficulties in managing these academic needs due to their reliance on negative coping styles.

The study by Hammouri and Abu-Shanab [31] aimed to identify the relationship between stress coping strategies and school adjustment among students with learning disabilities. The analysis of 150 Algerian responses revealed a negative correlation between coping strategies characterized by emotion-focused coping, denial, avoidance, seeking social support, and problem-solving, and school adjustment. Neither gender nor type of disability influenced this relationship it is evident from the above that the study of the level of academic resilience and academic flexibility and its relationship with stress coping strategies and styles has attracted global scholarly interest, especially among students with learning disabilities. The researchers noted that there is a scarcity of Arab studies in general, and Omani studies in particular, that have addressed these two variables among this group. The current study drew upon previous research in several essential ways: enriching the theoretical framework, defining the study problem, and building the study tools. Hence, the study of the relationship between stress coping strategies and styles among students with learning disabilities and its relationship to the level of academic resilience contributes to a deeper understanding of the phenomenon and the provision of more effective therapeutic solutions. Therefore, the current study aimed to identify the most frequently used stress coping styles among students with learning disabilities in the Sultanate of Oman and their assess their role in enhancing their academic resilience.

3. Methodology

3.1. Study Design
Based on the study's problem and questions, a descriptive correlational approach was adopted as the most appropriate approach for addressing the objectives of the present study.

3.2. Population and Sample
The study population consisted of all students with learning disabilities in the basic education stage in the Sultanate of Oman during the 2024/2025 academic year, throughout the study's application period. The study sample consisted of (98) male and female students with learning disabilities in the second cycle of basic education, with (74) male students and (24) female students. They were selected using a convenient sampling method whereby the study instruments were administered in paper format to the students, in coordination with the learning disabilities teachers who supervised the completion of the questionnaires.

3.3. Study Instruments
Two scales were used in the current study, the first scale is the Coping with Stress, developed by Mehrad, et al. [17] comprises eight dimensions (effective coping, planning, seeking social support, positive reappraisal, turning to religion, focusing on emotions, denial, and ineffective coping) consisting of 56 items in total. Sabrillah, et al. [22] established the scale's construct validity, and the correlation coefficients for the items with their dimensions ranged from (0.283 – 0.949), while the correlation coefficients for the dimensions with the total score ranged from (0.512 – 0.719). Face validity, construct validity, and reliability of the scale were also confirmed for the purposes of the current study. Therefore, the instrument was presented to ten specialists, with an agreement rate of no less than 80% being adopted. The judges unanimously confirmed the suitability, appropriateness, and clarity of the instrument's items, and no items were deleted (56 items). Pearson's correlation coefficients were calculated based on the responses of a pilot sample of 30 participants. The correlation coefficients for the items with their dimensions ranged from (0.205 – 0.715), and the values of Cronbach's alpha coefficients for the scale dimensions ranged from (0.628 – 0.757). These values are considered acceptable for the purposes of the current study. Moreover, the second scale is the Academic Resilience scale, developed by Chemagosi [9] comprises (21) items distributed across the dimensions of perseverance, reflection and adaptation, and negative effects and responses. [9] calculated the construct validity, and the correlation coefficients for the items with their dimensions ranged from (0.464 – 0.848), while the correlation coefficients for the dimensions with the total score ranged from (0.772 – 0.855), and the Cronbach's alpha coefficient was (0.747). Face validity, construct validity, and reliability of the scale were also were confirmed for the purposes of the current study.

The face validity of the Academic Resilience Scale was verified by presenting it to ten specialists. With an agreement rate of no less than 80% being adopted, the judges unanimously confirmed the suitability, appropriateness, and clarity of the instrument's items, and no items were deleted (21 items). Pearson's correlation coefficients were calculated based on the responses of a pilot sample of 30 participants. The correlation coefficients for the items with their dimensions ranged from (0.285 – 0.687), and the correlation coefficients for the dimensions with the total score ranged from (0.670 – 0.961). The final version of the scale thus consisted of (21) items. To verify the reliability indicators of the Academic Resilience Scale, the scale was applied to a pilot sample of (30) students with learning disabilities. The internal consistency coefficient

for the scale was extracted, and the value of Cronbach's alpha for the scale as a whole was (0.876). The Cronbach's alpha coefficients for the three dimensions were (0.792, 0.623, 0.708) respectively. These values indicate that the scale's reliability is acceptable for the purposes of the current study. To determine the levels for the five-point scale, the lower and upper limits were calculated. Then, the range (highest value – lowest value) was calculated, i.e., (5-1 = 4). To obtain the class interval length, the range was divided by the highest value in the criterion, which is (5), i.e., (4/5 = 0.8). The class interval length was then added to the lowest value in the criterion, which is (1), to determine the upper limit of that class. Accordingly, the academic resilience levels were classified as follows: (from 1 to 1.79) very low academic resilience, (from 1.8 to 2.59) low academic resilience, (from 2.6 to 3.39) medium academic resilience, (from 3.4 to 4.19) high academic resilience, (from 4.2 to 5) very high academic resilience.

3.4. Study Procedures

To achieve the study's objectives, a series of systematic procedures were undertaken. First, the problem and objectives of the study were clearly defined, followed by an extensive review of relevant psychological and educational literature. This review involved examining previous research to guide the selection of appropriate measurement scales. Based on this, two study tools were adopted, and their psychometric properties were tested to ensure validity and reliability. Official approvals were then obtained from the Ministry of Education to facilitate the implementation of the study and the administration of its tools to students with learning disabilities. The data collection process involved administering the two study tools in paper format to the target sample, with the assistance and supervision of teachers of students with learning disabilities across various governorates in the Sultanate of Oman. After collecting the required data, statistical analyses were conducted to answer the research questions. Finally, the results were interpreted and discussed in light of existing literature, and practical recommendations were proposed to support students with learning disabilities in developing effective coping strategies and enhancing their academic resilience.

4. Data Analysis and Results

Results related to the first question: What are the most frequently used coping strategies among students with learning disabilities in the Sultanate of Oman?

To identify the most commonly utilized coping strategies among students with learning disabilities in the Sultanate of Oman, arithmetic means and standard deviations were extracted. Table 1 shows those results.

Table 1.
Means and SDs of Coping Styles in Students with Learning Disabilities.

No.	Dimension	Arithmetic Mean	Standard Deviation	Rank	Level
1	Active coping strategy	2.34	0.54	6	Low
2	Planning strategy	2.53	0.54	5	Low
3	Seeking social support strategy	2.28	0.61	8	Low
4	Positive reappraisal strategy	2.31	0.64	7	Low
5	Turning to religion strategy	3.64	0.67	4	High
6	Focus on emotions strategy	4.77	0.29	1	Very High
7	Denial strategy	4.71	0.44	2	Very High
8	Ineffective coping strategy	4.69	0.32	3	Very High

It is evident from Table 1 that the coping strategies for stress among students with learning disabilities ranged from low to very high. It is also clear that they use negative coping strategies to a very high degree, such as focusing on emotions, denial, and ineffective confrontation. In contrast, students with learning disabilities reported using positive coping strategies to a low degree, such as effective confrontation, planning, and positive reframing. Focusing on emotions ranked first with a very high degree (mean = 4.77), followed by denial in second place with a very high degree (mean = 4.71). Ineffective confrontation came in third place with a very high degree (mean = 4.69). Shifting to religion ranked fourth with a high degree (mean = 3.64). In contrast, seeking social support (mean = 2.28), positive reframing (mean = 2.31), effective confrontation (mean = 2.34), and planning (mean = 2.53) all ranked low. The results related to the second question: What is the level of academic resilience among students with learning difficulties in the Sultanate of Oman. To determine the level of academic resilience among students with learning difficulties in the Sultanate of Oman, the arithmetic means, and standard deviations were extracted. Table 2 shows these results.

Table 2.
Means and SDs of Academic Resilience in Students with Learning Disabilities.

No.	Dimension	Arithmetic Mean	Standard Deviation	Rank	Level
1	Perseverance	2.25	0.77	1	Low
2	Reflection and Adaptation to Seek Help	1.82	0.59	3	Low
3	Negative Influences and Response	1.88	0.63	2	Low
4	Overall Score	1.82	0.52		Low

It is evident from Table 2 that the degree of academic resilience was low, with a mean of (1.82) and a standard deviation of (0.52). All dimensions were found to be at a low degree, with no very low, medium, high, or very high levels observed across any of the scale's dimensions. The perseverance dimension ranked first with a low degree (2.25). The dimension of negative influences and response came in second place with a low degree (1.88). The dimension of reflection and adaptation to seeking help ranked third and last, also with a low degree (1.82). The findings related to the third question: Is there a statistically significant correlational relationship between coping styles with pressure and the level of academic resilience among students with learning disabilities in the Sultanate of Oman. To determine the relationship between coping strategies with stress and academic resilience, Pearson's correlation coefficient was calculated as shown in Table 3.

Table 3.
Pearson's Correlation between Coping Styles and Academic Resilience.

	Effective Coping	Planning	Seeking Social Support	Positive Reappraisal	Turning to Religion	Focusing on Emotions	Denial	Ineffective Coping
Perseverance	0.241*	0.190	0.225*	0.270**	-0.112	0.118	0.175	0.202*
Reflection and Adaptation	0.141	0.147	0.203*	0.270**	-0.150	0.196	0.268**	0.152
Negative Influences and Response	0.262**	0.210*	0.240*	0.266**	-0.112	0.121	0.195	0.210*
Overall Score	0.243*	0.207*	0.257*	0.264**	-0.122	0.154	0.282**	0.178

Note: Statistically significant at the 0.01 level.
Statistically significant at the 0.05 level.

Table 3 shows that the stress coping and confrontation strategies of active coping, positive reappraisal, seeking social support, planning, and denial have a positive effect on academic resilience. The stress coping and confrontation strategies of ineffective coping, turning to religion, and focusing on emotions had no effect on academic resilience.

5. Discussion

The results showed that students with learning disabilities often rely on negative coping strategies to handle stress, while they rarely use positive ones. This finding can be explained by the fact that students with learning disabilities, as they suffer not only from learning and thinking challenges but also from social and emotional problems, such as rejection by others, feel lonely, low self-esteem and confidence, high levels of anxiety, and inability to adjust. Therefore, students with learning disabilities tend to use coping strategies that focus on feelings of frustration, avoidance, silence, denial of the existence of a problem, ignoring it, and projecting it onto others, while avoiding stress-coping strategies that require active confrontation, effort, problem-focused thinking, planning, and problem-solving.

The frequent use of negative coping strategies can also be understood considering psychoanalytic theory, which suggests that the stress a student feels comes from clashes between the student and the surrounding society, or inner conflicts within the student. This creates tension between natural impulses and the social rules enforced by the superego, resulting in the emergence of defense mechanisms such as withdrawal, denial, projection, and avoidance. In addition, this finding can be explained using Lazarus and Folkman's theory of stress and coping by Lazarus and Folkman, which emphasizes that psychological stress is not the result of the stimuli the student with learning disabilities encounters, nor the physiological responses of the body to stress. Rather, it relies on how the student perceives and interprets the stressful situation—in other words, it depends on the student's mental evaluation of the problem.

Upon comparing to previous studies, the result is different from that of Olabisi, et al. [32] which indicated that students use coping strategies at a moderate level. It is also different from Gyasi and Yeboah [33]. It found that the most frequently used coping strategies among students with disabilities were self-determination, relying to religion, and getting social support.

The results also showed that students with learning disabilities in the Sultanate of Oman had low levels of academic resilience. This low level of academic resilience can be attributed to the characteristics of this group, as they suffer from low academic persistence and lower achievement compared to their peers. Moreover, a family and social environment that neither accepts nor supports them impacts their motivation to learn, school adjustment, and overall resilience. In addition to feelings of inferiority and inability, many in this group believe that their situation will not improve, and they are dominated by feelings of hopelessness and defeat, which form a major barrier to academic success. The perceptions of general education teachers about this group, and their unwillingness to have them in regular classrooms on one hand, and the lack of awareness among parents regarding their children's learning disabilities—often pressuring them to achieve high grades—on the other, contribute greatly to increasing students' stress levels, which affects their resilience and academic persistence.

The low level of academic resilience can be also explained considering Richardson's Resiliency Model, one of the earliest theories explaining resilience. This model is based on the idea of biopsychospiritual homeostasis, which allows students with learning disabilities to adjust to their current life situations. According to Richardson's theory, the personal, familial, social, and cultural characteristics of students with learning disabilities, along with the way they interpret

cognitive processes, either positively or negatively, and their ability to employ these characteristics and interpretations in facing challenges, play a crucial role in building resilience and resisting breakdown [30].

Upon comparing with previous studies, the current result is consistent with Lone, et al. [30] which found a low level of academic resilience among students with learning disabilities. However, it is different from Olabisi, et al. [32] which reported a moderate level of academic resilience among students.

The results further showed that coping strategies such as problem-focused coping, positive reappraisal, getting social support, planning, and denial positively affect academic resilience. On the other hand, coping strategies such as ineffective coping, depending on religion, and emotion-focused coping did not have a significant impact on academic resilience. This result can be explained by noting that this group of students is considered at risk and therefore experiences multiple reasons of stress, whether external (from school, family, peers, or teachers) or internal. These results confirm that coping strategies have an important role in their ability to manage stress, enhance school adjustment, and improve academic resilience. The low level of resilience among students with learning disabilities depends on their tendency to rely on negative coping strategies. Lazarus's theory shows the high use of negative coping strategies among these students as a reliance on as a form of emotion-focused coping, which aims to change the feelings linked to a stressful situation, This includes avoiding the problem, withdrawing, or denying it to divert attention from the problem and reduce tension and stress [34].

Since academic resilience is affected by personal factors, the characteristics of students with learning disabilities—such as low self-concept, lack of motivation, attention deficits, and difficulties in perception—will inevitably affect their level of resilience. Therefore, training them to use positive coping strategies, particularly problem-focused coping, will lead to higher levels of resilience and academic persistence. Upon comparing the present study's results with previous research [30, 32], it is clear that they align with results indicating a positive correlation between academic resilience and positive coping strategies, such as problem-focused coping, planning, and positive reappraisal.

6. Conclusion and Recommendations

The present study provided a deeper insight into the coping strategies and methods students with learning disabilities are using to deal with and manage stress. The results showed that they use negative coping strategies to a very high degree, while positive coping strategies are used at a low level. The study also showed the level of academic resilience among students with learning disabilities, which was found low. In addition, the results showed that coping strategies significantly affect the level of academic resilience. Based on the results, the study recommends giving greater attention to the challenges faced by students with learning disabilities and providing counseling programs aimed at enhancing their academic resilience, persistence, and ability to adopt positive and effective coping strategies when dealing with stress. It further suggests encouraging researchers and postgraduate students to conduct future descriptive studies on academic resilience among this group or among students with other types of disabilities, taking into account demographic factors such as gender, grade level, and type of difficulty. Additionally, it calls for future quasi-experimental research to examine the effectiveness of group counseling programs in improving academic resilience.

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