



Emotional Adaptability as a Predictor of Academic Persistence in Hybrid Classrooms

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Abstract

The rapid expansion of hybrid education has transformed the academic experiences of university students by combining face-to-face instruction with digitally mediated learning. Although hybrid classrooms provide flexibility and access to diverse learning resources, they also require students to manage changing learning environments, varying communication patterns, technological demands, and differences in academic workload. These conditions may create emotional challenges that influence students' willingness and ability to persist with academic tasks. The present study examines emotional adaptability as a potential predictor of academic persistence in hybrid classrooms. A quantitative correlational research design was adopted to investigate the association between students' emotional adaptability and their persistence in academic activities. The proposed study involved 220 undergraduate students enrolled in hybrid learning programs.

Emotional adaptability was assessed through indicators such as emotional regulation, adjustment to changing academic conditions, coping flexibility, and recovery from academic setbacks. Academic persistence was examined through sustained task engagement, completion of academic responsibilities, continuation of effort during difficulty, and commitment to academic goals. Illustrative findings suggest that students with higher levels of emotional adaptability demonstrate stronger academic persistence than students with comparatively lower adaptability. The findings further indicate that emotional regulation, flexible coping, and adjustment to changing classroom conditions may contribute substantially to students' capacity to maintain academic effort. The study highlights the importance of considering emotional adaptability as an important psychological resource within hybrid education and suggests that universities can strengthen persistence by integrating emotional-support and adaptive-learning practices into academic programs.

Keywords: Emotional Adaptability, Academic Persistence, Hybrid Classrooms, Emotional Regulation, Student Engagement, Academic Motivation, Higher Education, Adaptive Learning

1. Introduction

Hybrid classrooms have become an increasingly important component of contemporary higher education, particularly as institutions continue to combine face-to-face teaching with digitally mediated learning. This educational model provides students with greater flexibility in accessing academic resources, communicating with instructors, attending learning activities, and managing their study



schedules. At the same time, hybrid education introduces a more complex set of academic and psychological demands. Students are required to move between physical and virtual learning environments, interpret different forms of academic communication, manage independent study responsibilities, and remain engaged across multiple instructional platforms. The ability to continue academic activities despite interruptions, technological difficulties, changing schedules, and competing responsibilities may therefore influence students' success in hybrid educational environments.

Academic persistence refers to the capacity of students to maintain effort, participation, and commitment toward academic goals despite challenges, temporary setbacks, or periods of reduced motivation. Persistence is not limited to simply completing assignments; it also involves continuing to engage with difficult learning materials, attending required sessions, responding to academic feedback, and maintaining progress toward longer-term educational objectives. Hybrid classrooms, however, may provide fewer opportunities for continuous direct monitoring and require students to take greater responsibility for organizing their own learning. Students may need to independently manage deadlines, monitor their progress, resolve learning difficulties, and decide when additional support is necessary. Consequently, psychological characteristics that enable learners to manage changing circumstances and maintain productive behavior may become increasingly relevant to academic persistence.

Emotional adaptability represents an individual's capacity to recognize, regulate, and appropriately adjust emotional responses when circumstances change. In higher education, students frequently experience frustration, academic pressure, uncertainty, disappointment, and anxiety, particularly when learning tasks become difficult or expectations change. This capacity is particularly relevant to hybrid classrooms because students may encounter changes in instructional pace, communication methods, assessment requirements, technological platforms, and learning environments. Emotional adaptability may therefore help students maintain behavioral stability and academic focus while responding constructively to changing educational circumstances.

The relationship between emotional adaptability and academic persistence can be understood through broader perspectives on self-regulation, motivation, resilience, and goal-directed behavior. Academic persistence requires students to continue investing effort even when immediate rewards are limited or when academic tasks become demanding. Specifically, the research considers whether students with stronger emotional adaptability are more likely to sustain academic effort, complete learning responsibilities, remain engaged with coursework, recover from academic setbacks, and continue pursuing educational goals. By examining this relationship, the study seeks to contribute to a deeper understanding of the psychological factors that support persistence and successful learning in increasingly flexible, technology-mediated higher education environments.

2. Objectives of the Study

The primary objective of this study is to examine emotional adaptability and its role in supporting academic persistence among undergraduate students in hybrid classrooms. The study aims to assess students' ability to regulate emotions, adapt to changing academic conditions, manage challenges through flexible coping strategies, and recover constructively from academic setbacks. It further seeks to examine academic persistence through students' sustained effort, assignment completion, continued engagement with coursework, and commitment to educational goals despite academic difficulties.



Another important objective is to determine whether emotional adaptability significantly predicts academic persistence within hybrid learning environments. The study also aims to identify which dimensions of emotional adaptability, particularly emotional regulation, coping flexibility, academic adjustment, and emotional recovery, are most strongly associated with students' persistence. Finally, the study intends to generate practical educational implications for instructors and higher education institutions by suggesting appropriate emotional-support and adaptive-learning strategies that can strengthen students' ability to remain engaged and persistent in flexible, technology-mediated academic environments.

2.1 To Examine Emotional Adaptability

The study aims to assess the level of emotional adaptability among undergraduate students participating in hybrid learning environments, with particular attention to emotional regulation, flexible coping, adjustment, and recovery from academic difficulties.

2.2 To Examine Academic Persistence

The study seeks to examine students' academic persistence through their ability to maintain effort, complete academic responsibilities, remain engaged with coursework, and continue working toward academic goals despite challenges.

2.3 To Determine the Predictive Relationship

The study aims to determine whether emotional adaptability significantly predicts academic persistence among students enrolled in hybrid classrooms.

2.4 To Identify Important Emotional Dimensions

The research further examines which dimensions of emotional adaptability, including emotional regulation, coping flexibility, adjustment, and emotional recovery, appear most strongly associated with academic persistence.

2.5 To Develop Educational Implications

The study seeks to provide practical implications for universities and instructors regarding the development of emotional-support strategies that may strengthen students' persistence in hybrid learning environments.

3. Review of Literature

3.1 Emotional Adaptability in Educational Contexts

Emotional adaptability involves the capacity to respond constructively to changing circumstances while maintaining psychological and behavioral functioning. In educational settings, students encounter numerous situations that require emotional adjustment, including academic failure, workload changes, examination pressure, interpersonal difficulties, and uncertainty regarding academic expectations. Students who can regulate their emotional responses may be better positioned to maintain productive behavior when such challenges occur.



Emotional adaptability should not be understood as the absence of negative emotions. Students may experience anxiety, frustration, disappointment, or uncertainty while still demonstrating adaptive responses. The important issue is how students manage these emotional experiences and whether they can return their attention toward constructive academic behavior.

In hybrid classrooms, this capacity may become increasingly important because students often experience greater variation in how learning is organized. A student may attend a face-to-face session one day, complete an online assignment the next day, and participate in a virtual discussion later in the week. Such changes require learners to repeatedly adjust expectations, routines, and emotional responses.

3.2 Academic Persistence and Student Development

Academic persistence reflects continued effort toward educational objectives despite difficulties or temporary setbacks. It is closely related to motivation, self-regulation, self-efficacy, and goal commitment. Persistent students are generally more likely to continue working when academic tasks become demanding rather than immediately abandoning their goals.

Persistence is particularly relevant to hybrid learning because flexible educational environments can provide students with greater autonomy while simultaneously increasing responsibility. Students may need to monitor deadlines independently, manage digital resources, organize study time, and remain engaged without continuous face-to-face supervision.

Academic persistence therefore depends on both motivational and emotional processes. A student may have a strong academic goal but still struggle to maintain effort when frustration or stress becomes overwhelming. Emotional adaptability may help bridge this gap by supporting students' capacity to manage difficult emotional experiences while continuing goal-directed behavior.

3.3 Emotional Adaptability and Hybrid Learning

Hybrid classrooms create a learning environment characterized by both flexibility and complexity. While students may benefit from convenient access to digital materials and multiple forms of instruction, they may also encounter technological interruptions, communication delays, inconsistent levels of interaction, and difficulties maintaining attention across different learning platforms.

Emotionally adaptable students may respond to such challenges with greater flexibility. For example, when a digital activity becomes difficult, they may seek technical assistance, modify their study strategy, or shift temporarily to another learning resource rather than abandoning the task. Similarly, when academic feedback is disappointing, they may use the feedback constructively and continue working toward improvement.

3.4 Emotional Regulation, Coping, and Academic Persistence

Emotional regulation and flexible coping can play an important role in helping students maintain academic persistence. Students who effectively manage frustration, stress, and disappointment may be more capable of continuing academic tasks during challenging situations. In hybrid classrooms, adaptive coping can help learners respond constructively to technological problems, changing deadlines, reduced interaction, and demanding coursework. These emotional skills may therefore strengthen students'



ability to recover from setbacks, maintain motivation, and continue working toward their academic goals.

4. Research Methodology

4.1 Research Design

The study adopted a quantitative correlational research design to examine the relationship between emotional adaptability and academic persistence among students in hybrid classrooms. The design was selected because the primary purpose was to determine whether variations in emotional adaptability were associated with differences in students' persistence without manipulating the learning environment.

4.2 Participants and Sampling

The proposed study included 220 undergraduate students enrolled in hybrid learning programs. Participants represented different academic disciplines and undergraduate years. A balanced sample of students with varying levels of exposure to hybrid learning was considered to provide a broader understanding of emotional and academic experiences.

4.3 Measures

Emotional adaptability was assessed through four major dimensions:

- Emotional regulation
- Flexible coping
- Adjustment to changing academic conditions
- Recovery following academic setbacks
- Sustained academic effort
- Assignment completion
- Continued engagement during difficulty
- Commitment to academic goals

Responses were measured using structured Likert-scale items. Higher scores represented stronger emotional adaptability and academic persistence.

4.4 Data Collection

Data were collected through a structured questionnaire distributed to undergraduate students participating in hybrid courses. Participants completed the emotional adaptability and academic persistence measures during the designated data-collection period. Responses were reviewed for completeness before statistical analysis.



Table 1. Major Study Variables and Indicators

Variable	Dimension	Key Indicators
Emotional Adaptability	Emotional Regulation	Managing frustration and academic pressure
Emotional Adaptability	Flexible Coping	Adjusting strategies during difficulties
Emotional Adaptability	Academic Adjustment	Responding effectively to changing learning conditions
Emotional Adaptability	Emotional Recovery	Returning to productive behavior after setbacks
Academic Persistence	Sustained Effort	Continuing effort during challenging tasks
Academic Persistence	Task Completion	Completing assignments and learning activities
Academic Persistence	Engagement	Maintaining participation in hybrid learning
Academic Persistence	Goal Commitment	Continuing toward academic objectives

4.5 Data Analysis

The data were analyzed using descriptive statistics, correlation analysis, and regression analysis. Mean scores and standard deviations were calculated to describe emotional adaptability and academic persistence. Pearson correlation was used to examine the strength and direction of the relationship between the two variables. Regression analysis was proposed to determine the extent to which emotional adaptability predicted academic persistence.

5. Analysis

5.1 Emotional Adaptability Levels

The illustrative findings indicate that students demonstrated moderate to high levels of emotional adaptability across the major dimensions. Emotional regulation and flexible coping appeared to be particularly important characteristics, suggesting that students who could manage emotional reactions and adjust their coping strategies were better equipped to navigate the changing demands of hybrid learning.

Table 2. Illustrative Levels of Emotional Adaptability

Emotional Adaptability Dimension	Illustrative Score
Emotional Regulation	84%
Flexible Coping	81%
Academic Adjustment	78%
Emotional Recovery	75%
Overall Emotional Adaptability	80%

The pattern indicates that emotional adaptability is multidimensional. Students may demonstrate strong emotional regulation while requiring additional support in recovering from setbacks or adapting to unexpected academic changes.

5.2 Academic Persistence

The illustrative findings suggest that students with stronger emotional adaptability also demonstrated stronger persistence-related behaviors. Sustained effort and assignment completion showed relatively high levels, while persistence during major academic difficulties was comparatively lower.

Table 3. Illustrative Academic Persistence Indicators

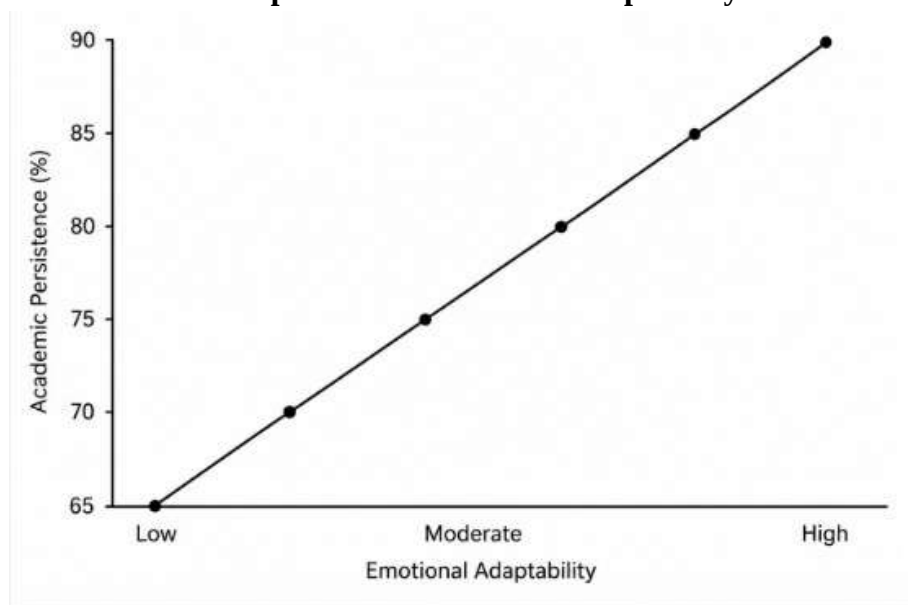
Persistence Indicator	Percentage
Sustained Academic Effort	85%
Assignment Completion	83%
Continued Engagement	80%
Commitment to Academic Goals	82%
Persistence During Difficulties	76%
Overall Academic Persistence	81%

These results suggest that emotional adaptability may help students maintain academic behavior across different learning conditions. Students who can regulate frustration and recover from setbacks may be more likely to continue completing academic responsibilities.

5.3 Predictive Relationship

The illustrative correlation analysis indicates a positive relationship between emotional adaptability and academic persistence. Students with higher emotional adaptability tended to report stronger persistence behaviors. The regression pattern further suggests that emotional adaptability may serve as a meaningful predictor of academic persistence in hybrid classrooms.

Figure 1. Illustrative Relationship between Emotional Adaptability and Academic Persistence





The overall pattern suggests that improvements in emotional adaptability may correspond with stronger academic persistence. However, emotional adaptability should be considered one predictor among several because persistence can also be influenced by motivation, academic self-efficacy, social support, course design, workload, and institutional conditions.

6. Discussion

6.1 Emotional Adaptability as a Psychological Resource

The illustrative findings suggest that emotional adaptability may contribute meaningfully to students' ability to remain academically persistent. Students who can regulate emotional responses and adjust their coping strategies may be better equipped to continue academic activities when they encounter difficulties.

This finding is particularly relevant to hybrid classrooms because students must frequently move between different learning environments. Emotional flexibility can help them manage changes without allowing temporary frustration to become prolonged disengagement.

6.2 Adaptability and Academic Persistence

The positive relationship between emotional adaptability and persistence indicates that emotional processes may play an important role in sustained academic behavior. Persistence is not simply a matter of academic ability; it also involves the capacity to continue working when learning becomes difficult or inconvenient.

Students with stronger emotional adaptability may interpret academic setbacks as temporary challenges rather than permanent failures. Such interpretations can encourage them to seek assistance, modify their learning strategies, and continue pursuing academic goals.

6.3 Implications for Hybrid Classrooms

The findings suggest that universities should consider emotional development alongside technological and instructional design when developing hybrid learning programs. Academic support systems can include activities that help students recognize emotional responses, develop adaptive coping strategies, establish realistic academic routines, and recover constructively from setbacks.

Instructors can also contribute by providing predictable communication, timely feedback, clear academic expectations, and opportunities for students to seek assistance. Such practices may reduce unnecessary uncertainty and create conditions in which students can use their emotional adaptability more effectively.

7. Conclusion

Emotional adaptability appears to be an important psychological factor associated with academic persistence in hybrid classrooms. The study highlights that students' ability to manage emotional responses, adjust coping strategies, adapt to changing learning conditions, and recover from academic setbacks may influence their willingness to continue academic effort. The illustrative findings indicate that students with stronger emotional adaptability tend to demonstrate higher levels of sustained effort, assignment completion, engagement, and commitment to academic goals. The relationship suggests that



emotional adaptability may function as a meaningful predictor of persistence, although it should not be viewed as the sole determinant of students' academic outcomes.

The study also emphasizes that hybrid education requires more than effective digital infrastructure. Students need psychological resources that enable them to manage uncertainty, flexibility, and independent academic responsibilities. Universities can therefore strengthen hybrid learning outcomes by combining academic support with emotional and self-regulatory development. Future research should examine this relationship through longitudinal and mixed-methods designs. Larger samples, multiple institutions, and objective indicators such as course completion and attendance records could provide stronger evidence regarding the predictive role of emotional adaptability in academic persistence.

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