

# EFFECT OF RESILIENCE AND ACADEMIC SELF EFFICACY AMONG UNDERGRADUATE STUDENTS

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## Abstract

*Self-efficacy is considered to be the foundation of human agency ) and is referred to as an important protective factor regulating human functioning and emotional wellbeing through cognitive, motivational, affective, and selective processes. Resilience is the capacity to adapt well when faced with adversity or stress. Academic self-efficacy and academic resilience were measured during a single data collection point in participants' first, second, or third year as undergraduates. Gender, age, and year of study data were also collected. Resilience and personal abilities among undergraduate students when incorporate opportunities for students to experience mistakes as an expected part of learning, build their resilience to setbacks. Resilient adolescents were thinkers able to solve concrete problems in their own way, contrasting the rigidity of the system, adopting the task-oriented strategy, and maximizing the change.*

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## INTRODUCTION

All students will experience difficult situations at some point in their educational career, both academic and social. These may include teasing and bullying, conflict with teachers or parents, competition or disagreements with peers, homework, tests and class presentations, and the transition from one school to another. Resilience is the capacity to adapt well when faced with adversity or stress. It helps students stave off the potential negative psychological effects of challenging experiences. It involves more than continuing to persist despite difficulty: resilient students interpret academic or social challenges in a positive way. This may include increasing effort, developing new strategies, or practicing conflict resolution.

### Importance of Resilience for Students

There are several critical abilities associated with resilience, including:

- **Emotional regulation**, or the ability to keep calm and express emotions in a way that helps the situation
- **Impulse control**, which involves the ability to make a conscious choice to act on a desire (or not), as well as to delay gratification and persevere

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- **Causal analysis**, or the ability to analyse problems and identify causes
- **Empathy**, or the ability to understand the feelings and needs of another person
- **Realistic optimism**, or the ability to keep a positive outlook without denying reality
- **Self-efficacy**, or the belief in one's ability to solve problems and handle stress
- **Opportunity-seeking**, or the ability to take new opportunities and reach out to others

In general, students with higher resilience tend to have more positive outcomes (including greater wellbeing) and exhibit fewer problem behaviours. This is because resilient people display the courage and motivation to face problems and difficulties accurately (rather than denying or exaggerating them) and maintain a positive mindset and the confidence to persevere. Resilience is identified as part of one of the New Zealand's Curriculum's key competencies, 'managing self'. Resilience also leads to improved outcomes for students because it is related to students' beliefs that they have the ability to influence their environment. Resilient students are high in autonomy and self-efficacy— they experience feelings of confidence and believe that things will work out. This sense of personal control gives students an advantage in making changes when faced with difficulty and it can moderate the effect of adversity on wellbeing. Resilience fluctuates at different ages and developmental stages, and across different contexts. Resilience is not a character trait that children are born with, but is a developmental process mostly influenced by children's experiences and relationships. Importantly for teachers and caregivers, this means that resilience can be learned and developed.

### **Resilience and Self-efficacy**

Waxman et al. (2003) proposes that academic resilience research needs to examine indicators of resiliency in order to identify what processes can promote protective mechanisms and calls for more affective and motivational training for students to assess their impact on students' affective and motivational outcomes. Aiming to provide a more "expansive" analysis of the factors related to academic resilience, Martin and Marsh (2006) reported self-efficacy, planning, persistence, anxiety, and uncertain control as predictors of academic resilience. Using class participation (behavioral) and enjoyment at school (cognitive-affective) as educational outcome constructs and general self-esteem (global affective) as a psychological outcome construct, Martin and Marsh hypothesized that the outcome constructs were consequential to students' capacity to effectively deal with challenge, adversity and setbacks experienced in a school setting. As hypothesized, academic resilience was the strongest—relative to the other five motivational and engagement factors—predictor of each of the outcome measures. Analysis to determine students' profiles according to academic resilience revealed that resilient students were

high in self-efficacy, persistence and planning and low in anxiety and uncertain control. Hamill (2003) also reported self-efficacy as an important characteristic that distinguished resilient and non-resilient 16–19 year old students.

The pursuit of those factors that distinguish resilient from non-resilient individuals and the promotion of resilience have been at the centre of existing research in the field resilience (Hamill, 2003). There is sufficient evidence indicating that self-efficacy is one resilience factor worthy of further study in this respect. Self-efficacy emerged as a central facet in Albert Bandura's Social Cognitive Theory, where it is described as “the belief in one's capabilities to organize and execute the course of action required to manage prospective situations” (Bandura, 1995, p. 2). In educational studies, individual differences in perceived self-efficacy have often been shown to be better predictors of performance than either previous achievement or ability (Cassidy, 2012). Like resilience, self-efficacy is context specific and seems particularly important when individuals face adversity, when positive self-efficacy beliefs are associated with increased motivation and perseverance (Bandura, 1997; Bandura et al., 2001) and an increased likelihood of rejecting negative thoughts regarding own capabilities (Ozer and Bandura, 1990).

Self-efficacy is considered to be the foundation of human agency (Bandura et al., 1999) and is referred to as an important protective factor regulating human functioning and emotional wellbeing through cognitive, motivational, affective, and selective processes (Hamill, 2003). And whilst Bandura (1993) does describe how self-efficacy operates to contribute toward academic development stating that students' beliefs in their efficacy to regulate their own learning and master academic activities determine their aspirations, level of motivation and academic accomplishment there is a lack evidence-based detail accounting for exactly what high self-efficacious individuals *do* that impacts positively on academic outcomes; as noted by Hamill (2003), despite an abundance of self-efficacy focused research, relatively little work has examined how self-efficacy relates to resilient behaviors exhibited in response to adversity.

## METHODOLOGY

The sample comprised 435 British undergraduate students. The study adopted a self-report questionnaire-based design with correlation and between-subjects components. Academic self-efficacy and academic resilience were measured during a single data collection point in participants' first, second, or third year as undergraduates. Gender, age, and year of study data were also collected. Whilst the gender bias evident within the sample was not desirable, that over 80% of the sample were female is representative of a typical student intake, at least in psychology (Bourne, 2014).

**ANALYSIS AND DISCUSSION**

Table 1. Relationship between Resilience and Academic Self efficacy

Variable	Mean	SD	T value
Resilience	68.62	15.20	-0.265
Academic Self efficacy	44.2	13.23	
Relationship between Resilience and Academic Self efficacy among male			
Resilience	68.62	15.20	-0.163
Academic Self efficacy	44.2	13.23	
Relationship between Resilience and Academic Self efficacy among female			
Resilience	24.2	10.63	0.186
Academic Self efficacy	44.2	13.23	

Table 4. Descriptive Statistics on Resilience and Academic Self Control

Particulars	Resilience	Academic Self Control
Tools	LS	PS
Mean	68.62	24.2
Median	66.54	23.9
Mode	65.0	24
Standard Deviation	68.62	14.2
Skewness	-0.13	375

Kurtosis	-452	1.53
Maximum	95	40
Minimum	15	12

Table 8. Comparison Resilience and Academic Self Control based on Gender

Categories	Number	Mean	SD	T value	Level of significance
<b>Resilience</b>					
Male	50	61.52	12.25	4.99	P<0.01 Significant
Female	50	61.52	12.25		
<b>Academic Self Control</b>					
Male	50	26.2	13.32		P<0.01 Significant
Female	50	26.2	14.32	3.384	

## MAJOR FINDINGS

The study yields remarkable and relevant findings that have considerable implications in the academic and also general development of undergraduate students. The resilience and academic self-control among graduate students is normally high. There is a significant positive relationship between resilience and academic self-control, that means the when there is any increase or decrease in resilience there is a similar increase or decrease will be marked on Academic self-control. The difference in resilience among graduate students based on gender is significant. The difference in academic self-control among graduate students based on gender is significant

## IMPLICATIONS OF THE FINDINGS

The findings of the present study helped to implement remarkable changed in the educational field as well as general development of the students. That include build resilience and personal abilities among undergraduate students when incorporate opportunities for students to experience mistakes as an expected part of learning, build their resilience to setbacks. Through class discussions, your own mistakes, and building pupils' knowledge of their brain's

programming, your students will gain the competence, optimism and understanding to persevere and even make progress through failure. When students make mistakes, explain that these are not failures: they are opportunities for the brain to build a bridge that will bring them success in future. They need to understand that their brains have evolved to be survival tools: the brains of mammals in the wild adapted to make rapid decisions and choices in response to change or threat. Our human brains still have that primitive quick-response reaction to new situations – even to questions in a test. But because we are not out in the wild or in danger, instead of jumping to conclusions, we can take few seconds to be sure our brain's first choice is the best. More importantly, when you correct an error, your brain builds new wiring to guide you to make a better choice next time. So, doing something wrong can actually be beneficial in the long-term, replacing misinformation with firm experience. The strongest understandings we have do not come from what we've memorised but rather from what we've learned from failure. Other ways to help students see mistakes in a new light include, discussing common errors made by previous students. Pointing out your own mistakes and acknowledging how you felt at the time. Inviting your class to share their past mistakes and recognising they lived through them and can see them with the perspective of time and even humour now.

## **CONCLUSION**

By building students' resilience in this way, you can help them realise that when they engage confidently with a challenge, anything is possible and failure is not something to fear. This is vitally important. After all, it's not what students know, but what they can do with what they know, that is the goal of education. The main purpose of this study was to explore the relationships between resilience and self-efficacy, resilience and thinking styles, and self-efficacy and thinking styles for the first time in a sample of Italian middle adolescents. In relation to the first hypothesis, results demonstrated that the adolescents, highly resilient and resistant to adversity and stressful events, perceived themselves as more efficient both in general and in specific scholastic context, compared to the scarcely resilient ones. Confirming the prediction of the second hypothesis, results showed that resilient adolescents were thinkers able to solve concrete problems in their own way, contrasting the rigidity of the system, adopting the task-oriented strategy, and maximizing the change. In addition, resilient adolescent were also thinkers likely to respect the established rules by following others supervision, to criticize the others' performance, and to simultaneously consider several goals of similar importance. In relation to the last hypothesis, results pointed out that the adolescents who perceived themselves as highly efficient both in general and at school were thinkers able to work on tasks that require creative

strategies, to follow the established guidelines, to criticize the performance of other people, to view concrete problems from several perspectives, establishing priorities and reducing the incidence of the system, to adopt task-oriented strategies, and to maximize the change of existing norms.

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