



Academic Resilience as a Predictor of Academic Motivation and Academic Confidence of Secondary School Students

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Abstract

This paper examined the influence of academic resilience on academic motivation and academic confidence of secondary school students. The sample consisted of 150 students randomly selected from 10 higher secondary schools of District Ganderbal, J &K, India. Three instruments were used for data collection. They are (1) Bharatiyar University Resilience Scale (BURS) developed by Dr. Annalakshmi Narayanan (2009) (2) Academic Motivation Scale-High School Version (AMS; Vallerand et al.,1992) (3) Academic Confidence Scale by Sanders and Sanders (2003). Both descriptive and inferential statistics were used. Data was analysed using Pearson Correlation Moment Coefficient. Results revealed a positive statistical correlation between academic resilience and academic motivation and between academic resilience and academic confidence of secondary school students. These findings have implications for teachers and school administrators in enhancing and enforcing programs that train students on resilience skills, academic motivation and academic confidence.

Key Words: Academic Resilience; Academic Confidence ;Academic Motivation; Secondary School Students

Introduction

Education is a major tool for economic and social development. Investment in education is considered as investment in human capital and this increases labour productivity. Success at the collegiate level may be expressed in a variety of ways depending upon the individual's self-perception. However, commonly held description of academic success may include: attainment of a degree, acceptable grade point average and low retention of career and life skill sets necessary for employability and professional development. A students' success at the collegiate level demonstrates their ability to gain information and skills necessary to increase their chances of meeting long term personal and career goals (Eunhee, Newton, Downey ,and Benton, 2010) .Maintaining an acceptable grade point average and completing courses designed for their career goal demonstrates that the student is meeting the expectations set by the college or university.

On the other hand, as student is characterized with high academic confidence braces and meets the academic rigour and excels in school essay writing because he or she perceives himself as being capable of doing well in school; conversely, a learner

noted for having low academic confidence inhibits good academic performance because of the tendency to see himself or herself as being unable to cope with the academic challenge. Koura and Hebaishi (2014) submit that high or low academic confidence is all about thoughts that the students hold about themselves which affect their academic performance directly or otherwise. These thoughtful feelings either aid or hinder their academic progress.

Academic confidence is believed to effect performance through the influence on task perception. For example, research studies suggest that high academic confidence creates a feeling of calmness when approaching a difficult task. Conversely low academic confidence may result in an individual perceiving a task as more difficult than it really is, which leads to stress and a narrowness of ideas when tackling the solution of the problem Cole (2008), Eccles and Wigfield (2002), Stevens (2005).

Student academic achievement confidence can change if the student enters into the academic environment where the form and processes of education itself are demystified. This involves giving learning opportunities to refine the students' academic skills (Tett,2000). Academic confidence can be developed from the mastery of skills , various experience and social and emotional support (Sander and Sander ,2005) .Academic confidence is an imperative part of preparation and performance .It involves a generative capability in which component cognitive ,social and behavioural skills must be organized into integrated courses of action to serve innumerable purposes .Adeyemi and Agokei (2010) describe the construct as belief about one's ability to perform successfully in a given course. Fakeye (2010) also view academic confidence as learner's beliefs about their own ability to accomplish a task. According to Bandura (1997), academic confidence can be categorized as high and low. Ofole and Okopi (2012) opine that students with low self-efficacy are academically at risk.

Academic confidence could be seen as one of the fundamental internal motivators that propel any students to endure school challenges and attain academic success. Brausch (2011) affirm that when universities produce successful students, they stand to be rewarded in return as they attract additional revenue through alumni contribution. He went further saying that "universities who invest in their students' academic success often reap the rewards of alumni donations from former students who recognize the importance of their college education in regards to their financial success". According to Pintrich and Zusho (2002) "academic motivation refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals". Ahmad and Rana (2012) found out that motivation influences academic performance of college students. Akinsola ,Tella and Tella (2007) reported that students who had higher achievement motivation scored significantly high scores on a mathematics achievement test. Compared to their counterpart students with lower achievement motivation.

The capacity of resilience is one of the most essential personal factors influencing academic achievement. Resilience is a multidimensional construct (Cicchatte,2013) and it is the ability to pass the hardest problems and overcome the most complex situations (Jackson ,2008). It represents someone's capacity for tolerating disastrous

events. Academic resilience means students achieving good educational outcomes despite adversity. Academic resilience is a concept that focuses on strengths and optimal functioning of learners. Jensen, Trollope, Waters and Everson (2008) defined resilience as apposite attitude and effective strategy that one employs in response to stressors. Although learners experience the same challenging threatening circumstances, academically resilient learners are able to turn stressful events into opportunities for personal growth and benefit (Santoosh and James, 2013). Accordingly, they possess the capacity for successful adaptation, and their responses to the demands do not impair their abilities, instead they bounce back with enhanced competencies (Santosh and James, 2013). This implies that academically resilient students are likely to sustain high level of academic motivation and performance in spite of the challenging conditions that put them at risk of doing poorly in academics. Empirical research has also shown that academic reliance plays a moderating role in students' academic achievement (Abolmaali and Mahmudi,2013).

Although academic motivation and academic confidence , are well -documented phenomenon ,there have been few attempts to examine academic resilience as their predictor among secondary school students .Few educational researchers have investigated the relationship between academic resilience, academic motivation and academic achievement (Mwangi et al 2015; Mutweleli,2014)/ However, these studies were conducted in different geographical regions and these studies did not include the variable academic confidence. Winga et al (2010) for instance, explored academic burnout in relation to gender and academic achievement, but the study did not focus on academic resilience as an antecedent of academic motivation and academic confidence.

Statement of the Problem

Poor performance of students in any educational endeavour is a matter of concern. This is because success in education is the springboard to the attainment of Sustainable Development Goals (SDG), as well as social mobility. Local studies have explored various factors that affect learner's academic motivation and confidence. However, little attention has been paid to other factors such as academic resilience that may also influence academic motivation and confidence of students. The central problem of the study was to explore academic resilience as a predictor of academic motivation and confidence of secondary school students. Although extant literature has revealed a relationship between academic resilience and academic motivation and confidence. The extent to which such results can be generalized considering the differences in cultural settings cannot be ascertained without conducting proper investigations. Little attention has been paid to how academic resilience predicts academic motivation and confidence. Therefore, this study attempts to fill this gap.

Objectives of the Study

The following objectives were set for the study:

1. To study the relationship between academic resilience and academic motivation of secondary school students.

2. To study the relationship between academic resilience and academic confidence of secondary school students.

Hypotheses of the Study

1. There is no significant relationship between academic resilience and academic motivation of secondary school students.
2. There is no significant relationship between academic resilience and academic confidence of secondary school students.

Research Design and Methodology

Research Design: The study adopted the descriptive survey research design.

Sample and Sampling technique: A sample of 150 secondary school students was randomly selected from 10 secondary schools of District Ganderbal by using purposive sampling technique.

Tools Used

1. **Bharatiyar University Resilience Scale (BURS) developed by Dr. Annalakshmi Narayanan (2009):** This scale comprises of 30 questions. The Cronbach Alpha reliability coefficient of scale is 0.876.
2. **Academic Motivation Scale-High School Version:** The AMS is the English translation of the Echelle de Motivation en Education (Vallerland et al., 1992,1993). Based on SDT, this 28-item instrument is divided into seven subscales, reflecting one subscale of amotivation, three subscales of extrinsic motivation and three distinct subscales of intrinsic motivation.
3. **Academic Confidence Scale by Sanders and Sanders (2003):** To measure academic confidence, a 5-point Likert type scale developed by Sanders and Sanders (2003) was used, the scale ranging from 'strongly agree' (5) to 'strongly disagree' (1). The overall Cronbach's Alpha reliability of this scale is given as 0.89.

Data Analysis

The data analysis through the questionnaires were analysed by using Pearson's Coefficient of Correlation.

Results and Discussion

Objective No. 1: To study the relationship between the academic resilience and academic motivation of secondary school students

Hypothesis H_{01} : *There is no significant relationship between academic resilience and academic motivation of secondary school students.*

Table 1: Showing the correlation between academic resilience and academic motivation

Variables	Size of Sample	Pearson's Correlation Coefficient (r)	Level of Significance
Academic Resilience V _s Academic Motivation	150	.34**	.01
df = 148 =.109		Value of significant at .05 level Value of significant at .01 level = .208	

It may be revealed from the Table 1 that value of coefficient of correlation between academic resilience and academic motivation of secondary school students is .34. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance. Thus, the null hypothesis “there is no significant relationship between academic resilience and academic motivation of secondary school students” is rejected.

Objective No.2: To study the relationship between academic resilience and academic confidence of secondary school students.

Hypothesis H₀ 2: *There is no significant relationship between academic resilience and academic confidence of secondary school students.*

Table 2: Showing the correlation between academic resilience and academic confidence

Variables	Size of Sample	Pearson's Correlation Coefficient (r)	Level of Significance
Academic Resilience V _s Academic Confidence	150	.25**	.01
df = 148 =.109		Value of significant at .05 level Value of significant at .01 level = .208	

It may be revealed from the Table 2 that value of coefficient of correlation between academic resilience and academic confidence of secondary school students is .25. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance. Thus, the null

hypothesis “there is no significant relationship between academic resilience and academic confidence of secondary school students” is rejected.

Discussion

The results indicated that there was a positive significant relationship between academic resilience and academic motivation and between academic resilience and academic confidence. These results suggested that students with high academic reliance skills tend to have high academic motivation and academic confidence. The study of Akinsola, Tella and Tella (2007) and Akinlana (2013) lend credence to this finding that students who had higher academic motivation will be able to solve most academic problems in order to succeed. The findings of the study are also supported by the study of Kayode, Kolawale and Comfort (2016) who found that 51.8% of the total variance in the students’ academic confidence was accounted for by the combination of academic motivation, academic satisfaction and academic resilience. They also found that academic resilience accounted for 11.8% of the variance in students’ academic confidence.

Conclusion and Recommendations

Based on the results of present study, a conclusion may be made that academic resilience is at the background of every academic activity that students undertake. The findings of the study show strong evidence that students are more confident with the academic work and more interested in academic activities if they feel motivated and overcome most complex academic and school situations. It is equally hoped that the findings of this study would help students understand their personal characteristics such as academic motivation and confidence; and the significant roles they could play in building their confidence academically, as well as boosting their academic success. Based on these results, it is recommended that teachers and school administrators put in place certain programs that may train students in resilience skills. It is further recommended that other studies be one in the same area to examine other internal factors other than academic resilience that predicts academic motivation and academic confidence.

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