

The Effects of Self-Efficacy and Academic Engagement on Academic Resilience

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Abstract

Academic resilience is an individual's ability to continue his life after experiencing learning difficulties. This study attempted to prove the effects of self-efficacy and academic engagement on academic resilience. It used a correlational design and involved 280 university students who were writing final projects. Findings revealed that both self-efficacy and academic engagement affected the students' academic resilience improvement. Thus, self-efficacy and academic engagement are urged to be enhanced to support the development of students' academic resilience.

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INTRODUCTION

Resilience is defined as an individual's capacity to be tough during hard times (Ungar, 2008) and competent at facing problems (Kaplan, dalam Ian M. Smith. et al., 2014; Egeland, dalam Van Breda, 2018), so he finally can make us of the available resources to achieve positive development and growth adaptively (Van Breda, 2018) as well as learn to adapt during the hard times (Handayani, 2010).

Martin and Marsh (2003) explain academic resilience as an ability to face setback, stress or pressure in the academic environment. Wilks (2008) suggests each university student must have resilience to have good academic performance. It is expected that those who have high academic resilience can minimize stressor and academic problems using positive coping behavior (Nuraini & Ramli, (2022). Pidgeon, et al (2014) explain that resilience in the university environment is positively related to greater mental health, and successful transition and adjustment to university life.

Data in the field states university students find it hard to develop resilience. It is stated in a study by Mirza & Arif (2018) which focused on the improvement of academic resilience in nearly dropout university students in a Lahore District amounted to 115 people. After the investigation, it was found 64 students had no resilience.

One of personality factors which can influence self-resilience in making some efforts and decisions is self-efficacy (Pattynama et al., 2019). Self-efficacy is defined as individual's beliefs to control his attitude and anything happens in his surrounding environments (Bandura, 1997).

Cassidy (2015) states when individuals have positive beliefs in themselves, their motivation can improve and negative thoughts will be rejected.

That is why self-efficacy will lead to positive results for individuals (Handayani, et al., 2021). The high self-efficacy will motivate individuals to act and do some efforts to finish their final projects as soon as possible.

Self-efficacy can influence actions, persistence, and coping skills to counter academic demands. It is reinforced by Multon, Brown, and Lent's study (in Hasna, et al., 2020) which found self-efficacy is positively related to academic performance and persistence.

Yendork and Somhlaba, (2015) conducted a regression analysis of 100 orphans in Acca, Ghana and found self-efficacy took a role as a positive and significant predictor of resilience.

A study by Riahi, Mohammadi, Norozi, et al (2015) on 81 high school students in Shahrekord City found a positive and significant correlation between self-efficacy and resilience in the academic field. Similarly, a study by Key & Pidgeon, (2013) on 141 university students concludes self-efficacy and mindfulness have a significant effect on resilience.

Another influencing factor in academic resilience is academic engagement. Christenson & Reschly, (2006) explain academic engagement is a student's commitment to identify and participate in the educational environment to obtain the results to be achieved.

Fredricks, et al., (2004) state university students tend to academically engage in terms of emotion, cognition, and behavior. Then, audas & Willms (in Alrashidi, et al., 2016) describe academic engagement as the extent to which university students participate in academic and non-academic activities and appreciate the learning objectives themselves.

The relationship between self-efficacy and academic engagement has actually been discovered empirically (Zimmerman in Ugwu et al., 2013). Ugwu et al., (2013) state that self-efficacy is positively related to academic engagement in Nigerian University students. Granado et al., (2017) conducted research on students from several universities in Chile. The results conclude that self-efficacy predicts higher and positive levels of academic engagement among students.

Another study by Wilson, et al., (2015) with the samples of five universities in New York revealed the importance of a contextual connection with peers in the academic

engagement in order to improve academic self-efficacy.

Regarding the above ideas, the current study discussed about the correlation between self-efficacy and academic engagement on students' academic resilience. It is expected that the findings can give beneficial information and recommendations on the importance of considering university students' academic resilience to assist their final project writing.

METHODS

There were 280 students involved as the respondents of this study. All were the final semester students from four universities in Majalengka Regency. They were sampled using a purposive sampling technique.

In terms of data collection, three instruments were used in this study, namely self-efficacy, academic engagement, and academic resilience instruments. Back translation process was done to adapt the General Self-Efficacy Scale (GSE) and University Student Engagement Inventory (USEI), while the resilience scale was designed based on the available theories.

GSE is an instrument invented by Schwarzer and Jerusalem (1995) used to measure self-efficacy levels. It measures self-efficacy through 10 statement items with four scales (1=strongly disagree, 2=less disagree, 3=agree, 4=strongly agree). All items in this instrument were declared valid with the rxy range between 0.39 and 0.69. Meanwhile, the level of reliability as indicated by the Cronbach alpha coefficient was 0.81.

USEI is an instrument developed by (Fredricks et al., 2004; Maroco et al., 2016) with the aim of measuring three components of academic engagement, namely emotional interest, cognitive interest, and student behavioral interest in the academic process. It uses a Likert scale to measure 15 items with 4 scales (1=disagree, 2=less agree, 3=agree, 4=strongly agree). The results of the validity test of USEI showed that the 15 statement items used in the study were all valid with an rxy

range between 0.39 and 0.77, while the level of reliability indicated by the Cronbach alpha coefficient showed 0.89.

Students' academic resilience was measured using an academic resilience scale compiled based on existing theories. It measures 3 components, including perseverance, reflecting and adaptive help seeking, and negative effect and emotional response. It uses a likert scale to measure 19 items with four scaling choices (1=strongly disagree, 2=less agree, 3=agree, 4=strongly agree). In terms of validity, all 19 items were valid with the rxy value ranged from 0.38 to 0.82 with the reliability indicated by the cronbach's alpha of 0.88.

RESULTS AND DISCUSSION

The data description showed that the mean and standard deviation of the variables were (M = 35.25; SD = 7.207), (M = 48.27; SD = 5.563), and (M = 98.15; SD = 5.736) for self-efficacy, academic engagement, and academic resilience, respectively. In detail, the data are presented in Table 1.

Table 1. Description

Variable	M	SD
Self-Efficacy	35.25	7.207
Academic Engagement	48.27	5.563
Academic Resilience	98.15	5.736

Following the description, the data were analyzed using simple linear regression. The results are showed in Table 2.

Table 2. Simple linear regression analysis

Predictor	β	t	P
Self Efficacy	.431	2.145	<0.05
Academic Engagement	.419	2.007	<0.05
R	.425 ^a		
R ²	.343		
F	7.529		
P	0.012		

a. Dependent Variable: Academic Resilience

Based on table 2, it was known that self-efficacy affected the improvement of students' academic resilience. It had a positive relationship indicated by the value of ($\beta = 0.431$, $p < 0.05$).

In the same way, academic engagement was related to the improvement of academic resilience indicated by the value of ($\beta = 0.419$, $p < 0.05$). By referring to the coefficient of determination, self-efficacy and academic engagement had a coefficient of determination of 34% of academic resilience.

The above findings have proved that self-efficacy influenced the university students' academic resilience in finishing their final projects. It supports a study by Hartuti & Mangunsong (2009) which shows self-efficacy has the major influence on the academic resilience of the poor students who got scholarship.

Self-efficacy strengthens students' beliefs to achieve something in their lives, in which this drive belongs to the characteristic of resilience. This aspect has been widely confirmed to have influence the improvement of resilience (Chemers, et al.; Pajares; in Keye and Pidgeon, 2013). Various studies have also showed that self-efficacy or academic self-efficacy is closely related to resilience.

One of studies of self-efficacy and resilience was done by Yendork and Somhlaba (2015) on 200 children in Accra, Ghana, consisting of 100 orphans living in orphanages and 100 non-orphan children. Their study shows a significant positive correlation between self-efficacy and resilience in both groups (orphans and non-orphans).

Regarding the above descriptions, it can be assumed that the higher self-efficacy, the higher academic resilience will be owned by the university. In this way, they can get more strengths and beliefs in finishing final projects.

This study has confirmed that academic engagement influenced students' academic resilience in the completion of a final project. Obviously, it reinforces the previous studies, such as the one by Samuels (2004) which concludes academic engagement gives the

greatest influence on university students' academic resilience. I happened because having resilience makes the students feel connected to the campus, and that way can motivate them to finish their final projects quickly.

Self-esteem can grow well when students feel they personally are part of a particular group. This feeling will motivate them to actively involve in guidance activities, have a positive view of the supervising lecturer, a sense of friendship, a sense of kinship and a sense of belonging to the campus. These are all significant predictors of academic resilience.

The findings of this study are in line with a resilience framework by (Kumpfer, et al, 2011) which states that resilience is influenced by internal factors such as cognitive involvement, behavioral involvement, and emotional involvement.

Students' engagement in campus activities, such as writing final project, consulting with supervisors, and willingness to accept guidance processes, including the emotional engagement will make them able to reflect the guidance activities well, calm in facing difficulties, and not easy to give up. This engagement will influence their academic resilience in coping with problems during the completion of a final project.

Some studies which support the findings of the present study are the ones by Satyaningrum (2014) and Vista (2018). Both studies state academic engagement positively influences adolescents' academic resilience. Then, Dharmayana, et al. (2012) mention university students' engagement is a psychological process which shows attention, interests, investment, and efforts in learning.

Students' engagement in forms of participation, cooperation, active interaction, persistence, enthusiasm, and ability to finish a final project equip them skills to deal with problems calmly and toughly.

CONCLUSION

This study examined the correlation between self-efficacy, academic engagement,

and university students' academic resilience. Based on the findings, it can be concluded that self-efficacy and academic engagement affect the academic resilience in finishing a final project. Hence, the findings of this study can be used as a basis for considering the university students' academic resilience conditions so that they will not counter some problems in finishing their final projects.

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