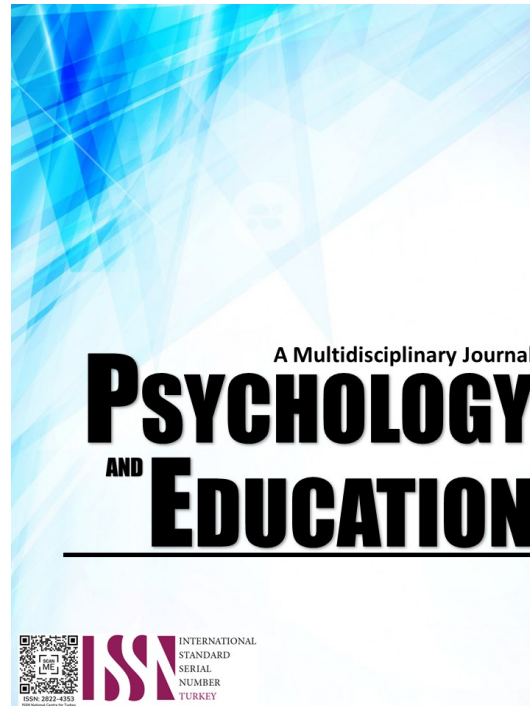


**SELF-EFFICACY AND ACADEMIC RESILIENCE
AMONG GRADE 12 STUDENTS IN A PRIVATE
SCHOOL: A CORRELATIONAL STUDY**



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Self-Efficacy and Academic Resilience Among Grade 12 Students in a Private School: a Correlational Study

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Abstract

The learning process of both students and teachers can be predicted based on the learning mode. Therefore, because of the COVID-19 pandemic, schools must start using online learning and abandon more traditional teaching techniques. Thus, this study investigates the relationship between self-efficacy and academic resilience among 150 senior high school students. Thus, the researchers employed General Self-Efficacy and Resilience Scale. Finally, the statistical analysis reveals that the r coefficient of 0.78 indicates a high positive correlation between the variables. The p -value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between self-efficacy and resilience among senior high school students.

Keywords: Resilience, Self-efficacy, Philippines, Senior High School Students, Private School

Introduction

Learning modality predicts the learning process among students and teachers. Thus, the COVID-19 pandemic requires schools to embrace online learning and drop traditional learning methods. As it eases, schools are hereby required to return to the previous setup, upholding the progress brought about by these phenomena. According to Department of Education (DepEd) Spokesperson Michael Poa, 99.54% of public schools already implemented five-day in-person classes as of November 2022 (Hernando-Malipot, 2023). Meanwhile, Bautista (2022) stated that, as per the data provided by the DepEd, 58.69% of private schools are currently conducting blended learning. Furthermore, with changing learning modalities, students faced struggles like commuting, financial challenges, and social anxieties (Guison, 2022). Similarly, Bordeos et al. (2022) stated that the main issues for students attending the few face-to-face classes were the lack of instructional time and collaboration, the difficulty in understanding the courses and activities, and the transition period. Accordingly, learning engagement was impacted by academic self-efficacy. In other words, students will be more involved in blended learning when they have higher levels of self-efficacy (Nong et al., 2023).

Furthermore, as the transition of learning modality shifted to face-to-face classes, classroom management, student activities, student understanding, and student attention were discovered wherein students had difficulties integrating with the limited face-to-face instruction (Octavia et al., 2022). Another issue is that students in blended learning must deal with several

practical conflicts, such as information overload and system feature conflicts, which have a negative impact on their education (Tang et al., 2022). In a connected manner, factors such as teacher support, performance expectations, performance motivation, and facilitating environments are important determinants of students' academic self-efficacy in blended learning (Nurhikman et al., 2023). Zhao and Song (2022) showed that positive emotions like challenge, comfort, sense of community, satisfaction, enthusiasm, and interest are significantly higher in face-to-face learning than in online learning, while negative emotions like stress, embarrassment, tension, and frustration are also significantly stronger in face-to-face learning than in online learning, along with boredom and disappointment. In these circumstances, the vital role that resilience plays in supporting students in persevering, managing their health, and completing their studies has been emphasized in literature reviews in higher education (Brewer et al., 2019). In connection with this, self-efficacy has been linked and continuously studied in the academe. According to Torres and Alieto (2019), students who had high levels of self-efficacy outperformed their peers academically, used more learning tools, and maintained positive qualities. Hence, it is imperative to investigate the self-efficacy and academic resilience of the students.

On the other hand, published studies discussed the differences between students' self-efficacy towards the implementation of blended learning (Prifti, 2022; Rafiola et al., 2020; Budhyani et al., 2022). According to Cadapan et al. (2022), students have a high level of self-efficacy when it comes to online learning, and the level of self-efficacy they now possess in online learning also differs with respect to their age and when

they have previously registered for online courses. On the contrary, the results from another study indicated that students had a high level of self-regulation and self-efficacy toward the modular distance learning technique and performed exceptionally well in specific areas such as mathematics (Peteros et al., 2022). Based on the currently available discussions, some studies addressed the growing problems associated with academic resilience (Kavcic et al., 2020; Aziz et al., 2020).

A few articles proved these two variables' significance (Djourouva et al., 2020; Hernandez et al., 2019). For one, Konaszewski et al. (2021) stated a positive relationship between self-efficacy and resilience with a task-oriented coping style. However, some papers argued otherwise (Barrera, 2022; Ordway et al., 2020; Taifur et al., 2020). For example, among Iranian students at UPM, self-efficacy was not shown to influence the effect of optimism on resilience (Sabouripor et al., 2021). In terms of the ratio between positive and negative findings, there is still a scarcity of related research that demonstrates the correlation between self-efficacy and resilience among senior high school students.

Moreover, this study investigates the relationship between self-efficacy and academic resilience among senior high school students. Hence, this study will serve as a basis for program development to enhance the students' potential to maximize their learning capacity and achievement as they go to higher educational institutions. Specifically, this study sought to answer the following question:

1. Is there a significant relationship between self-efficacy and academic resilience among senior high school students?

Literature Review

In the discipline of psychology, one's level of self-efficacy has a significant impact on one's behavior. As self-efficacy affects how an individual decides what actions to take to accomplish a goal, including estimates of the challenges, it is one of the aspects of self-knowledge that has the greatest impact on daily life (Rafiola et al., 2020). Additionally, the most significant factor affecting students' overall academic achievement is their level of academic self-efficacy (Akturk & Ozturk, 2019). Connectively, in the study of Cassidy (as cited in Ang et al., 2022), academic resilience refers to a student's capacity to overcome academic challenges that may impact students'

academic growth. Due to the fact that certain students who are exposed to difficult and challenging circumstances grow stronger without experiencing any psychological issues, resilience is important in academic environments. In this regard, academic achievement, internal motivation, and emotional intelligence have all been positively correlated with resilience. Contrarily, stress, exam anxiety, and burnout have been linked in a negative way to resilience (Trigueros et al., 2019).

As stated, some papers studied the self-efficacy and academic resilience of students wherein they found a significant relationship between these two variables (Rachmawati et al., 2021; Hayat et al., 2021; Safaee et al., 2019). On the other hand, Barrera (2022) found no statistically significant differences between gender and learning mode when categorizing academic resilience and self-efficacy. A correlation between student self-efficacy and academic resilience was revealed by correlational analysis. Thus, it was recommended that the students develop the ability to reflect and seek help. Also, it was found that gender and learning mode were not major factors in categorizing the self-efficacy and academic resilience of the students. Similarly, Victor-Aigboidion et al. (2020) revealed that the predictive impact of self-efficacy on academic resilience was not significantly moderated by gender. In order to increase students' resilience, it was suggested, among other things, that teachers and other education stakeholders make an effort to help students develop and maintain a strong feeling of self-efficacy.

Calvin et al. (2022) stated that academic achievement among students in Nigeria has decreased. So, using a self-administered questionnaire and a stratified random sampling technique, the quantitative study investigated the impact of resilience and self-efficacy on the academic performance of 345 students. The study discovered that self-efficacy and resilience have positive and significant effects on students' academic performance, and it was advised that stakeholders in education (such as students, teachers, parents, and school administration) work to support students in developing resilience so they can recover from situations that initially appear to be challenging. Similar results were shown by Astutik & Firdana (2023), their computations revealed that the indirect effect outweighed the direct effect, with a score of 0.294 compared to 0.364 for the direct effect. These findings showed that self-efficacy's impact on academic procrastination was greatly moderated by academic resilience. Hence, these findings can be maximized if the focus of solutions are self-efficacy and academic resilience to the academic



procrastination of the students. Hendar et al. (2019) carried out an experimental study to explore and analyze the impact of Solution Focused Brief Therapy group counseling. The findings of the MANOVA test demonstrated that the counseling group using Solution Focused Brief Therapy successfully boosted self-efficacy and academic resilience. Thus, the results of this study suggest that a counseling group using Solution Focused Brief Therapy may be an effective method for boosting students' academic resilience and self-efficacy.

Methodology

Research Design

The study used a quantitative correlational research design to fully investigate the relationship between academic resilience and self-efficacy. This particular research strategy permits the investigation to identify a correlation between two closely related variables (Thakur, 2021). Additionally, this research design will help the study measure and expose the connection, whether it be positive, negative, or zero. Thus, the study gathered data without modifying the research variables.

Respondents of the Study

The study's respondents were Grade 12 students from private senior high schools in the Philippines who were currently enrolled in the school year 2022-2023. This study assessed data from 150 respondents who were utilizing blended learning or full face-to-face classes brought about by the transition of learning modalities within the same school year. Moreover, the study utilized the simple random sampling method to gain participants who met the following general criteria as stated in the Google Forms.

The Instrument of the Study

The researchers used two standardized tests to gauge the respondents' self-efficacy and academic resilience. The respondents' self-efficacy was assessed using the Generalized Self-Efficacy (GSE) scale created by Schwarzer and Jerusalem (1995). The scale was developed to evaluate an overall perception of self-efficacy with the intention of foreseeing daily struggles as well as adaptability after going through various difficult life experiences. In most cases, the measure is self-administered as a component of a longer questionnaire that employs a 1-4 scale. Cronbach's alpha ranges from 0.76 to 0.90, indicating

very high reliability. The measurement has also been successfully employed globally over the past 20 years. Another, the Resilience Scale, was developed by Wagnild and Young (1987) to measure components of resilience in different domains of young peoples' lives, ranging from planning and thinking ahead to the level of independence. It is composed of 25 items with a score of 1-7 that ranges from strongly disagree to strongly agree. Cronbach's alpha coefficients ranged from .72 to .94 supporting the internal consistency reliability of the Resilience Scale. In this case, it was used to assess the academic resilience of senior high school students.

Data Gathering Procedure

The questionnaires were distributed to the respondents using Google Forms and Facebook Messenger, and a straightforward random sample procedure was used for this study. In the first section of the questionnaire, the researchers requested consent from their respondents and provided them with simple directions on how to complete the forms so they could easily understand the questionnaire's questions. In order to prevent hurried and erroneous responses, the researchers also allowed respondents enough time to complete the questionnaire. After gathering all the relevant data, the researchers used MS Excel to correctly and with confidentiality total all the responses. Calculating and adding up all of the data collected from the respondents was the last stage in the data collection process. For this study, all the collected data formed the basis for the interpretation, analysis, presentation, and evaluation of the findings.

Ethical Consideration

It was stated that participation in the surveys was entirely voluntary and that individuals could opt out at any time. Having stated that, the respondents' agreement and permission have been taken into consideration. In accordance with Republic Act 10173, often known as the Data Privacy Act of 2012, both the identities and the data that were gathered have been kept private. In the survey and the entire investigation, the researchers did not include or ask for any private or personal information. The researchers have also included a brief sentence to remind participants that the data they provided was kept confidential and was not intended for distribution under any circumstances. All potential danger to the participants has been carefully avoided while taking into account everyone involved. The language employed in the study was formal and acceptable for research. Additionally, the data gathered and used in the study are precise and



totally based on material acquired with the appropriate references. Lastly, the researchers ensured that the health and safety of everyone involved were taken into account. Thus, Google Forms were utilized to gather data.

Result

This study investigates the relationship between self-efficacy and resilience among grade 12 senior high school students. Specifically, it sought to test the following claim:

Ho: There is no significant relationship between self-efficacy and resilience grade 12 senior high school students

The relationship between self-efficacy and resilience of the study’s respondents is shown in Table

1. The r coefficient of 0.78 indicates a high positive correlation between the variables. The p-value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between self-efficacy and resilience among senior high school students. Moreso, these findings were supported by the study of Konaszewski et al. (2021) that there is a relationship between self-efficacy and resilience.

Variables	r	p-value	Decision	Interpretation
Self-Efficacy and Resilience	0.78	0.00	Reject H_0	Significant

Figure 1. .

Discussion

Within the context of senior high school students, this study analyzes the relationship between self-efficacy and resilience. According to the statistical analysis findings, there is a significant connection between self-efficacy and resilience on the part of the respondents. As a consequence of this, it is clear that the student's confidence in his own abilities is connected to his capability to overcome challenges. Because of this, schools are being suggested to create programs that will increase the students' self-efficacy and their resilience, such as group guidance counseling, helpful emotional resilience activities, etc.

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