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### The Study of the Relationship between Academic Self-efficacy and Resilience in High School Students

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#### A B S T R A C T

The present study investigated the relationship between academic self-efficacy and resiliency in high school students. Sample consisted of 81 students, 40 female and 41 male subjects from six schools in two educational districts of Shahrekord city were selected by multistage cluster sampling method and the Connor & Davidson Resiliency Scale and academic self-efficacy scale Jingand Morgan responded. Descriptive statistics such as mean, standard deviation data using inferential statistics such as Pearson's correlation coefficients were analyzed. Results showed there is a significant positive correlation between academic self-efficacy and resiliency in high school students.

**Keywords:** Resiliency, Self-Education, High School Students.

#### INTRODUCTION

In two recent decades, the concept of resilience has increasingly been important in critical psychology<sup>10</sup>. The observation of normal adults who have experienced high-risk childhood, causing them to turn into abnormal persons led researchers to focus on their features, conditions and situations. They hope they may change the negative consequences of their adverse conditions. Considering this point, Luthar (2005) referred to the process which enables people to have control on the inhibiting factors causing stress in their life. He called this process resilience<sup>14</sup>.

This is a concept borrowed from natural science to psychology literature<sup>24</sup> and in a simple language it refers to a successful compromise of a person despite the adverse environmental conditions and threatening situation he or she is experiencing<sup>20</sup>. Rutter believes that resilient people are not necessarily facing with fewer challenges, but when they encounter challenges, they get their balance

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faster and become even more powerful than before, they are not physically and mentally healthy<sup>15</sup>.

On the other hand, Herman et al mentioned some other characteristics for resilient people: personality characteristics of openness, being extravert, being an inner locus of control, OK, self-efficacy, self-esteem, positive interpretation of events, having a rational function, cognitive flexibility, social attachment, emotional autonomy, having positive self-image, being rational; coping, spirituality, efficient and helpful, having wisdom and tact, and hardware compatibility, as well as the demographic factors such as age, gender, race, ethics and social communication are the factors that are associated with the variable of resilience<sup>9</sup>.

Among all the thriving factors and main elements of resilience, the role of inner process should not be ignored. This subject holds true for other human behaviors and traits (including resilience). Social cognition theory does not go extremes, regarding the role of personal processes for defining human behaviors, they will try to offer a comprehensive approach to explain human behaviors. Bandura (1986) the innovator of social cognition theory believes that one of the unique human characteristics is the capability of self- thinking. Because which, it would be possible for a person to analyze his personal experiences, mentality and thinking, and correct his personal thinking; through this ability one can believe his abilities and consequently forms and develops self-efficacy. Self-efficacy is one of the most important theoretical constructs of social cognition approach, and provides important areas of the research studies<sup>1</sup>.

What is the purpose of the amount of trust an individual puts on his or her ability in performing a set of duties or taking a specific kind of responsibility. Researches have shown that self-efficacy impacts behavioral consequences [16] and predicts several important work outcomes, such as the occupational tendencies, occupational skills and performances<sup>29, 18</sup>. Zhao (2006) and Gavardi (2007) believe that self-efficacy is a major predictor in efficient teaching or the teachers and students' academic performance and has impacts on the ability of students to overcome the problems. In addition, the role of self-efficacy as a mediator variable has been investigated in many research<sup>27</sup>.

To explain the necessity of studying the relationship between resilience and self-efficacy, one of the definitions of resilience should be taken into consideration: it is an overall sense of self-efficacy. Defining resilience as a general aspect of self-efficacy prevents the serious problems that can be caused by multidimensional definitions associated with self-efficacy. In this case, self-efficacy turns in to a quantitative psychological construct which is trainable, helping the individuals to successfully cope with harsh conditions.

Numerous sources have been mentioned for self-efficacy, one of which is personal experience [6]. Relying merely on the successful experiences does not bring about self-efficacy, resilience entails being exposed to failure or at least

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threatened to failure. Therefore, experiences can lead to resilience that involve some kind of failure, the other side of accomplishment.

What was previously referred to indicate the importance of self-efficacy on psychological research, especially in the field of education? To review of the literature, self-efficacy and its role in predicting the resilience, these factors shall be considered in the staff training programs. Understanding the relationship between resilience and self-efficacy as cognitive factors in a person's behavior and determining their possible prediction power can be of paramount importance. Adolescence is a critical period of human life and the numerous jeopardous factors such as poverty, unsafe sexual behaviors, cultural and economic, psychological problems, addictions, educational barriers, etc put the youth's mental health in jeopardy. Hence, understanding the factors affecting the resilience can provide us with the theoretical foundations, practical strategies, and essential training programs to cope with such stress creating conditions. The idea that beyond doing the present research also has a remarkable role.

### **METHODOLOGY**

This is a descriptive and inferential correlation study. The statistical population of the study consist of all the high school students in two educational districts of Shahrekord. The Sample consisted of 81students, 40 female and 41 male subjects who were selected by multistage cluster sampling method. Based on the method of multistage cluster sampling four high schools for girls and boys selected from each district and from each high school three classes of third grades majoring in of literature and human sciences, experimental sciences and mathematical sciences were selected randomly.

#### **Measures**

The Connor Davidson-Resilience Scale (CD-RISC). Connor Davidson developed the scale reviewing the research resources related to resilience in 1979-1991. To evaluate the features of this scale in six groups: general population, referents to the primary care centers, out- patients of psychiatric hospital, patient suffering from pervasive anxiety disorder and two groups of patients with post-traumatic stress disorder. The CD-RISC (Connor & Davidson, 2003) is a 25-item scale which rates how individuals have felt over the last month and their stress coping ability. It has a five-point Likert scales ranging from "strongly disagree" to "strongly agree." A total score is given by summing an individual's response across all items with higher scores indicating higher levels of resilience.

In Iran, Mohammadi (2005) administered Davidson Resilience questionnaire and found a good internal consistency. In order to determine the validity of this scale, first the correlation of each statement with total score was calculated and then factor analyses method was used. The calculation of correlation of each score with the total score except for item three was between 41% - 64%. Before extracting the item correlation matrix, KMO and Bartlett test were calculated. The value of KMO 0.087 and the amount in the X square in Bartlett test was equal to 28 /5556. Both provided adequate evidence for performing factor analysis. In validating the

scale, Cronbach's alpha was 0.89 and they reported high validity and reliability for the questionnaire<sup>19</sup>.

### Academic Self- Efficacy

This scale assesses student beliefs about personal abilities to complete schoolwork successfully. Jing and Morgan (1982) developed the General Self-efficacy Scale to measure self-efficacy, which is a 32-item self- expressing scale and uses a 5-point Likert scale ranges from strongly disagree to strongly agree. This scale tries to assess the individual's confidence associated with taking notes, asking aquestion, attending class, using computer, and using library. High scores on this questionnaire shows higher self-efficacy and the attainment of low scores indicates low self-efficacy to do homework assignments, and lesson, respectively. Shokri and his colleagues to investigate the mental self-efficacy questionnaire main characteristics in Iranian samples, it was administered on 320 students. Its total internal identity was 0.91, for men and women were 0.90 and 0.91 shows that this is a good tool of internal identity. The validity of the questionnaire using factor analysis and factor analysis and prospect study has been confirmed<sup>23, 28</sup>.

## RESULTS

**Table 1. Means and standard deviation**

variables	mean	SD
Resilience	105.177	13.36
Self-efficacy	55.27	8.26

Table 1 indicates the mean and standard deviation of the resilience and self-efficacy, the study variables.

**Table 2. Pearson correlation**

variables	Resilience	Self-efficacy	coefficient of determination
Resilience	1	0.36*	12.96
Self-efficacy	0.36*	1	

(P<0.01)

As you can see in table 2, Pearson correlation indicated that resilience (r = 0.36) with the academic self-efficacy has positive significant correlation (P<0.01).

It should be noted that the calculation of the coefficient of determination (coefficient of determination =correlation coefficient square x 100) it shows that 12.96 percent of the total variance of the variable resilience results from the academic self-efficacy variable.

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**Table 3.** Compare resiliency and self-education of students according to gender

variables	gender	Count	mean	SD	T	Df	sig
<b>Resilience</b>	female	40	107.07	12.78	0.86	79	0.03
	male	41	104.51	13.59			
<b>Self-efficacy</b>	female	40	55.75	9.02	0.51	79	0.06
	male	41	58.40	7.54			

Based on the findings above table between resilience and Academic self-efficacy, there was no significant difference between girls and boys.

### CONCLUSION

The present study indicates a positive relationship between resilience and self-efficacy. This means that a person's self-efficacy as his or her belief to the capabilities in organizing and conducting the activities in the various conditions to manage different conditions has impacts on the person's endurance and stability against problematic assignments and affairs[8]. In other words, a strong sense of self-efficacy will not only help do good things but also facilitate a person to stand against defeat and failure, and increase person's endurance and stability. People with high self-efficacy facing with problems, due to their past ability to solve problems and having a successful experience, believe that they can overcome it, so they try to solve the problem<sup>20</sup>. These features are the indicative of an individual's resilience. In addition, when they face a problematic conditions, resilient people organize their activities in order to solve the problem and look for the proper solution, and they do not get into undesirable or negative interpretation, [6]. This finding is consistent with Bandura and Bandura et al <sup>2, 5</sup>. Also, the results showed that the inner and outer motivation and self-efficacy simultaneously are the predictors of resilience. These results are in line with the results of studies performed to investigate the role of self-efficacy in applying motivational and self-regulation strategies<sup>11, 12, 24, and 25</sup>. Rutter believes that the resilience a person's belief in his or her self-efficacy, capability to confront changes, and the talent or social capacity to use problem-solving skills<sup>22</sup>. It is also consistent with the results of the study reported by Zimmerman and Cleary<sup>28</sup>. These researchers indicated the amount of endurance in the face of problems in different situations is influenced by self-efficacy. Zimmerman and Arunkumar have noted that the discovery of the relationship between three important factors: self-efficacy and motivation, resilience in determining a person's behavior and determining the extent of their impact is of paramount importance<sup>29</sup>. The results of this study can be effective to foster and reinforce the capabilities and behaviors of children and adolescents in educational institutions, schools and other social institutions. Reflecting on the

results of the research studies and considering the fact that resilience can be reinforced, designing of the instructional programs to create and increase resilience, internal motivation and self- efficacy in students as well as strengthening the protective factors in training of students should be stressed. Doing more research on large samples will increase the validity of the results. Designing other research in various academic levels, using a measuring tools besides questionnaire may prove useful. It is recommended that in the future, this research be conducted as longitudinal study to allow the researchers to compare the results achieved at different times.

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