

PSYCHO-SOCIAL VARIABLES AND ACADEMIC RESILIENCE AMONG SECONDARY SCHOOL STUDENTS IN AKWA IBOM STATE, NIGERIA

**DR. EDUWEM JOY DIANABASI, DR. EKERETE MATHIAS UDO & DR.
ROSELINE EKIM DICK**

Department of Psychological Foundations of Education
University of Uyo
&

DR. OVAT, SILVIA VICTOR

Department of Educational Foundations
University of Calabar

Abstract

This study investigated the relationship between psycho-social variables and academic resilience among secondary school students in Akwa Ibom State, Nigeria. In carrying out this study, four hypotheses were formulated. The study adopted the correlational research design. A total of 1,087 SS2 students were selected from a population of 26,537 Senior Secondary School (SS2) students in public secondary schools in Akwa Ibom State using multi stage sampling technique. The “Students’ Psycho-Social Variables and Academic Resilience Questionnaire” (SPSVARQ) was used for data collection. The instrument was validated by three experts. The instrument had a reliability index of .77 determined by using Cronbach Alpha reliability procedure. The simple linear regression and canonical correlation analysis were used in testing all the null hypotheses at .05 level of significance. Findings of the study revealed that achievement motivation and social networking, significantly predict the academic resilience among secondary school students. Based on the findings of the study, it was recommended among others that parents and guardians should support their children in developing the proper kind of achievement motivation by providing for their educational needs on time and encouraging them consistently.

Keyword: Achievement Motivation, Social Networking and Academic Resilience of Students

Introduction

In the past decade, the world has witnessed developments in different fields like industry, politics, information technology, media, medicine and education. As a result of these changes, every area has undergone a process of transformation. One of the areas where this massive change occurred is the educational sector. In the global age, the educational sector is generally growing more dynamic. However, in the present situation, a variety of factors, including poverty, a lack of effective parenting techniques, inadequate emotional support, pandemics, political violence, and natural disasters, endanger the development of children worldwide and have life-altering effects on individuals, families, and the future of all societies. In the face of threats to child development, an integrated and global science of resilience by evidence-based research is very much needed to inform government and international policymakers to mitigate risks and build resilience in children. The resilience of a child to

maintain wellness in academics and academic related aspects can be termed as academic resilience.

Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental source of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are more equipped to handle adversity and reconstruct their lives after a struggle. Academic resilience indicates that the students attain good academic outcomes even though they face adversity. It refers to academic achievement in spite of a challenging or difficult circumstance in the educational process (Mallick & Kaur, 2016). In general, Resilience in an academic context is identified as a student's ability to successfully deal with impediments, pressure and challenges in the school settings. Also, it may be defined as the heightened probability of emerging out as a winner in various life undertakings, even in the presence of negative circumstances that are brought by early traits experiences and conditions. Such students show improved performance even after being confronted with stressful conditions as well as events due to which they fall under the probability of performing poorly at the school level or consequently leaving the school. (Alva, as cited in Radhamani & Kalaivani, 2021).

Academic resilience refers to students' ability to maintain motivation to achieve success and succeed in academics despite the presence of risk factors that place them at risk of failure and dropping out of the education system (Finn & Rock, 2007). Academic resilience is a dynamic process of development that involves protective factor qualities, namely external and internal protective factors or resilience traits that play an important role in contributing to academic adjustment and success (Luthar, Cicchetti & Becker, 2014). This is because protective factors can act as a buffer to compensate for the situation when a student is under stress (Werner, 2015). There are many protective factors that can influence students' academic success in school. Resilience studies are important in bridging the academic achievement gap because all students actually have the ability to learn and succeed through nurturing of resilience (Benard, 2014). In fact, educators have long emphasized the importance of individual resilience for a student to be successful in life (Nota, Soresi & Zimmerman, 2014).

According to Sari and Indrawati (2017), academic resilience is the ability of a student to get on its feet, survive, or adapt to the pressure and challenging conditions in the academic field. Furthermore, Martin and Marsh as cited in Sari and Indrawati (2017) explained that students who have academic resilience are students who can face four conditions, namely: setbacks, challenges, adversity, and pressure in the academic context. Prior researches had explored motivation and engagement as predictors of academic resilience (Martin and Marsh, 2006) and educational impacts of academic resilience (Martin & Marsh, 2008). However, this study considers the relationship between psycho-social variables and academic resilience among students.

The term psycho-social means "pertaining to the influence of social factors on an individual's mind or behaviour, and to the interrelation of behavioural and social factors". Individual psychological and social aspects are related to individual's social conditions, mental and emotional health. In this study the following psycho-social variables are taken into consideration; achievement

motivation and social networking. However, achievement motivation is a major variable that influence academic resilience among students (Zimmerman, 2020).

Achievement motivation is the drive that energizes the student to desire success even when academic achievement or teacher/peer assumption of the students points otherwise to the possibility of success. It can be described as the engine that drives academic resilience. Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 2015). Individuals with high achievement motives usually act in ways that will enable them to outperform others, meeting or surpassing some standards of excellence or do something unusual. Achievement motivation could be seen as self- determination to success in whatever activities one engages in, be it academic work, professional work, sporting events, among others (Tella, 2017).

Social networking is another psycho-social variable that has grown to be become one of the largest and most influential components of the web, but despite how prevalent it is in the Western World (especially among the younger crowd), not everyone uses it or understands it. A social network represents relationships and flows between people, groups, organizations, animals, computers or other information/knowledge processing entities. Social network is based on a certain structure that allows people to both express their individuality and meet people with similar interests. Some of the common components of social network include: comments; blogs; profile; friends and followers; home feeds; likes; groups; and tags. Kamaku and Mberia (2014) define social networking is the activity of creating personal and business relationships with other people especially by sharing information, personal messages on the Internet. This study therefore was designed to investigate psycho-social variables and academic resilience among students in Akwa Ibom State, Nigeria.

Statement of the Problem

Daily environmental conditions combating with resilience and students' academic achievement prevails among secondary school students in Nigeria. This could be so because some students experience inadequate financial and social supports both at home, among peers and in the schools. Some parents cannot afford needed learning materials for their children who are expected to make do with inadequate libraries and laboratories which is prevalent within the Nigerian school communities. In view of this, those secondary school students are denied these things are expected to learn at the same pace with classmates who have adequate learning resources. Furthermore, some of these students are expected to trade before coming to school and after leaving school, leading to lack of time or inadequate study time.

In the same vein, teachers appear to be less motivated to teach their students owing to irregular payment of salaries and allowances resulting in strike actions and other problems faced in the educational sector. Whenever things like these are ongoing, students are left to their fate. Schools sometimes have to mandate the students to provide necessary materials or schools are closed down until a consensus is reached with the educational stakeholders. This

does not augur well for the academic system and the quality of education students are exposed to. Thus, students are not motivated to pursue academic excellence and perceive schooling as an avenue for professional qualification but as a rite that needs to be accomplished before engaging in trading, skill acquisition or early marriage for girls.

Aside the aforementioned, lack of academic resilience among students could lead to low self-concept and low self-worth. There is all likelihood for the students to view dropping out as a more favourable option to resolving their academic confusion and disillusionment. In addition, they unconsciously isolate themselves from peers and teachers and see everyone as a critic ready to condemn them of their poor performance. Moreover, the continual production of graduates and its consequential continuous unemployment of these products is a major source of worry to all stakeholders. This study, therefore, investigates the relationship between psycho-social variables and academic resilience among students in Akwa Ibom State, Nigeria.

Purpose of the Study

The purpose of this study is to determine the correlations between the psycho-social variables and academic resilience among secondary school students in Akwa Ibom State, Nigeria. Specifically, this study is aimed:

To determine the extent to which achievement motivation predicts academic resilience among students in Akwa Ibom State.

To determine the extent to which social networking predicts academic resilience among students in Akwa Ibom State.

Research Hypotheses:

The following null hypotheses were formulated and tested at .05 level of significance.

1. Achievement motivation does not significantly predict academic resilience among students in Akwa Ibom State.
2. Social networking does not significantly predict academic resilience among students in Akwa Ibom State.

Methodology

This study adopts the correlational design. Correlational design seeks to measure the extent to which two variables are related. The area of the study is Akwa Ibom State. The state is one of the six (6) state in the South-South geopolitical zone of Nigeria. The state takes its name from the Kwa Ibo River which bisects the state before flowing into the [Bight of Bonny](#). Akwa Ibom State was created on the 23rd of September 1987 by the then Military Administration of General Ibrahim Badamosi Babangida. Akwa Ibom State is divided into three major political zones namely, Akwa Ibom North-East Senatorial District, Akwa Ibom South Senatorial District and Akwa Ibom North-West Senatorial District. The occupation of the people of the state is fishing, farming, trading, while a good number of people of Akwa Ibom State are civil servants. The population of the study comprised all the 26,537 Senior Secondary School Two (SS2) students from all the 237 public secondary schools in the 31 Local Government Area of Akwa Ibom State.

The multistage sampling technique was used in selecting the participants for this study from secondary schools in Akwa Ibom State. In the first stage, the researcher uses the stratified random sampling technique to identify three Senatorial Districts in Akwa Ibom State as

Akwa Ibom North East, Akwa Ibom North West and Akwa Ibom South. At the second stage two Local Government Areas were selected from the three Senatorial District totalling six LGAs using simple random sampling technique. Simple random sampling technique was used in order to give every Local Government equal chance of being selected for the study. Similarly, three secondary schools were randomly selected from the six Local Government Areas already selected, making a total of 18 schools. Lastly, Taro Yamane (1967) Table was used in determining sample size of the given population, a sample size of 1,087 students was found adequate for the total population of 26,537 Senior Secondary School Two (SS2) students. Hence 1,087 students were selected and distributed based on the population of the sampled schools. The instrument titled: "Students' Psycho-Social Variables and Academic Resilience Questionnaire" (SPSVARQ) was used to gather relevant information for this study. The instrument was divided into two sections. Section A contained 10 items for each of the Psycho-Social Variables (achievement motivation and social networking), while section B contains 20 items on academic resilience. A four-point rating scale of All the Time (ATT), Most of the Time (MOT), Some of the Time (SOT) and Not Always (NA) were used. Respondents were requested to mark only one option for each item. The scale was weighted as follows: All the Time (ATT) - 4 point. Most of the Time (MOT) - 3 Point. Some of the Time (SOT) - 2 point. Not Always (NA) - 1 point.

The instrument was validated and appropriate corrections were made. To establish the reliability of the instrument it was pretested using 30 students sampled from the area of study that did not take part in the actual study and a reliability coefficient of .77 was obtained using Cronbach alpha procedure, which means the instruments were reliable enough for data collection. After administration of the instruments, they were sorted, coded and the data obtained was analyzed. Data collected from the questionnaire were analyzed using the simple linear regression.

Results

Research Hypothesis 1: Achievement motivation does not significantly predict academic resilience among secondary school students.

Table 1: Regression Analysis of Achievement Motivation as Predictor of Academic Resilience among Secondary School Students

Residence among Secondary School Students						
Model	R	R square	Adjusted R square	Std. error of the estimate		
1	.349	.122	.121	5.759		
ANOVA						
Model	Sum of squares	df	Mean square	F	P	Remarks
Regression	4760.627	1	4760.627	143.539	.000	Significant
Residual	34260.474	1033	33.166			
Total	39021.101	1034				
Variables	B	S.E	B	t	Sig	
(Constant)	36.820	1.203		30.609	.000	
Achievement Motivation	.422	.035	.349	11.981	.000	

$$P < 0.05; \text{critical } F(1, 1033) = 143.539$$

Table 1 shows the values of the parameters of the simple linear regression analysis between Achievement motivation and academic resilience whose prediction equation for the regression line is $Y = 36.82 + .42 (\text{achievement motivation})$. From the Table, achievement motivation when taken against academic resilience yielded a positive regression coefficient (beta weight) of .349 which indicates that for every unit increase in achievement motivation scores, there is a corresponding .349 unit increase in academic resilience scores among the students. This implies that the direction of impact is positive, therefore the greater the achievement motivation of the students, the better their academic resilience. The multiple correlation square (R^2) of .122 indicates that (12.2%) of the total variance in the academic resilience scores is predicted by achievement motivation. Also, the F-value of 143.539 is significant at an alpha level of 0.05 ($F = 143.539$, $df = 1$; 1033 ; $P < 0.05$). The result of the analysis revealed that achievement motivation significantly predicts the academic resilience among secondary school students. Thus, the null hypothesis is rejected.

Research Hypothesis 2: Social networking does not significantly predict academic resilience among secondary school students.

Table 2: Regression Analysis of Social Networking as Predictor of Academic Resilience among Secondary School Students

Model	R	R square	Adjusted R square	Std. error of the estimate		
1	.341	.116	.115	5.778		
ANOVA						
Model	Sum of squares	df	Mean square	F	P	Remarks
Regression	4539.038	1	4539.038	135.979	.000	Significant
Residual	34482.063	1033	33.381			
Total	39021.101	1034				
Variables		B	S.E	B	t	Sig
(Constant)		37.175	1.205		30.849	.000
Social Networking		.420	.036	.341	11.661	.000

$$P < 0.05; \text{critical } F(1, 1033) = 135.979$$

Table 2 shows the values of the parameters of the simple linear regression analysis between social networking and academic resilience whose prediction equation for the regression line is $Y = 37.18 + .42 (\text{social networking})$. From the Table, social networking when taken against academic resilience yielded a positive regression coefficient (beta weight) of .341 which indicates that for every unit increase in social networking scores, there is a corresponding .341 unit increase in academic resilience scores among the students. This implies that the direction of impact is positive, therefore the greater the social networking among students, the better their academic resilience. The multiple correlation square (R^2) of .116 indicates that (11.6%) of the total variance in the academic resilience scores is predicted by social networking. Also, the F-value of 135.979 is significant at an alpha level of 0.05 ($F =$

135.979 df = 1; 1033: $P < 0.05$). The result of the analysis revealed that social networking significantly predicts the academic resilience among secondary school students. Thus, the null hypothesis is rejected.

Discussion of Finding

Achievement Motivation and Academic Resilience among Students

Finding of the study with regards to Hypothesis 1 revealed that achievement motivation significantly predicts the academic resilience among students. This assertion is in line with the finding of Ramin, et al. (2021) whose study showed that the existence of intrinsic motivation and protective features can be considered a prerequisite for academic resilience. The study is also in line with the study carried out by **Abaidoo, et al. (2021)** study sought to investigate whether or not resilience and academic self-concept significantly contribute to students' achievement motivation. The results further showed that resilience and academic self-concept variables were significant predictors of achievement motivation. The current study is also supported by the findings of Heba, & Yongsun (2020) whose study showed a medium-sized positive significant relationship between students' motivations and resilience.

Social Networking and Academic Resilience among Students

The result of the hypothesis 2 showed that social networking significantly predicts academic resilience among students. This assertion is in line with the finding of Okan, & Ibrahim (2018) who found that psychological resilience was a significant predictor of social media addiction. This study is also supported by the findings of Daigle (2020) whose study examined Social Networking and Social Media as Resilience Strategies among US Women Farmers. It was revealed that social networking contributes to and reifies the resilience of women farmers, their farm businesses, and the greater sustainable agriculture sector. The current findings tend to disagree with the works of Hurley (2018) whose study considers how social media addiction may influence resilience and maladaptive coping. Furthermore, those who reported higher levels of depression were less resilient and engaged in more avoidant coping strategies, while those who employed more problem-focused coping strategies reported less depression.

Conclusion

Understanding and addressing psycho-social variables in education is crucial for promoting academic resilience and helping individuals thrive academically, even when they face difficulties. Academic resilience as an important component of educational domain plays a vital role in achievement and success. Academic achievement can be enhanced through development of resilience skills of the students; this study therefore highlighted influence of psycho-social variables (achievement motivation and social networking) on the academic resilience among students in Akwa Ibom State.

Recommendations

On the basis of the findings of the study, the following recommendations have been made:

- i. Parents and guardians should support their children in developing the proper kind of achievement motivation by providing for their educational needs on time and encouraging them consistently.
- ii. Teachers should explain to students how social media can facilitate information sharing about challenging coursework and assignments.

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