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Academic Buoyancy And Academic Self-Efficacy: An Empirical Investigation

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Abstract

Academic buoyancy and academic self-efficacy are two crucial psychological constructs that influence students' academic performance and well-being. This study explores the relationship between academic buoyancy and academic self-efficacy, examining how students' ability to handle everyday academic challenges correlates with their belief in their capacity to succeed. A quantitative research design was used, with data collected from 300 undergraduate students through validated self-report measures. The findings suggest a strong positive correlation between academic buoyancy and academic self-efficacy, indicating that students with higher buoyancy levels exhibit greater self-efficacy. The study underscores the importance of fostering resilience and confidence in students to enhance their academic success.

Key Words – Academic buoyancy, academic self-efficacy, students

Introduction

In an increasingly demanding academic environment, students face various challenges, including coursework pressure, examinations, and academic setbacks. Two psychological constructs-academic buoyancy and academic self-efficacy play a significant role in determining students' ability to cope with these challenges (Martin & Marsh, 2008). Academic buoyancy refers to students' resilience in dealing with everyday academic adversities, while academic self-efficacy pertains to their belief in their ability to complete academic tasks successfully (Bandura, 1997). Understanding the relationship between these constructs is crucial for

developing interventions that enhance students' learning experiences and outcomes. Academic buoyancy involves ability to successfully deal with the routine academic challenges they encounter, such as poor grades, increased workload, and negative feedback, without experiencing significant distress (Martin & Marsh, 2008). It is considered a proactive form of resilience that helps students maintain motivation and engagement despite everyday academic difficulties. Academic self-efficacy is defined as a student's belief in their ability to organize and execute actions required to attain designated types of educational performances (Bandura, 1997). It plays a important role in motivation, learning strategies, and overall academic performance.

Literature Review

Academic buoyancy is the ability to effectively deal with daily academic difficulties such as poor grades, negative feedback, or increased workload (Martin, 2013). It is distinct from academic resilience, which involves overcoming significant long-term adversities. Research indicates that academically buoyant students are more likely to recover quickly from setbacks and maintain motivation in the face of difficulties (Putwain et al., 2015).

Self-efficacy is a key component of Bandura's (1997) social cognitive theory, which posits that individuals' beliefs in their abilities influence their motivation and performance. Academic self-efficacy involves students' confidence in their ability to complete academic tasks successfully. Studies show that students with higher self-efficacy exhibit better academic performance, persistence, and adaptive learning behaviors. (Schunk & Pajares, 2002).

Collie, Martin, and Malmberg (2019) investigated the interplay between academic buoyancy, self-efficacy, and motivation, revealing that students with both high buoyancy and self-efficacy exhibit greater engagement and learning outcomes. Martin (2013) further differentiated academic buoyancy from resilience and emphasized that while resilience deals with major adversities, buoyancy specifically relates to everyday academic challenges. His work highlights the importance of fostering buoyancy to enhance students' self-efficacy and academic perseverance.

While both constructs are closely related, limited empirical research has explored their direct relationship. Some studies suggest that academic buoyancy contributes to self-efficacy by providing students with the confidence to tackle academic challenges (Martin & Marsh, 2006). Conversely, students with high self-efficacy may develop greater buoyancy as they gain positive experiences from overcoming difficulties.

Objective – To examine the relationship between academic buoyancy and academic self-efficacy.

Hypothesis – There would be positive relationship between academic buoyancy and academic self-efficacy.

Methodology

Research Design

This study employed a quantitative correlational research design to examine the relationship between academic buoyancy and academic self-efficacy.

Participants

A total of 300 undergraduate students (150 males and 150 females) from three colleges of Veer Kunwar Singh University participated in the study. The participants were aged between 18 and 25 years and were selected through stratified random sampling.

Measures

1. **Academic Buoyancy Scale (ABS):** A 9-item scale measuring students' ability to handle academic setbacks (Martin & Marsh, 2008).
2. **Academic Self-Efficacy Scale (ASES):** A 10-item scale assessing students' confidence in their academic abilities (Schunk & Pajares, 2002). Both scales were validated and showed high internal consistency (Cronbach's $\alpha > 0.80$).

Procedure

Participants completed the survey anonymously via an online questionnaire. Ethical approval was obtained, and informed consent was secured from all participants.

Data Analysis

Pearson's correlation analysis was conducted to determine the relationship between academic buoyancy and academic self-efficacy. Multiple regression analysis was used to assess the predictive power of academic buoyancy on self-efficacy.

Results

Correlation Analysis

Variable	1	2
1. Academic Buoyancy	1.00	0.68**
2. Academic Self-Efficacy	0.68**	1.00

Note: $p < .01$

Pearson's correlation revealed a strong positive correlation between academic buoyancy and academic self-efficacy ($r = 0.68$, $p < .01$), suggesting that students with higher buoyancy levels tend to have greater self-efficacy. This suggests that as students' ability to handle everyday academic challenges increases, their confidence in succeeding academically also improves.

Regression Analysis

Predictor	B	SE	β	t	p
Academic Buoyancy	0.65	0.05	0.68	12.3	<.01
Constant	1.20	0.30		4.00	<.01

$R^2 = 0.45$, Adjusted $R^2 = 0.44$, $F(1,298) = 151.29$, $p < .01$

A regression analysis indicated that academic buoyancy significantly predicts academic self-efficacy ($\beta = 0.65$, $p < .01$), explaining 45% of the variance in self-efficacy scores. The regression analysis suggests that academic buoyancy is a strong predictor of academic self-efficacy. The model explains 45% of the variance in academic self-efficacy, indicating that students who demonstrate higher resilience in dealing with academic challenges tend to have greater confidence in their academic abilities.

Discussion

The findings support the hypothesis that academic buoyancy is positively associated with academic self-efficacy. Students who are more resilient in dealing with everyday academic challenges are also more likely to believe in their ability to succeed. These results align with previous research highlighting the role of psychological resilience in fostering confidence and motivation in students (Martin & Marsh, 2006).

Implications

- **Educational Interventions:** Schools and universities should incorporate resilience training programs to enhance students' academic buoyancy and self-efficacy.
- **Mental Health Support:** Counseling services can help students develop coping strategies to deal with academic stressors effectively.
- **Future Research:** Longitudinal studies should explore the causal relationship between academic buoyancy and self-efficacy over time.

Conclusion

This study demonstrates a significant positive relationship between academic buoyancy and academic self-efficacy. Enhancing students' resilience to everyday academic challenges can boost their confidence and improve their academic outcomes. Future research should explore intervention strategies to strengthen these psychological attributes in students.

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