
Do social support and self-efficacy correlate with academic resilience among adolescence?

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Abstract: Academic resilience plays an important role in helping individuals to overcome academic decline and promoting good prospect in the future. This can be increased by taking into account the factors, including social support and self-efficacy. This study aims to determine the relationship between social support and self-efficacy with academic resilience. Participant involved in this study were 315 students of VII graders of middle school around Malang City, Indonesia. Measurements used were a scale of academic resilience, social support scale, and self-efficacy scale to be applied to the population of the state middle school students in Malang City. Data analysis was using multiple regression research. The results showed that social support had a significant relationship with academic resilience and self-efficacy had a significant relationship with academic resilience with both significant values $0.000 < 0.05$. A strong relationship was shown by self-efficacy with academic resilience compared to social support with academic resilience. This means that self-efficacy as the main factor that has a relationship in the formation of youth academic resilience, especially in Indonesia where children's character is formed through cultural enculturation.

Keywords: academic resilience; social support; self-efficacy; multiple regression.

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1 Introduction

An important ability that students need to acquire to face the 21st-century competition is resilience. Tan et al. (2017) described that resilience becomes one competence for students at the 21st century. Student's needs resilience to encounter rapidly changing and developing in science and technology. Moreover, Everly et al. (2015) formulated that social support and self-efficacy influenced academic resilience. This urges us to further promote and to encourage student's academic resilience. In auditing, it used the correlation study and analysing the data with multiple regressions to describe the impact of social support and self-efficacy on academic resilience. Afterward, the research question, does exist the relationship between social support and self-efficacy on academic resilience? The following steps are explaining those factors.

1.1 *Academic resilience*

Shastri (2013) explained that academic resilience is an important aspect within an individual to establish a positive relationship with the environment. It creates a fervent prospect and optimism in the future. Academic resilience is an individual's self-resilience in facing any event which can lead to a negative impact on the individual, but the individual is able to restore condition optimistically (Kantur and Iseri-Say, 2012).

When a certain individual acquires academic resilience, academic setback and shortcomings, self-destructive tendency, academic stress, and academic pressure could be effectively surmounted [Martin, (2002), p.36; Ahmed and Julius, 2015; Rajan et al., 2017; Wong, 2008]. Resilience, hence, takes an important role in the individual process of academic adjustment in an educational circumstance such as school (Lee et al., 2013; Wood et al., 2015). In terms of this notion, the essential factor to go further examining student's academic resilience. Initial research has confirmed that 17% (n = 55) of 11–15 years old students (research conducted to 139 male and 176 female students) relatively acquired low resilience, followed by 60% relatively acquired moderate resilience, and 23% of subjects acquired high resilience.

1.2 Social support

Everly et al. (2015) confined five major factors in constructing resilience within the individual; optimism, assertiveness, ethical personality, tenacity, and interpersonal support (social support) acquired by the individual. Social support strongly contributed to an individual's construction of resilience. Bilgin and Tas (2018) described that respective research, claim 52% of influences are greatly contributed by social support. It means that social support takes a great influence on the individual's construction of academic resilience. Social support commonly acquired by an individual from his or her closest circumstance, for instance, parents. Furthermore, Indonesia is a country where character development system of the individual is promoted by enculturation process.

Enculturation is the process of maintaining ties with indigenous cultures within the family. It lays the foundation of identity in the family context (Hakim-Larson and Menna, 2016). Indeed, family identity can be different from the daily life of current teenagers. Current lives of teenagers are known as millennials. They prefer to do all the activities together with peers rather than with families. Simply, it because they feel more accepted when they get along with their peers. Additionally, the presence of the industrial revolution era 4.0 has established the presence of technology has surpassed traditional human life in ancient times. It causes values within the family was reduced and replaced by new values. Enculturation becomes a moderation of the relationship between the use of negative emotional words and depressive symptoms (Wong et al., 2009). This condition occurs because of the cultural differences received by individuals from the surrounding environment, thus causing them to feel depressed. The next important factor to examine is the students' self-efficacy.

1.3 Self-efficacy

Everly et al. (2015) described that self-efficacy became the beginning of the emergence of student resilience in academics. This indicates that self-efficacy is expected to have an influence on a student's academic resilience. In long-term impact, self-efficacy does not only help students overcome the problems experienced but also helps them in choosing a career in the future (Moma, 2014). This shows the importance of self-efficacy towards individual careers in the future, particularly in the academic field that demands individuals to accomplish the best performance. High academic demands can weaken an individual's academic resilience such as differences in tasks obtained by individuals after entering a certain level, ranging from elementary school to high school, which of course differs in the degree of difficulty. Then, a tight lecture schedule, a plan that is not in line with expectations, a low-grade point index, interpersonal and intrapersonal relationships, become an obstacle in increasing individual academic resilience (Amelia et al, 2014). Thus, social support is needed to help individuals determine to overcome academic pressure and self-efficacy to help them feel efficacy that they can overcome academic pressures with their abilities. Therefore, this study examines whether there is a relationship between social support and self-efficacy with academic resilience?

2 Research method

2.1 Method

The method used in this study is correlation which aims to provide the understanding and predict about the phenomenon in the field by identifying the relationship between variables (Fraenkel et.al., 2012). The variables examined in this study were social support (X1) and self-efficacy (X2) towards academic resilience (Y1). The research design used was a multiple regression to examine the relationship between social support and self-efficacy with academic resilience.

2.2 Sample

The participants of this study were students of VII graders of Junior High School around Malang City, with a sample of 315 students. The sampling technique used stratified random sampling by dividing the schools in Malang into five sub-districts (Klojen, Blimbing, Lowokwaru, Sukun, and Kedungkandang districts). Then, in each sub-district, it was chosen by the schools to be included in this research. The selection was conducted randomly and finally selected for each class randomly from these schools. The study utilised the stratified random sampling to determine samples in the same proportion as those in the population, thus enabling representative (Fraenkel et al., 2012). Furthermore, the selected sample was measured using the scale of academic resilience, social support scale, and self-efficacy scale that had been tested for validity and reliability of data using alpha Cronbach calculations. Based on the results of calculations reliability, it shows that the scale of academic resilience ($0.849 > 0.174$), social support ($0.863 > 0.174$), and self-efficacy ($0.872 > 0.174$) are reliable as data collectors in the study. Meanwhile, the validity of each scales item, both social support, self-efficacy, and academic resilience shows that the average value above 0.83. It means that items on the scale, academic resilience, self-efficacy, and valid social support for use in research.

2.3 Data analysis

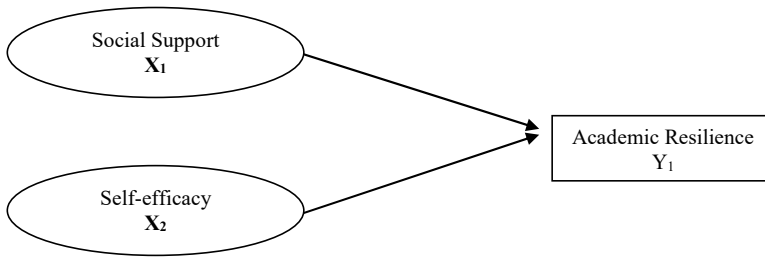
The data analysis used in this regression was the stepwise method get the best model. This stepwise method aimed to enhance the best model. Obtaining the best model used periodical analysis to get high R2 (Wang and Chen, 2016). Furthermore, the analysis of this research data uses SPSS 24 Software.

3 Findings

Findings on the relationship between social support and self-efficacy with academic resilience are indicated as follows.

Social support and self-efficacy are independent variables in this study which are given the symbol X1 for social support and X2 for self-efficacy, while academic resilience as the dependent variable in the study is given the symbol Y1.

Figure 1 Relationships between social support and self-efficacy with academic resilience



3.1 Model summary

The R number of 0.752 indicates that the correlation between academic resilience and social support and self-efficacy is strong. This result is strong because of > 0.5 (Santoso, 2002). Furthermore, the R2 determination coefficient = 0.565 (56.5%) the academic resilience is explained by social support and self-efficacy. Meanwhile, the remainder is 100% – 56.5% = 43.5% explained by other factors which are not taken in this study.

Table 1 Model summary of dependent and independent variable relationship

<i>Model summary</i>				
<i>Model</i>	<i>R</i>	<i>R square</i>	<i>Adjusted R square</i>	<i>Std. the error of the estimate</i>
1	.752 ^a	.565	.562	4.536

Note: ^aPredictors: (constant), KD, DS.

3.2 ANOVA

Based on the ANOVA test the calculated F value = 202.826 with a significance level of 0.000. The probability is < 0.05, it means the regression model can be used to predict academic resilience. Further, it signifies that self-efficacy and social support simultaneously influences academic resilience.

Table 2 Anova results of independent and dependent variable

<i>ANOVA^a</i>						
<i>Model</i>		<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	8,346.785	2	4,173.392	202.826	.000 ^b
	Residual	6,419.786	312	20.576		
	Total	14,766.571	314			

Note: ^aDependent variable: RA and ^bpredictors: (constant), KD, DS.

3.3 Regression coefficient

Equation of regression:

$$\text{Academic resilience} = 24.024 + 0.375 \text{ social support} + 0.346 \text{ self-efficacy}$$

- 1 A constant of 24.024 states that if there is no social support or self-efficacy, the level of student academic resilience is 24.024.
- 2 Regression coefficient 0.396 shows that each increase in student social support will increase students' academic resilience by 0.396 for each increase.
- 3 The regression coefficient of 0.409 indicates that an increase in student self-efficacy will increase students' academic resilience by 0.409 for each increase.

Table 3 Regression coefficients of independent and dependent variable

<i>Coefficients^a</i>					
<i>Model</i>	<i>Unstandardised coefficients</i>		<i>Standardised coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. error</i>	<i>Beta</i>		
1 (Constant)	24.024	2.684		8.950	.000
DS	.375	.053	.396	7.045	.000
KD	.346	.048	.409	7.279	.000

Note: ^aDependent variable: RA.

The t-test is used to test the significance of constants and each independent variable; social support and self-efficacy.

Hypothesis:

H0 regression coefficient is not significant

H1 significant regression coefficient.

Decision making for hypothesis testing is based on the probability value of the independent variable. If it < 0.05 means H0 is rejected. The probability value for each variable of social support and self-efficacy = $0,000 < 0.05$, so the independent variable has a significant influence on students' academic resilience. Thus, to increase students' academic resilience, counsellors can increase students' social support and self-efficacy.

4 Discussion

The theory presented by Everly et al. (2015) confirming that interpersonal relations and self-efficacy influence the increase in student academic resilience is in line with the results of this study. The research applied to Middle School around Malang City students shows a relationship between social support and self-efficacy with academic resilience. As stated by Kantur and Iseri-Ray (2012), resilience is related to individual psychological conditions. It is about its resistance to dealing with situations that can be stressful or traumatic. In developing this academic resilience, adolescents need social support and self-efficacy to help them become more resilience individuals. Further, an explanation of

the relationship between social support and self-efficacy with academic resilience was explained as follows.

4.1 Social support correlation with academic resilience

Social support is assistance that is available and accepted by individuals (Nirwan, 2013; Paul et al., 2014). This assistance can be obtained from parents, friends, and teachers. Assistance provided by parents is in the form of closeness, warmth, attachment, togetherness (Rose et al., 2013), how to manage difficult conditions in peer relations (Bussey and Bandura, 1999). Assistance provided by friends generally aims to provide support for stress, maintain members in a group, in order to show good behaviour in daily life (Dolan, 2008). The teacher provides support in the form of knowledge or cognitive, where cognitive as a type of other social support needed by individuals (Osseiran-Waines and Elmajian, 1994).

The significant influence between social support and academic resilience caused by the type, quality, availability, and needs of social support has an important role in helping individuals to adapt to their social environment (Gray et al., 2000; Abbott, 2009). A $0.000 < 0.05$ probability value indicates a positive relationship between academic resilience and social support. This result is consistent with the research conducted by Kapikiran (2012), Gizir and Aydin (2009) and Kurian (2012). It means that students who have high social support have high academic resilience, and vice versa. Students who acquire less social support, whether from parents, friends, and teachers, will acquire less academic resilience. As expressed by Amelia et al. (2014) individuals who lack resilience are caused by unsatisfying interpersonal relationships. In the case of a tough adolescent, the individual will carry self-view which enables them to strengthen rather than weakening themselves. This is due to emotional support, information, and real support (Goldsmith, 2004) from people around the individuals.

Emotional support is given by parents in the form of closeness, affection, trust, and participation of personal experiences to children. The teacher provides attention, information disclosure, and assistance to overcome and deal with academic pressure. During social interaction with a peer, student commonly receives companionship, solidarity, and diversity. Rose et al. (2013) include that social support received by individuals was not immediately accepted directly from all sources, whether it comes from parents, teachers, or friends. This is a circular causality relationship, meaning that the compilation of individuals does not have to obtain social support from parents, so adolescents will seek social support from the teacher to obtain positive results, not to mention its correlation with academic resilience.

High demand from parents provokes academic stress to student since they are unable to adjust to academic demands. Consequently, it causes a lack of resilience in individuals (Riulli et al., 2012; Shrivastava and Desousa, 2016; Walton et al., 2013). Bharathi et al. (2015) expressed that forces come from parents is in the interest of high demand in which student is unable to bear with such condition. Accordingly, considerable anxiety within the student emerges. The emergence of anxiety within student leaves remarkable academic resilience within themselves and students' academic performance (Yumashev et al., 2018). Parents, particularly in Indonesia, commonly set high demand for their children. In point of fact, such high demands are set due to communal and kindship system within Indonesian family – enculturation plays a strong role in the family. It is

common when parents inherit and pass down certain family-related culture, parents' standard of success, and family demand. When children are able to achieve parents' standard of success or more, children will be regarded as the proudest of parents. Though, when children fail to achieve parents' standard of success, regrettably they are considered unsuccessful. To a certain extent, it is not surprising that enculturation moderates the relationship between the use of negative emotional words and depressive symptoms (Wong et al., 2009) to such a degree it provokes academic resilience degradation.

Widiastuti (2017) states that the last education of parents, parents' income, influences children's career aspirations which are more realistic to make plans and strategies for the expected career achievement. That is individuals in determining achievement depend on their condition and their environment, in particular parents. Parents should be able to provide social support which is able to enhance individual academic motivation, through involvement in individual academic activities (Minimol and Angelina, 2015), liberating individuals from homework pressure and demands, planning for the future prospects (Dorsey et al., 1999), monitoring adolescent development (Cunningham and Swanson, 2010), thereby reducing burnout in academics, such as decreasing enthusiasm for doing assignments and dropping out of college (Rigg et al., 2013).

Observing from each indicator in academic resilience, an indicator of condition control, and management within the individual (41%) takes an imperative function in developing adolescent academic resilience if associated with social support. The ability to control and manage as part of individual cognitive, in which Cefai (2008) states that cognitive and social play an important role in developing resilience to help individuals succeed in facing adverse conditions. This is in line with the results of research that the ability of individuals to control themselves is needed to increase academic and social resilience into other factors that play an important role in increasing academic resilience, one of which needs to be formed and fostered by the family environment (Farahani et al., 2015).

It is also important to note that social support is important to reduce the level of anxiety that individuals bear (Connely and Hughes, 2010). It can be concluded that the family environment needs to provide good social support for adolescents to encourage them to control themselves when dealing with difficult situations in order to overcome the anxiety that arises from the situation.

4.2 Self-efficacy and academic resilience correlation

This paper further endorses significant correlation between self-efficacy and academic resilience within the student. Self-efficacy and academic resilience of student correlate and it is confirmed by probability value obtained; it was $0.000 < 0.05$ and F count was 202.826. The number set forth that the higher student's self-efficacy, the higher academic resilience within students. What the authors discovered is in line with Martin's (2002). Martin (2002) has affirmed that student's academic resilience is promoted the moment student's self-efficacy to focus on learning process arose. As well, when a student feels motivated to learning, the student is able to manage to comprehend learning and reduce academic pressure. This shows that self-efficacy has a relationship with academic resilience because it makes individuals more motivated to learn and manage academic pressure.

Resilience consists of several aspects, as expressed by Ginsburg and Jablow (2006), namely trust and control. Trust relates to the beliefs persisted by the individual itself,

related to the ability possessed to skilfully overcome situations that cause pressure. While control relates to awareness in the individual of his or her ability to control the results of the decisions and actions chosen and understand that they have the ability to recover. According to the aforementioned issue, self-efficacy serves as a major important element which requires to be possessed by the individual – individual need to believe in themselves. Thomas et al. (2009) stated that individuals who have high self-efficacy tend to be able to adjust well to the academic situation that provokes pressure.

As explained in the paragraph above, the inability of individuals to adjust to academic pressures will cause anxiety. Consequently, it is important for an individual to have academic resilience in order to be able to deal with any pressure which comes academic setting, whether it is a demand or any academic burden. Furthermore, an individual who acquires good academic resilience is considered able to manage the anxiety of academic burden. The finding of Ahmed and Julius (2015) formulated those individuals who have good academic resilience have a negative relationship with academic anxiety or stress.

Everly et al. (2015) argue that self-efficacy is the starting point for the emergence of resilience in individuals. This is evidenced by the value of t count of self-efficacy which is greater than the social support ($7.279 > 7.045$). This means that self-efficacy is the main factor that is needed by individuals in forming academic resilience. Keye and Pidgeon (2013) included those self-efficacy acts as a protective factor to strengthen individual resilience. This is because self-efficacy will have an influence on motivation in individuals to gain success in the future. In addition, Bandura (1993, 1999), Bai et al. (2017) and Alfassi (2003) state that self-efficacy will have an impact on emotional reactions, individual mindset, motivation, and individual actions. Based on the results of these studies, it indicates that self-efficacy affects emotional reactions, thought patterns, motivations, and actions taken by individuals to face and master the challenges in their lives and individuals in order to achieve success.

One form of individual self-efficacy that can form academic resilience can be seen from students' perseverance in academics. Lee et al. (2013); Wood et al. (2015) confined that the relationship of self-efficacy with academic resilience lies in perseverance in attending lectures or classes. The results of this study indicate that persistence has an effect of 34.5% in the formation of student self-efficacy, after self-control. This means that perseverance is another aspect that is needed in shaping efficacy in students, making it more resilience to deal with academic pressure. Carpenter and Clayton (2014) include that individual activities, efforts made by individual, and resilience are influenced by their beliefs in abilities in themselves and this can also influence learning. This means that the more individuals believe in their abilities related to learning and the more diligent in learning they are. The individual will continue to improve his or her efforts to continue acquiring material comprehension in order to enable themselves to keep up with an academic issue.

Besides perseverance, self-efficacy also requires good self-control from the individual. Everall et al. (2006) found that self-control will direct individual actions to goals and are willing to take active steps to make changes. The results of the analysis of this study indicate that self-control contributes significantly to the self-efficacy of students with an R square value of 0.364 or 36%, meaning that it is in accordance with the opinion of Ginsburg and Jablow (2006) that self-control becomes one aspect of student academic resilience. Individuals who are able to control themselves will try to control the impulse that is not related to academic activities, able to accept academic

values that are not in line with expectations and negotiate with themselves when faced with difficult situations. Thus, it is clear that positive self-efficacy is needed by individuals to increase academic resilience.

Individuals who have positive self-efficacy will increase academic resilience because they are able to deal with situations adaptively (Cassidy, 2015). This means that students who have positive self-efficacy are able to be adaptive to changes in the situation or academic conditions experienced. Narayanan and Onn (2016) include that students who have positive self-efficacy are able to ignore negative thoughts are able to handle situations that lead to academic stress, and Moma (2014) are able to choose a career in the future. Therefore, the results of this study further confirm that self-efficacy is another important factor for the formation of adolescent academic resilience that will support in his personal life and career choice in the future, such as determining an option for a further plan of studying.

In accordance with the aforementioned argument, therefore, self-efficacy denotes as the most important factor which school counsellors need to take into account to form student's academic resilience as well as encouraging positive social support to reinforce optimum student's academic resilience. Although according to the results of a study conducted by Bilgin and Tas (2018) that 52% of academic resilience is influenced by social support, the results of this study show different results. This can be caused by high expectations from parents who can influence adolescent self-efficacy. Therefore, parents should foster positive and realistic expectations in accordance with the abilities possessed by adolescents to produce good hopes in the future. As Shastri (2013) stated that good expectations in the future will help and promote students to develop academic resilience.

4.3 Research findings implication on guidance and counselling discipline

School counsellors need to pay attention to important factors that influence the development of student academic resilience, through increasing social support and self-efficacy. This is because counsellors as professionals in the field of counselling have an important role to change the student's perspective in a more positive direction to nurture, guide and provide adolescent protection towards adulthood (American Psychological Association, 2002; Sink and MacDonald, 1998). Academic resilience is one part of positive psychology that focuses on the good potential that can be developed in the individual to help him overcome the problems or obstacles encountered in his life. Williams (2014), Sink and Stroh (2003), Mwangi et al. (2015) and Bryan (2005) added that counsellors need to provide assistance to individuals for the development of academic resilience, because it relates to accountability in the profession, and is able to improve student academic achievement.

The assistance provided by the school counsellor can be expressed in personal and social guidance and counselling program (Dahir and Stone, 2007). These opinions are the basis for counsellors to develop students' academic resilience in a personal and social within the scope of guidance and counselling program. Counsellors need to understand the needs of students in academics, particularly the pressures that will be experienced and encountered by students which eventually will lead to anxiety by providing interventions needed by students to achieve the expected developmental tasks. The development of academic resilience can be done by providing adequate social support and increasing student self-efficacy. The influence of these two variables, namely social support and self-efficacy, are simultaneously able to encourage students in increasing academic

resilience. Students, therefore, become more resilience individuals to deal with academic pressures experienced.

5 Limitations of present study and suggestions for future research

The limitations of this finding are in regard to the sample, especially in clustering steps. The samples were taken from the Junior high school in Malang City. Therefore, it finds the challenges of generalisation of data. The research conducted in Malang City developed the results of the research can only be generalised for junior high school students in Malang City. Future studies are expected to apply to a larger sample, such as in East Java. The sample may take from several regions. So the results of the study can be generalised for junior high school students in East Java.

The second limitation in this study is the influence the social support and self-efficacy variables that were 56.5%. It indicated other variables that influence academic resilience was 43.5%. It needs future studies to examine other variables to influence students' academic resilience. These variables are the socio-economic status of the family, parenting style, and education level of the parent that influence the enculturation of parents towards children. The data can be analysed by using other research methods, such as path analysis or structural equation model to obtain significant results.

6 Conclusions

This study examines the relationship between social support and self-efficacy with student's academic resilience. The findings confirmed that social support and self-efficacy simultaneously influenced student's academic resilience. Social support has a significant relationship with academic resilience. Self-efficacy has a significant relationship with academic resilience. Meanwhile, the self-efficacy has a strong influence and significant on student's academic resilience then social support even though in the enculturation of Indonesian culture. This research is important because self-efficacy influenced student emotion, paradigm, and motivation and personal behaviour to encounter future challenges. Over more, social support influenced positive expectation to elevate academic resilience. This finding can be implemented by school counsellors to increase social support and self-efficacy in providing intervention to students for increasing academic resilience.

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