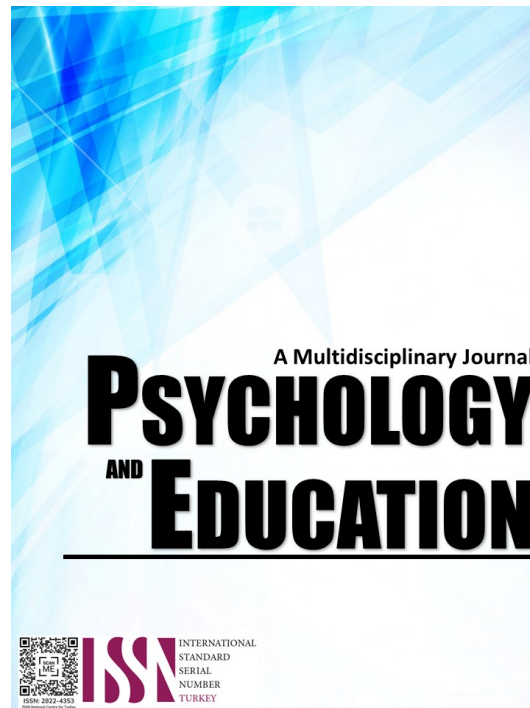


# **THE RELATIONSHIP BETWEEN SELF-EFFICACY AND RESILIENCE AMONG GRADE 12 SENIOR HIGH SCHOOL STUDENTS IN A PUBLIC SCHOOL**



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## The Relationship Between Self-Efficacy and Resilience Among Grade 12 Senior High School Students in a Public School

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### Abstract

The COVID-19 outbreak had a profound impact on many facets of society, particularly on the educational system. Therefore, all educational content must be delivered to students online, and it is the student's responsibility to adjust to this new norm. Hence, this study sought to investigate if there is a significant relationship between self-efficacy and resilience among senior high school students. This study utilized correlational research, with the 150 grade 12 senior high school students enrolled in 2022-2023 as respondents. Thus, the researchers employed General Self-Efficacy and Resilience Scale. Finally, the statistical analysis reveals that the  $r$  coefficient of 0.53 indicates a moderate positive correlation between the variables. The  $p$ -value of 0.00, less than 0.05, leads to rejecting 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, Public School

### Introduction

COVID-19 significantly impacted all sectors of society, specifically the education sector. Thus, all schools must deliver learning in an online setup that requires the students to adapt to this trend. Furthermore, as the pandemic eases, the Department of Education issued a statement on February 2, 2022: "Education Secretary Leonor Magtolis Briones has authorized all regional directors to commence the progressive expansion phase of face-to-face classes for both public and private schools given the President's approval of the recommendation for the approach." But during the pandemic, the spread of infection, social isolation, and financial ruin have all raised issues with mental health (Banerjee & Rai, 2020; Stanton et al., 2020). Lockdowns and orders to stay at home seem to make people feel more lonely (Agnieszka et al., 2021; Evans et al., 2021). Children's mental health is affected by their worry and anxiety about being sick, the suspension of physical education programs, the disturbance of their daily schedules, and the decline in peer support. All of these factors may contribute to increased stress, anxiety, and depressive symptoms that may affect the resiliency and self-efficacy of most people, especially students. That is where the Mental Health Awareness movement has started. Universities develop original strategies, online tools, and creative initiatives to raise public awareness of mental health issues by proactively providing students with mental health information during orientation meetings, institutions are proactively addressing the issues. Research shows that offering mental health therapies effectively improves students'

behavioral and emotional well-being (O'Brien et al., 2020; Hunt & Eisenberg, 2010; Karwig et al., 2015).

The sudden transition of learning modes from online to face-to-face must've been hard for some students because it has a huge impact on their mental health. It affects how they socialize, their self-esteem, and their self-efficacy. It also increases the student's mental fatigue and makes them anxious about social interactions with others, financial stability, safety, and peer pressure.

Academic resilience was predicted by self-efficacy, planning, persistence, worry, and unclear control, the researchers hypothesized that using class participation (behavioral) and enjoyment at school (cognitive-affective) as educational outcome constructs and general self-esteem (global-affective) as a psychological outcome construct, the outcome constructs were consequential to students' ability to effectively deal with challenge, adversity, and setbacks experienced in a school setting. Academic resilience, as hypothesized, was the best predictor of each outcome measure compared to the other five motivational and engagement elements. According to an analysis of student profiles based on academic resilience, resilient students had high self-efficacy, tenacity, planning and low anxiety, and uncertain control (Martin & Marsha, 2006). The findings of the study suggested that self-efficacy and resilience are significant. However, Okoro (2020) found that academic resilience and self-efficacy did not significantly predict academic engagement between the two variables.

Moreover, this study focuses on senior high school students' self-efficacy and resilience. Thus, this study can help determine the importance and impact of self-efficacy and resilience for students in senior high school who are currently dealing with psychological problems like peer pressure, stress, and anxiety during the transition of learning modality. Specifically, this study sought to answer the following question:

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

## Literature Review

Self-Efficacy refers to a person's confidence in their ability to carry out the behaviors required to achieve certain performance goals (Bandura, 1977, 1986, 1997). In addition, according to Rajendran and Videka (2006), resilience is the capacity of a person to function under obvious pressures. In other words, resilience in the context of education refers to a learner's capacity to meet goals even when faced with challenging or upsetting circumstances (Edwards et al., 2016).

In the study stated by Barrera (2021), the findings revealed that there is no significant difference in students' academic resilience outcomes and self-efficacy when gender and learning modality are considered. There is a significant connection between students' academic resilience behaviors and self-efficacy in social studies, and academic resilience factors can predict students' self-efficacy.

Based on the findings of Emrizal et al. (2020), the statistical equation testing results suggest no significant link between self-efficacy and resilience characteristics. This could be because culinary SME entrepreneurs do not yet have adequate capacity to design new service goods.

As stated by Abdolrezapour et al. (2023), there is enough evidence to conclude that self-efficacy is one resilience component that needs more investigation in this context. This article defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to build specific achievement," in accordance with Bandura's social cognitive theory.

Resilience is also influenced by self-efficacy. In other words, Choupani and Dehsorkhi (2021) found that self-efficacy is a strong predictor of resilience, which

gives the serial variables of self-efficacy and resilience their essential foundation. Students with more self-efficacy are better equipped to deal with challenges, participate in difficult learning activities, and build resilience. Additionally, their behavior—learning engagement—is influenced by their personal variables, including self-efficacy and resilience.

Tus (2020) stated that the study's findings concluded that the respondents' self-efficacy level was high. Likewise, the findings suggested that the students are resilient and determined in the face of setbacks, feel assured that they will be able to learn the classroom discussion and excel in their assessment. They tend to be more intrinsically motivated to learn new knowledge. Furthermore, the computed linear regression analysis revealed that self-efficacy does not significantly affect the senior high school student's academic performance.

Supervia, Bordas, and Robres (2022), the study found a significant connection between resilience and self-efficacy. A pattern of adaptable behaviors in adolescents was explained by self-efficacy, which was revealed to mediate resilience.

In accordance with Romano et al. (2021), the result of the path analysis shows that correlation, with the help of composite reliability and results, shows values greater than 0.70. The outcomes also show that the average variance extracted (AVE) values are larger than 0.50 and factor loadings are larger than 0.40. The results showed that institutional support is a significant moderator between motivation for goal achievement and academic resilience.

Based on Yang et al. (2021), the bootstrap test was conducted with 5,000 resamplings, and all the path coefficients were statistically significant ( $P < 0.001$ ). Therefore, the alternative structural model was verified by these data. It was statistically significant, and the empirical data supported their paths. Specifically, peer relationships significantly and positively predicted learning engagement. One possible reason could be that the classroom environment stimulates adolescents to improve their self-efficacy to promote learning engagement.

As stated by Walsh et al. (2020) and Cuartero and Tur (2021), the result shows that the overall score received by social support is 4.25 with a standard deviation of 0.48, described as "very high," which means that social support is always necessary and appreciated. Examining results between variables shows that adolescents' self-efficacy in Region XII is positively correlated with personal resilience. Furthermore, self-



efficacy is a component of resilience, and increasing it can augment resilient behavior. In addition, Siddique et al. (2021) stated that resilience factors such as personal competence, confidence, positive acceptance, and spirituality have a significant positive relationship with self-efficacy.

### Methodology

This study utilized a correlational research design to measure the relationship among variables (Seeram, 2019). Thus, the respondents of this study were 150 grade 12 senior high school students enrolled in the school year 2022-2023. Hence, the researchers employed General Self-Efficacy (GSE) and Academic Resilience Scale. Moreover, ethical considerations were strictly observed, and the Pearson correlation coefficient was utilized to compute the relationship between the variables.

### 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 0.53 indicates a moderate 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. Moreover, these findings were supported by the study of Supervia, Bordas, and Robres (2022) that there is a relationship between self-efficacy and resilience.

Table 1. *Test of Significant Relationship of Self-Efficacy and Resilience*

Variables	r	p-value	Decision	Interpretation
Self-Efficacy and Resilience	0.53	0.00	Reject $H_0$	Significant

Figure 1. .

### Discussion

This study investigates the relationship between self-efficacy and resilience in senior high school students. The statistical analysis demonstrates a substantial association between self-efficacy and resilience among the respondents. As a result, this shows that the student's belief in his ability is linked to his capacity to overcome obstacles. As a consequence of this, schools are strongly encouraged to implement programs that will promote the self-efficacy and resilience of their students.

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