

Does Resilience Moderate Academic Motivation and Academic Performance of Secondary School Students in Ogun East Senatorial District, Nigeria?

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Abstract. This study investigated the moderating effect of resilience in the relationship between academic motivation and academic performance among secondary school students in Ogun east Senatorial district. The study adopted a survey research design. Four hundred and ninety-eight (498) students selected from nine secondary schools were involved. Data were collected using four instruments. Two standardized instruments: Academic Motivation Scale (AMS) and Adolescent Resiliency Attitudes Scale (ARAS) while achievement Test results in Mathematics and English Language were used as instruments for Academic performance. The findings showed that resilience have no moderating effect between the independent and the criterion variables. It however found relationship between resilience and academic motivation; between resilience and academic performance; and relationship between academic motivation and academic performance. Based on the findings of the study, some recommendations were made to stakeholders in the school system.

Keywords: Resilience; academic performance, academic motivation

1. Background to the Problem

Academic performance is one of the indices of measuring educational attainment of learners/students globally. It is one of the

important issues in the education system. Academic performance has been largely associated with many factors such as school factors, students' factors, peer factors and family factors. There are also lots of psychological variables affecting academic performance. Such include, but not limited, to self-esteem, self-concept, personality traits and motivation. It has been observed that stakeholders in the education industry, including parents, teachers, governmental agencies and other non-state actors, have raised concerns and worries about academic performance of the young ones and come to agree to the fact that the huge investment in education has not yielded the desired dividend. Based on the downward trend in students' academic performance, Nwadiae (2011) reported that there has been a consensus by stakeholders about the fallen standard of education. Uduh (2009) also submitted that there is abysmal failure of students in public examinations in Nigeria, particularly at the secondary level of education.

The dwindling fortune is presently being recorded in both internal and external examinations taken by the students. For instance, Nigerian examination bodies revealed that of all the secondary school candidates that registered for the West African School Certificate Examination (WASCE) in 2007 only 32.36% passed at the five-credit level and in the subsequent years the percentage passes at five

credit level dropped to 27.63% in 2008. A worse scenario was reported in 2009 when ninety-nine percent (98%) of students who sat for the November/December 2009 examination of the National Examination Council (NECO) failed. The report noted that only 4,223 out of the 236,613 candidates (representing 1.9%) who sat for the examination, had credits in five subjects, including English and Mathematics.

Nwadiae (2011) revealed that the last three results released by the Council (NECO) had been bad news for most candidates; with less than 22% of them obtaining credits in five subjects, including core subjects (English Language and Mathematics). In 2008, 23% of the candidates passed; in 2009, 21% passed and in 2010, 20% passed, while many had their results seized due to their involvement in examination malpractices. Although there was an improvement in 2011 result, when 677,007 which represents (42%) candidates out of 1,351,557 candidates that sat for the May/June examination passed, 60% students passed the GCE, while 40% passed in Unified Tertiary Matriculation Examination (UTME) organized Joint Admissions Matriculation Board (JAMB) but this is yet to meet the expectations of all the stakeholders

The issue of academic performance at the secondary level of education in Nigeria has been widely documented. Ademola (2010) reported that there could not have been a worse period for the Nigerian educational system than the disclosure. The consistently poor performance recorded in WASCE and NECO examinations, over the years, calls for serious interventions. Arising from the noticed gap, several researches have been conducted to investigate ways of improving academic achievement and have found out that inadequate motivation for students, among other factors, is a disincentive to learning and academic achievement (Sikhwari, 2014). Secondary school students are daily confronted with challenges of coping with academics under serious emotional strains occasioned by poor school environment (Aworanti, 2008) and learn in perceived unmotivated in relations to motivation and achievement (Gilbert *et al.*, 2014). Teachers

equally complain of students' low performance at internal and public examinations. In the last six years, WASCE and NECO results were nothing to write home about. One of the greatest frustrations mentioned by many teachers is that students are often not motivated to learn.

Motivation is essential to learning, perhaps, that is why it has been described as a process through which individuals instigate and sustain goal-directed activity. It can also generally be viewed as a process through which an individual's needs and desires are set in motion (Kian, Yussof & Rajah, 2014; Turan 2015). Knight and Willmott (2007) stated that motivation is what gets you going, keeps you going and determines where you are trying to go. It is the biological, emotional, cognitive, or social forces that activate and direct behaviour. Deci and Ryan (2016) see motivation as the tendency of an intelligent system to behave either appetitive or aversively to certain stimuli. One of the most important concepts in education is that of motivation. Indeed, many researchers (Lin, 2012; Orhan-Özen, 2017; Sharma & Sharma, 2018) have shown that motivation is related to various outcomes; such as curiosity, persistency, learning, achievement and performance.

Academic motivation reflects students' level of persistence, interest in the subject matter and academic effort. It is also viewed as a contributor to academic success, (Alexander, 2006; Diperna & Elliot, 1999). Academic motivation is discussed in terms of an individual's judgment of his or her capabilities to perform given actions. Academic motivation, according to Awan, Noureen and Naz, (2011) is an internal condition that stimulates, direct and maintains student behaviour, and they believe that there is a strong relationship between learning and motivation. Students who are motivated to learn about a topic are keen to engage in activities they believe will help them learn, such as attending carefully to the instruction, taking notes to facilitate subsequent studying, checking their level of understanding and asking for help when they do not understand the material (Pintrich & Schunk, 2002).

Learning environments may present challenges, but the secondary school environment presents unique challenges because students in this stage of education have so many important decisions to make about their future and they bear more responsibilities for their own learning outcome. The development of early academic motivation at secondary school level stage especially, has significant implication for later academic careers. Findings have established a nexus between students' level of academic motivation and level of academic achievement and school drop-out rates (Reiss, 2000). However, students that are "at risks" for, or experiencing frustration with learning are at greater risk for decreased academic motivation. The consequences of decreased academic motivation can result in a variety of non-productive behaviour such as non-compliance on new task, self-doubt, dependency on others and loss of interest and energy dissipation (Elias & Arnold, 2006), barrier to learning and deterioration of education standards (Awan et al., 2011). School learning, therefore, is unlikely to take place in the absence of sufficient motivation to learn.

While motivation is imperative to learning and possibly academic performance, it is possible that its relationship may be influenced by other variables. Thus, this study is interested in seeing if resilience would moderate the relationship between academic motivation and academic performance. Resilience refers to the successful adaptation to challenging and threatening situation (Stewart, Reid, & Mangham, 1997). Resilience is one of the most essential personal factors influencing academic achievement and it is the ability to pass the hardest problems and overcome the most complex situations. (Cicchette, 2013). Bonanno, Galea, Bucciarelli, and Vlahov (2007) submitted that people who have high levels of resilience display only mild, transient disruptions in daily functioning following trauma and continue to function in a near normal and healthy fashion.

Resilience is a construct that is closely related to stress, it is the collective mechanisms by which a person copes with and recovers from the negative emotions that often accompany stress (Compas & Reeslund, 2009; Lyubomirsky, &

Porta, 2010; Masten, 2011). The focus of resilience is upon positive outcomes and successful adaptations (Hjemdal, Friborg, & Stiles 2012; Masten, 2011; Masten, Herbers, Cutuli, & Lafavor, 2008), as well as how well students sustain in academic exercise and psychological well-being during challenging situations posing stress experiences and potential risks of negative outcomes (Zautra, Hall, & Murray, 2010).

Altogether, students' academic achievement and academic motivation' conditions are perceived to be associated with levels of resilience. Results from studies of resilience have indicated that resilience may moderate the negative effects of stressors and contribute to promoting mental health and prevent the development of psychopathology, despite the individual's exposure to significant risks (Luthar, Cicchetti, & Becker 2000; Masten, Herbers & Reed 2009; Rutter, 2000), moderates pain and stress (Friborg, Hjemdal, Rosenvinge, & Martinussen, 2003), as well as moderates the relationship between stress and psychological symptoms (Pinquart, 2009) and between maltreatment and psychological symptoms (Campbell-Skills, Cohana, & Stein 2006). However, there is paucity of research, to the best knowledge of the researchers that have investigated whether resilience moderates the relationship between academic motivation and academic performance.

Several studies have been conducted on the relationship between academic motivation and academic performance with most findings indicating that the higher the academic motivation levels of students, the higher their academic performance. This however seems to be generalistic in nature because this may not apply to all. There is expected to be exceptional cases herein high academic motivation may not translate to high academic performance. Resilience of students may play a moderating role in the relationship between academic motivation and academic performance, with high academic motivation predicting high academic performance only for students with high level of resilience. This is however a conjecture.

Few or no previous research had been carried out to investigate together resilience, academic motivation and academic performance in a single study, at least to the knowledge of the researchers. Thus, this study is to examine the potency of resilience in the relationship of students' academic motivation and academic performance among secondary school students in Ogun East Senatorial District, Nigeria.

Two hypotheses were formulated and tested:

- There is no significant moderating effect of resilience on the relationship between academic motivation and academic performance among secondary school students in Ogun East Senatorial District, Nigeria.
- There is no significant relationship between academic motivation and academic performance among secondary school students in Ogun East Senatorial District Nigeria.

A model was therefore built for the study as shown in Figure 1

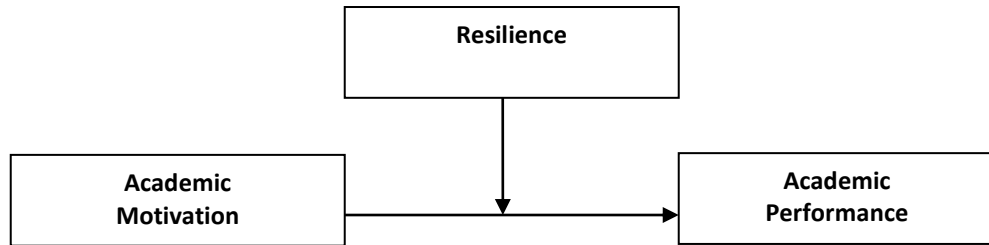


Fig. 1: Conceptual Model for the Study

2. Method

The study adopted the descriptive survey research design because the variables to be studied already existed, and there was no need for manipulation of any sort.

Five hundred students selected from the nine (9) Local Government Areas in Ogun East Senatorial District, Ogun State, Nigeria participated in the study. A multi-stage process was used to select the sample. The first stage of sampling involved the selection of Local Government Areas. 50% of the Local Government Areas in Ogun East Senatorial District were selected through simple random sampling. Since there are nine (9) Local Government Areas in the District, five Local Government Areas were drawn. The second stage involved the selection of schools. From the sampled Local Government areas, ten (10) senior secondary schools were randomly sampled. This makes up a total of 50 schools used for the study. The third and final stage of sampling involved the selection of students.

From each of the schools, ten (10) Senior Secondary School III (SSS3) students were randomly sampled from those who showed intention to participate in the study. Four hundred and ninety-eight (498) properly filled instruments were used for data analysis. It must be noted that out of five hundred participants for the study, a total of four hundred and ninety-eight completed all the stages of data collection to serve as the active sample for the study because two instruments were missed.

2.1 Research Instruments

Four instruments were used for data collection. Two standardized instruments: Academic Motivation Scale (AMS) high school version developed by Vallerand, Blais, Briere, and Pelletier (1992). and Adolescent Resiliency Attitudes Scale (ARAS) developed by Biscoe and Harris (1994) were used to elicit information on Academic motivation and Resilience while Achievement Test Results in Mathematics and English Language were used as instruments for Academic performance – the results of two

courses were used because they are general courses taken by all participants. The instruments were administered personally and with support of two research assistants and all the filled instruments were collected immediately. Data

resulting from the instruments were analyzed using regression analysis, with significant level fixed at 0.05.

3. Results

Table 1: *Descriptive statistics of participants' Academic Motivation, Resilience, and Academic Performance*

	Minimum	Maximum	Mean	Std. Deviation	Skewness (SE = .110)	Kurtosis (SE = .220)
Motivation	50.00	172.00	102.1258	16.18718	-.582	1.174
Resilience	22.00	72.00	40.5335	6.02749	-.115	1.010
English	.00	10.00	5.8012	2.22902	-.379	-.707
Mathematics	.00	15.00	4.8073	1.67641	.338	2.099
Overall Performance	3.00	19.00	10.6085	3.15695	-.180	-.673

Table 1 revealed scores for students' academic motivation with mean (102.1258), median (106.0000), variance (262.025) and standard deviation (16.18718). The distribution scores indicated that students' motivation is high. Also the scores of participants' resilience showed Mean (40.5335), median (41.0000), variance (36.331), and standard deviation (6.02749) which indicates that participants' resilience is high. With respect to achievement, in English, participants had Mean (5.8012), median (6.000), variance (4.969), and standard deviation (2.22902). The distribution showed that students' achievement in English is high. While in mathematics, it revealed mean score of 4.8073, median (5.000), variance (2.810), and standard deviation (1.67641). The distribution of scores showed that participants' achievement in mathematics is positively skewed (.338).

Results also indicated scores of participants' academic performance with mean (10.6085), median (10.6476), variance (9.966) and standard deviation (3.15695). The distribution of scores showed that participants' academic performance is about average. Since the mean is lower than the median, the distribution is negatively skewed (-.180).

Correlation Analysis

Pearson product moment correlation was carried out to determine the bivariate relationships among the variables of the study. The results are presented in Table 3

Table 2: *Correlation matrix for the relationship among study variables*

	Motivation	Resilience	English	Maths	Achievement
Motivation	1	.501**	.076	.093*	.103*
Resilience	.501**	1	.018	.036	.032
English	.076	.018	1	.293**	.861**
Maths	.093*	.036	.293**	1	.738**
Achievement	.103*	.032	.861**	.738**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 2 revealed significant relationships among study variables. Academic motivation and resilience are positively and significantly correlated ($r = .501, p < .01$). Also, academic motivation correlated positively and significantly with academic performance ($r = .103, p < .05$). However, no significant relationship existed between resilience and academic performance ($r = .032, p > .05$).

There is no significant moderating effect of resilience on the relationship between academic motivation and academic performance.

Table 3 presents multiple regression analysis with conditional process macro (Model 1) by Hayes (2016).

Table 3: *Analysis of the effect of Resilience between Academic motivation and Academic performance.*

	Coeff	Se	T	P	LLCI	ULCI
Constant	10.726	.154	69.598	.000	10.424	11.029
Resilience	-.016	.027	-.579	.563	-.069	.038
Motivation	.017	.010	1.621	.106	-.004	.037
Interaction	-.002	.001	-1.915	.056	-.005	.000
Model Summary						
R	R-sq	MSE	F	df1	df2	P
.135	.018	9.845	3.027	3.000	489.000	.029
R-square increase due to interaction(s): int_1 Motivation X Resilience						
	R ² -chng	F	df1	df2	P	
Interaction	.007	3.668	1.000	489.000	.056	

Result in Table 3 revealed no significant moderating effect of resilience between academic motivation and academic performance (coeff = - .022, $p > .05$). However, the model predicted 1.8% of the variance in participants’ academic performance ($R^2 = .018$, $F(3,489) = 3.027$, $P < .05$). The increase in R^2 one to the interaction of motivation and resilience on academic was also not significant (R^2 change = .007, $F(1,489) = 3.668$, $P > .05$).

This predicted 0.7% of the variance in participants’ academic performance. In effect, resilience would not interact with academic motivation to influence participants’ academic performance.

Table 4: *Conditional effect of Resilience on motivation and Academic performance at various values of Resilience*

Resilience	Effect	Se	t	P	LLCI	ULCI
-6.027	.031	.011	2.799	.005	.009	.054
.000	.017	.010	1.621	.106	-.004	.037
6.027	.002	.014	.165	.869	-.026	.031

Values for quantitative moderators are the mean and plus/minus one SD from mean.

Values for dichotomous moderators are the two values of the moderator.

The results in Table 4 showed the conditional effect of resilience between academic motivation and academic performance. The results revealed significant effect of resilience between motivation and academic performance, only when resilience is low (coeff = .031, $t = 2.799$, $p < .01$). In effect, academic performance for students with low level of resilience rather than those with average or high levels of resilience.

Table 4 showed the various values of motivation, resilience and academic performance for the plotting of interaction graph. The graph is presented in Figure 2

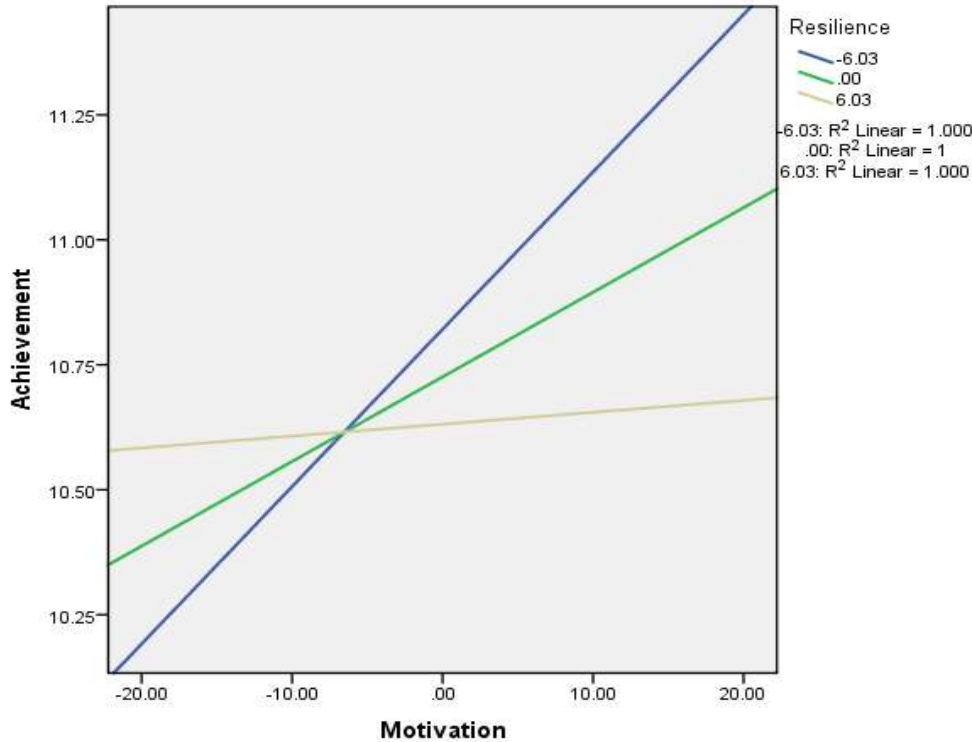


Figure 2: Interaction effect of resilience between academic motivation and academic performance.

4. Discussion

Hypothesis one stated that there is no significant moderating effect of resilience on the relationship between academic motivation and academic performance among senior secondary school students in Ogun East Senatorial District, Nigeria. Results of the findings showed that there was no significant moderating effect of resilience in the relationship between academic motivation and academic performance among participants. In fact, the results revealed significant effect of resilience between motivation and academic performance, only when resilience is low. This was an unexpected finding because it contradicted earlier findings that resilience showed enhanced academic achievement of students (Khalaf, 2014; Kyuper, 2014; Mwangi & Ileri, 2017; Rationan & Phlainoi, 2014). By these results, resilience has no significant moderating effect on academic performance of the students.

The second null hypothesis stated that, there is no significant relationship between academic motivation and academic performance among secondary school students in Ogun East

Senatorial District, Nigeria. The finding established a significant relationship between academic motivation and academic performance. The result agreed with empirical literature that had established relationship between academic motivation and academic performance (Çetin, (2015). The result also showed that resilience has linear relationship with academic motivation; and also with academic performance. These results supported previous findings of Martin and Marsh (2009) who discovered a significant relationship between academic motivation and resilience and Werner (2000) who also found a significant relationship between resilience and academic performance. These results were also corroborated earlier results that resilience was significantly correlated with academic performance (Luthar et al., 2000); resilience correlated with academic confidence (Oke, Ayodele, Aladenusi & Oyinloye, 2016).

5. Conclusion and Recommendations

Thus far, this study has investigated the moderating role of resilience on academic

motivation and academic performance among senior secondary school students in Ogun East Senatorial District, Nigeria. It concludes that although resilience did not moderate the relationship between academic motivation and academic performance, it has significant relationship with both academic motivation and academic performance individually. Academic motivation and academic performance are also related. The following recommendations are made as a result of the findings of this study:

- The School system should pay attention to factors that affect students' achievement such as, use of study materials, variety of teaching methods, improved teacher-student relationship in the teacher learning process.
- Efforts should be made to shore up the validity of the Senior Secondary School Certificate Examination to enable it to discriminate between high and low achievers.
- Secondary school students should be motivated at home and in school to have better academic performance. This motivation can be in form of provision of scholarship for brilliant students, award of prizes, praises, and so on.
- The government and other education stakeholders should strengthen the counseling units in schools for monitoring learners through guidance and counseling services provided. Researchers in the field of education should conduct further studies on the variables of this study to further confirm the findings.

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