

Academic Motivation, Satisfaction, and Resilience as Predictors of Secondary School Students' Academic Confidence in Ogun State, Nigeria

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Abstract: *This paper examined the influence of academic motivation, satisfaction, and resilience secondary school students' academic confidence in Ogun State, Nigeria, with the view to establishing which of the three variables would best determine students' academic confidence. Two hypotheses were formulated and tested in the study. The sample consisted of 2160 students randomly selected in 24 secondary schools one in Ogun East Senatorial District of Ogun State, Nigeria. Four standardized instruments were used for data collection. Four main instruments were used for data collection. They are: (1) General Achievement Goal Orientation Scale (GAGOS) (2) Service Quality Dimensions Inventory (SQDI) (3) Connor Davidson Resiliency Scale (4) Academic Confidence (Beliefs in Educational Success Test. Result showed that 51.8% of the total variance in the students' academic confidence was accounted for by the combination of academic motivation, academic satisfaction, and academic resilience ($R = .534$; $R^2 = .518$; $R^2 (adj) = .518$; $F_{(3,1833)} = 17.192$; $p < 0.01$). Academic motivation alone accounted for only 31.8% of the variance in the prediction of academic confidence, while academic satisfaction and academic resilience accounted for 8.2% and 11.8% of the variance in the prediction of students' academic confidence respectively. The most potent predictor of students' academic confidence among the predictor variables of the study is academic motivation ($\beta = .398$; $t = 6.765$; $p < .05$), followed by academic resilience ($\beta = .615$; $t = 4.230$; $p < .05$), and lastly by academic satisfaction ($\beta = .234$, $t = 2.117$; $p < .05$). It was concluded that the need for developing students' academic confidence in school is essential for improving academic outcomes.*

Keywords: *Academic motivation, satisfaction, resilience, academic confidence, secondary school*

Words count: 157

I. Introduction

Success at the collegiate level may be expressed in a variety of ways depending upon the individual's self perception. However, commonly held descriptions of academic success may include: attainment of a degree, acceptable grade point average, and low retention of career and life skill sets necessary for employability and professional development. A student's success at the collegiate level demonstrates their ability to gain information and skills necessary to increase their chances of meeting long term personal and career goals (Eunhee, Newton, Downey, & Benton, 2010). Maintaining an acceptable grade point average and completing courses designed for their career goal demonstrates that the student is meeting the expectations set by the college or university.

On the other hand, a student characterized with high academic confidence braces up and meets the academic rigour and excels in school essay writing because he or she perceives himself or herself as being capable of doing well in school. Conversely, a learner noted for having low academic confidence inhibits good academic performance because of the tendency to see himself or herself as being unable to cope with the academic challenge. Koura and Al Hebaishi (2014) submit that high or low academic confidence is all about thoughts that the students hold about themselves which affect their academic performance directly or otherwise. These thoughtful feelings either aid or hinder their academic progress.

Cognitive implications suggest that individuals with high self-efficacy are more likely to set goals for themselves in hopes of attaining lofty aspirations. They tend to visualize their success, think soundly, and commit themselves to the challenges at hand. Conversely, those with low self-efficacy are more likely to focus on how things might go array or dwell on their perceived personal deficiencies. In essence these individuals tend to focus on the problems of the circumstance rather than the possibilities of success (Brauch, 2011).

Academic confidence is an imperative part of preparation and performance. It involves a generative capability in which component cognitive, social and behavioural skills must be organized into integrated courses of action to serve innumerable purposes. Adeyemi and Agokei (2010) describe the construct as belief about one's ability to perform successfully in a given course. Fakeye (2010) also views academic confidence as learners' beliefs about their own ability to accomplish a task. Klassen, Kwawchuk and Rajani (2008) as quoted in Koura and Al-Hebaishi (2014) opine that academic confidence is a good predictor of human behaviour and actions. It is a constantly metamorphosing phenomenon. It is rather a general capacity that develops through time and experience. According to Bandura (1997), academic confidence can be categorized as high and low. Ofole and Okopi (2012) opine that students with low self-efficacy are academically at risk.

Academic confidence could be seen as one of the fundamental internal motivators that propel any students to endure school challenges and attain academic success. Brausch (2011) affirm that when universities produce successful students, they stand to be rewarded in return as they attract additional revenue through alumni contributions. He went further saying that "universities who invest in their students' academic success often reap the rewards of alumni donations from former students who recognize the importance of their college education in regards to their financial success"

However, at every level of education, academic performance is one of the top priorities. It is used to measure the extent to which a student, teacher, school or institution has achieved the stated educational goals. In other words, the yardstick to measure educational outcomes is paramount to the economic, scientific and technological advancement of a nation. All stakeholders in education are apprehensive on how to improve students' academic success, thus, identified three factors that may help students become confident of themselves and perform well. Such factors are academic motivation, academic satisfaction, and academic resilience.

Human motivation works as an internal factor that explains human needs rather than wants. Academic motivation as a concept is used in this research in order to support internal factors as it is one of the factors influencing students' confidence to achieve academically. According to Pintrich and Zusho (2002) "academic motivation refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals". Ahmad and Rana (2012) found out that motivation influences academic performance of college students. Akinsola, Tella, and Tella (2007) reported that students who had higher achievement motivation scored significantly high scores on a mathematics achievement test compared to their counterpart students with lower achievement motivation. Studies have shown that students with high academic motivation tend to have higher academic achievement (Gottfried, Marcoulides, Gottfried, Oliver, & Guerin, 2007), higher intellectual performance (Gottfried & Gottfried, 2004), less academic anxiety (Gottfried, 1990), and mastery-oriented coping with failure (Akinlana, 2013).

Galina (2011) citing Wiers-Jenssen, Stensaker and Groggaard (2002: 185) defined "Student satisfaction as students' assessments of the services provided by universities and colleges". Student satisfaction is an overall response not only to the learning experience of a student (Wiers-Jenssen et al. 2002) but also in when schools try to understand students' expectations and anticipate their future requirements (Iro-Idoro, Ayodele, & Orija, 2014). Educational institutions that are committed to serving students are often focused on the continuous improvement of the students' experience. To accomplish these tasks, these educational institutions strive to listen to their students and gather their feedback regarding items such as academics, admissions, rules and policies, facilities, and registration, to name a few. It is essential to measure students' perceived satisfaction with education services in order to continuously improve the institution's study programs, teaching, staff, and facilities (Alaba & Ayodele, 2010; Iro-Idoro, Ayodele, & Orija, 2014).

The capacity of resilience is one of the most essential personal factors influencing academic achievement. Resilience is a multidimensional construct (Cicchette, 2013) and it is the ability to pass the hardest problems and overcome the most complex situations (Jackson, 2008). It represents someone's capacity for tolerating disastrous events. Resilience allows people to overcome their pitfalls and overcoming the complex situation (Issacson, 2002). Sheikholeslami (2009), in his research into the relationship between resilience and self-esteem among female and male students, shows that there is a positive relationship between both variables. Harnish (2005), in similar research, concludes that training resilience can help to recover students' educational function. The research of Mousavi et al. (2010) carried out among 276 male and female students of Shiraz University, shows that there is a significant relationship between both variables. Also, the resilience of girls is shown to be higher than boys.

The Problem

In the last two decades, most studies conducted in the area of academic confidence focused on students from higher citadel of learning especially the universities, while most published self-confidence research has been conducted by both faculty and staff that tends to use samples university students population. There is a dearth in research involving students from lower level of education like primary and secondary schools that may inform practices that may promote healthy levels of academic self-confidence among secondary school students.

Therefore, there is a great need to empirically ascertain the influence of academic motivation, satisfaction, and resilience secondary school students' academic confidence in Ogun State, Nigeria.

Hypotheses

The purpose of the current study is to further explicate the potency of each of the variables (academic motivation, academic satisfaction, and academic resilience) under study in predicting students' academic confidence, in carrying out this study, two hypotheses were formulated and tested:

1. Academic motivation, academic satisfaction, and academic resilience will not significantly combine to predict students' academic confidence.
2. Academic motivation, academic satisfaction, and academic resilience will not relatively predict students' academic confidence.

II. Method

Research Design: 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.

Sample and Sampling Technique: The population consisted of all secondary schools in Ogun East Senatorial District of Ogun State, Nigeria. Sample was selected using multi-stage sampling technique. There are 9 Local Government Areas in the selected district, out of which three (3) Local Government Areas were selected using simple random sampling technique. Secondly, from each of the selected Local Government Areas, 8 co-educational secondary schools were randomly selected to give a total of 24 participating secondary schools. Third, from each of the 24 participating secondary schools, 90 students were selected through stratification from senior secondary school 1, 2 and 3. The sample thus makes a total of 2160 respondents.

Instrumentation: Four main instruments were used for data collection. They are:

1. **General Achievement Goal Orientation Scale (GAGOS):** Academic motivation was assessed using GAGOS. This scale was developed by McInerney (2000) and equally used in Nigeria by Akinlana (2013). The scale consists of 18 items with major subscales: mastery Goal (5 items), performance Goal (8 items) and social Goal (5 items). The scale has 7-point Likert-type scaling model ranging from Strongly Agree (1) to Strongly Disagree (7). The Cronbach's Alpha for each sub-scale was reported as 0.76, 0.81 and 0.75 respectively.
2. **Service Quality Dimensions Inventory (SQDI)** adapted from the research done by Tan, Wong, Lam, Ooi, Chee-Yee & Ng (2010), and Adenuga and Ayodele (2012) was used to assess academic satisfaction. It is a 22 item questionnaire. Respondents answered each question using a five-point Likert scale with 1 being rated strongly disagree while 5 denotes strongly agree. The SQDI have a Cronbach alpha's value range of .793 and .832 which are greater than .70, thus the measurement of the variables are valid and reliable.
3. **Connor Davidson Resiliency Scale (Connor & Davidson, 2003):** is a 25-item questionnaire. Participants rated the scale from not true at all (0), to rarely true (1), sometimes true (2), often true (3) and to true nearly all the time (4). For this study, Cronbach's alpha reliability was .88.
4. **Academic Confidence (Beliefs in Educational Success Test - BEST; Majer, 2006):** The BEST is based on Bandura's (1997) cognitive-behavioural self-efficacy theory. Responses to these questions range from 0 (Not at all confident) to 100 (Very Confident). Responses are averaged for a mean score. Higher scores indicate more academic self-confidence, while lower scores designate less. Internal consistency for the BEST with Cronbach's alphas ranges from .83 to .91; while the internal validity was .92.

Administration of the Instruments: The researchers with the help two (2) other colleagues administered the measuring scales, which guarantee confidentiality and anonymity of the respondents. The researchers consulted with the principals and their vices in the selected institutions, in order to intimate them with the purpose of the study. The researchers explained all aspects of the questionnaire to the respondents. The instruments were distributed, collected and processed for data analysis. 327 sets of the instruments were voided and were therefore removed from the data entry. This brought the total questionnaire analyzed for the study to 1833, thus, 84.9% questionnaire retrieval success was ensured.

Data Analysis: The data collected through the questionnaires was analyzed using simple percentages and Stepwise Multiple Regression. However, all the research questions generated for the study were tested at 0.05 alpha levels.

III. Results

Table 1: Model summary of the Multiple Regression Analysis for the Combined Contribution of the Academic Motivation, Academic Satisfaction, and Academic Resilience to the Prediction of Students' Academic Confidence

Model	R	R ²	Adj. R ²	SE	Change Statistics				
					R ² Change	F Change	d f 1	d f 2	Sig. F Change
Predictor Variables	.534	.518	.518	9.117	.518	17.192	3	1833	.007

- a. Predictors: (Constant), academic motivation, academic satisfaction, academic resilience
- b. Dependant Variable: Academic confidence

Table 1 show that all the independent variables (Academic motivation, satisfaction, and resilience) put together yielded a coefficient of multiple regression R of 0.534, and a multiple R² (adjusted) of 0.518. This revealed that 51.8% of the total variance in the students' academic confidence was accounted for by the combination of academic motivation, academic satisfaction, and academic resilience. The table reveals that the analysis of the variance of the multiple regression data produces an f-ratio value significant at 0.05 level, $F_{(3,1833)} = 17.192$; $P < 0.05$. The finding implies that there is a composite contribution of academic motivation, academic satisfaction, and academic resilience to the prediction of students' academic confidence ($R = .534$; $R^2 = .518$; R^2 (adj) = .518; $F_{(3,1833)} = 17.192$; $p < 0.01$).

Table 2: Model summary of the step-wise regression of the composite contribution of the Academic Motivation, Academic Satisfaction, and Academic Resilience to the Prediction of Students' Academic Confidence

Model	R	R ²	Adj. R ²	SE	Change Statistics				
					R ² Change	F Change	d f 1	d f 2	Sig. F Change
Commitment	.355	.338	.318	11.019	.318	22.771	1	1831	.000
Satisfaction	.414	.400	.400	15.806	.400	10.987	2	1832	.000
Resilience	.534	.518	.518	9.117	.518	17.192	3	1833	.007

- a. Predictors: (Constant), Academic motivation
- b. Predictors: (Constant), Academic motivation, Academic satisfaction
- c. Predictors: (Constant), Academic motivation, Academic satisfaction, Academic Resilience

However, the result in Table 2 showed that when academic motivation was entered into the regression model due to the strength of its relationship with students' academic confidence, there was a significant prediction of students' academic confidence ($R = .355$; $Adj. R^2 = .318$; $F_{(1,1831)} = 22.771$; $P < .05$). This showed that academic motivation alone accounted for only 31.8% of the variance in the prediction of academic confidence.

Again, when academic satisfaction entered the model as the second predictor variable, there was a significant prediction of students' academic confidence ($R = .414$; $Adj. R^2 = .400$; $F_{(1,1832)} = 10.987$; $P < .05$). This means that academic satisfaction, along with academic motivation, accounted for 40% of the variance in students' academic confidence. Academic satisfaction, therefore, accounted for an additional 8.2% of the variance in the prediction of students' academic confidence.

Also, when academic resilience was entered into the model as the third predictor variable, there was a significant prediction of students' academic confidence ($R = .534$; $Adj. R^2 = .518$; $F_{(1, 1833)} = 17.192$; $P < .05$). This means that academic resilience, along with academic motivation and academic satisfaction, accounted for 51.8% of the variance in the prediction of students' academic confidence. In essence, academic resilience accounted for an additional 11.8% of the variance in students' academic confidence. This implies that all the predictor variables are cogent in predicting students' academic confidence.

Table 3: Beta coefficients and t Ratio for Relative contributions of the academic motivation, satisfaction, and resilience to the prediction of students' academic confidence

	Standardized Coefficients		Standardized Coefficients	T	Sig
	B	SE			
(Constant)	561.654	8.909		10.543	.000
Academic motivation	.213	.035	.398	6.765	.003
Academic satisfaction	.191	.028	.234	2.117	.000
Academic resilience	.312	.042	.615	4.230	.000

- a. Dependent Variable: Academic confidence

The results in Table 3 revealed the strength of causation of the predictor variables on the criterion variable. The most potent predictor of students' academic confidence among the predictor variables of the study is academic motivation ($\beta = .398$; $t = 6.765$; $p < .05$). Academic resilience is the next potent factor ($\beta = .615$; $t = 4.230$; $p < .05$). Academic satisfaction ($\beta = .234$, $t = 2.117$; $p < .05$) is the last potent factor in the prediction of students' academic confidence. The null hypothesis that academic motivation, academic satisfaction, and academic resilience will not relatively predict students' academic confidence was rejected by this finding.

IV. Discussion

The results of the study revealed the combined contribution of academic motivation, satisfaction, and resilience to the prediction of students' academic confidence in secondary school. The study found that 51.8% of the total variance in the students' academic confidence was accounted for by the combination of academic motivation, academic satisfaction, and academic resilience. The study of Koura and Al Hebaishi (2014) lend credence to this finding that high or low academic confidence is all about thoughts that the students hold about themselves which affect their academic performance directly or otherwise. These thoughtful feelings either aid or hinder their academic progress. Eunhee, Newton, Downey, & Benton, (2010) noted also that students' success at the collegiate level demonstrates their ability to gain information and skills necessary to increase their chances of meeting long term personal and career goals. This may also be attributed to

The study further examined the relative contribution of academic motivation, satisfaction, and resilience to the prediction of students' academic confidence in secondary school. With reference to the data presented in table 2, the findings showed that academic motivation alone accounted for only 31.8% of the variance in the prediction of academic confidence. This corroborates the report of Akinsola, Tella, and Tella (2007), and Akinlana (2013) that students who had higher achievement motivation will be able to solve most academic problems in order to succeed. When academic satisfaction entered the model as the second predictor variable, it accounted for an additional 8.2% of the variance in the prediction of students' academic confidence. This is supported by the findings of Alaba and Ayodele, (2010); Iro-Idoro, Ayodele, and Orija, (2014) that students' perceived satisfaction with education services in order to continuously improve the institution's study programs.

And when academic resilience entered into the model as the third predictor variable, it accounted for an additional 11.8% of the variance in students' academic confidence. This result is in line with previous researches who reported that resilience allows people to overcome their pitfalls and overcoming the complex situation (Issacson, 2002), and can help to recover students' educational function (Harnish, 2005).

Academic motivation ($\beta = .398$; $t = 6.765$; $p < .05$) was found to be the most potent predictor of students' academic confidence among the three (3) predictor variables of the study. This is followed by academic resilience ($\beta = .615$; $t = 4.230$; $p < .05$), and lastly by academic satisfaction ($\beta = .234$, $t = 2.117$; $p < .05$). This finding supports the work of Ahmad and Rana (2012) that motivation influences academic performance of college students. Also, studies have shown that students with high academic motivation tend to have higher academic achievement (Gottfried, Marcoulides, Gottfried, Oliver, & Guerin, 2007), higher intellectual performance (Gottfried & Gottfried, 2004), less academic anxiety (Gottfried, 1990), and mastery-oriented coping with failure (Akinlana, 2013).

V. Conclusion and Recommendation

The findings of this study show strong evidence that students are more likely to be more confident with their academic work and more interested in academic activities if they feel motivated, satisfied with, and overcome the most complex academic and school situations. It is equally hoped that the findings of this study would help students understand their personal characteristics such as academic motivation, satisfaction, and resilience; and the significant roles they could play in building their confidence academically, as well as boosting their academic success. The need for developing students' academic confidence in school is essential for improving academic outcomes.

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