Correlates of Academic Buoyancy among Undergraduates in the Ibadan Metropolis

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Abstract: *Result of lack of academic buoyancy is increasing in epidemic proportion and the range of the problem of academic buoyancy is wider than it seems. This problem is still on-going despite numerous researches on academic buoyancy. It is pertinent to investigate the factors affecting peer victimization. This study therefore investigates the correlates of academic buoyancy among undergraduates in the Ibadan Metropolis. This study adopted a descriptive survey research design. Three hundred participants were selected from tertiary institutions in Ibadan metropolis using stratified sampling technique. The ages of the participants ranged between 11 and 24 years with a mean of 12.88 years (SD= 8.46). Three research questions were tested using multiple regression analysis and Pearson Product Moment Correlation. The findings revealed the pattern of relationship between academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness, gender and academic buoyancy; academic buoyancy reveals a significant positive relationship with academic self-efficacy (r = 0.465, p< 0.01), school engagement (r = 0.879, p< 0.01), parental involvement (r= .264, p<0.01), emotional intelligence (r= .465, p<0.01) and school connectedness (r = 0.345, p< 0.01), while it (academic buoyancy) has a significant negative relationship with gender (r= -.153, p<0.01), there is no significant mean difference in the academic buoyancy of male and female undergraduates; t(298)= 2.678, p<0.01, η^2= 0.023. The six factors when combined accounted for 82.9% variance in the prediction of academic buoyancy, while relative contribution shows that four (academic self-efficacy, school engagement, school connectedness and gender) of the six factors are potent predictors of academic buoyancy. The most potent factor was academic self-efficacy (β = -.232, t = 6.601, P<0.01) followed by school connectedness (β = -.171, t =.5.331, P<0.01), followed by school engagement (β = .132, t= 3.645, P<0.01) and lastly gender (β = -.050, t = .2.075 P<0.05). Based on this finding, it is recommended that positive school connectedness and engagement should be organized to enhance academic buoyancy. Positive use of parental involvement, self-efficacy should be encouraged among adolescents. Also, School Counsellor should intensify their efforts on the emotional training of undergraduate students so as to enhance academic buoyancy.*

Keywords: Academic buoyancy, Academic self-efficacy, School engagement, School connectedness and Gender

INTRODUCTION

It is not uncommon seeing many students withdrawing from our schools today as a result of lack of academic buoyancy. This is not only detrimental for the students but to a large extent a colossal loss to the nation. Academic buoyancy is defined as students' capacity to successfully overcome setbacks and challenges, difficulty and adversity that are typical of the ordinary course of everyday academic life, for example, poor performance, competing deadlines, performance pressure, difficult tasks; (Martin & Marsh, 2009; Putwain, Connors, Symes, & Douglas-Osborn, 2012). Given this definition, academic buoyancy may represent an important factor on the psycho-educational landscape assisting students who experience difficulties in their academic life. It enables learner to pull up, recover and move on despite the setbacks (Martin & Marsh, 2009). It is important to note that challenges which students encounter, despite their nature, may devastate learners resulting in academic failures. However, when students are endowed with the personal attribute; academic buoyancy, they end-up navigating the day-to-day debilitating academic environments better and achieve the required success. Therefore as postulated by Martin et al. (2010) being buoyant enable students to handle minor debilitating situations and emerge victorious.

Academic buoyancy has been described as one factor that assists students to deal with academic risk (Martin & Marsh, 2009), particularly risk that occurs relatively frequently and on an ongoing and 'everyday' basis – such as study deadlines, a poor result, negative feedback from teachers, study pressure, and difficult schoolwork. As such, it may be considered an academic enabling construct that facilitates students' benefit from and participation in teaching and learning in the classroom (DiPerna, 2006). Academic buoyancy is among the factors that protect students against academic problems (DiPerna, 2006). It has been empirically differentiated from coping (Putwain, Connors, Symes, & Douglas-Osborn, 2012), adaptability, and academic resilience (Martin & Marsh, 2009) and suggested to be a factor that practitioners might consider sustaining on an ongoing basis to help students deal with ongoing academic difficulty. Prior research has established this for 'general' samples, but not for those at markedly greater academic risk – such as students with ADHD.

Academic buoyancy tends to be considered alongside resilience more than other factors. Although buoyancy can be argued to be as old as mankind, researches on academic buoyancy as a construct began fairly recently (Martin & Marsh, 2009). Until then, most studies mainly focused on academic resilience (Yablon, 2010). However, Martin and Marsh (2009) distinguished between academic buoyancy and academic resilience. They suggested that whereas academic buoyancy refers to an ability to deal with everyday academic setback and challenge (i.e., minor adversity; see also Putwain et al., 2012), academic resilience refers to an ability to deal with chronic and/or acute academic adversity (i.e., major adversity). They also observed that although the two constructs differed in terms of their applicability, they were both significant to students facing academic difficulties. Noteworthy, because academic buoyancy deals with everyday adversities, it therefore prepares students to eventually handle chronic debilitating adversities that are addressed by academic resilience. Recent research supports these contentions, with academic buoyancy significantly associated with low-level maladaptive phenomena (e.g., fear of failure, anxiety, low control) and academic resilience associated with major maladaptive phenomena (e.g., disengagement, self-handicapping) (Martin, 2012a). The Case For and Against Martin and Marsh (2008a, 2008b, 2009) contended that academic buoyancy applies to 'everyday' academic setback and is not to be confused with academic resilience that applies to acute and/or chronic risk that is a major threat to educational development. Indeed, recent research with high school students found that academic buoyancy and academic resilience share no more than 35% variance (Martin, 2012a). Given the substantial academic and clinical challenges facing students with academic difficulties, it may be that academic buoyancy (that is aimed at relatively low-level risk and adversity) is not sufficient for these students to achieve and engage.

Studies on academic buoyancy have mainly been done in Australia (Martin et al., 2016), USA, UK and Asia (Reeve, 2012; Reschly & Christenson, 2012). Most of these studies have established the positive role academic buoyancy plays in assisting students go about the usual academic obstacles. For instance in the study by Reschly et al. (2012), it was observed that strengthening academic buoyancy in students enhanced their immunity towards negative influences within academic environments. This implies, therefore, that buoyancy had the potential of improving students' academic productivity. It is significant therefore to bolster academic buoyancy in learners to enable them counter the daily adversities.

Martin and Marsh (2008) divided the predictor factors of academic buoyancy in the following three categories: psychological factors and engagement factors as well as parent and peers factors. Empirical studies have also been carried out to establish the predictors of academic buoyancy (Martin, Yu, Ginns & Papworth, 2016). These have looked at varied factors that predict academic buoyancy. However, Martin and Marsh, (2008) postulated that of the factors that predict academic buoyancy, proximal predictors are amenable to change and one of which is self-efficacy. Reschly et al. (2012) also noted that academic buoyancy is affected by various factors, one of which is self-efficacy. Tarbetsky, Collie, and Martn (2016) defined it as an individual's belief in their ability to complete academic tasks and achieve academic goals. The results of various studies have shown a direct and significant relationship between academic self-efficacy and academic buoyancy (Tarbetsky, Collie & Martn, 2016).

Bandura (1994) postulated that self-efficacy enables one to select which activities to engage in while leaving out others. The act of being able to choose what to do at any given time enables one to incline self towards activities one feels they have the capacity to perform in better. Bandura opines that self-efficacy serves as a motivator especially when one is faced with an adversity since it gives the impetus to carry on despite the challenge. Chase, Warren and Lerner (2015) established that in spite of the level of self-efficacy that one possessed, it had a bearing on one's ability to counter challenges. Owing to the fore going, Martin and Marsh (2008) established that self-efficacy is a predictor of academic buoyancy.

Studies by Reschly et al (2012) established that academic buoyancy had the potential of buffering students experiencing minor and daily challenges within academic spheres. This they established when investigating the mediating effect of self-efficacy on the relationship between academic buoyancy and family communication patterns. Reschly et al (2012) found out that family communication patterns influenced the way a child behaved in different settings such as academic environment. They further established that conformance as an aspect of family communication had the potential of giving learners the power to face debilitating situations and this was mediated by self-efficacy. Conforming children according to Reschly et al imitate and observe what their parents do and in that way develop self-efficacy which subsequently leads to academic buoyancy. Reschly et al further observed that in families with dominant conformance, children take the word of parents as the truth thereby reducing the level of argument. This enables such children to enjoy parental support and subsequently increase their belief in self which increases their confidence while handling difficulty. Students with high academic self-efficacy set themselves challenging goals and maintain strong commitment to them; they heighten and sustain their efforts in the face of failure and when they fail, quickly recover their sense of self-efficacy (Chase et al, 2015). However, low academic self-efficacy could influence students to become underachievers. Students with low academic self-efficacy do not have the belief that they can actually study to achieve academic success. This in itself affects their self-worth and belief about their capabilities. To this end they are likely to perceive other students as being superior to them which results in further decline in the long run. This means that self-efficacy is on two sides especially for underachieving students; those who perceive failure as something they cannot overcome and those who develop academic resilience to combat their present negative academic condition. Ofole and Okopi (2012) report that students with low academic self-efficacy, low poor academic performance are likely to drop out of school because they may not have the resilience required for success.

Parental involvement is also considered as another factor in this study. Parents are the student's first teachers (Adeyemo, 2007) and agent of socialization. They provide the primary socialization environment for the students and it is highly important in determining students' academic buoyancy. Their socio-economic state and willingness to provide both emotional and financial

support for their children academically determines the students' accessibility to teaching and learning resources. This may be the reason some researchers (Reschly, & Christenson, 2012) concluded that parental financial state may encourage child-labour- students from poverty-stricken-environments are more likely to be under-achievers since they are exposed to stressful life events. Moreover, parents who do not value the importance of education or have negative experience about schooling could transfer this attitude into their children and weaken their ability to develop academic buoyancy and strife for academic success.

When the theoretical background of parental involvement is examined, it is seen that there is no consensus on the definition of the concept. For example; parental involvement is a selfless transfer of resources that parents have in line with their children's needs, the investment of parents or caregivers in educational processes; it is the set of behaviors that parents display at school and at home in order to support the education of the child. Although different definitions have been made for family participation, the definition is based on the fact that the family is an important factor in the education of the child. According to Hill et al. (2018), in academic socialization, the educational expectations of the family are clear, the family talks with the child about the educational processes, establishes a relationship between current issues and course subjects, discusses learning strategies with the child, supports his education dreams and plans his future.

There are also different explanations as to why parental involvement is important for academic buoyancy. One of these is Bronfenbrenner's (1979) ecological approach. According to Bronfenbrenner, there should be two-way interaction, unity of goals, sustainable trust and a balance of power between the environments or institutions in which the individual lives for his development. The two main institutions where students spend their lives are school and family. Therefore, two-way interaction between school and family, unity of goals, sustainable balance of trust and power, and the quality of parental involvement are determinants of academic buoyancy. Leichter (2004) explains why parental involvement is important for academic buoyancy, by drawing attention to the fact that families are also educators and families should be seen as partners in the education and development of students. According to him, when schools and teachers ask parents to be partners for students' education, they draw parents' attention to their children's life at school, their mastery of skills and learning abilities. Thus, the interaction between the school and the family increases and the positive effect of the family on the education of the child increases through this increase in interaction. Epstein, Galindo & Sheldon (2011) state that this increasing interaction creates "schools like families" and "families like schools".

Another notable construct in this study is emotional intelligence. Recent years have seen an explosion of deep interest, debate, and even controversy regarding concepts related to emotional intelligence. Unfortunately, the controversy over defining emotional intelligence, recognizing differences in its conceptual and empirical base, and determining the appropriateness of its practices has kept emotional intelligence from its rightful integrative place, with respect to educating youth (Leichter, 2004). Emotional intelligence can be defined as a construct including a set of abilities such as being able to be motivated and persist in the face of frustration, controlling impulses and delaying gratification, regulating ones' moods and preventing distress from swapping the ability to think and hope (Leichter, 2004).

Research conducted by Stys & Brown, (2004), emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interaction with peers and family, and higher parental warmth. Lower emotional intelligence has also been found to be associated with violent behavior, illegal use of drugs and alcohol, and participation in delinquent behavior. Research on the predictive significance of EI over IQ was spurred by Goldman's initial publication on the topic which claimed that emotional intelligence could be "as powerful, and at times more powerful, than IQ" (Goleman, 1995). Subsequently, scholars started to investigate emotional intelligence and academic buoyancy (e.g Azemi, Shehni Yailagh & Omidian 2021). Azemi et al (2021) found that academic buoyancy was strongly associated with several dimensions of emotional intelligence. It has been accepted that scholars' attention should be directed to the issue of affective factors in educational settings since emotions and emotional factors have a crucial role in students' personality and academic life (Azemi et al, 2021). Much research has been conducted in the field of emotional intelligence assuming that emotionally intelligent persons are successful in both life and education (Azemi et al, 2021). In the same context, EI was found to be useful in classrooms and in cognitive tasks (Azemi et al, 2021). Adeyemo (2007) asserted that it is necessary for the curriculum developers to integrate emotional intelligence into the school curriculum depending upon the fact that emotional intelligence is a significant factor in learning and strong predictor of academic achievement.

Furthermore, gender is a variable that affects academic buoyancy; especially the traditional gender stereotype which sees the role of the female as relegated to the kitchen and as home makers. The rate of encouragement given to female students to be academically successful in the home or in most Nigerian communities is lesser compared to their male counterpart. This means that there are certain expectations some families associated to the gender of their children. Thus, children in such homes are reared to fit into the assumed gender stereotypes where the male child is expected to be adventurous, assertive, aggressive, independent and task-oriented, while females are seen as more sensitive, gentle, dependent, emotional and people-oriented (Reschly et al, 2012). With such cognitive understanding, the students tends to work in line with the different role stereotype they have been fitted into where the male is expected to be more academically successful and daring and the female getting along simply to be educated in order to become an effective homemaker. This therefore poses as a differentiating factor to the academic buoyancy exhibited by undergraduate students.

Various studies have explored gender and ethnic differences in academic buoyancy, FTP, and grit. Regarding gender, the research findings are mixed: male students tended to report higher levels of academic buoyancy than female students (Martin &

Marsh, 2008b; Martin, Yu, Ginns, & Papworth, 2016); however, women were more persistent when setting long-term goals (higher future time perspective) compared to men. Additionally, most research on grit has indicated very few differences by gender.

Statement of Problem

The University students' retention rates and buoyancy level is a topic of regular discussion and debate on college and university campuses, in political forums, on social media, and around family members. Students at all points on the academic spectrum can benefit from adaptive motivation and engagement: underachieving students will need to improve; strong students will need the confidence to maintain; disruptive students will benefit through greater engagement. This problem has long-lasting, life-changing effects for several audiences. The tremendous negative impact on the student who voluntarily departs cannot always be fully understood but we often characterize the loss as a waste of human talents and resources.

Research confirms that being retained from the first to the second year of college is a sound indicator of a student's likelihood for obtaining a degree. For this reason, campuses have made massive investments in research on college student performance and have allocated resources to improve student success through efforts to increase their academic buoyancy. Despite all the efforts, post-secondary institutions fall short of effectively meeting the needs of all students, improve student achievement and to positively impact retention rates, expanded research that considers retention from broader perspectives is necessary to seek out more contemporary insights about why students do not acquire the needed academic buoyancy. Researches on academic buoyancy have not been adequately conducted in Ibadan Metropolis; this study therefore attempts to fill the research gap by examining academic self-efficacy, parental involvement, emotional intelligence and gender as determinants of academic buoyancy among undergraduates in Ibadan Metropolis.

Purpose of the Study

The main purpose of this study is to investigate the correlates of academic buoyancy among undergraduates in the Ibadan Metropolis. Specifically, this study intends to:

i. examine the pattern of relationship that exists between the independent variables (academic self-efficacy, parental involvement, emotional intelligence and gender) and academic buoyancy among undergraduates in Ibadan Metropolis.
ii. examine the mean difference in the academic buoyancy of male and female undergraduates in Ibadan Metropolis.
iii. examine the joint contribution of the independent variables (academic self-efficacy, parental involvement, emotional intelligence and gender) to the prediction of the dependent variable (academic buoyancy) among undergraduates in Ibadan Metropolis
iv. examine the relative contribution of independent variables (academic self-efficacy, parental involvement, emotional intelligence and gender) to the prediction of the dependent variable (academic buoyancy) among undergraduates in Ibadan Metropolis

Research Questions

The following questions are raised in the study.

RQ₁: What is the pattern of relationship that exists between the independent variables (academic self-efficacy, parental involvement, emotional intelligence and gender) and academic buoyancy among undergraduates in the Ibadan Metropolis?
RQ₂: is there any difference in the academic buoyancy of male and female undergraduates in Ibadan Metropolis.
RQ₃: What is the joint contribution of the independent variables (academic self-efficacy, parental involvement, emotional intelligence and gender) to the prediction of the dependent variable (academic buoyancy) among undergraduates in the Ibadan Metropolis?
RQ₄: What is the relative contribution of the independent variables (academic self-efficacy, parental involvement, emotional intelligence and gender) to the prediction of the dependent variable (academic buoyancy) among undergraduates in the Ibadan Metropolis?

METHODOLOGY

Research Design

The study adopted descriptive survey research design of the correlational type as its research design. It is a design in which a group of people, items or objects is studied by collecting and analyzing data from only a few people, items or objects considered to the exact representative of the entire group. This survey research design method is used to find out the opinion of people in a given location toward an issue, item or event without manipulation that may be of interest to the public in that geographical area being studied. Therefore, the researcher collected the necessary data needed for the study and inferences about relations among variables was made without direct interaction with independent variables (a academic self-efficacy, parental involvement, emotional intelligence and gender) on the dependent variable (academic buoyancy).

Population

The population of this study comprised of all the Undergraduate students in the Ibadan Metropolis.

Sample and Sampling Technique

Multistage sampling was adopted for this study. The first stage involved a random selection of 2 higher institutions within the Ibadan Metropolis and the Institutions are University of Ibadan and Lead city University The second stage involved the random selection

of 3 faculties (Arts, Education and Social sciences) from the whole faculties in the selected universities while the third stage involved the use of simple random sampling to select 50 students from each of the selected faculties. In the whole a sample of three hundred participants were randomly selected. This was used as a representative of the population.

Research Instruments

Academic Buoyancy Scale

Academic buoyancy of the participants was measured using the 4-item self-report Academic Buoyancy Scale of Martin & Marsh, 2008), with a 4-point Likert scale response format ranging from strongly disagree to strongly agree. This scale has previously demonstrated excellent test re-test reliability (Martin et al., 2010), and internal consistency (Martin & Marsh, 2008b). Items assess student ability to bounce back from adversity for example, "I don't let a bad mark affect my confidence". Cronbach's α was .82.

Academic Self-Efficacy Scale

The Self-in-School Scale measures the levels of the participants' academic self-efficacy. The scale has a 20-item with 4 likert response format and options from '1- strongly disagree to 4 – strongly agree. The items on the scale include 'I have the ability to do my school work; I am doing a good job in my classes'. It has a Cronbach alpha of 0.91. The test retest reliability coefficient of the instrument was 0.69.

Parental Involvement

The parental involvement scale was adapted to examine the level of parental influence of the participants' parent on the participants themselves. It has a 10 item on a four Likert scale response format with options ranging from 1 – strongly disagree to 4 – strongly disagree. Samples of the items on the scale include, 'my parents feel that I can achieve good grades in school; my parents tell me that if I want to be successful in life I must work hard in school'. It has a Cronbach alpha of .87. The reliability coefficient after pilot-testing the scale for this study was 0.86.

Emotional Intelligence Scale (EIS)

Emotional intelligence scale was used in this study. The scale was developed to measure the level of individual emotional intelligence. It contains 20 items ranging from strongly disagree to strongly agree. Two samples of the item are: "When I contribute to group discussions I believe my contributions are as valuable as those of other" and "When I face a problem I focus on what I can do to solve it". The developer reported reliability of .83

Procedure for Data Collection

The selected faculties were visited by the researcher to intimate the concerned authorities on the aim and purpose of research. A letter of introduction was taken to the selected schools to seek for permission to carry out the study. The researcher recruited and trained some people who served as research assistants in assisting the researcher to administer questionnaires and for the facilitation of the programme. The instruments were shared among the participating students after they have been fully addressed on how to pick choice answers. The researcher made the respondents to understand that the questionnaires were not formal examination but rather a way of understanding their opinions and views about academic buoyancy having explained to the participants what was expected of them as respondents, particularly on the need for co-operation. They were assured of confidentiality of all disclosures made in responding to the instruments. The responses collected through the instruments were subjected to data analysis.

Method of Data Analysis

Descriptive statistics such as frequency counts, mean and standard deviation was used to describe the socio-demographic information of the respondents. Research questions was analysed and answered using Pearson Product Moment Correlation (PPMC) and Multiple Regression statistical tool.

RESULT

Research question 1: What is the pattern of relationship that exists between the independent variables (academic self-efficacy, parental involvement, emotional intelligence and gender) and academic buoyancy among undergraduates in Ibadan Metropolis?

Table 1: PPMC showing the pattern of relationship between academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness, gender and academic buoyancy

Variable	N 300	Mean	St-Dev	Df 298	r	P
Academic Buoyancy		11.65	2.711			
Academic Self-efficacy		54.07	5.686		.465**	<.01
School engagement		30.81	4.206		.879**	<.01
Parental Involvement		33.47	5.539		.264**	<.01

Emotional Intelligence		63.42	9.064		.465**	<.01
School connectedness		41.37	5.131		.347**	<.01
Gender		1.55	.498		-.153**	<.01

Source: field survey

Table 1 revealed the pattern of relationship between academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness, gender and academic buoyancy; academic buoyancy reveals a significant positive relationship with academic self-efficacy (r = 0.465, p< 0.01), school engagement (r = 0.879, p< 0.01), parental involvement (r= .264, p<0.01), emotional intelligence (r= .465, p<0.01) and school connectedness (r = 0.345, p< 0.01), while it (academic buoyancy) has a significant negative relationship with gender (r= -.153, p<0.01). Thus it implies that there is a significant positive relationship between academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and academic buoyancy, and it also implies that a negative relationship exists between genders and academic buoyancy. The implication of this is that an increase in academic self-efficacy, school engagement, parental involvement, emotional intelligence and school connectedness leads to increase in academic buoyancy among undergraduates and vice versa.

Research question 2: Is there any mean difference in the academic buoyancy of male and female undergraduates in Ibadan Metropolis?

Table 2: Result of t-test showing the mean difference in the academic buoyancy of male and female undergraduates

Variable	Gender	N	Mean	Std. Dev.	t	df	sig	P	η^2
Academic Buoyancy	Male	134	12.11	2.655	2.678	298	.365	>.05	0.023
	Female	166	11.28	2.707					

Source: field survey

Table 2 reveals that there is no significant mean difference in the academic buoyancy of male and female undergraduates; t(298)= 2.678, p<0.01, η^2= 0.023. Therefore there is no significant difference in the academic buoyancy of male and female undergraduates in Ibadan Metropolis.

Research question 3: What is the joint contribution of the independent variables (academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender) to the prediction of the dependent variable (academic buoyancy) among undergraduates in Ibadan Metropolis?

Table 3: Summary of regression for the joint effect of independent variables to the prediction of academic buoyancy

R =.912[a]					
R Square =.832					
Adjusted R square =.829					
Std. Error =1.12217					

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1829.283	6	304.881	242.109	.000[b]
	Residual	368.967	293	1.259		
	Total	2198.250	299			

Source: field survey

Table 3 reveals significant joint contribution of academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender on academic buoyancy among undergraduates. The result yielded a coefficient of multiple regressions R = 0.912 and multiple R-square = 0.832. This suggests that the six factors when combined accounted for 82.9% (Adj.R^2= .829) variance in the prediction of academic buoyancy. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender on academic buoyancy among undergraduates in Ibadan metropolis, $F_{(6, 293)}$ = 242.11, P<0.01.

Research question 4: What is the relative contribution of independent variables (academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender) to the prediction of the dependent variable (academic buoyancy) among undergraduates in Ibadan Metropolis?

Table 4: Summary of regression for the relative contributions of the independent variables to the prediction of academic buoyancy

Models		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1.	(Constant)	-.521	.726		-.717	.474
	Academic Self-efficacy	.111	.017	-.232	6.601	.000
	School Engagement	.729	.024	.132	3.645	.000
	Parental Involvement	-.001	.016	-.003	-.094	.926
	Emotional Intelligence	-.002	.010	-.006	-.157	.875
	School Connectedness	.090	.017	-.171	5.331	.000
	Gender	.275	.132	-.050	2.075	.039

Source: field survey

Table 4 shows that four (academic self-efficacy, school engagement, school connectedness and gender) of the six factors are potent predictors of academic buoyancy. The most potent factor was academic self-efficacy (β = -.232, t = 6.601, P<0.01) followed by school connectedness (β = -.171, t =.5.331, P<0.01), followed by school engagement (β = .132, t= 3.645, P<0.01) and lastly gender (β = -.050, t = .2.075 P<0.05). This implies that academic self-efficacy, school connectedness, school engagement and gender increased the tendency of academic buoyancy respectively.

Discussion of Findings

The first research question examined the relationship that exists between the independent variables (academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender) and academic buoyancy among Undergraduates in Ibadan Metropolis. The result shows that there was a significant relationship between the variables and academic buoyancy. This correlates with the result of research carried out by Maradi (2018) which established that self-efficacy beliefs play a significant role in the increase of learners' academic buoyancy. It also correlate with the findings of William(2011) who investigated among sixth-grade low-income and low performing learners found out that differences existed between their sources of self-efficacy and that self-efficacy predicted academic buoyancy.

School engagement also showed a significant positive relationship with academic buoyancy. The result of school engagement showed a significant positive relationship with academic buoyancy. This supports the findings of Leichter (2004) which stated that there is positive correlation between school engagement and academic achievement, attendance to school, having high academic expectations and other educational effects.

Parental involvement also revealed a significant relationship with academic buoyancy. The result yielded a coefficient of r= 0.264, P<0.01, which signifies that there is a significant positive relationship between parental involvement and academic buoyancy. This is in line with the findings of the study conducted by Reschly et al (2012) which revealed that positive and supportive parenting influenced a child's school readiness and achievement. It is also exhibitd highly engaged in supporting and monitoring their children

and avoided harsh punishment, the children exhibited higher self-esteem, performed better academically in school, and engaged in less problem behaviors, such as truancy, drinking alcohol, and using drugs.

Emotional intelligence revealed a significant positive relationship with academic buoyancy. The result shows that the relationship that exists between emotional intelligence and academic buoyancy is positive which implies that an increase in emotional intelligence increases the tendency for academic buoyancy among undergraduates. This finding supports the view of Azemi, Shehni Yailagh and Omidian (2021) reasoned that African American students with high emotional intelligence would be better equipped than their peers to deal with the negative impacts of discrimination, racism, and low teacher expectations in school, all of which can contribute to feelings of anger and rebelliousness.

The result for school connectedness and academic buoyancy yielded a correlation which signifies a significant relationship between school connectedness and academic buoyancy. This is in line with the finding of Hill et al (2018) which demonstrated that connectedness weakens negative experiences during the transition.

Lastly on the first research question, gender revealed a significant negative relationship with academic buoyancy. This result corroborates the finding of Epstein, Galindo and Sheldon (2011) which found that gender interactions between teachers and students have significant effects on these important educational outcomes.

The second research question examined if there is any mean difference in the academic buoyancy of male and female undergraduates in Ibadan Metropolis. The result revealed that there is no significant mean difference in the academic buoyancy of male and female undergraduates. This contradicts the findings of Hill et al (2018) which found that males were more likely to have a reading disability, and were twice as likely to have a learning disability. Boys are more likely than girls to attend special schools, and boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty. It also opposes the findings of Hill et al (2018) which found that there is relationship between school factors, emotional intelligence on academic buoyancy.

The third research question examined the joint contribution of academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender to the prediction of academic buoyancy among undergraduates in Ibadan Metropolis. The result showed there was a significant joint effect of the independent variables on the dependent variable. This suggests that the six factors when combined accounted for variation in the prediction of academic buoyancy. This implies that academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender determine whether students will continue to experience academic buoyancy. This result supports Epstein, Galindo and Sheldon (2011) who carried out an investigation aimed at establishing the relationship between science self-efficacy, gender and academic achievement. The results of the study revealed a strong positive significant correlation coefficient between science self-efficacy and academic achievement.

The fourth research question examined the relative contribution of academic self-efficacy, school engagement, parental involvement, emotional intelligence, school connectedness and gender to the prediction of the academic buoyancy among undergraduates in Ibadan Metropolis. The result shows that four of the predictive factors (academic self-efficacy, school engagement, school connectedness and gender are potent predictors of academic buoyancy. The most potent factor was academic self-efficacy, school connectedness, school engagement and lastly gender. The implication is that academic self-efficacy, school connectedness, school engagement and gender relatively accounts for the prediction of academic buoyancy among undergraduates. This result corroborates Reschly et al (2014) who revealed a small but significant correlation between academic buoyancy and self-efficacy. This result also support the research done by Hill et al. (2018) researched the effects of social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes and found that social and school connectedness are strong predictors of good academic outcomes.

Conclusion of the Study

This study investigated correlates of academic buoyancy among undergraduates in the Ibadan Metropolis. From the study it was discovered that the entire variables under study jointly predicted academic buoyancy among undergraduates, accounting for 83.2% (Adj.R^2= .832) variance in the prediction of academic buoyancy among undergraduates. The most potent factor was academic self-efficacy, followed by school connectedness, school engagement and lastly gender. Pearson correlation also showed that academic self-efficacy, school engagement, parental involvement, emotional intelligence and school connectedness have significant positive relationship with academic buoyancy which means that increase in these behaviour among undergraduates will have a resultant increment in academic buoyancy while gender has significant negative correlates with academic buoyancy among undergraduates.

Recommendations

Based on the findings made so far, the following recommendations were made:

1. Students should be exposed to ways of improving academic self-efficacy as this will enhance their academic buoyancy and as well help them to overcome setbacks, challenges, difficulties and adversities in their pursuit for academic success.
2. Parent should see reasons why changing their parenting style and orientation in such a way that it would help them to be involved in the development of their children so as to help their children develop skills that is needed for academic prosperity and to be able to improve their academic gains.
3. School administrators are advised to update their knowledge on helping students to be more connected to school as this will go a long way in improving their (students) academic buoyancy.

4. School environment which has been identified to be one of the critical factor as far as academic buoyancy is concerned should be made conducive by the significant authorities, by so doing, the academic buoyancy of the undergraduate students will be increased.

5. Counselling psychologists especially school counsellors should intensify effort in ensuring that they help build their clients/students (as the case may be) academic efficacy, engagement and connectedness so as to help improve their academic buoyancy.

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