Academic resilience and self-efficacy of Grade 7 students in Social Studies in a science high school in the Philippines

Kevin C. Barrera
Laguna State Polytechnic University, San Pablo City Campus, Laguna, Philippines
kevin.barrera@deped.gov.ph

Abstract

Academic resilience is the ability of students to achieve good educational outcomes despite adversity. Self-efficacy, on the other hand, pertains to a person's belief in his/her capacity to succeed in a particular situation. With the ongoing pandemic, students are greatly affected now that they are undergoing a new normal war of education. Thus, this study aimed to determine the relationship between academic resilience and self-efficacy of Grade 7 students in Social Studies at Calamba City Science Integrated School. Specifically, academic resilience is divided into perseverance, reflecting and adaptive help-seeking, and negative affect and emotion response. On the other hand, self-efficacy is divided into perceived control, competence, persistence, and self-regulated learning. Descriptive-correlative design was used with the aid of mean, standard deviation, two-tailed t-test, Pearson product moment correlation coefficient, and multiple linear regression analysis. Results showed that students are academically "Resilient" and "Manifest" self-efficacy. No significant difference is revealed when academic resilience and self-efficacy is categorized as to gender and learning modality. Correlational analysis showed a significant relationship between academic resilience and self-efficacy of students. Multiple regression analyses revealed that all parameters of academic resilience significantly predict the self-efficacy of students in terms of perceived control and self-regulated learning. Competence can be predicted by reflecting and adaptive help-seeking and negative affect and emotion responses, while persistence can be predicted by perseverance alone.

Keywords: Education, social studies, academic resilience, self-efficacy, descriptive design, correlative design, inferential statistics, Philippines.

Introduction

Resilience has been defined in numerous ways, including the following: "the ability to bounce back from difficulty, hindrance, and misfortune"[1]; "the developable ability to recoil or bounce back from adversity, struggle, and failure or even positive events, growth, and amplified responsibility"[2]; "a stable trajectory of healthy functioning after a highly adverse event"[3].

Psychologists describe resilience as the means of adapting well in the face of difficulty, trauma, tragedy, dangers, or significant sources of stress-for instance family and relationship problems, serious health troubles, or workplace and financial stressors. As much as resilience requires "bouncing back" from these difficult experiences, it can also involve deep personal growth[4].

Resilience is identified as "the process of, ability for, or outcome of positive adaptation despite challenging or threatening circumstances"[5]. Moreover, it "refers to models of positive revision in the face of difficulty"[6].

Resilience is a psychological construct reflected in some individuals that accounts for victory despite misfortune. Resilience indicates the ability to recover, to beat the odds and is considered an advantage in human characteristic terms.

Academic resilience means students achieving good educational outcomes despite adversity[7]. Boosting it entails deliberate planning and thorough practice involving the whole school community to help susceptible young people do a better job than their conditions might have predicted.

Academic self-efficacy refers to a person's conviction that they can effectively achieve at a specified level in a specific academic subject area. Individuals normally select tasks and activities wherein they feel knowledgeable and dodge those in which they do not. Students who are confident in their capability to organize, execute, and regulate their problem-solving or task performance at a designated level of competence are exhibiting high self-efficacy. Self-efficacy is commonly regarded as a multidimensional construct distinguished across various domains of functioning. The construct of self-efficacy helps justify the conclusion that the behavior of individuals is not always exactly expected from their ability to accomplish a specific task. How a person deems they will perform is frequently more important. Academic self-efficacy refers to an individual's belief that they can efficaciously achieve at a designated level on an academic task or attain a definite academic goal[8].

The move to remote learning has impacted students as well as those instructors and professors who have swiftly made sweeping adjustments in the delivery of information. Changes in the approach that curriculum is taught involve adjusting assignments, grading and expectations.

Given the shift to remote learning, it cannot be noted that every student feels secure using technology as the only means for learning or has technological mastery for online learning. For example, some students may require time to learn and circumnavigate a new platform that is now their primary method for learning content delivery. Others may choose learning on paper, which allows for processing time and the power to physically "touch" the material. Unforeseen difficulties with fundamental requirements for online learning, like a secure Internet connection or a computer capable of streaming lectures can present further problems for students.

Given the current global environment's instability, pupils must be adaptable and resilient. These abilities are required to properly manage the pandemic. Employers will be looking for talents that come from a condition of resilience and flexibility in the future, such as teamwork, communication, and creativity, as well as emotional intelligence, empathy, and the capacity to work effectively as part of a team.

Thus, the researcher came up with this study to determine the academic resilience and self-efficacy in Social Studies of Grade 7 students at Calamba City Science Integrated School. This study would be vital to understand how students are affected and deal with the 'new normal' of education.

Objectives of the research: i. To determine the academic resilience of students in Social Studies terms of perseverance, reflecting and adaptive help-seeking, and negative affect and emotion response; ii. To determine the self-efficacy of students in Social Studies in terms of perceived control, competence, persistence, and self-regulated learning; iii. To test the difference in the academic resilience and self-resilience of students in Social Studies when categorized as to gender and learning modality; iv. To test the relationship between academic resilience and self-efficacy of students in Social Studies; and v. To predict self-efficacy of students using the parameters of academic resilience.

Methodology

This study utilized the descriptive and correlative designs. Descriptive research design is utilized to describe qualities of a population or phenomenon being explored. In this research, the researcher aims to describe the academic resilience of Grade 7 students, their self-efficacy, and their demographic profile. On the other hand, correlative research design is a type of non-experimental research in which the researcher measures two variables and assesses the statistical relationship (i.e., the correlation) between them with little or no effort to control extraneous variables[9].

In this research, the researcher aims to seek the relationship between the academic resilience responses of senior high school students and their self-efficacy. This study at Calamba City Science Integrated School used all Grade 7 students (100%) and no sampling technique was used. Questionnaires used in the study were adapted from two existing instruments. To measure academic resilience of the students, the study adapted the Academic Resilience Scale-30 (ARS-30)[10]. To measure the self-efficacy of the students, the study adapted the Academic Self-Efficacy Scale for Junior High School Students[11]. Mean and standard deviation were applied to describe the profile of the respondents, the academic resilience, and self-efficacy of Grade 7 students. A two-tailed t-test was conducted to determine the significant differences on the academic resilience and self-efficacy results of the students when categorized as to gender and learning modality. To determine the existence of significant relationship between the independent and dependent variables, the Pearson product-moment correlation coefficient was used. A multiple linear regression was utilized to predict the self-efficacy of students using the parameters of self-efficacy.

Results and discussion

The following tables show the results of the statistical treatment of the data such as the mean and standard deviation of the academic resilience and self-efficacy of the students, the test of difference in the academic resilience and self-efficacy when categorized as to gender and learning modality, the test of relationship between academic resilience and self-efficacy, and the prediction of academic resilience using the parameters of self-efficacy with its corresponding discussions:

Table-1 contains the academic resilience of students in terms of perseverance. Among the indicators for perseverance, "I would accept my teacher's feedback in Social Studies" (P1) got the highest mean of 3.80 (Highly Resilient). On the other hand, "I would see my situation in Social Studies as a temporary difficulty" (P8) got the lowest mean of 3.17 (Resilient). Overall, academic resilience in terms of perseverance is high among students with a general mean of 3.53 (Highly Resilient).

The data showed that students are highly resilient in terms of perseverance as shown in accepting the teacher's feedback, using teacher's feedback to improve work, continuing career plans despite difficulty, working harder in the subject, thinking of new solutions when face with difficulties, never blaming the subject, looking forward to improve grades.

Teachers influenced development of environment cues such as satisfaction of basic psychology needs, intrinsic motivations, dispositional factors (i.e., perseverance) and academic performance). Teachers must enhance collaboration among students, provide constructive feedbacks, and design learning experiences that challenge students[12].

Table-1: Academic resilience of students in terms of perseverance.

Indicator	x̄	SD	Verbal Interpretation
1	3.80	0.42	Highly Resilient
2	3.79	0.44	Highly Resilient
3	3.48	0.57	Resilient
4	3.29	0.64	Resilient
5	3.66	0.56	Highly Resilient
6	3.33	0.73	Resilient
7	3.35	0.65	Resilient
8	3.17	0.81	Resilient
9	3.58	0.54	Highly Resilient
10	3.57	0.52	Highly Resilient
11	3.58	0.63	Highly Resilient
12	3.64	0.51	Highly Resilient
13	3.48	0.66	Resilient
14	3.67	0.49	Highly Resilient
Overall	3.53	0.33	Highly Resilient

Table-2: Academic resilience of students in terms of reflecting and adaptive help-seeking.

Indicator	x̄	SD	Verbal Interpretation
1	3.54	0.64	Highly Resilient
2	3.37	0.63	Resilient
3	3.24	0.66	Resilient
4	3.49	0.65	Resilient
5	3.35	0.67	Resilient
6	3.38	0.63	Resilient
7	3.15	0.80	Resilient
8	3.42	0.67	Resilient
9	3.05	0.79	Resilient
Overall	3.33	0.45	Resilient

Table-2 presents the academic resilience of students in terms of reflecting and adaptive help-seeking. Among the indicators for reflecting and adaptive help-seeking, "I would use my past successes to help motivate myself in Social Studies" (R1) got the highest mean of 3.54 (Highly Resilient). In contrast, "I would start to self-impose rewards and punishments depending on my performance in Social Studies" (R9) yielded the lowest mean of 3.05 (Resilient). Overall, academic resilience in terms of reflecting and adaptive help-seeking showed a moderate mean of 3.33 (Resilient).

The data showed that students are resilient in terms of reflecting and adaptive help-seeking as shown in monitoring their achievement and efforts, seeking help from subject teacher, giving oneself encouragement while studying, trying different ways to study the lessons, setting own goals for achievement, seeking encouragement from family and friends, and imposing rewards and punishments on self.

Teachers must promote the use of metacognition among students. Students must be taught to consider how they approach learning a given field and how they think about it. Students must be explicitly taught metacognitive tactics, and teachers must alter what they are already doing to create a classroom culture based on metacognitive tactics[13]. However, to make the imposition of rewards and punishments effective, students must be aware of the specific reason why it requires treatment. If the student understands the cause, he or she will be able to apologize, accept his or her faults, make pledges, and follow his or her pledges[14].

Table-3: Academic resilience of students in terms of negative affect and emotion response.

Indicator	x̄	SD	Verbal Interpretation
1	3.19	0.67	Resilient
2	3.01	0.76	Resilient
3	3.40	0.60	Resilient
4	3.05	0.75	Resilient
5	2.92	0.81	Resilient
6	3.24	0.78	Resilient
7	3.17	0.75	Resilient
Overall	3.14	0.49	Resilient

Table-3 shows the academic resilience of students in terms of negative affect and emotion response. Among the indicators for negative affect and emotion response, "I would probably get cheerful when I do my tasks in Social Studies" (N3) got the highest mean of 3.40 (Resilient). Meanwhile, "I would begin to think of my chances of getting the job I want in the future were good because of my performance in Social Studies" computed the lowest mean of 2.92 (Resilient). As a whole, academic

resilience of students in terms of negative affect and emotion response produced a mean of 3.14 (Resilient).

Online learning environment imposed less stress on students because it provides flexible learning activities. Flexible scheduling lowered stress levels by making it easier for students to accomplish chores and projects. Furthermore, in online learning environments, the accessibility of accessing learning materials leads to students' lower perceptions of stress. Due to the minimal social interaction within learning management systems, online learning has a lower amount of social stress[15].

Table-4: Summary of academic resilience of students.

Variable	x̄	SD	Verbal Interpretation
Perseverance	3.53	0.33	Highly Resilient
Reflecting and adaptive help-seeking	3.33	0.45	Resilient
Negative affect and emotion response	3.14	0.49	Resilient
Overall	3.33	0.42	Resilient

Table-4 summarizes the academic resilience respondents of students in terms of perseverance [x̄=3.53 (Highly Resilent)], reflecting and adaptive help-seeking [x̄=3.33 (Resilient)], and negative affect and emotion response [x̄=3.14 (Resilient)]. Together, they computed an overall mean of 3.33 (SD=0.42). Therefore, students are "Resilient" to manifest academic resilience among themselves.

Based on these findings, it can be derived that Grade 7 students are "Highly Resilient" in terms of perseverance. This can be attributed to their willingness to accept feedbacks from their teacher, use these feedbacks to improve their works, continue their career plans despite the difficulty they experienced in the subject, work harder, try to think of new solutions when faced with difficulties, avoid blaming the subject for difficulties they experienced, keep trying to surpass difficulties, look forward to improve their grades in Social Studies.

Meanwhile, in terms of reflecting and adaptive help-seeking, Grade 7 students are "Resilient". Though they are highly resilient when it comes to using their past successes to help motivate themselves in Social Studies, they are generally resilient in other aspects. These students are likely to monitor and evaluate their achievements and efforts, seek help from their teacher, give themselves encouragement while studying, try different ways to study their lessons, set their own goals for achievement, seek encouragement from their family and friend to accomplish their tasks, think of their strengthens and weaknesses to work better in tasks, and impose rewards and punishments among themselves depending on their performance in Social Studies.

Lastly, Grade 7 students are "Resilient" in terms of negative affect and emotion response. They are likely to get pleased with their performance, think of their chances of success at university as good, get cheerful when doing their tasks, not feel disappointed with their performance, think of their chances of getting their desired job in the future as good, stop themselves from panicking when doing tasks, and feel like everything was correct and well when doing their tasks in Social Studies.

From these findings, it can be implied that science high school students are academically resilient since these students were academic achievers during their elementary years and they carried these ability and attitude when they entered a science high school. Majority of these students placed paramount significance to academics because they value grades as means to enter their desired university. They are committed to their studies and bounced back from stress through the guidance of their teachers, families, and friends. Ensuring good academic achievement gives them the power to stay strong despite the difficulties of distance learning during the pandemic.

Students who are more resilient recover faster from stress-related emotional and psychological reactions. Students have stronger commitment and response capability, and as a result, they enjoy pleasant occurrences on a daily basis. Non-resilient students also have a higher level of academic stress and a worse perception of academic accomplishment[16].

Table-5: Self-efficacy of students in terms of perceived control.

Indicator	x̄	SD	Verbal Interpretation
1	3.42	0.51	Manifested
2	3.25	0.54	Manifested
3	3.61	0.52	Highly Manifested
4	3.30	0.64	Manifested
5	3.33	0.60	Manifested
6	3.56	0.56	Highly Manifested
7	3.18	0.63	Manifested
8	2.86	0.65	Manifested
9	3.42	0.55	Manifested
10	3.21	0.66	Manifested
Overall	3.31	0.37	Manifested

Table-5 contains the self-efficacy of students in terms of perceived control. Among the indicators of perceived control, "I can pass Social Studies depending on how well I perform"

(PC3) got the highest mean of 3.61 (Highly Manifested). On the other hand, "I am seen as a good student by my Social Studies teacher" (PC8) got the lowest mean of 2.86 (Manifested). When all indicators are combined, it resulted to an overall mean of 3.31 (Manifested).

Based on these findings, it can be implied that Grade 7 students perceived themselves in control of their academic situation. The strengths of these students lie in the belief that they can pass the subject depending on how well they perform and that they deserve the marks given by their teacher. Generally, they manifested self-efficacy because they believe they can succeed of they improve their study habits, can give correct answers when they paid attention, can benefit from what they currently do and developing good study habits, can successfully control the outcome of their performance tasks and written works, and can be seen as good students. These students perceived themselves in control of their ability to accomplish their tasks in Social Studies.

Not only may educators gain from teaching class materials, but they may also gain from educating students that they have power over how they view academic settings. Students can learn to interpret their academic accomplishments in a way that favorably impacts their motivation through attributional retraining, which involves changing how students think about their academic achievements and failures so that their beliefs work for them rather than against them[17].

Table-6: Self-efficacy of students in terms of competence.

Indicator	x̄	SD	Verbal Interpretation
1	3.51	0.58	Highly Manifested
2	3.25	0.68	Manifested
3	2.63	0.87	Manifested
4	3.00	0.67	Manifested
5	2.75	0.87	Manifested
6	3.21	0.54	Manifested
7	3.22	0.59	Manifested
8	3.27	0.58	Manifested
9	3.19	0.60	Manifested
10	3.06	0.69	Manifested
Overall	3.11	0.45	Manifested

Table-6 presents the self-efficacy of students in terms of competence. Among the indicators for competence, "I strive to attain excellence when I do my tasks in Social Studies" (C1) garnered the highest mean of 3.51 (Highly Manifested). Oppositely, "I do not feel anxious during quizzes because I

know I can pass it with high score" (C3) resulted with the lowest mean of 2.63 (Manifested). Overall, self-efficacy of students in terms of competence figured to a mean of 3.11 (Manifested).

Based on these findings, it can be implied that students "manifested" competence. Grade 7 students put particular emphasis on striving to attain excellence when they do their tasks in Social Studies. Generally, students are competent because they believed that they do things creatively to get a good mark, can pass their quizzes with high scores, can master concepts and topics taught, do not worry on the assigned tasks, can get good scores in written works and performance tasks, can do an excellent job, and can answer well the questions given to them in Social Studies.

From these, it can be inferred that these students tend to become more conscious of the quality of outputs they do and submit to ensure they would get a high score for it. These students aimed for higher tiers in the academic awards list, so they were more competitive on the things that they do. However, some students are still conscious in taking up their quizzes because they want to ensure that they would get high scores which would be beneficial to their high marks in Social Studies reflecting their competence.

Students who trust in their capacity to complete a task and who are willing to bounce back when they lose become more competent than those who do not. Students' self-efficacy could be improved, allowing them to return to the competition after being knocked down by adversity[18].

Table-7: Self-efficacy of students in terms of persistence.

Indicator	x̄	SD	Verbal Interpretation
1	3.52	0.60	Highly Manifested
2	3.28	0.67	Manifested
3	3.55	0.60	Highly Manifested
4	3.38	0.69	Manifested
5	3.38	0.55	Manifested
6	3.15	0.66	Manifested
7	3.51	0.60	Highly Manifested
8	3.56	0.54	Highly Manifested
9	3.41	0.63	Manifested
10	3.49	0.58	Manifested
Overall	3.42	0.43	Manifested

Table-7 depicts the self-efficacy of students in terms of persistence. Among the indicators of persistence, "I worked

hard to get good scores in written works in Social Studies such as essays and quizzes despite difficulty" (PE8) got the highest mean of 3.56 (Highly Manifested). On the other hand, "I consistently figure out how to do the most difficult class works in Social Studies" (PE6) garnered the lowest mean of 3.15 (Manifested). Altogether, self-efficacy of students in terms of persistence has a computed mean of 3.42 (Manifested).

Based on these findings, it can be concluded that these students "manifested" persistence in Social Studies. Strong indications of persistence are manifested because Grade 7 students continue to study hard despite discouragement from peers, do not stop trying in understanding the lessons, and work hard in getting scores in written works in Social Studies.

From these, it can implied that students aimed for high scores so that they can get high marks in their report cards. On the other hand, it can be inferred that students find it difficult to figure out difficult tasks in Social Studies, especially those who have a hard time decoding deep words in Filipino which hinder them from understanding instructions or texts in the learning modules.

Student perseverance is fueled by personal optimism, academic interest, and positive relationships. Persistence is determined by a student's decision to remain on and finish their studies[19]. Furthermore, the main motivations for students to continue their education were to accomplish their end goal and complete what they had begun[20].

Table-8: Self-efficacy of students in terms of self-regulated learning.

Indicator	x̄	SD	Verbal Interpretation
1.	3.23	0.63	Manifested
2.	3.62	0.53	Highly Manifested
3.	3.17	0.68	Manifested
4.	3.11	0.76	Manifested
5.	3.11	0.57	Manifested
6.	3.42	0.66	Manifested
7.	3.58	0.54	Highly Manifested
8.	3.03	0.72	Manifested
9.	3.19	0.62	Manifested
10.	3.09	0.82	Manifested
Overall	3.25	0.42	Manifested

Table-8 shows the self-efficacy of students in terms of self-regulated learning. Among the indicators for self-regulated learning, "I am welcome to change my negative study habits in Social Studies whenever there are suggestions from my teacher" (S2) got the highest mean of 3.62 (Highly Manifested). Whereas for the lowest mean, "I believe I perform best in written works in Social Studies such as essays and quizzes" (S8) got a mean of 3.03 (Manifested). As a whole, self-efficacy of students in terms of self-regulated learning has a mean of 3.25 (Manifested).

Based on these findings, it can be concluded that these students "manifested" self-regulated learning. It can be highly seen in the students' ability belief to welcome changes in their negative study habits whenever there are suggestions from their teacher and motivate themselves to pass the subject.

From these, it can be implied that leaving feedbacks on students' outputs help students to fare better in subsequent activities. Discussing with them the importance of wise decision-making and good study habits leave a mark on their minds. On the other hand, it can be inferred that not all students found written works easy. This can be attributed to some difficulties they experienced in analyzing historical information, especially summarization using a data retrieval chart and explaining their answers in essay questions.

Students who used tutor input to improve their grades looked to be more academically resilient and capable of overcoming setbacks[21], constructive comments and feed-forward can assist students become more disciplined in their studies and integrate earlier learning in order to increase the quality of their work and achieve higher academic success[22].

Table-9: Summary of perceived self-efficacy of students.

Indicator	x̄	SD	Verbal Interpretation
Perceived control	3.31	0.37	Manifested
Competence	3.11	0.45	Manifested
Persistence	3.42	0.43	Manifested
Self-regulated learning	3.25	0.42	Manifested
Overall	3.27	0.42	Manifested

Table-9 summarizes the perceived self-efficacy of students in terms of perceived control [x̄=3.31 (Manifested)], competence [x̄=3.11 (Manifested)], persistence [x̄=3.42 (Manifested)], and self-regulated learning [x̄=3.27 (Manifested)]. When combined, all variables computed an overall mean of 3.27 (Manifested) with SD=0.42.

Based on these results, it can be concluded that Grade 7 students "manifested" self-efficacy. These students "manifested" perceived control because they believe they can control the

outcomes of their written works and performance tasks, have the ability to pass the subject, can learn more and succeed when they develop good study habits, can benefit in the future from their current hard work, and can give correct answers if they paid attention in Social Studies.

Meanwhile, these students "manifested" competence because they believe can answer well questions given by their teacher, can do an excellent job, can get good scores in their written works and performance tasks, do not worry on the assigned tasks, can master the concepts and topics, have less feeling of anxiety when taking quizzes, and can do things creatively in Social Studies.

Grade 7 students also "manifested" persistence because they believe they can learn despite obstacles, can accomplish performance tasks, can figure out difficult class works, can solve problems with regards to doing tasks, and can maintain good grades in spite of the pressure from the school.

Lastly, these students "manifested" self-regulated learning because these students can adjustment whenever there were hard activities, can monitor their learning development, can submit requirements before the deadline, can remember presented discussions, can motivate themselves to do schoolwork and assignments, can perform best in written works, can organize and plan in doing their performance tasks, and can arrange their study place to learning without distractions in Social Studies.

From these findings, it can be implied that students manifested self-efficacy among themselves which enable them to thrive on their learning tasks despite the difficulties of online and modular learning. Since these students are continuously achieving academically from elementary up to now, Grade 7 students are in control of their academic situation, competent, persistent and self-regulate their learning process.

Students' self-efficacy is positively influenced by academic self-efficacy. Students with high self-efficacy have greater academic success, as indicated by their GPAs. As a result, treatments can be targeted towards pupils who have poor self-efficacy[23].

Table-10: Differences in the academic resilience of students when categorized as to gender.

Variable	t	df	Sig. (2-tailed)
Perseverance	-1.709	142	.090
Reflecting and adaptive help-seeking	-.328	142	.743
Negative affect and emotion response	-.026	142	.980

Table-10 shows that analysis of academic resilience of students when categorized as to gender did not yield to any significant differences. Specifically, no significant difference in perseverance between male and female students was seen with a p-value of 0.90. Likewise, no significant difference in responses by gender can be discerned in terms of reflecting and adaptive help-seeking with a p-value of 0.743. Same analysis can be derived from negative affect and emotion response building no significant difference with a p-value of 0.980.

Resilience did not vary significantly according to gender[24].

Table-11: Differences in the academic resilience of students when categorized as to learning modality.

Variable	t	df	Sig. (2-tailed)
Perseverance	-1.588	142	.115
Reflecting and adaptive help-seeking	-1.776	142	.078
Negative affect and emotion response	-.865	142	.389

Table-11 presents that there is no significant different in the academic resilience of students when categorized as to learning modality. Specifically, no significant difference in perseverance between online learners and printed modular learners was seen with a p-value of 0.115. Likewise, no significant difference in responses by learning modality can be discerned in terms of reflecting and adaptive help-seeking with a p-value of 0.078. Same analysis can be derived from negative affect and emotion response building no significant difference with a p-value of 0.389.

Although learning modality does not affect academic resilience of students, middle school pupils' environmental management abilities can be strengthened through online instruction, as well as their emotional resilience. Teachers, for example, should listen to their pupils' feelings while completing teaching activities[25].

Table-12: Differences in the self-efficacy of students when categorized as to gender.

Variable	t	df	Sig. (2-tailed)
Perceived control	-1.790	142	.076
Competence	-.186	142	.853
Persistence	-1.304	142	.194
Self-regulated learning	-.731	142	.466

Table-12 shows that analysis of self-efficacy of students when categorized as to gender did not yield to any significant differences. Specifically, no significant difference in perceived control between male and female students was seen with a p-value of 0.076. Likewise, no significant difference in responses by gender can be discerned in terms of competence with a p-value of 0.853. Same analysis can be derived from persistence and self-regulated learning building no significant difference with a p-value of 0.194 and 0.466, respectively.

No significant difference existed between the genders in terms of self-efficacy[25].

Table-13: Differences in the self-efficacy of students when categorized as to learning modality.

Variable	t	df	Sig. (2-tailed)
Perceived control	-0.696	142	.488
Competence	-.878	142	.381
Persistence	-0.738	142	.462
Self-regulated learning	-1.379	142	.170

Table-13 depicts that there is no significant difference in the self-efficacy of students when categorized as to learning modality. Specifically, no significant difference in perceived control between online learners and printed modular learners was seen with a p-value of 0.488.

Likewise, no significant difference in responses by learning modality can be discerned in terms of competence with a p-value of 0.381. Same analysis can be derived from persistence and self-regulated learning having no significant difference with a p-value of 0.462 and 0.170, respectively.

Though learning modalities such as online learning and modular learning did not affect self-efficacy of the students, incorporating self-efficacy features in online lessons resulted to better learning outcomes[26].

Table-14 shows the relationship between academic resilience and self-efficacy of students. Perseverance built a strong significant relationship with domains of self-efficacy, such as perceived control (r=.693), competence (r=.624), persistence (r=.762), and self-regulated learning (r=.687). Meanwhile, reflecting and adaptive help-seeking produced a strong significant relationship with domains of self-efficacy as shown in perceived control (r=.725), competence (r=.650), persistence (r=.656), and self-regulated learning (r=.667). Finally, negative affect and emotion response has a strong significant relationship with domains of self-efficacy, such as perceived control

(r=.672), competence (r=.674), persistence (r=.621), and self-regulated learning (r=.682).

Based on these findings, it can be implied that Grade 7 students who persevere in their studies despite adversities are able to pass the subject because they control how well they perform in Social Studies.

Students, who know how to reflect and seek help when necessary, also strived to attain excellence when they do their tasks in Social Studies and continue to study hard despite discouragement from others and difficulties in understanding the lesson. Also, these students can change their negative study habits and be motivated to pass Social Studies.

Table-14: Relationship between academic resilience and self-efficacy of students.

Academic Resilience	Self-Efficacy			
	Perceived control	Competence	Persistence	Self-regulated learning
Perseverance	.693**	.624**	.762**	.687**
Reflecting and adaptive help-seeking	.725**	.650**	.656**	.667**
Negative affect and emotion response	.672**	.674**	.621**	.682**

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

As consistently observed by the researcher, these Grade 7 students were already tried and tested during their elementary years, so they did manage to transition quickly to the new normal of education implemented during the pandemic. These students have the eagerness to perform well despite some difficulties and they find ways to be creative and innovative in the tasks they did in school to ensure that they get their desired score.

They have developed the academic rigor after all these years of studying and they are confident of their abilities to do well also in high school. They find happiness and satisfaction in making their parents proud of their achievements; that's why they are studying hard to maintain and continue their academic status quo.

Adaptive characteristics that increase psychological resilience, such as self-esteem and subjective happiness, are positively connected to self-efficacy. People with strong self-efficacy are able to cope with difficult events because they have the mindset "I can do this"; thus, they can be more resilient[27].

Table-15: Prediction of self-efficacy on academic resilience in terms of perceived control.

Predictors	Coefficients			t	Sig.
	Unstandardized		Standardized		
	B	Std. Error	Beta		
Constant	.816	.215		3.788	.000
Perseverance	.240	.102	.215	2.354	.020
Reflecting and adaptive help-seeking	.321	.070	.394	4.602	.000
Negative affect and emotion response	.185	.061	.246	3.013	.003

Adj. R^2 = 59.2%
Dependent Variable: Perceived Control
F (3,140) = 70.073
p < .01
N = 144
Regression Equation: PC =.240PER+.321RAH+.185NAE+.816 where PC = Perceived Control; PER = Perseverance, RAH = Reflecting and Adaptive Help-Seeking, NAE = Negative Affect and Emotion Response.

Table-15 shows the multiple linear regression conducted with Self-Efficacy in terms of Perceived Control as the dependent variable and the four (4) phases of Academic Resilience as independent variables. The analysis revealed that perseverance, reflecting and adaptive help-seeking and negative affect and emotion response contributed significantly to the regression model F (3,140) = 70.073, p<.01 and accounted for 59.2% of the variation in Perceived Control. Hence, the model suggests that the perseverance, reflecting and adaptive help-seeking and negative affect and emotion response significantly predict the Self-Efficacy in terms of Perceived Control which yields the final regression: PC =.240PER+.321RAH+.185NAE+.816.

The equation above further indicates that for every 1-unit increase in perceived control, there is a corresponding .240 units increase in perseverance holding other factors constant. Likewise, for every 1- unit increase in perceived control, there is a corresponding .321 units increase in reflecting and adaptive help-seeking keeping other factors fixed. Moreover, for every 1-unit increase in perceived control, there is a corresponding .185 units increase in negative affect and emotion response maintaining other factors constant.

People who have a high level of self-control are more emotionally stable and psychologically well-adjusted[28].

Meanwhile, there is a link between locus of control and metacognitive knowledge application[29].

Table-16: Prediction of self-efficacy on academic resilience in terms of competence.

Predictors	Coefficients			t	Sig.
	Unstandardized		Standardized		
	B	Std. Error	Beta		
Constant	.434	.287		1.509	.133
Reflecting and adaptive help-seeking	.301	.093	.300	3.225	.002
Negative affect and emotion response	.354	.082	.385	4.327	.000

Adj. R^2 = 51.7%
Dependent Variable: Competence
F (3, 140) = 51.977
p < .01
N = 144
Regression Equation: CO = .301RAH + .354NAE + .434 where CO = Competence; RAH = Reflecting and Adaptive Help-Seeking, NAE = Negative Affect and Emotion Response.

Table-16 outlines the multiple linear regression conducted with Self-Efficacy in terms of Competence as the dependent variable and the four (4) phases of Academic Resilience as independent variables. The analysis revealed that reflecting and adaptive help-seeking and negative affect and emotion response contributed significantly to the regression model F (3,140) = 51.977, p<.01 and accounted for 51.7% of the variation in Competence. Hence, the model suggests that the reflecting and adaptive help-seeking and negative affect and emotion response significantly predict the Self-Efficacy in terms of Competence which yields the final regression: CO=.301RAH+.354NAE + .434.

The equation above further indicates that for every 1-unit increase in competence, there is a corresponding .301 units increase in reflecting and adaptive help-seeking keeping other factors fixed. Moreover, for every 1- unit increase in competence, there is a corresponding .354 units increase in negative affect and emotion response maintaining other factors constant.

Students with strong metacognitive abilities have higher attitudes and academic performance[30]. Meanwhile, to enhance students' own thoughts about how they learn and their perspective toward the learning process, teachers must adopt ways to alleviate student tension and anxiety[31].

Table-17: Prediction of self-efficacy on academic resilience in terms of persistence.

Predictors	Coefficients			t	Sig.
	Unstandardized		Standardized		
	B	Std. Error	Beta		
(Constant)	.009	.253		0.036	.971
Perseverance	.751	.120	.574	6.264	.000

Adj. R^2 = 59.0%
Dependent Variable: Persistence
$F_{(3, 140)} = 69.707$
$p < .01$
N = 144
Regression Equation: PE = .751PER + .009
where PE = Persistence; PER = Perseverance.

Table-17 shows the multiple linear regression conducted with Self-Efficacy in terms of Persistence as the dependent variable and the four (4) phases of Academic Resilience as independent variables. The analysis revealed that perseverance contributed significantly to the regression model $F_{(3,140)} = 69.707$, $p < .01$ and accounted for 59.0% of the variation in Persistence. Hence, the model suggests that perseverance significantly predict the Self-Efficacy in terms of Persistence which yields the final regression: PE = .751PER + .009.

The equation above further indicates that for every 1-unit increase in persistence, there is a corresponding .751 units increase in perseverance maintaining other factors constant. Because intrinsic motivation is a powerful predictor of perseverance, educational institutions should focus more on cultivating it among students[32].

Table-18: Prediction of self-efficacy on academic resilience in terms of self-regulated learning.

Predictors	Coefficients			t	Sig.
	Unstandardized		Standardized		
	B	Std. Error	Beta		
(Constant)	.466	.253		1.841	.068
Perseverance	.335	.120	.267	2.794	.006
Reflecting and adaptive help-seeking	.229	.082	.249	2.791	.006
Negative affect and emotion response	.268	.072	.317	3.719	.000

Adj. R^2 = 55.6%
Dependent Variable: Self-Regulated Learning

$F_{(3, 140)} = 60.675$
$p < .01$
N = 144
Regression Equation: SR=.335PER+.229RAH+.268NAE+.466
where PC = Perceived Control; PER = Perseverance, RAH = Reflecting and Adaptive Help-Seeking, NAE = Negative Affect and Emotion Response.

Table-18 presents the multiple linear regression was conducted with Self-Efficacy in terms of Self-Regulated Learning as the dependent variable and the four (4) phases of Academic Resilience as independent variables. The analysis revealed that perseverance, reflecting and adaptive help-seeking and negative affect and emotion response contributed significantly to the regression model $F_{(3,140)} = 60.675$, $p < .01$ and accounted for 55.6% of the variation in Self-Regulated Learning. Hence, the model suggests that the perseverance, reflecting and adaptive help-seeking and negative affect and emotion response significantly predict the Self-Efficacy in terms of Self-Regulated Learning which yields the final regression: SR =.335PER + .229RAH + .268NAE + .466.

The equation above further indicates that for every 1- unit increase in self-regulated learning, there is a corresponding .335 units increase in perseverance holding other factors constant. Likewise, for every 1- unit increase in self-regulated learning, there is a corresponding .229 units increase in reflecting and adaptive help-seeking keeping other factors fixed. Moreover, for every 1-unit increase in self-regulated learning, there is a corresponding .268 units increase in negative affect and emotion response maintaining other factors constant.

Adaptive help-seeking is seen to be a useful learning method for self-regulated learning[33].

Conclusion

Results showed that there is no significant difference in the academic resilience responses and self-efficacy of students when categorized as to gender and learning modality; there is a significant relationship between the academic resilience responses and self-efficacy of the students in Social Studies; and self-efficacy of the students can be predicted by the parameters of academic resilience.

Recommendations: i. Social Studies teachers and class advisers may encourage students, especially Grade 7 students, to develop the ability to reflect and to help seek when necessary. Class advisers and guidance coordinators may help students deal with negativities and emotions. ii. The Revitalized Homeroom Guidance Program (RHGP) of the Department of Education may be reinforced to strengthen the self-efficacy of students. iii. Formulation of a school program which aims to assess and boost the morale, resilience, and self-efficacy of the students may be integrated into the school's Annual Improvement Plan (AIP). iv. Further research on academic resilience and self-efficacy in

other learning areas may be recommended. Additional research on academic resilience and self-efficacy in other learning modalities such as radio-based learning, TV-based learning, blended learning, and face-to-face learning may be recommended. v. Findings of the study may be disseminated across public school in the Department of Education, Division of Calamba City to assess academic resilience and self-efficacy of students in regular elementary schools and high schools.

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