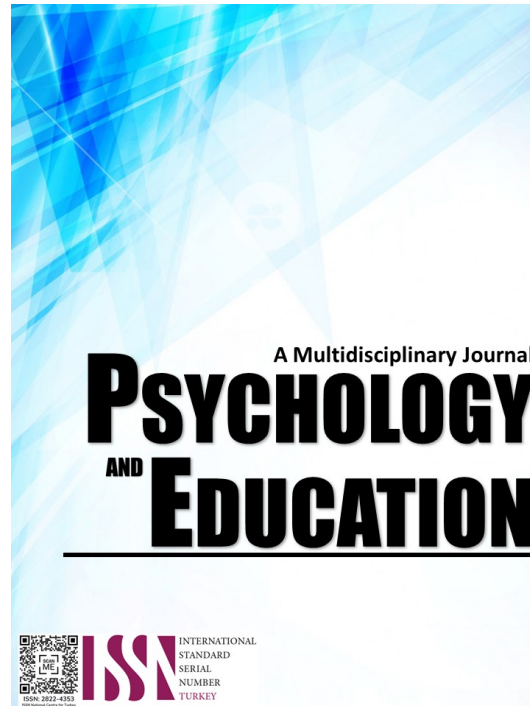


**SELF-EFFICACY AND ITS RELATIONSHIP TO THE  
RESILIENCE OF FIRST-YEAR COLLEGE STUDENTS  
IN A STATE UNIVERSITY&NBSP;**



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## Self-Efficacy and Its Relationship to the Resilience of First-Year College Students in a State University

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### Abstract

This study investigates the relationship between self-efficacy and resilience among 150 first-year college students. This study used a correlational research design. Thus, General Self-Efficacy Scale and Resilience Scale were utilized to measure the variables. Furthermore, the statistical analysis reveals that the  $r$  coefficient of 0.48 indicates a low positive correlation between the variables. The  $p$ -value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between self-efficacy and resilience among first-year college students. Implications were discussed in the study.

**Keywords:** Resilience, College Students, Self-efficacy, Philippines, Correlational Study

### Introduction

Self-efficacy is the belief that one may obtain different results based on his actions. Students are encouraged to assess their strengths and weaknesses during the COVID-19 pandemic. They must work hard to change their behavior (Zhang et al., 2022). Hence, changes connected to COVID-19 have affected students' lives in plenty of ways. Aristovnik et al. (2020) stated that students experienced changes in their lifestyles and daily routines, decreased social interaction and support, and financial consequences. Campus closures have reduced the availability of libraries and other facilities in person (Hermida, 2020). Students interviewed during COVID-19 lockdowns worldwide expressed rising anxiety, worry, and concerns, alongside boredom, irritation, and a lack of enthusiasm (Aristovnik et al., 2020; Cao et al., 2020; Hermida, 2020).

Identifying emotional states as a source of these sorts of evaluations is a critical problem in terms of the influence of COVID-19 on self-efficacy beliefs. (Bandura, 1997). People judge their own personal efficacy based on their sensations of alertness, uncertainty, worry, tension, and exhaustion. (Usher & Pajares, 2006). COVID-19-related modifications to their learning environment, according to 2020 students, had an unfavorable impact on their ability to achieve successfully. The current study contributes to the growing body of research on the impact of COVID-19 on the university sector. There has been little research into how the distressing context of COVID-19 affects university students' self-efficacy beliefs.

Similarly, COVID-19's practical and psychological consequences may impact students' academic performance outcomes even though only a few studies on the relationship between self-efficacy and other variables during COVID-19 have been conducted (e.g., Arrebola et al., 2020). Dwiastuti et al. (2022) study says that the differences in academic resilience capacity are not significant; also, psychological reactions to stress were negatively and significantly related to academic self-efficacy. In Talsma et al. (2021) study, a mediation analysis indicated that students' beliefs about the impact of COVID-19 on their capacity did not directly or indirectly (via self-efficacy) predict grades. The only significant association in the model was between self-efficacy and grades.

Moreover, this study investigates the relationship between self-efficacy and resilience among first-year college students. Specifically, this study sought to answer the following question:

1. Is there a significant relationship between self-efficacy and resilience among first-year college students?

### Literature Review

Self-efficacy is the ability to set higher goals, commit to more difficult challenges, and work hard to attain those goals (Popa-Velea et al., 2021). Meanwhile, resilience is defined as "the ability to maintain or regain mental health in the face of adversity" and has been proven to predict academic accomplishment, particularly through hardiness and resourcefulness

(Popa-Velea et al., 2021). Johnson (2019) also explored the relationship between resilience, self-efficacy, and mental health among college students attending a private institution. The findings demonstrated that resilience and self-efficacy were positively connected with mental health, with resilience having a stronger association. The findings show that promoting resilience and self-efficacy may benefit college students' mental health. Psychologically resilient students recover from threats faster. It also increases student resiliency (Howell et al., 2020). Self-efficacy and psychological resilience are linked (Schumacher et al., 2020). Martin and Marsh (2006) found that self-efficacy predicts academic resilience. As a result, favorable connections between self-efficacy, resilience, and social support were observed (Warshawski, 2022). Gender, cultural group, and academic challenges all impacted research variables. Personal characteristics influence students' self-efficacy, resilience, and social support, emphasizing the importance of regularly monitoring students' needs and recognizing troublesome individuals, particularly when distance learning is required (Warshawski, 2022). According to Rukmana and Ismiradewi (2022), social support and self-efficacy are key to a new student's academic resilience throughout the COVID-19 epidemic. Other research has revealed that self-efficacy does not attenuate the effect of optimism on resilience in Iranian UPM students (Sabouripor et al., 2021). Whether experienced or academic, leadership has no effect on resilience (Leupold et al., 2020).

## Methodology

This study used a correlational research approach, which allows for an explanation of the link between variables (Seeram, 2019). In other words, in a correlational study design, associations between two variables (or more) are investigated without any of the variables being directly controlled or manipulated by the researcher (Bhandari, 2022). This study's participants were 150 first-year college students enrolled for the school year 2022-2023. As a result, the researchers used the General Self-Efficacy and the Academic Resilience Scale. Furthermore, ethical guidelines were scrupulously followed, and the Pearson correlation coefficient was used to calculate the link between the variables.

## Result

This study investigates the relationship between self-efficacy and resilience among first-year college students. Specifically, it sought to test the following claim:

Ho: There is no significant relationship between self-efficacy and resilience among first-year college students.

The relationship between self-efficacy and resilience of the study's respondents is shown in Table 1. The *r* coefficient of 0.48 indicates a low positive correlation between the variables. The *p*-value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between self-efficacy and resilience among first-year college students. Moreso, these findings were supported by the study of Schumacher et al. (2020) that there is a relationship between self-efficacy and resilience.

Table 1. Test of Significant Relationship of Self-Efficacy and Resilience Among First-Year College Students

<i>Variables</i>	<i>r</i>	<i>p-value</i>	<i>Decision</i>	<i>Interpretation</i>
Self-Efficacy and Resilience	0.48	0.00	Reject $H_0$	Significant

Figure 1.

## Discussion

This study investigates the relationship between self-efficacy and resilience among students in their first year of college. The results of the statistical analysis indicate that there is a significant connection between self-efficacy and resilience among the respondents. The conclusion that can be drawn from this is that the student's trust in his abilities is connected to prevailing over challenges. As a result, it is advised that schools develop programs that will increase the self-efficacy and resilience of the students enrolled in those schools.

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