# PREDICTIVE ACADEMIC REGULATION AND EMOTION ON ACADEMIC RESILIENCY AMONG SELECTED CNU SCHOLARS

[1]ELSIE T. ALVARADO, [2]LITA A. BACALLA, [3]ROWENA C. LARGO

**Abstract-** This study assessed the resiliency of CNU scholars particularly the BSED and BA Filipino majors to determine if they can be resilient thereby survive in different situations in their lives. Specifically, the study examined the levels of academic regulation and emotion and their relationship with academic resiliency among BSED and BA Filipino major students. Further, the study assumed that the higher positive academic emotion and self regulation the higher the academic resiliency acquired by the student. Multi-regression is also used in order to determine the scale of the variables. This study aims to test the theory showing academic resiliency. It is supported by broaden and build theory of B.L. Fredrickson. The result of the study shows that there is a significant relationship between academic emotions and academic resilience. Academic emotion can predict academic resilience that sustains the level of achievement and performance despite the challenges in academic setting and it is very evident that higher academic resiliency helps them to survive in the level of different situation and it resulted to become an academic self-regulated student.

**Keywords-** strength, scholars, assessment, resilience,

## I. INTRODUCTION

This study is assumed that the academic regulation and academic emotion affects on academic resiliency to selected CNU Scholars. The previous study by Fredrickson predicts that positive emotions are useful in several ways. It shows that positive emotions predict resiliency, resiliency predict emotion regulation while in the recent study focus on the levels of psychological resilience vary in different situations specifically academic emotions, academic resilience and academic self-regulations.

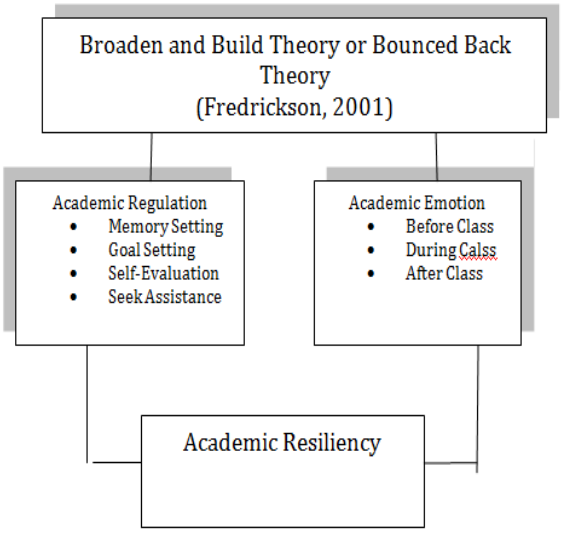
According to Turner (2000), if the students believe they have the capabilities and are committed to clear future goal, then a shame reaction may be perceived as a signal that learning-related strategies and actions need to be re-evaluated and modified. Because the resilient students were able to maintain a sense of self-competence, they were able to evaluate the situations reinvigorate the goal of communication. Pekrun (2010), the findings says that affective research in educational psychology should acknowledge emotional diversity academic setting by addressing the full range of emotions experienced by the students at school and university. Ashley (2014) revealed that academic resilience is the ability to sustain high levels of achievement motivation and performance despite the presence of stressful events and conditions that place pupils at risk of doing poorly and dropping out of school. In the study of Magno (2009), states that in developing self-regulation takes one to believe that it necessary as a learning process in order to work well.

## II. THEORETICAL AND CONCEPTUAL FRAMEWORK

The study is anchored the theory of Broaden and Build Theory or Bounced Back Theory (Fredrickson, 2001) which argued that that resilient individuals "bounce back" from stressful experience quickly and

effectively. The Theorist used it as a framework for understanding psychological resilience the authors used a multimethod approach to predict that resilient people use positive emotions to rebound from, and

find positive meaning in, stressful encounters. Mediational analyses revealed that the experience of positive emotions contributed, in part, to participant's abilities to achieve efficient emotion regulations demonstrated by accelerated cardiovascular recovery from negative emotional arousal.




This study assessed the resiliency of CNU scholars particularly the BSED and Filipino majors in to determine if they can be resilient thereby survive in different situations in their lives. Specifically, the study determined extent of academic regulation, emotion, and academic resiliency among BSED and BA Filipino major students. It also examined the relationships of academic resiliency. It tested the research hypotheses that the higher positive academic

emotion, and academic self-regulation the higher academic resiliency acquired by the students.

According to Magno (2009), a person who is self-regulated by characterized to be an active problem solver and aims to improve his/her performance given their abilities.

Further, Positive emotion broaden attention and cognition, enabling flexible and creative thinking, they should facilitate coping with stress and adversity (Aspinwall, 1998). Students' emotions, emotions that are directly tied to student learning, classroom instruction, and achievement are termed academic emotions by Pekrun et al. (2002). These researchers suggest that by using academic emotions in this way, the term academic is used as is commonly done with terms such as academic motivation or academic self-concept, and in doing so, the domain of academic emotions would include students' achievement emotions experienced in school or university settings as well as going beyond emotions relating to success and failure by also covering, for example, emotions relating to instruction or to the process of studying.

Academic resilience is the ability to sustain high levels of achievement motivation and performance of stressful events and condition.

According to Magno (2009), a person who is self-regulated by characterized to be an active problem solver and aims to improve his/her performance given their abilities.

## III. RESEARCH DESIGN AND METHODS

Cross-sectional Explanatory Design is used in the study because the research questionnaires were administered to the participants in a single period of time. The respondents were composed of 50 BA Filipino and 50 BSED Filipino major students randomly selected from Cebu Normal University, Cebu City. Descriptive statistics using weighted mean and standard deviations were mainly used to assess the extent of academic regulation, emotion and academic resiliency of the respondents.

The t – test on means for the two independent groups considering the independent measures research design or a between-subjects design was utilized to determine the differences between BA and BSED Filipino major student's level of academic self-regulation, academic emotions experienced as well as their academic resiliency.

Multiple regression is likewise used to determine the possible effect of both academic regulation and emotion on student's academic resiliency. More specifically, to depicts the predictive ability of both independent factors to affect the dependent factor simultaneously. Simple regression analysis is further applied to establish the predictive ability of the individual independent factors, academic regulation and emotion for its possible effect on student's academic resiliency. The design and methods used in this study aimed to test the possible theory showing academic resiliency. It is supported by broaden and build theory of B. L. Fredrickson.

## RESULTS AND DISCUSSIONS

The following descriptive statistics specifically the weighted mean and standard deviations results were used to determine the extent of academic self-regulations in the aspects of memory setting, goal setting, self-evaluation, seeking assistance, responsibility and organizing among BA and BSED Filipino Majors of Cebu Normal University.

**Table 1: Level of Academic Self-Regulations among BA and BSED Filipino Majors in Terms of Memory Setting**

| Indicators | Mean BA *n*=50 | SD BA | Mean BSED *n*=50 | SD BSED | WM | Interpretation |
|---|---|---|---|---|---|---|
| 1. I use note cards to write information by categories. | 2.86 | 1.05 | 3.48 | 1.05 | 3.17 | Neutral |
| 2. I make list of related information by categories. | 3.40 | 0.97 | 3.46 | 0.97 | 3.43 | Self Regulated |
| 3. I write class notes by rearranging the information in my own words. | 3.58 | 1.07 | 3.66 | 1.02 | 3.62 | Self Regulated |
| 4. I use graphic organizers to put abstract information into a concrete form. | 3.30 | 1.15 | 3.30 | 1.15 | 3.30 | Neutral |
| 5. I represent concepts with symbols such as drawing so I can easily remember them. | 3.30 | 1.15 | 3.30 | 1.15 | 3.30 | Neutral |
| 6. I make a summary of my learning. | 3.38 | 1.05 | 3.60 | 1.01 | 3.49 | Self Regulated |
| 7. I make outlines as a guide while I am studying. | 3.20 | 0.73 | 4.00 | 1.03 | 3.60 | Self Regulated |
| 8. I summarize every topic we would have in class. | 2.52 | 1.05 | 3.64 | 1.08 | 3.08 | Neutral |
| 9. I visualize words in my mind to recall terms. | 3.94 | 0.89 | 3.94 | 0.89 | 3.94 | Self Regulated |
| 10. I record the lesson that I attend to. | 3.42 | 1.13 | 3.42 | 1.13 | 3.42 | Self Regulated |
| 11. I make sample questions from a topic and answer them. | 3.22 | 1.22 | 3.26 | 1.24 | 3.24 | Neutral |
| 12. I recite my notes while studying for an exam. | 3.72 | 0.88 | 3.74 | 0.88 | 3.73 | Self Regulated |
| 13. I write messages for myself to remind me of my homework. | 4.26 | 0.69 | 4.26 | 0.69 | 4.26 | Very Self Regulated |
| **Grand (Mean, Standard Deviation)** | **3.39** | **0.44** | **3.62** | **0.30** | **3.51** | **Self Regulated** |

Legend: WM - Weighted Mean
SD - Standard Deviation

| Hypothetical Mean Range: | Interpretation |
|---|---|
| 4.20 - 5.00 | Very Self Regulated |
| 3.40 - 4.19 | Self Regulated |
| 2.60 - 3.39 | Neutral |
| 1.80 - 2.59 | Not Self Regulated |
| 1.00 - 1.79 | Not So Self Regulated |

BA and BSED Filipino major students were determined to be generally self-regulated individuals in terms of memory setting, (WM=3.51, SD=0.33). This implies that they have really applied enough ways and strategies that help enhance and regulate their memory through utilizing a variety of methods that improves mental processes just like in understanding a certain concepts.

**Table 2: Level of Academic Self-Regulations among BA and BSED Filipino Major Students in Terms of Goal Setting**

| Indicators | Mean BA *n*=50 | SD BA | Mean BSED *n*=50 | SD BSED | WM | Interpretation |
|---|---|---|---|---|---|---|
| 1. I make a detailed schedule of my daily activities. | 3.24 | 0.96 | 3.26 | 0.94 | 3.25 | Neutral |
| 2. I make a timetable of all the activities I have to complete. | 3.70 | 1.04 | 3.70 | 1.04 | 3.70 | Self Regulated |

Legend: WM - Weighted Mean
SD - Standard Deviation
Hypothetical Mean Range: Interpretation
4.20 - 5.00 - Very Self Regulated
3.40 - 4.19 - Self Regulated
2.60 - 3.39 - Neutral
1.80 - 2.59 - Not Self Regulated
1.00 - 1.79 - Not So Self Regulated

The results showed a generally self-regulated BA and BSED Filipino major students of the university, in terms of setting goals (WM=3.61, SD=0.26). Specifically, in the manner of preparing the necessary schedule, and plans in doing and accomplishing a certain activities.

**Table 3: Level of Academic Self-Regulations among BA and BSED Filipino Majors in the Aspect of Self-Evaluation**

| Indicators | Mean BA *n*=50 | SD BA | Mean BSED *n*=50 | SD BSED | WM | Interpretation |
|---|---|---|---|---|---|---|
| 1. If I am having a difficulty, I require assistance from an expert. | 3.96 | 0.83 | 3.96 | 0.83 | 3.96 | Self Regulated |
| 2. I welcome per evaluation for every output. | 3.88 | 0.77 | 3.90 | 0.76 | 3.89 | Self Regulated |
| 3. I evaluate my accomplishment at the end of each card study session. | 3.82 | 0.92 | 3.82 | 0.92 | 3.82 | Self Regulated |
| 4. I ask others how my work is before passing it to my professors. | 3.68 | 0.96 | 3.68 | 0.96 | 3.68 | Self Regulated |
| 5. I take note of the improvements on what I do. | 3.70 | 1.04 | 3.70 | 1.04 | 3.70 | Self Regulated |
| 6. I monitor my improvements in doing a certain task. | 3.88 | 0.87 | 3.88 | 0.87 | 3.88 | Self Regulated |
| 7. I ask feedback of my performance from someone who is more capable. | 4.08 | 0.92 | 4.08 | 0.92 | 4.08 | Self Regulated |

Legend: WM - Weighted Mean
SD - Standard Deviation
Hypothetical Mean Range: Interpretation
4.20 - 5.00 - Very Self Regulated
3.40 - 4.19 - Self Regulated
2.60 - 3.39 - Neutral
1.80 - 2.59 - Not Self Regulated
1.00 - 1.79 - Not So Self Regulated

BA and BSED Filipino major students were found to be generally self-regulated individuals in the areas of self-evaluation, (WM=4.04, SD=0.26).

## CONCLUSION

Based on the data presented, the present study concludes that the BA and BSED students are generally self-regulated and possess academic emotion when assessed separately. On the other hand, BSED students are more resilient from BA Filipino in terms of academic self-regulation.

## REFERENCES


[1] Fredrickson, B. (2004). The Broaden and Build Theory of Positive Emotions. American Psychology, MI 48109-1109.
[2] Pekrun, R., Goetz, T., & Titz, W. (2002). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. Educational Psychologist, 37-91-106.
[3] Magno, C. & Lajom, J. (2008). Self-regulation, Self-efficacy, Metacognition, and Achievement Goals in High School & College Adolescents. Philippine Journal of Psychology, 41-1-23.
[4] Turner, J. and Schallert, D. (2000). Value Relationship of Shame Reaction and Shame
[5] Resiliency. University of Texas at Austin.
[6] Klohnen, E.C. (1996). Internal consistency & convergent & discriminant validity of ego-
[7] resiliency construct self report measure, assessment of adjustment & effective functioning,
[8] Journal of Personality and Social Psychology, 70(5):1067-1079
[9] Robins, Richard W., John, Oliver P., Caspi, Avshalom, Moffitt, Terrie E., Stouthamer-Loeber, Magda. Resilient, Overcontrolled, and Undercontrolled Boys: Three replicable Personality Types. Journal of Personality and Social Psychology, Vol 70(1), Jan, 1996. pp. 157-171
[10] Jenkins, D. (2000). A Retrospective Study of Academic and Social Resiliency that can Contribute to Success of At-risk

Students. 300 North Zeeb Road, Ann Arbor, Ml 48106-1346 USA 800-521-0600

[11] Furry, A. (2004). The Moderating Influence of Resiliency on the Relationship Between Family Conflict and Academic Performance. Published by ProQuest. Microform Edition.

[12] Wadsworth, M. & Santiago, C. (2008). Risk and Resiliency Processes in Ethnically Diverse Families. Journal of Family Psychology by the American Psychological Association. Vol. 22, No. 3, 399–410 0893-3200/08/$12.00 DOI: 10.1037/0893-3200.22.3.399

[13] Ungar, M. (2008). Putting resilience theory into action: Five principles for intervention. In L. Liebenberg & M. Ungar (Eds.), Resilience in action (pp.17-38). Toronto: University of Toronto Press.

★★★