

**TRDF INFLUENCE OF ACADEMIC SELF-EFFICACY AND RESILIENCE ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN AGUATA L.G.A., ANAMBRA STATE, NIGERIA**

**Unachukwu, G. C. Prof, Anierobi, Elizabeth Ifeoma, Nwosu, Kingsley Chinaza PhD & Okeke, Nkechi Uzochukwu PhD**  
Department of Educational Foundations,  
Nnamdi Azikiwe University, Awka

**Abstract**

*Academic achievement is the reason behind the enrollment of students in school. This study determined the influence of academic self-efficacy and resilience on academic achievement among secondary school students in Aguata LGA. The study was guided by five research questions and five null hypotheses. The study adopted an expo-facto research design. The population comprised of 1049 SS 2 students in 21 public secondary schools in Aguata LGA. A sample of 310 SS 2 students was randomly drawn from the 21 public secondary schools through multi-stage random sampling procedure. The instruments used for data collection were two, namely: Academic Self-Efficacy Questionnaire (ASEQ), and Academic Resilience Questionnaire (ARQ). The validity of both instruments was determined by three experts. The reliability of the instruments was determined using Cronbach Alpha method and alpha coefficients of 0.72 were obtained for ASEQ, 0.74 for and 0.70 for ARQ. Academic achievement was measured using results in English and Mathematics of 2017/2018 session of the SS2 students in the sampled schools. Data collected were analyzed using the mean and standard deviation for answering research questions and t-test for testing the hypotheses at 0.05 level of significance. The result of the study revealed that both academic self-efficacy and academic resilience have a significant influence on academic achievement. It also showed that gender has no significant influence on academic achievement but has a significant influence on both academic self-efficacy and resilience among the students. Based on the findings, it was recommended among others that teachers should encourage participatory learning and individualized attention among students and also provide necessary feedback, motivation and inclusiveness to foster academic self-efficacy and resilience and academic achievement among the students.*

**Keywords:** academic self-efficacy, resilience, academic achievement, secondary school

### **Introduction**

The concern of stakeholders of education is for every student to achieve maximally in their academic pursuit. In other to ensure academic achievement, teachers deploy various teaching pedagogy to promote better assimilation of learning processes are presented to the students. Anierobi (2019) asserted that all the efforts of teachers in the classroom are aimed towards preparing and positioning students for optimal academic achievement. Basically, academic achievement could be referred to as the extent to which a student gained mastery of the curriculum they are exposed to, towards attaining educational goals.

Teachers usually determine academic achievement through continuous assessment by administering tests and also by examination grades achieved by students at the end of every examination administered to them. Basically, higher scores are generally interpreted as high academic achievement and such students with higher scores are perceived to have attained a satisfactory level of success (Amponsah, Milledzi, Ampoto & Gyambrah, 2018). However, some schools of thought, for instance, Eziechina, Ugboaja&Esiagu (2017) opine that examination is not a true test of knowledge. This is because a student might not be disposed at the time of examination which could affect his achievement. Nevertheless, examination remains the objective test of the extent of learning acquired by students which is a parameter for inferring their academic achievement schools especially in the secondary level of education in Nigeria.

Secondary education builds upon the basic education acquired in the primary level of education. The curriculum of secondary education in Nigeria as designed in the National Policy on Education is made to expose students to more subjects which include skill-oriented instruction (FGN, 2013). Consequently, secondary education should be able to produce students who are productive and be able to contribute to manpower for social and economic growth of the nation. Furthermore, students who are exposed to the curriculum of secondary level should be adequately prepared for tertiary education. However, this seems farfetched as there has been a public outcry about the quality of graduates parading certificates acquired in Nigeria. The situation is that majority of the secondary school students in Anambra State irrespective of age, gender and school environment seem to lack the value of hard work and sense of subject mastery in studying. This insinuation seems to be

validated by the declining academic achievement of the students especially at the secondary level of education.

The decline in academic achievement in Nigeria especially at secondary school level has manifested in poor performances of students in external examinations conducted by West African Examination Council (WAEC) over the past years (Anierobi, Nwipko, Okeke & Unachukwu, 2018). The executive summary of the West African Examinations Council Results Statistics 2016-2018 reflected that a total of 1.57m candidates sat for WAEC in 2018 as public students as against 1.56m candidates in 2017. Out of the total number of candidates, 822,941 were male while the remaining 748,595 were female. Results indicated that only 756,726 candidates had 5 credits and above including Mathematics & English Language. The percentage of candidates with 5 credits and above including Mathematics & English Language was put at 48.15% (Federal Republic of Nigeria, 2019). This low percentage in academic achievement is worrisome. For students to achieve maximally in their academic endeavour there is the need for them to have the ability to perform academic tasks that will guarantee the attainment of success. This calls for attention to explore academic self-efficacy as a pre-requisite for academic achievement.

Academic self-efficacy refers to students' confidence in their academic ability to perform tasks confronting them in their academic voyage. It is the ability to manifest positive expectation of success based on a conviction in one's individual academic abilities (Chhajer, Rose & Joseph, 2018). In other words, efficacious students believe in their academic abilities with confidence that they can set challenging goals for themselves and be able to increase efforts towards success. This implies that when students' possess high self-efficacy, they will be more willing and able to face academic challenges confronting them. According to Jafri (2017), self-efficacy enables students to positively self-regulate and guide their own learning to enable them to actively participate in academic activities towards high performance in the class. Grobler & Joubert (2018) observed that people with high academic self-efficacy are able to set high academic goals; embrace academic challenges; self-motivated; as well as able to put in efforts to accomplish academic goals and persevere to overcome obstacles faced in their academic endeavour.

An empirical study on academic self-efficacy, examination anxiety and peer influence as correlates of academic achievement motivation revealed that academic achievement correlates significantly with achievement motivation of secondary school students (Okoiye, Anokam & Nwoga, 2016). This implies that students who are confident are disposed to achieving academic excellence. It could be argued that students, who possess self-efficacy work

harder, persist longer when faced with challenges and as a result could have a higher level of achievement. This fact is buttressed by the study conducted by Aurah (2017) who found a significant correlation between science self-efficacy beliefs and academic achievement in students generally but gender-wise, the result was in favour of female students. According to Aurah, students who rated themselves as highly confident in genetics scored high on genetics tests. This implies that a higher level of self-efficacy could bolster one's level of perception of being responsible for one's destiny. Such a sense of responsibility should help one to be decisive and more focused with clear direction in the way one wants to go.

Similarly, Oyuga, Raburu and Aloka (2019) found a significant but weak positive relationship between self-efficacy and academic performance among orphaned secondary school students in Kenya while Honicke and Broadbent (2016) found a moderate correlation between academic self-efficacy and academic achievement among students. On the other hand, Falla and Opstad (2016) showed in their study that female students have significantly lower self-efficacy level and self-efficacy strength than their male counterparts in their area of study. In their study, Kassaw and Astatke (2017) showed that there was statistically significant gender difference in students' general self-efficacy and academic achievement and the mean score of male students' academic self-efficacy and CGPA were significantly higher than female counterparts. However, Baji (2020) found no significant difference in academic self-efficacy among male and female students. From the above findings, it is obvious that students' belief in their capabilities to face academic activities squarely should create a sense of resilience in the student which is needed for academic achievement.

Resilience is the ability to adapt to stressful situations in any facet of an individual's life or environment (American Psychological Association, 2020). It simply means the ability to bounce back from difficult and challenging experiences.

In other words, resilience refers to the ability to persevere to attain desired academic achievement and accomplishment when encountering difficulties in academic pursuit. Luthans & Youssef-Morgan (2017) posited that resilience also entails striving not only in negative situations but also in positive ones, which may also present challenges. According to Oyoo, Mwaura and Kinai (2018), students who are resilient are likely to maintain high level of academic motivation and performance in spite of the challenging conditions that put them at risk of doing poorly in academics. This implies that academic resilience is underscored for facilitating positive academic outcomes through perseverance in spite of academic difficulties and challenges.

Research has been inconsistent on the impact of academic resilience in promoting positive academic outcomes. In their study, Zuzill (2016) reported that resiliency has a statistically significant positive relationship with reading achievement but not with students' Grade Point Average (GPA). This implies that resiliency could have specific impact on students' academic outcome. Similarly, Mwangi, Muriithilreri, Mwaniki and Wambugu (2018), found a significant difference in the academic resilience and achievement for secondary school students in favour of girls. Bala (2019) found that female students are more resilient in their academics than male students. Another study was conducted by Mallick and Kaur (2016) on academic resilience among senior secondary school students: Influence of learning environment and the findings revealed a significant gender difference in academic resilience of the students in favour of male students. This implies that boys are more academically resilient than girls. On the other hand, Mwangi and Ileri (2017) found no gender significant difference in academic resilience among students. The above studies revealed inconsistency in results of the impact of academic resilience on academic achievement among students based on gender.

Gender refers to the state of one's sex of being a male or a female. Researchers have not been consistent with their findings on academic achievement based on gender. For instance, Raheem (2017) found that though male and female students performed equally in the English language; males performed better than females in Mathematics, Science and Social Science while females also did better than males in Arts except in Yoruba. Baji (2020) found that male students performed better than their female counterparts in a study conducted with senior secondary school students in Niger State, Nigeria. In their study on gender differences in academic achievement with fourth-year secondary education, Marcenaro-Gutierrez, Lopez-Agudo and Roperio-Garcia (2018) found a significant difference in the academic achievement of the students in favour of female students. Similarly, Hdii and Gagroud (2018) found a difference in academic performance of university students with female students performing better than male students in different subjects. On the other hand, Eze, Ezenwafor and Obidile (2016) found no significant difference in the academic achievement of male and female students in Technical Colleges in Anambra State. Similarly, Ndukwu, Ndukwe and Eze (2019) found that gender does not influence students' academic achievement of secondary school students in Imo State.

In her study with secondary school students in AwkaUrban, Anambra State, Anierobi (2019) found that gender has no significant relationship with the students' academic achievement. Deductively, students who work hard to

attain success in their academic pursuit will achieve success irrespective of their gender.

In the face of the ugly trend in inconsistent academic achievement among secondary school students in Anambra State, there is need to determine the impact of academic self-efficacy and resilience to secondary school students' academic achievement in Aguata LGA of Anambra State. To give direction to this study, five research questions were answered and five hypotheses tested at 0.05 level of significance.

The following research questions and hypothesis guided the study

- What is the influence of academic self-efficacy on the academic achievement of secondary school students?
- What is the influence of academic resilience on the academic achievement of secondary school students?
- What is the influence of gender on the academic achievement of secondary school students?
- What is the influence of gender on academic self-efficacy of secondary school student?
- What is the influence of gender on academic resilience of secondary school students?
  
- Academic self-efficacy has no significant influence on the academic achievement of secondary school students
- Academic resilience has no significant influence on the academic achievement of secondary school students
- Gender has no significant influence on the academic achievement of secondary school students
- Gender has no significant influence on academic self-efficacy of secondary school students
- Gender has no significant influence on academic resilience of secondary school students

### **Method**

The study adopted an expo-facto design to determine the influence of academic self-efficacy and resilience on the academic achievement of secondary school students. The study was carried out in Aguata L.G.A of Anambra State, Nigeria. The population of the study comprised of one thousand, and forty-nine SS 2 students in the 21 public secondary schools in the area. The sample for the study was drawn using simple random sampling technique for selecting both schools and participants for the study.

The sample size was made up of 310 SS2 students randomly selected from 10 schools in the area which represented 20 per cent of the total population.

Two sets of instruments were used in eliciting responses from the participants. The instrument titled Academic Self-Efficacy Questionnaire was adapted from Chen, Gully and Eden (2001). It is an 8-item instrument on a 5-point Likert Scale designed to measure general self-efficacy. In adapting the instrument, the items were reworded to be specific on academic matters to qualify for measuring academic self-efficacy. It was designed on a 4-point Likert scale of strongly agree (4), Agree (3), strongly disagree (2) and disagree (1). The maximum score for a respondent in AEQ is 32 while the minimum score is 20. Any participant that scores 16 and above will be considered to be having high academic self-efficacy while a score of below 16 will be considered as having low academic self-efficacy.

Another instrument titled Academic Resilience Questionnaire was adapted from Luthans, Avolio, Avey and Norman (2007). It is a 20-item instrument with four clusters (optimism, hope, efficacy and resilience). The cluster on resilience contains 5-items restructured on a 4-point Likert response of strongly agree (4), Agree (3), strongly disagree (2) and disagree (1). The maximum score for a respondent in ARQ is 32 while the minimum score is 20. In scoring the instrument, items 6 and 8 were reversed because they were negatively worded. Any participant that scores 16 and above will be considered to be having high academic resilience while a score of below 16 will be considered as having low academic resilience.

The 2 sets of instruments were validated by three experts. The Cronbach alpha technique was employed in determining the reliability of the two instruments and an alpha co-efficient of 0.74 for ASEQ, and 0.70 for ARQ. The English and Mathematics results of SS 2 students for 2017/2018 session were used for the study.

The data collected were analyzed using the mean and standard deviation for answering the research questions. The t-test was used in testing the hypotheses at 0.05 level of significance. The average score of the English and Mathematics results was used for the analysis.

The decision rule was that where the calculated value of t was greater than the table or critical value of t, the null hypothesis was not accepted. On the other hand, where the calculated value of t was less than the critical value of t at 0.05 level of significance, the null hypothesis was accepted. Moreover, the criterion mean is 2.5, therefore, any mean score that was equal to or more than 2.5 was considered high while any mean score that was below 2.5 was considered low.

**Result**

**Table 1: Mean and t-test analysis of the influence of academic self-efficacy on academic achievement of secondary school students**

N= 310

Variable	ASE	n	x	SD	df	t-cal	t-crit	Decision
Academic Achievement								
	High	157	3.28	0.38	308	2.01	1.96	S
	Low	153	2.19	0.39				

The result in Table 1 shows the mean score of students’ academic achievement based on academic self-efficacy. It revealed that out of the total number of 310 secondary school students, 157 students had high academic self-efficacy while 153 students had low academic self-efficacy. The result indicated that students with high self-efficacy had a higher mean score of 3.28 in their academic achievement than students with low academic self-efficacy with a mean score of 2.19. This implies that academic self-efficacy has a positive influence on academic achievement. The Table further shows a t-test on the influence of academic self-efficacy on the academic achievement of secondary school students. The result revealed that the calculated t value of 2.01 is greater than the critical t value of 1.96 at 0.05 level of significance and therefore, significant. The null hypothesis states that there is no significant influence of academic self-efficacy on the academic achievement of secondary school students is not accepted. Therefore, there is a significant influence of academic resilience on academic achievement of secondary school students in Aguata LGA.

**Table 2: Mean and t-test analysis of the influence of academic resilience on academic achievement of secondary school students**

N= 310

Variable	AR	n	x	SD	df	t-cal	t-crit	Decision
Academic Achievement								
	High	152	3.80	0.39	308	2.99	1.96	S
	Low	158	2.75	1.37				

Table 2 shows the mean score of students’ academic achievement based on academic resilience. It revealed that out of the total number of 310 secondary school students, 152 students had high academic resilience while

158 students had low academic resilience. The result indicated that students with high self-efficacy had a higher mean score of 3.80 in their academic achievement than students with low academic resilience with a mean score of 2.75. The Table also shows a t-test on the influence of academic resilience on the academic achievement of secondary school students. The result revealed that the calculated t value of 2.99 is greater than the critical t value of 1.96 at 0.05 level of significance and therefore, not significant. The null hypothesis was rejected. Therefore, there is a significant influence of academic resilience on academic achievement of secondary school students in Aguata LGA.

**Table 3: Mean and t-test analysis of the influence of gender on academic achievement of secondary school students**

N= 310

Variable	n	x	SD	df	t-cal	t-crit	Decision
Academic Achievement							
Male	151	3.11	0.09	308	1.23	1.96	NS
Female	159	3.15	0.41				

Table 3 shows the mean score of students' academic achievement based on gender. It revealed that out of the total number of 310 secondary school students, 151 were male students and had a lower mean score of 3.11 in their academic achievement than 159 female students with a mean score of 3.15. It can be concluded that the female students had higher academic achievement than the male students. The Table further shows a t-test on the influence of gender on the academic achievement of secondary school students. The result revealed that the calculated t value of 1.23 is less than the critical t value of 1.96 at 0.05 level of significance and therefore, not significant. The null hypothesis was accepted. Thus, there is no significant influence of gender on the academic achievement of secondary school students in Aguata LGA.

**Table 4: Mean and t-test analysis of the influence of gender on academic self-efficacy of secondary school students**

N= 310

Variable	n	x	SD	df	t-cal	t-crit	Decision
Academic self-efficacy							
Male	151	2.06	1.09	308	2.12	1.96	S
Female	159	3.09	0.09				

Table 4 shows the mean score of students’ academic self-efficacy based on gender. It revealed that male students had a lower mean score of 2.06 in academic self-efficacy than female students with a mean score of 3.09. It could, therefore, be concluded that female secondary school students have higher academic self-efficacy than their male counterparts. The Table further shows a t-test on the influence of gender on academic self-efficacy of secondary school students. The result revealed that the calculated t value of 2.12 is greater than the critical t value of 1.96 at 0.05 level of significance and therefore, significant. The null hypothesis was rejected. Thus, there is a significant influence of gender on academic self-efficacy of secondary school students in Aguata LGA in favour of female students.

**Table 5: Mean and t-test analysis of the influence of gender on academic resilience of secondary school students**

N= 310

Variable	n	x	SD	df	t-cal	t-crit	Decision
Academic Resilience							
Male	151	2.95	1.08	308	2.00	1.96	S
Female	159	3.98	0.05				

Table 5 shows the mean score of students’ academic resilience based on gender. It revealed that male students had a lower mean score of 2.95 in academic resilience than female students with a mean score of 3.98. It could, therefore, be concluded that female secondary school students have higher academic resilience than their male counterparts. The Table further shows a t-test on the influence of gender on academic resilience of secondary school students. The result revealed that the calculated t value of 2.00 is greater than the critical t value of 1.96 at 0.05 level of significance and therefore, significant. The null hypothesis was rejected. Thus, there is a significant influence of gender on academic resilience of secondary school students in Aguata LGA in favour of female students.

**Discussion**

The study revealed that the mean achievement score of students with high academic self-efficacy is higher than that of the students with low academic self-efficacy. This implies that academic self-efficacy has a positive influence on academic achievement. It further revealed that academic self-efficacy has a significant influence on the academic achievement of secondary school students in Aguata LGA. The above findings prove that academic self-

efficacy is very vital in the academic achievement of students in secondary schools. This finding agrees with the findings of Oyuga, Raburu and Aloka (2019) which revealed a significant but weak positive relationship between self-efficacy and academic performance among orphaned secondary school students in Kenya. It also corroborates with the findings of Okoiye, Anokam and Nwoga (2016) that academic self-efficacy has a positive correlation with achievement motivation. Achievement motivation bolsters academic achievement. Similarly, this finding aligns itself with the findings of Honicke and Broadbent (2016) which showed a moderate correlation between academic self-efficacy and academic achievement.

The findings of this study showed that the mean achievement score of students with high academic resilience is higher than the students with low academic resilience. It revealed, therefore, that academic resilience has a positive influence on the academic achievement of students. The result further showed that academic resilience has a significant influence on the academic achievement of secondary school students in Aguata LGA. The finding of this study corroborates with that of Oose, Olugbenga and Akindele-Oscar (2019) which showed that resilience has a relationship with the academic performance of secondary school students in Ogun East senatorial district, Nigeria. It also agrees with Zuzill (2016) reported that resiliency has a statistically significant positive relationship with reading achievement. This underscores academic resilience as a factor for academic achievement among secondary school students.

The finding of this study revealed that gender has no significant influence on academic achievement. This is in accord with the findings of Ndukwu, Ndukwe and Eze (2019) that gender does not influence students' academic achievement of secondary school students. This finding also agrees with that of Anierobi (2019) which showed that gender has no significant relationship with the students' academic achievement. Finally, the finding also corroborates with that of Eze, Ezenwafor and Obidile (2016) which revealed no significant difference in the academic achievement of male and female students.

This implies that any student who works hard to attain success in his or her academic pursuit will achieve success irrespective of the student's gender.

The findings of the study revealed that there is a significant influence of gender on academic self-efficacy of the students. This finding aligns with that of Falla and Opstad (2016) which showed that female students have significantly lower self-efficacy level and self-efficacy strength than their male counterparts in their area of study. It is also in accord with the findings of Kassaw and Astatke (2017) that there was a statistically significant gender

difference in students' general self- efficacy in favour of the male students. The finding however, disagrees withBaji (2020) which found no significant difference in academic self-efficacy among male and female students.

The findings also revealed that female students have a higher mean academic resilience score than male students. By implication, it shows that female students possessed higher academic resilience than their male counterparts. It further showed that gender has a significant influence on academic resilience among the students. This finding is in line with Mwangi, Muriithilreri, Mwaniki and Wambugu (2018) which found a significant difference in the academic resilience and achievement for secondary school students in favour of girls. It also agrees with the finding of Bala (2019) that female students are more resilient in their academics than male students. This is also in accord with the finding of Mallick and Kaur (2016) on a significant gender difference in academic resilience of the students in favour of male students.

### **Conclusion**

The study revealed that both academic self-efficacy and academic resilience have significant influence on academic achievement of secondary school students in Aguata LGA of Anambra State. It also revealed that that gender has no significant influence on academic achievement but has a significant influence on both academic self-efficacy and academic resilience of secondary school students in Aguata LGA of Anambra State.

### **Recommendations**

Based on the findings of this study, the researchers recommend as follows:

1. Parents should always encourage and motivate the students in their academic endeavours to help the students build strong academic confidence and efficacy that will propel them towards achieving maximum success.
2. Teachers should encourage participatory learning and individualized attention among students and also provide necessary feedback, motivation and inclusiveness to foster academic self-efficacy and resilience and academic achievement among the students.
3. The government should provide schools with adequate facilities such as functional libraries and laboratories, computer systems, and enriching learning environment that could boost the learning morale of students which could spur them to crave for active study and maximum achievement.
4. Students should be made to understand that their gender is not a hindrance to building high academic self-efficacy, resilience and

obtaining maximum academic achievement. They should, therefore, put in their best to build their confidence and resilience irrespective of their gender in order to always achieve maximally in their academics.

## References

- American Psychological Association (2020). *The road to resilience*. Author. <https://www.apa.org>
- Amponsah, M. O.; Milledzi, E. Y., Ampoto, E. T.; & Gymbra, M. (2018). Relationship between parental involvement and academic performance of senior high school students: The case of Ashanti Manpong Municipality of Ghana. *American Journal of Educational Research* 6 (1), 1-8
- Anierobi, E. I. (2019). The relationship among gender, academic self-concept and academic achievement of secondary school students in Awka Urban. *The Educational Psychologist* 13 (1), 34-45
- Anierobi, E. I.; Nwikpo, M. N.; Okeke, A. N.; & Unachukwu, G. C. (2018). Peer influence and self-esteem as correlates of secondary school students' attitude towards examination malpractice in Anambra State. *The Educational Psychologist* 12 (1), 48-62
- Aurah, C. (2017). Investigating the relationship between science self-efficacy beliefs, gender and academic achievement among high school students in Kenya. *Journal of Education and Practice* 8 (8), 146-153
- Bala, P. (2019). Gender differences in academic resilience among international students. *Think India Journal* 22 (16), 1211-1224
- Baji, I. M. (2020). Analysis of gender differences in academic self-efficacy and achievement among senior secondary school students in Niger State, Nigeria. *PEOPLE: International Journal of Social Sciences* 5 (3) <https://doi.org/10.20319/pijss.2020.53.659675>
- Chen, G.; Gully, S. M. & Eden, D. (2001). Validation of a new general self-efficacy scale. *SAGE Journals*. <https://doi.org/10.1177/109442810141004>
- Chhajer, R.; Rose, E.; & Joseph, T. (2018). The role of self-efficacy, optimism and job engagement in positive change: Evidence from the Middle East. *Journal for Decision Makers* 43 (4), 222-235.
- Eze, T. I.; Ezenwafor, J. I. & Obidile, J. I. (2016). Effects of gender on students' academic performance and retention in financial accounting in technical colleges. *British Journal of Education, Society and Behavioural Sciences* 18 (4), 1-9. doi: 10.9734/BJESBS/2016/29583
- Eziechina, A. M.; Ugboaja, U. C.; & Esiagu, U. E. (2017). Closed-circuit television surveillance: An antidote to examination malpractice in high institutions in Nigeria. *American Journal of Engineering Research* 6 (12), 247-251.

- Falla, L. & Opstad, L. (2016). Student self-efficacy and gender-personality interactions. *International Journal of Higher Education* 5 (3), 32-44. <http://dx.doi.org/10.5430/ijhe/v5n3p32>
- Grobber, A.; & Joubert, Y. T. (2018). Psychological capital: Convergent and discriminant validity of a reconfigured measure. *South African Journal of Economic and Management Sciences* 27 (1), 1-14
- Hidii, S. & Fagroud, M. (2018). The effect of gender on university students' school performance: The case of national school of agriculture in Meknes, Morocco. *KULTŪRA IR VISUOMENĖ. Socialinių tyrimų žurnalas* 9 (1), 67-78. <https://dx.doi.org/10.7220/2335-87775.9.1.4>
- Honicke, T. & Broadbent, T. (2016). The relationship between academic self-efficacy and academic performance: A systematic review. *Educational Research Review* 17, 63-84.
- Jafri, H. (2017). Understanding influence of psychological capital on student's engagement and academic motivation. *Pacific Business Review International*, 10 (6), 1-12.
- Kassaw, K. & Astatke, M. (2017). Gender, academic self-efficacy and goal orientation as predictors of academic achievement. *Global Journal of Human-Social Science (A)* 17 (6), 54-65
- Luthans, F.; Avolio, B. J.; Aveye, J. B. & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology* 60 (3), 541-572
- Luthans, F.; & Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behaviour*. <https://doi.org/10.1146/annurev-orgpsych-032516-113334>
- Marcenaro-Gutierrez, O.; Lopez-Agudo, L. A. & Loperogarcia, M. A. (2018). Gender differences in adolescents' academic achievement. *SAGE Journals*. <https://doi.org/10.1177/1103308817715163>
- Mallick, M. K. & Kaur, S. (2016). Academic resilience among senior secondary school students: Influence of learning environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities* 8 (2), 20-27. <http://dx.doi.org/10.21659/rupkatha.v8n2.03>
- Mwangi, C. N.; Murrithilreri, A.; Mwaniki, E. W. & Wanbugu, S. K. (2018). Relationship among school type, academic resilience and academic achievement among secondary school students in Kiambu County, Kenya. *International Journal of Social Sciences* 3 (3), 1092-1107. [doi-https://dx.doi.org/10.20319/pijss.2018.33.10921107](https://doi.org/10.20319/pijss.2018.33.10921107)
- Federal Republic of Nigeria (2019). West African Examination Results (2016-2018). National Bureau of Statistics. [https://education.gov.ng/wp-content/uploads/2019/10/WAEC\\_RESULTS\\_STATISTICS\\_2016-2018.pdf](https://education.gov.ng/wp-content/uploads/2019/10/WAEC_RESULTS_STATISTICS_2016-2018.pdf)

- Ndukwu, E. C.; Ndukwu, E. N. & Eze, U. N. (2019). Influence of family socio-economic status and expectations on the academic achievement and wellbeing of the Nigerian child. *The Educational Psychologist* 13 (1), 146-156
- Okoiye, O. E.; Amakom, E. O.; & Nwoga, A. N. (2016). Academic self-efficacy, examination anxiety and peer influence as correlates of academic achievement of secondary school students in Benin, Edo State Nigeria. *The Educational Psychologist* 10 (1), 187-193
- Oyoo, S. A.; Mwuuru, P. M. & Kinai, T. (2018). Academic resilience as a predictor of academic burnout among form four students in Home-Bay County Kenya. *International Journal of Education and Research* 6 (3), 187-200.
- Oyuga, P. A., Raburu, P. A. & Aloka, P. J. O. (2019). Relationship between self-efficacy and academic performance among orphaned secondary school students in Kenya. *International Journal of Psychology and Behavioural Sciences* 9 (3), 39-46. doi:10.5923/j.ijbs.20190903.02
- Raheem, B. O. A. (2017). The influence of gender on academic performance of secondary school students in south west, Nigeria. *Journal of Social Sciences* 31 (1), 93-98.
- Wangi, C. N. & Ireri, A.M. (2017). Gender differences in academic resilience and academic achievement among secondary school students in Kianbu County, Kenya. *Psychology and Behavioural Science International Journal* 5 (5), 1-7. 555673. doi:10.19080/PBSIJ.2017.05.555673
- Zuzill, Z. D. (2016). *The Relationship between Resilience and Academic Success among Bermuda Foster Care Adolescents*. Retrieved from <https://scholarworks.waldenu.edu/dissertations>