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Research Paper

Academic Resilience and Self-Efficacy Among Young Adults

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ABSTRACT

The study's primary goal was to examine the association between academic resilience and self-efficacy in young adults. It tries to additionally identify notable disparities, if any, among the distinctive types of gender, academic qualifications, and streams of education. Additionally, it analyses the influence of self-efficacy among young adults. The study was carried out, and responses from 254 adults were gathered using an online survey. The data was gathered using the ARS-30 and General Self-Efficacy scales. Correlation and linear regression were applied to explore the relationship between academic resilience and self-efficacy. Additionally, Mann Whitney U and the Kruskal Wallis test were employed to analyse variations of the variables across gender, academic qualification, and streams of education. Significant variations were identified concerning academic resilience when evaluated with academic qualifications, but no significant differences when concerning gender and streams of study. Furthermore, self-efficacy variations were not based on academic qualifications, gender, or educational stream. Also, the study's findings suggested a moderate negative association between the two variables, with self-efficacy accounting for 24.9% of the variance in academic resilience.

Keywords: *Academic Resilience, Self-efficacy, Streams of education, Gender*

Self-efficacy

Self-efficacy is defined as people's belief in their ability to control functioning and events that affect their lives. These self-beliefs influence various aspects of an individual's life, such as the goals for which individuals strive, the quantity of energy expended toward goal achievement, and the possibility of achieving specific degrees of behavioral performance. (Bandura, 1990).

Bandura and others discovered that an individual's self-efficacy influences how they approach objectives, projects, and obstacles. Increased self-efficacy can increase interest in the activities in which people participate, recover quicker from failures and disappointments, and develop a better sense of dedication to their hobbies and activities. He highlighted that self-efficacy is an important item that everyone must have because it determines the activities taken, how much effort will be put into the activity, and how strong and long to survive in the face of difficulties or failures. (Bandura, 1993)

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Several important sources of self-efficacy have also been recognized through research. Bandura mentions mastery experiences as an effective means of developing a strong sense of efficacy. For instance, completing a task increases self-efficacy, but failing to cope with one effectively can erode and degrade the same. Social Modelling is the second source of self-efficacy, referring to observing those around us, particularly role models. Seeing others who are like us succeed through hard work reinforces our belief that we, too, are capable of mastering activities necessary for success. Social Persuasion is another important factor involving influential individuals who may reinforce our conviction that we can succeed. Being convinced of our abilities to accomplish certain activities indicates that we are more likely to put in the effort and persevere when obstacles arise. Finally, psychological responses are our personal and emotional reactions to situations and essential factors in self-efficacy. Emotional emotions, bodily reactions, and stress levels may influence how people view their abilities in a particular situation. In certain situations, for example, a person who feels overly nervous before speaking in public may need better self-efficacy. Psychologist James Maddux discovered the fifth source of self-efficacy: "Imaginal experiences," or picturing yourself doing effectively in a specific circumstance. Self-efficacy is also a crucial component of self-regulation. Stronger self-efficacy usually leads to better performance and greater success. (Gross, 1998). First, those with higher self-efficacy are more motivated to perform in the area where they have higher self-efficacy (Bandura & Locke, 2003). This means that people are more driven to work harder in areas where they believe they can excel. Second, those with higher self-efficacy are more likely to persevere in the face of obstacles in achieving their goals. (Vancouver, More, & Yoder, 2008). Finally, self-efficacious people have more confidence in their problem-solving abilities and, thus, can use their cognitive resources better and make better decisions, especially in the face of challenges and setbacks (Cervone, Jiwani, & Wood, 1991).

Self-efficacy and gender

Previous research has yielded conflicting results about the relationship between self-efficacy and gender. In one of the earliest studies by McKenzie (1999), a link was established between gender and self-efficacy, along with finding a positive correlation between the two variables. McKenzie's work was further confirmed by studies like that of Tenaw (2013), who found substantial disparities between the two variables. The link between genders is clear through studies like these and many others. However, issues arose when one began to compare the levels of self-efficacy among gender. For instance, in studies like Shikullaku (2013), no significant differences were found in levels of self-efficacy among male and female adolescents. However, alternatively, in studies like Ye et al. (2018), when gender influenced the effects of academic stress on academic self-efficacy, female students were found to experience greater stress than male students. At the same time, studies like those of Sawari et al. (2013) found that female students possessed higher self-efficacy than male students. The relationship would further haze when studies over self-efficacy and gender would include other variables. Huang (2012) found certain differences when he studied gender, self-efficacy, and streams of education. The study was impactful in finding significant differences in gender while studying self-efficacy with streams of education. It was established that females possessed higher self-efficacy concerning language and arts. In contrast, males possessed strong mathematics, computer science, and social science self-efficacy.

Self-efficacy and Academia

Zimmerman et al. (1992) highlighted the importance of self-efficacy in academia, pinpointing that those possessing higher self-efficacy were more confident in solving educational problems and selecting different courses. Further research could also understand self-efficacy

and its importance when considering the academic performance of individuals in education. Through their studies, Lane and Lane (2001) and Kyprianou (2004) understood the impact self-efficacy could have on academia. For instance, Lane and Lane (2001) could find self-efficacy to cope with an intellectual demand of a program, while Lane, Lane, and Kyprianou (2004) could establish the mediating role of self-efficacy in performance accomplishment and academic performance. Nevertheless, further research would understand that the effects of self-efficacy could run deeper when considering academic qualifications and the streams of education. Studies related to educational streams and qualifications primarily focused on the students falling under undergraduate and postgraduate categories and the major categories of streams:- Arts, Science, and Commerce. These studies could be divided into two categories, one measuring self-efficacy within an individual group/stream of education and one comparing the differences among the several groups. An instance of the first type of study is in work by Salehniya et al. (2018), who explored research self-efficacy in postgraduate students with a medical background. The study found a significant direct relationship between self-efficacy scores and GPA. The second type of study was seen in the works of Bhati, Baral, and Meher (2022), who studied undergraduate students in the different streams of education available. They established that undergraduate students in the science stream had higher academic self-efficacy and performed better than individuals from other streams. Through the study on self-efficacy, one can implement several strategies to aid the students in pursuing further studies in their respective fields and understand the effect of transition from one grade to another.

Academic resilience

Researchers in the behavioral sciences began to examine resilience around 1970. According to the field of research, this trait is not uncommon because people regularly exhibit resilience due to life circumstances (Chung, 2008). This is because resilience is not a characteristic people have or do not have. As a result, resilience includes behaviors and activities that anyone may acquire and practice. Furthermore, a combination of protective and risk elements influences individual resilience. Both were found to have an immediate impact on children's academic performance. Thus, giving rise to the importance of academic resilience. Academic resilience is the ability to deal with hardship, stress, or pressure in the classroom. Students negatively impacted academically by family risk factors may be classed as non-resilient. Resilient students, on the other side, are students that excel academically despite adversity. (Grotberg, 2001)

According to five characteristics are strongly linked to and serve as predictors of academic resilience. Based on these findings, two renowned AR researchers, Martin. J and Marsh. H (2006) offers the '5-C' model, in which AR is defined as a construct composed of the following five factors; self-efficacy, coordination, a sense of control, composure, and perseverance. According to the 5-C model, interventions cultivating students' academic resilience should increase their self-efficacy, sense of control, tenacity, and planning abilities while reducing anxiety. Some characteristics influence academically resilient persons' accomplishment despite risk factors, known as protective factors. Individuals who find themselves in a dangerous scenario in their academic life will benefit from identifying and defining protective elements. Protective variables, classified as internal or external, aid in the origin and development of individual beneficial outcomes (Masten & Tellegen, 2012). Internal protective variables are associated with personality traits (Foster, 2013), while external protective factors are associated with a person's social sphere (Perez, Espinoza, Ramos, Coronado, & Cortes, 2009). Various reasons or risk factors might also cause individuals academic difficulties. Living with parents, being exposed to a natural calamity, financial hardship, chronic ailment,

and so on are all risk factors (Masten, 1994; Ricardson, Neiger, Jensen, & Kumpfer, 1990). These risk factors may impact an individual's growth by triggering each other. Furthermore, these outcomes may vary depending on everyone (Little, Axford, & Morpeth, 2004). Academic resilience is fascinating for academicians who study student accomplishments and closely observe and analyze students' cognitive and affective processes. This is because the meaning of success has grown and evolved in today's world. In this perspective, success is described by students' ability to manage their cognitive capacities efficiently, as well as their self-regulation and self-sufficiency skills. (Schunk & Zimmerman, 2007) As Martin and Marsh point out, academic resilience is important for all students because they will all face some level of poor performance, hardship, challenge, or pressure at some point in their lives. Students must be resilient to adjust their learning techniques, study, or work in the face of academic hurdles or setbacks.

Academic Resilience and Gender

Regarding academic success and resilience, boys and girls differ between nations. For instance, the cultural expectations for females and boys differ, causing differences in levels of academic resilience. However, it was recognized that, while the findings may be contradictory to each other, gender does impact resilience, as discovered by Geesen (2014). Moreover, much educational research has had contradictory findings. For instance, Mousavi and Askari (2010) found a higher level of resilience in female students. However, studies such as that of Juma and Simatwa (2014) offered alternate views. A recent study by Navyashree and Anagha (2020) was also able to identify an interaction between gender and academic resilience along with the presence of significance of differences. A recent study by Olaseni (2020) was also able to identify significant gender differences when studying levels of academic resilience, finding higher levels of the same in females as compared to males. It is important to understand that individuals falling under gender roles are often impacted differently by cultural expectations set for them. The findings' discrepancies may be explained by the fact that each gender has distinct strengths and limitations while dealing with setbacks. Also, it was observed that studies concerning major academic resilience primarily focused on the gender categories of males and females. At the same time, there is a lack of literature concerning individuals falling under the other gender categories present in society. One of the few studies involving the transgender community and studying academic resilience was conducted by Messman (2018). He recognized higher barriers to academic success when studying the transgender community, such as increased mental health diagnoses, higher substance abuse rates, trauma, and reduced behavior. The narrow yet mixed results while studying gender and academic resilience have led researchers like Morales (2008) to conclude that gender and academic resilience must be investigated further.

Academic resilience and academia

Resilience is an important characteristic in academics because resilient students can retain high levels of achievement, motivation, and performance in the face of stressful events and conditions that put them in danger of performing poorly in school and eventually dropping out. This was through studies like that of Sadoughi (2018), who established a link of statistically positive significance with other variables like academic performance and adjustment. Four approaches can be used to understand the impact of academic resilience on Academia. A primary approach involves focusing individually, either on a specific academic qualification of an individual or assessing their levels of academic resilience and self-efficacy. Additionally, a second approach can be used to compare differences in academic resilience and self-efficacy among individuals with different academic qualifications and streams of education. A direct approach when studying academic qualifications can be seen in the works

such as that of Rachmawati (2021), who studied academic resilience in social science university students. The study was of a homogenous group but was able to establish that even students within that group could have varying levels of academic resilience. A secondary approach can be seen through the work of Bala (2020), whose comparative study on postgraduate and graduate students established significant differences in academic resilience. The graduate students were also found to be more academically resilient than postgraduates.

A primary approach is seen in the works of Shin, S., & Hwang, E. (2018), who studied academic resilience in nursing students. They established the link of academic resilience with areas like happiness, finding a positive correlation among the same. It was also recognized as an influential factor in their happiness. A secondary approach was seen in the works of Rao (2012), who assessed the levels of academic stress and resilience among students in arts and science. Again, considerable disparities and significant differences in students from different streams were found. However, the performance of the science students outperformed that of the art students.

MATERIALS AND METHODS

Statement of the problem

The present study was undertaken to understand the relationship between academic resilience and self-efficacy among young adults. In addition, the study sought to identify differences in academic resilience and self-efficacy in gender, streams of education, and academic qualification. The study further aimed to find if self-efficacy significantly impacts academic resilience.

Objectives

- To study if there is a relationship existing between academic resilience and self-efficacy.
- To study the level of self-efficacy in young adults.
- To study the level of academic resilience in young adults.
- To determine if there are any differences in self-efficacy based on gender.
- To determine if there are any differences in academic resilience based on gender.
- To determine if there are any differences in self-efficacy based on streams of education.
- To determine if there are any differences in academic resilience based on streams of education.
- To understand the influence of self-efficacy on academic resilience.

Hypotheses

H_{01} : There is no significant relationship between academic resilience and self-efficacy
H_{02} : There is no significant difference in self efficacy based on the gender of an individual
H_{03} : There is no significant difference in academic resilience based on the gender of an individual
H_{04} : There is no significant difference in academic resilience based on the stream of education
H_{05} : There is no significant difference in self-efficacy based on the stream of education
H_{06} – There is no significant differences in self-efficacy based on academic qualification

Participants

The study participants comprised 254 young adults aged 18-25 who were also university students from Mumbai. It consisted of 76 males, 166 females, and 12 transgender individuals.

The sample consisted of 153 postgraduate students and 101 undergraduate students. Additionally, these students belonged to different streams of education. There were 118 Art students, 75 Science students, and 61 Commerce students.

Materials

General self-efficacy scale

This scale was created by Jerusalem and Schwarzer (1979) as a way to gauge one's overall sense of self-efficacy. It is a Likert scale that can only be used on people who are fall under the age of 12 and above. The self-administered test has shown to be particularly useful in predicting how well people will cope with day-to-day problems and adjust to stressful life events. The aggregate of the responses to all ten questions results in a final composite score that ranges from 10 to 40. A combined score between 10 and 40 reflects varied self-efficacy levels. The GSE's reliability is based on samples from twenty-three countries, with the majority using Cronbach's alpha. The values varied from .76 to.90, with a mean in the high.80s. The Self-efficacy of 50 greek asthma patients was assessed using GSE. Construct validity was tested through differences between groups and Cross-sectional validity through the correlation of the GSE score with pulmonary function (FEV1), asthma control (ACT), and QoL (SF36v2). Cross-sectional validity testing showed positive correlations of the GSE score with FEV1 (r = 0.67, p < 0.001), ACT (r = 0.69, p < 0.001), ETCO2 (r = 0.56, p < 0.001), PC of the SF-36 (r = 0.67, p < 0.001and MC of the SF-36 (r = 0.69, p < 0.001) as well as negative correlations with Nijmegen Questionnaire (r = -0.51, p < 0.001)

Academic Resilience Scale - 30

ARS 30 is a context-specific construct measure of academic resilience based on student responses to academic adversity developed by Cassidy (2016). It involves respondents being exposed to a short vignette constructed to portray issues like significant academic challenges and struggles, representing the main issue of academic adversity. With each scale item weighted equally, the global ARS-30 score, achieved by summing responses to the 30 individual items, has a theoretical range of 30–150. Cronbach's α of 0.90 indicated high internal consistency reliability for the global scale (i.e., summation of the 30 items). All item-total correlations were above 0.3 except items 1 (0.14) and 14 (0.12). (Field, 2013). Higher global academic resilience scores were related to higher academic self-efficacy (r = 0.49, N = 319, p 0.01) and older age (r = 0.20, N = 317, p 0.01). The fact that separate independent analyses of the factors did not yield higher correlations with academic self-efficacy than analysis of the global score suggests that the ARS-30 is more useful as a unidimensional measure, with less emphasis on the scale's multidimensional properties unless there is a clear focus on these in the scale's application (Sánchez-López & Dresch, 2008).

Data collection

The researcher collected data using Google Forms. The individuals filling the forms were mainly undergraduate and post graduate male/female students from different educational streams.

Variables

The major variables in the study are Academic Resilience and Self Efficacy. Following are definitions of these terms within the context of the study:

Self-efficacy

Self-efficacy is described as a personal belief in one's capacity to attain their desired life results.

Academic Resilience

Academic resilience is defined as the ability of an individual to attain positive educational outcomes despite adversity and difficulty.

Ethical Consideration

The respondents' names were not collected, thus maintaining their anonymity. Participants also received an explanation of the purpose of the study, "Academic resilience and self-efficacy among young adults." No potential dangers or risks were involved with the study as all data was collected through an online form, which only collected their email-id.

Research Design

The study followed a correlational design to assess the relationship between academic resilience and self-efficacy. The study also assessed the differences in academic resilience and self-efficacy within gender, academic qualifications, and the stream of education. Additionally, the impact of self-efficacy on academic resilience was studied. Spearman Correlation, Mann-Whitney U test, Kruskal Wallis, and Linear regression analysis were used to analyze the data**.**

RESULTS AND DISCUSSION

Analysis and Interpretation

Table 1 Relationship between self-efficacy and academic resilience among young adults

Variables	M	SD	1	2	3
S – total	27.87	4.815	-	.543	-
A – total	76.96	10.533	.543*	-	-

**p<.05*

Table 4.1 displays the relationship between self-efficacy and academic resilience among young adults. The relationship is moderately negative and statistically significant (r = .543, p<.005). Hence H01 was rejected. Additionally, it signifies that if self-efficacy increases, a decrease in academic resilience will follow. This result was partially in line with studies such as that of Hayat, A. et al. (2021), who found that academic resilience shared a significant positive relationship with self-efficacy. According to Tan et al. (2017), resilience is a competency to be developed by students in the 21st century. Students must be resilient in rapidly changing and developing science and technology. This can be improved by taking into account factors such as self-efficacy. Everly et al. (2015) found that self-efficacy and social support influenced academic resilience. She identified self-efficacy as the driving force behind the emergence of academic student resilience. When a student is driven to learn, he or she is better equipped to comprehend the material and lessen academic stress. This demonstrates that self-efficacy is related to academic resilience since it motivates people to learn and manage academic pressure. Studies such as that of Rachmawati et al. (2021) strengthened the view that self-efficacy and academic resilience share a significant positive relationship. The consequences of researching the relationship between self-efficacy and academic resilience are significant in the educational realm. Self-efficacy is an important component that school counsellors must consider while forming academic resilience and fostering positive social support to promote optimal academic resilience.

Table 2 Difference in Academic resilience based on academic qualifications

	PG (N =153)		**UG (N=101)**		
Variables	M	SD	M	SD	Z
A-total	75.76	10.816	79.09	9.761	-2.772

**p<.05*

Table 4.2 displays the difference in academic resilience based on academic qualifications. The test revealed significant differences in the academic resilience of undergraduate and postgraduate students through values of U = 6139, z = 2.772, p = .006, r = .17. Hence H07 was not supported as the p-value was less than .05 and the differences in academic resilience in postgraduate and undergraduate students were found to be significant. However, it is important to note that differences are small, based on effect size. The results aligned with the studies of Bala, P. (2020), who compared academic resilience among 500 international postgraduate and undergraduate students from Chandigarh and Punjab. In line with earlier research, the results of this study were able to find significant differences among undergraduate and postgraduate students while studying academic resilience. Academic achievement is the main objective of an educational institution. While doing so, it must also consider the dynamics of the academic environment, which have emphasized the necessity of academic resilience. Due to this notion, institutions face the challenge of instilling these ideas in students to boost AR substantially. Research also found that academic resilience could play a presence in educational qualification. However, there is little literature comparing the differences among groups. There are often differences in resilience when individuals move from one grade to another, such as from an undergraduate to a postgraduate degree. This was shown by studies like that of Bala (2020), who did a comparative study on academic resilience among international postgraduate and graduate students. Graduates were also found to be more academically resilient than Post Graduate students. Recognizing the changes in the transition from one degree to another can help understand the issues that arise post-transition. After recognizing the issues, educators can work towards aiding the students in order for them to maintain their academic performance.

Table 3 Difference in Self efficacy based on academic qualifications

	PG (N=153)		**UG (N=101)**		
Variables	M	SD	M	SD	Z
S-total	28.33	4.66	27.18	4.928	-1.892

p>.05

The difference in self-efficacy based on academic qualifications is shown in Table 4.3. The test revealed no significant differences in the level of self-efficacy among undergraduate and postgraduate students, U = 6644.5, z=1.892, p=0.58, r=.11. Hence H06 was supported as the p-value was found to be more than .05 and the differences in self-efficacy level among undergraduate and postgraduate students were found not to be significant. The educational qualifications of the individuals are important in determining their level of self-efficacy. Bandura's theory of self-efficacy had a social cognitive component that significantly impacted the study of motivation and achievement in academic settings. In educational research, it was recognized that students must have both "the talent and the will" to function successfully in a range of domains and settings. Indeed, a growing body of research demonstrates that students' self-efficacy beliefs may predict their motivation and future academic choices more accurately

than their actual ability. Teachers would benefit, according to Bandura and others, from implementing instructional practices that promote knowledge and skill attainment and also the development of the necessary accompanying confidence. Educators can employ self-efficacy in the classroom to design effective instructional strategies that provide students with authentic mastery experiences and performance achievement. Artino A. R., Jr. (2012) presented some particular instances of how medical educators may implement academic self-efficacy ideas into instructional practice. For example, they suggested steps like building self-efficacy through peer modelling and assisting students in developing clear and specific goals. These steps could be generalized to other streams of education to encourage students to pursue further studies in their respective fields of education.

Table 4 Difference in Academic resilience based on Gender

	Males (76)		**Females (166)**		**Transgender (12)**		
Variables	M	SD	M	SD	M	SD	χ^2
A-total	79.72	9.23	75.27	10.68	83.00	10.45	6.7

p>.05

Table 4.4 displays the difference in Academic resilience based on gender. The test findings revealed that there is no statistically significant difference. between the three groups in archaisms, $H(2) = 6.75$, $p = .034$. Hence, H03 was accepted as the p-value was found to be more than .05, and gender variations in academic resilience were found not to be significant. This result does not align with studies such as that of Mousavi and Askari (2010), who suggested that female students were more resilient than male students. Boys and girls differ in terms of academic achievement and resilience across countries. Many studies in the field of education have yielded conflicting results. Mousavi and Askari (2010) discovered that female students were more resilient than male students in a study of Shiraz University students. In contrast, Juma and Simatwa (2014) discovered that females continue to fall behind boys in terms of resilience in separate research. The findings' discrepancies may be explained by the fact that each gender has distinct strengths and limitations while dealing with setbacks. Furthermore, as Wisdom points out, cultural expectations cause differences. Due to gender role expectations, boys and girls may interact differently within the resilience framework. To attain academic resilience parity, the lagging group may need interventions that optimize the relationships between academic resilience and academic functioning. This will help them overcome the challenges that are impeding their academic resilience.

Table 5 Difference in Self efficacy based on Gender

	Males (76)		Females (166)		Transgender (12)		
Variables	M	SD	M	SD	M	SD	χ^2
S-total	27.30	4.75	28.19	4.76	27.08	5.76	3.6

p>.05

Table 4.5 displays the difference in self-efficacy based on gender. The test findings revealed no statistically significant difference between the three archaism groups, $H(2) = 3.601$, $p = .165$. Hence, H02 was accepted as the p-value was found to be more than .05, and the differences in Self-efficacy among gender were found not to be significant. This result is different from studies such as that of Md. Sawari, Siti Salwa & Mansor, Norwati. (2013), which found significant differences among gender while studying self-efficacy. Furthermore,

female students reported stronger overall self-efficacy than male students. Gender-based characteristics and gender roles play a vital role in determining the self-efficacy present within an individual. Studies by Abdullah et al.(2006), lmotaleb, and Saha (2013) discovered a tangible link between gender and self-efficacy. There was no doubt that self-efficacy and academic resilience were related. However, comparing the results of this research shows that gender differences caused problems. In a study by Shikallaku (2013), no significant differences were found while studying self-efficacy between males and females. While in a separate study by Md. Sawari, Siti Salwa & Mansor, Norwati. (2013); it was found that female students had higher general self-efficacy than male students. To further understand the relationship, it can be important to understand self-efficacy being divided into different domains. A meta-analysis of 187 studies discovered that females displayed self-efficacy greater in fields such as language and arts. In comparison, males displayed greater self-efficacy in mathematics, computer, and social sciences.

Table 6 Difference in Academic resilience based on Stream of education

	Arts (118)		**Science (75)**		**Commerce (61)**		
Variables	M	SD	M	SD	M	SD	χ^2
A-total	74.47	10.69	77.69	11.01	80.80	8.17	22.7

p>.05

Table 4.6 displays the difference in academic resilience based on streams of education. The test findings revealed that there are no statistically significant differences between the three groups in archaisms, $H(2) = 3.601$, $p = .000$. Hence, H04 was rejected as the p-value was found to be less than .05 and the differences in academic resilience among academic streams were found to be significant. These results are similar to that of Rao (2012), who assessed academic stress and resilience levels among students falling under arts and science. They discovered substantial disparities in academic resilience across students in the various programs available. Resilience is an important characteristic in academics because resilient students can retain high levels of achievement, motivation, and performance in the face of stressful events and conditions that put them in danger of performing poorly in school and eventually dropping out. Due to this, it can often serve an important role in the individual's field of study or namely. However, there is limited literature when studying academic resilience per the various educational streams available nationally. This was soon identified, and researchers sought other ways to study academic resilience and streams of education. They broadened their scope to include the student, their local surroundings, and the interaction of the greater environment. For example, research conducted at the University of Alabama in four adolescent school settings in 2012 found that students who perceive greater social support for math and science from parents, teachers, and friends have more positive attitudes toward math and science and a higher sense of their competence in these subjects (Rice, Barth, Guadagno, Smith, & McCallum, 2013). So, it is important to recognize the roles of other external variables that may cause the lack/increase of academic resilience when studying students from different educational streams. The teaching system in India often leads to forming three separate streams in the later stages of education. These streams are science, commerce, and arts (humanities). This specialization intends to prepare teenagers better for future studies to pick an interesting area. This is an important indicator as literature did recognize the importance of these streams having differences in academic resilience. One of the few studies conducted nationally to study the differences in academic resilience by streams of education was performed by Rao (2012). He assessed academic stress and resilience levels among students

falling under the arts and science stream. There were considerable disparities in academic resilience across pupils in the streams, with the scientific stream outperforming the arts stream.

Table 7 Difference in Self efficacy based on Streams of education

	Arts (118)		**Science (75)**		**Commerce (61)**		
Variables	M	SD	M	SD	M	SD	χ^2
S-total	28.64	5.03	28.20	4.78	25.98	3.89	13.6

p>.05

Table 4.7 displays the difference in self-efficacy-based streams of education. The test findings showed no statistically significant difference between the three archaism groups, $H(2) = 13.602$, $p = .001$. Hence, H05 was rejected as the p-value was less than .05, and the differences in Self-efficacy among academic streams were found to be significant. These findings are comparable to those of Bhati, K. (2022), who discovered substantial disparities in academic self-efficacy across arts, science, and commerce students. When studying streams of education with self-efficacy, it may be understood largely via three phases: decision-making, education, and career decision. The first phase is the decision-making phase, when the student chooses the stream of education. Previous research, such as that by Zimmerman et al. (1992), found highly self-efficacious students confident in solving educational problems and selecting different courses. Further research discovered that students with high self-efficacy might study in more advanced disciplines and choose special courses. (Zajacova, Scott, Lynch, & Espenshade, 2005; Luszczynska & Gutierrez-Dona, 2005) The second phase is when the student has chosen their stream of education and is currently pursuing the same in their chosen field of education. This perspective was useful in recognizing the individual differences in the different streams of education. According to Bhati, K. (2022), there are considerable differences in academic self-efficacy amongst arts, science, and commerce students. The study discovered that science students showed stronger self-efficacy than undergraduate students in the arts and commerce. The final phase is career decision after the student has completed their education in their chosen stream. Taylor, K., and Betz, N. (1983) discovered that the strength of students' career decision-making self-efficacy expectations was strongly and negatively related to overall levels of career indecision and was particularly related to the component of indecision described as a lack of structure and confidence in career decisions. Understanding how self-efficacy can function and affect the student in the three phases helps create interventions to help them choose the right education and career plan.

Table 8 Impact of self-efficacy based on academic resilience

Independent variable	R^2	B	SE	β	T
Constant		107.3	3.37		31.80
Self-efficacy	.249	1.09	.119	.49	9.14*

**p<.05*

The effect of self-efficacy on academic resilience is seen in Table 4.8. The dependent variable. A total was regressed on predicting variable S total to test the hypothesis. S total significantly predicted A total, $F = 83.627$, $p<0.001$, indicating that self-efficacy can significantly shape academic resilience (b = -.499, p 0.01). These results depict the negative effect of Self-efficacy. Furthermore, the *R2* =.249 indicates that the model accounts for 24.9% of the variance in Academic resilience. The table shows the summary of the findings. This present

study's results differ from Wulandari, A.P.J & Istiani's. (2021) who were able to find self-efficacy influenced academic resilience and found an impact of 39.8%. Pursuing an education can be a difficult experience that can harm students' psychological well-being. In this scenario, resilience enters the mix as the ability to withstand obstacles and swiftly recover from a stressful situation. However, where does self-efficacy fit into this education and academic resilience equation? According to Herrman et al., self-efficacy is a feature shared by resilient people. Individuals with high self-efficacy can overcome challenges and attempt to solve problems due to their ability to deal successfully with prior traumas and sufferings. In this regard, Schwarzer and Warner emphasize that resilience is a likely result of self-efficacy since emotions of control, security, and optimism when presented with stress, contribute to developing an individual's self-confidence. Martin and Marsh's (2006) studies also discovered that self-efficacy might predict academic resilience in research. Furthermore, research such as those of Hamill SK.(2013) and Cassidy, S.(2015) shows that self-efficacy can strongly predict academic resilience among university students. Other research, such as Hayat, A.A., Choupani, H, and Dehsorkhi, H.F. (2021), found that self-efficacy had a beneficial influence on academic resilience ($\beta = 0.43$, P 0.001). This implication can be vital in education, as academicians can develop measures to promote positive beliefs about themselves, as well as develop effective goal setting to lead to success and raise the performance of an individual academically.

CONCLUSION

The study's primary goal is to investigate the link between academic resilience and self-efficacy while looking for differences, including gender and education (stream, qualification). The study finds a significant relationship between academic resilience and self-efficacy and finding that self-efficacy significantly impacts academic resilience. However, the relationship found through correlation in this study is negative. Additionally, it was found that there were differences found in academic resilience among postgraduate and undergraduate groups, as well as for streams of education. In contrast, no significant differences were found between the same groups for self-efficacy. A vital part of the relationship found through correlation suggests that the two variables have a negative relationship. Secondly, it is vital to note that this contrasts theoretical orientation, as Martin's 5 C model of academic resilience suggested self-efficacy was also one of the vital components which built up academic resilience. Therefore, the differences in academic resilience and the significant impact of self-efficacy on the variable of academic resilience; are expected to suggest changes in self-efficacy among the groups.

Additionally, it contrasts other studies, such as that by Hayat A. et al. (2021), who found a positive relationship between the two variables. Therefore, it is also important to understand this implication when considering the two sets of groups and understanding the lack/presence of differences between them. It was also found that that study found no significant differences among academic resilience and self-efficacy when considering gender as a variable. Previous studies in different cultures suggested cultural expectations may have a role to play in the difference of gender roles, which in turn impacted the levels of academic resilience and self-efficacy among the three groups. The lack of difference in either variable in the three groups; firstly agrees with Marsh's model, which suggested self-efficacy as a vital component of academic resilience. However, it also contrasts with other international studies, such as that of Mousavi and Askari (2010) or lmotaleb and Saha (2013), who were able to find differences among gender. Additionally, most of the previous studies considering gender considered only the traditional gender identities of students; male and female; while ignoring the presence of

other individuals who may not fall under these traditional identities; or belong to a minor group such as those of Trans, Omnigender, Androgender or Non-Binary.

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Conflict of Interest

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