

# RELATIONSHIP OF SELF-DETERMINATION WITH ACADEMIC RESILIENCE IN FACING LECTURES

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## Abstract

**Introduction:** Self-determination is a method of internal student motivation for reaching their academic goals. Students encounter academic challenges while working toward their goals, which causes them to develop varied levels of resilience. The aim of this study is to find out the relationship between self-determination and academic resilience in facing lectures.

**Methods:** A cross-sectional method and correlation description were utilized in the research design. Using a proportionate stratified random sampling technique, this study involved 243 nursing students from a state university in Pekanbaru. Self-determination was measured by Basic Psychological Need Satisfaction Scale (BPNS) in General and the Academic Resilience Scale to measure academic resilience.

**Results:** The results showed that there was a significant relationship between academic resilience and self-determination ( $p = 0.000$ ).

**Conclusions:** Students' levels of self-determination are strongly connected with how resilient they are in the classroom. The level of self-determination displayed by students during lectures is directly correlated with the degree of academic resilience displayed by those students. Researchers encourage students to strengthen their academic resilience and maintain their motivation for success since those that do it would be more motivated to do well in college.

**Keywords:** academic resilience, nursing students, self-determination

## INTRODUCTION

Students respond differently when

faced with academic problems and difficulties. Stress is one of the negative reactions of students who are unable to

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solve their problems (Sholichah, Paulana and Putri, 2018). Complicated coursework, such as paper assignments, scientific papers, practical reports, and final assignments with deadlines, as well as the tight schedule of lectures and practice, and difficulty managing time properly, can be a problem and cause stress for all students (Cheng and Catling, 2015). As a result, many students who are depressed or stressed miss lectures, which has an impact on psychological conditions such as decreased self-confidence, the emergence of excessive worry, and pressure during lectures (Khalaf, 2016). Self-determination is one of the starting points for stress prevention and intervention initiatives that can be used in educational settings (Raufelder et al., 2014).

Self-determination is an individual's ability to practice self-control in assisting themselves to achieve personal life goals by accepting their own strengths and limitations (Geon and Stefani, 2016). In a preliminary study of 243 nursing students, it was found that certain aspects of self-determination, particularly autonomy satisfaction, had a direct impact on students' basic psychological needs and motivation during college, whereas relationship and self-competence satisfaction might be a good indicator of intrinsic motivations (Hosseini, Rafiemanesh and Bahrami, 2022).

Academic resilience is the process of individuals adapting when faced with difficulties that require them to use all of their abilities; the more often a person faces and solves challenges, the better his abilities will be (Rojas, 2015). Students with high academic resilience do not give up easily when faced with academic challenges (Hendriani, 2017). Nursing students may experience stress during their nursing education as they attempt to apply the new ideas and skills they have learned in a practical setting. Because nursing students

are more stressed than students in other health subjects, it is critical to understand how their level of resilience affects them (Thomas and Revell, 2016).

Students with low resilience tend to feel overburdened, resulting in feelings of stress and frustration (Masdianah, 2010). Students with a high level of determination exhibit behaviors such as: perseverance and persistence in achieving their goals, enjoyment of their academic assignments, higher self-satisfaction, commitment to their actions, good relationships with lecturers or friends, and demonstrating high conceptual knowledge (Suryana, 2015). A preliminary study of 27 students found that students have a relatively high level of self-determination and academic resilience. The aim of the research was to discover the relationship between self and academic resilience during lectures.

## **METHODS**

### *Study design*

Descriptive correlational and a cross-sectional approach were used in the research design. The study was carried out between June and July 2022. There was no ongoing research conducted after measuring the link between academic resilience and self-discipline.

### *Population, samples, and sampling*

The study utilized probability sampling with proportional stratified random sampling properties, which means that samples were drawn from heterogeneous and stratified populations using random sampling to draw samples from each subpopulation in an amount proportional to the number of members in each subpopulation. Slovin's formula is used to determine sample size ( $n$ ) given population size ( $N$ ) and margin of error ( $e$ ).

It is calculated as  $n = N / (1 + Ne^2)$ , with a total  $N$  of 620 and an  $e$  of 0.05, and the results obtained are 243 students from the undergraduate nursing study program of a Riau state university. Respondent demographic data included age and gender. In this study, the independent variable was self-determination, and the dependent variable was academic resilience.

#### *Instruments*

The data were gathered using a questionnaire instrument composed of three questionnaires (the demographic data questionnaire, self-determination questionnaire and academic resilience questionnaire). The academic resilience questionnaire used was adapted from Sonia, Deli and Bayhakki's (2021) research and has been validated and deemed reliable by previous researchers. The academic resilience questionnaire included 24 question items that classified academic resilience into three dimensions: perseverance, reflecting and adaptive help-seeking, and negative affect and emotional. The self-determination questionnaire is called Basic Psychological Needs Satisfaction in General, and it is in the form of a questionnaire with 21 question items that categorize self-determination into three aspects: autonomy, competence, and relatedness. The Pearson Product Moment correlation was used to test the validity and reliability of this instrument, and the  $p$ -value Cronbach's alpha was 0.916, indicating that it is valid. The results of this test are reliable because Cronbach's alpha is greater than 0.60.

#### *Procedure*

The research procedure started with a permission request at the research site. An ethical test with reviewers is required before beginning the data collection procedure. The ethical

submission process took place from June 22 to July 4, 2022. Once approved for ethical use at the revision stage and in possession of a research permit from the study's location, the researcher began collecting data online by distributing a questionnaire in the form of a Google Form to the population who had been chosen as the study's sample. From July 7 to July 14, 2022, the data collection process lasted eight days.

#### *Data analysis*

Computer software program application was used to analyze the data. The data were analyzed using descriptive and correlational methods. Data for the descriptive analysis include age and gender, level of self-determination, and level of academic resilience. The correlational analysis employed a chi-square test with a significance value of  $p \leq 0.05$ .

#### *Data analysis*

This research has been declared ethically feasible by the Health Research Ethics Commission (KEPK) of Faculty of Nursing, University of Riau on July 04, 2022, with letter number 452/UN.19.5.1.8/KEPK.FKp/2022.

**RESULTS**

Table 1. Characteristic of respondents (n=243)

Characteristics	n	%
Age		
Late teens	193	79
Early adulthood	50	21
Gender		
Male	38	15.6
Female	205	84.4

Table 1 shows that the majority of the 243 respondents are in their late teens, with 193 students (79%). The gender of the majority of respondents, 205 students (84%), was female.

Table 2. Variable Distribution of Respondents (n=243)

Variable	Category	n	%
Self-Determination	High	70	28.8
	Moderate	157	64.6
	Low	16	6.6
Academic Resilience	High	83	34.2
	Moderate	142	58.4
	Low	18	7.4

According to Table 2 on the self-determination variable, the majority of respondents, 157 (64.6%), have self-determination at a moderate level. Furthermore, on the academic resilience variable it is found that most respondents, 142 in total (58.4%), have moderate academic resilience.

Table 3 shows the relationship between self-determination and academic resilience in students. It is clear from the results of the statistical test analysis using the chi-square test that there is a significant correlation between self-determination and academic resilience during lectures, with a p value of 0.000 (0.05)

**DISCUSSION**

*Characteristics of Respondents*

The researcher split the respondents' ages into two categories: late teens and young adults. In this study, 193 respondents (79%), or the majority, were between the ages of 18 and 21. Which is normal age range of traditional undergraduate college students (Sabella et al., 2020). At this point, students already have stable psychological and physical aspects, think realistically, have a good perspective, and are more capable of handling problems and managing their emotions. They also already have a distinct sexual identity and are beginning to display signs of maturity (Hurlock, 2011).

Students who are experiencing problems in their academic fields and finding it difficult to solve problems will find it easier to have negative emotions and tend to think short, making these conditions more likely to cause stress in students (Sholichah, Paulana and Putri, 2018). According to Cassidy (2015). research, age and years of study have no significant effect on academic resilience. Furthermore, Lee et al. (2012) discovered that age had no relationship with self-determination.

According to this study, there were 205 respondents, 84% of them were women. In Indonesia, nurses are more influenced by mothers who haven't lost their maternal instincts than by men, who are seen as tough, sage, and powerful characters. Nursing is a stigmatized profession in society, and as a result, the social and cultural construction of gender is based on this stereotype (Wulandari, 2012). Many women exhibit these characteristics, leading many to believe that nursing is best suited to women (Siswanto, Erwin and Woferst, 2014).

Table 3. Correlation between self-determination and academic resilience during lectures (n=243)

Self Determination	Academic Resilience						P Value
	High		Moderate		Low		
	F	%	F	%	F	%	
High	42	50.6	22	15.5	6	5.2	0.000
Moderate	38	24.2	109	69.4	10	6.4	
Low	3	18.8	11	68.8	2	12.5	

*Distribution of Respondents in Self-determination and Academic Resilience*

The results of this study indicate that 157 respondents (64.6%) have a moderate level of self-determination. This means that students have the necessary skills to solve problems, make decisions, set goals and achieve them, observe themselves, practice self-evaluation and self-reinforcing behaviors, have a sufficient internal control center or locus of control, positively affect efficacy and expectations, and have self-awareness and self-knowledge (Tyas, Komalasari and Wahyuni, 2014).

This study also found out that majority of respondents, 142 in total (58.4%), had a moderate level of self-determination. Students with a moderate level of academic resilience still experience anxiety when faced with challenges during lectures, are unable to properly analyze the issues they face, and show little empathy for those around them. On the other hand, students intend to maximize their competence in order to produce the best results and are optimistic that the problems they are attempting to solve can be solved successfully (Sari, Aryansah and Sari, 2020).

*Relationship Of Self-Determination with Academic Resilience During Lectures*

According to the study's findings, self-determination and academic resilience in handling lectures have a significant relationship. Autonomous motivation, which includes intrinsic motivation and

integrated extrinsic motivation, is the foundation of self-determination in human behavior. Because it is appealing and satisfies the fundamental psychological needs for autonomy, competence, and relatedness, intrinsic motivation entails engaging in an activity without the need for external encouragement or rewards (Behzadnia et al., 2018). Autonomy—the freedom to act in accordance with one's own judgment—is one of the first three intrinsic motivational factors in self-determination. The ability of a person to exhibit his abilities and have a positive impact on the environment is known as competence. Last but not least, connections or personal relationships are ways to interact with others in a community as social beings who depend on one another (Ryan and Deci, 2017).

Extrinsic motivation refers to contributing in an activity in order to achieve a goal, such as receiving a reward, receiving praise from others, or avoiding problems (Deci, 2017). According to one of the indicators of academic resilience, it speaks of how people ask for help from others, keep track of their performance and efforts, and give themselves rewards and punishments when they succeed (Cassidy, 2016). Academic resilience is the process by which a person is able to successfully adapt when faced with academic pressure (Cassidy, 2015).

Based on its capacity, academic resilience plays a significant role in students'

successful academic progress. Academic success is one indicator of academic resilience in students, but there are other indicators as well, such as the capacity to maintain or improve grades from previously low to high, and students who persevere or stay in college despite facing challenging obstacles until they can graduate (Dwiastuti, Hendriani and Andriani, 2022). Besides that, the support and motivation from lecturers also affect students. Lecturer motivation increases students' desire to learn, which improves academic performance. This is because students are encouraged to learn, to express themselves through their responses to questions, to participate in both individual and group assignments, and to become involved in the learning process in general by acquiring ideas, skills, and concepts for developmental process (Oko, 2014). In a university setting, self-esteem and resiliency are powerful indicators of academic performance (Kwek et al., 2013).

Academic resilience will only occur when students use internal and external strengths to overcome various negative experiences that suppress and impede the learning process, allowing them to adapt and perform well under any academic demands (Hendriani, 2017). Similarly, self-determination is a motivational theory that focuses on intrinsic motivation, or motivation that originates within a person (Ryan and Deci, 2017). A student's self-determination will not be formed if it is only in the form of a desire. Self-determination will not be formed in the same way that a student who only has a study plan but is not followed by a deep sense of interest and contribution to his duties will not be formed (Rozali, 2014).

#### *Limitation*

This study, like many others, has

limitations, and its findings should be interpreted in view of these. To begin, this is a small cross-sectional study conducted at a single academic institution, and the findings cannot be generalized to all nursing students in the city. Second, because the study is cross-sectional, the relationship between dependent and independent variables may not be established.

## **CONCLUSIONS**

There is a significant relationship between self-determination of academics during lectures. It is important for the lecturer to be able to maximize student engagement during the learning process. This can be achieved by utilizing teaching strategies that are known to actively involve students, such as discussions, responses to questions, assigning homework, but not overlooking to leave feedback on the results of student assignments. Furthermore, in order to increase students' interest in lectures, lecturers can also create a stimulating environment that is not monotonous. Suggestion for further research is to analyze the dominant internal and/or external factors in influencing student self-determination.

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## **CONFLICT OF INTEREST**

The author(s) declared that there are no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

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