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Academic Buoyancy; Need For The Student, Effect on Academic Performance and Its Cultivation

Abstract: *This review paper deals with the need of academic buoyancy, effect of it on performance in academic field and how buoyancy can be cultivated in students. This paper is developed on the findings of the previous researches. Buoyancy is the potentiality to fight with the daily academic problematic situations like hard school work, pressure of exam, poor grades. Academic buoyancy effects the various factors which are essential for the academic performance. The other aspect of academic buoyancy that it has positive significant effect on the academic performance. Many researches give emphasis on the cultivation of academic buoyancy among the students.*

Key words; academic buoyancy, academic performance, cultivation

Introduction

In general education and in particular school is the social institution affects the life and determines opportunities, quality of life and behaviours of children and adolescents. School has a unique and profound impact on the lives of students and plays a major role in defining the overall sense of individual from community in adolescence. The conducted studies consider school in the framework of the concepts such as belonging, membership, satisfaction, commitment, engagement and connection as a predictor of students' educational, psychological, social and behavioural achievements. These studies have emphasized on educational outcomes such as attention to education, school misconduct such as fraud and violation of the laws, success and achievement, student's motives and dropout. The risky behaviours such as substance abuse, sexual behaviour, aggressive behaviours and wrong behaviour have been considered as the other factors affecting teenagers in conjunction with the school (Panaghi et al., 2010). One of the strengths that the school gives students is the power to adapt to the environment and other people. Researchers suggested that the students' buoyancy is an essential element in adapting to the education difficulities (Martin and Marsh, 2008). Martin (2008) defines the academic buoyancy as a term to describe the ability of students in the successful integration of problems after failures in education by factors such as self-efficacy, commitment and improved control.

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Webster's dictionary defines "buoyancy" in its second meaning as the property of an individual of recovery from depression or despair quickly. Typically, the resilience deals with a small group of students who experience very serious problems, while a large population of students experiencing academic challenges is often ignored. The researchers suggested that these challenges reflect the "academic buoyancy" that is apart from severe and chronic academic problems related to traditional structure of resilience (Masten, 2007; Rutter, 1985; quoted in Barnett, 2012). Academic buoyancy of students was significantly predicted by personal best goal. The researcher collected the required data from 249 students of high school. The data was collected two times in the year that is in the beginning and end of the session. Results of the research explained that along with academic flow and positive social interaction academic buoyancy was predicted by personal best goal of student (Arief et al., 2012). In the study conducted by Martin, it was clear from the results that buoyancy was predicted by self-efficacy, anxiety, academic engagement, uncertain control and relationship between student and teacher. Out of these predictors anxiety was negatively associated with academic buoyancy (Martin & Marsh, 2008).Academic buoyancy was formed from academic resilience to distinguish the small but important resilient students that have allocated the highest degree of attention in terms of education and the majority of students that often experience trivial problems and difficulties but with lower extent and type in the same continuum. The students with academic buoyancy were unknown in the research works since Martin and his colleagues studied this phenomenon (KarimiQarmatani, 2012).

Resilience versus Buoyancy

According to Martin and Marsh student's potentiality a student to fight successfully with academic issues and problems in general school life is called academic buoyancy. For example, terrible marks, completion of deadlines, stress of exams, difficult tutorial tasks (Martin & Marsh, 2008). Differentiation of academic buoyancy from educational resilience is given by Martin and Marsh (2009) in following ways. `Firstly, by way of definition, educational resilience deals with excessive adversity, whereas buoyancy encompasses routine needs and hassles. Secondly, concerning sampling, educational resilience applies to minority of students who face severe circumstances, whereas academic buoyancy relates to majority of students responding to the challenges experienced in day to day life. Thirdly, in relation to interventions, buoyancy is considered as a corollary of academic resilience, hence the two may be mapped hierarchically. Thus, fostering the potential of students to control and

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overcome routine pressure may also have necessary implications for assisting them face up to struggles of extra serious nature.

So academic buoyancy is a potential support for academic achievement, to protect the students from school related stress and psychological risks therefore, Interventions for buoyancy is need of the hour.

Need of buoyancy

Intensive review of literature related to academic buoyancy highlights the need of buoyancy for students. Some researchers try to find the factors, important for the academic development of a student and are directly or indirectly affected by buoyancy. Motivation and engagement are the essential components for a student for academic development (Wu, 2019). Martin conducted a study on students from the different countries ("China", "North America" and "United Kingdome") about the effect of academic buoyancy on motivation and engagement. The sample for the study was consist of students of age from 12 to 16 years. When the data was analysed academic buoyancy positively predict motivation and engagement of students(Martin et al., 2016).In a research carried out by Collie, the positive association of academic buoyancy with motivation and engagement was evident among students. More was the academic buoyancy higher was the motivation (Collie et al., 2017).Students feel high degree of fear during the examination. Highly buoyant students perform well in the examinations. Under the pressure of examination, academically buoyant student controls the test anxiety and use self-regulating strategies (Putwain, Daly, & Chamberlain, 2016). Symes observed that buoyancy is helpful in dealing with fear of examination. For the research purpose data was collected from 770 students of high school of England, who were prepared for high stake mathematics exams. The results of the investigation revealed that students which had high score of buoyancy were respond more positively to fear appeals (Symes, 2015). Transition of career is very important phase of a student's life. Relationship between buoyancy and career adaptability was strongly positive, when a research was carried out in Indonesia on students of 9^{th} grade. The data was collected from 557 students (232 males and 265 females) of age from 14 to 17 from public schools(Rachmayanti & Suharso, 2018). Academically buoyant student will be less prone to psychological risks. A research had been conducted to find the effect of academic buoyancy on psychological risks.Researchers collected the required information from 2971 students of age from 11 to 19 years from 21 Australian schools. Required data was collected in two time waves in one session. Results of the study explained the inverse relationship between

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academic buoyancy and psychological risks that is neuroticism, anxiety, emotional instability and uncertain control and failure avoidance(Martin, Ginns, Brackett, Malmberg, & Hall, 2013).School related stress is very common in our daily observation. Stress related to school is highly affects the academic performance of the students (Liu, 2011). Academic buoyancy can be a powerful tool to deal with stress related to school. Findings from the study conducted by Hirvonen, it was evident that relationship between academic buoyancy and stress related to school was inverse. More buoyant students felt less school related stress(Hirvonen, Yli-kivistö, Putwain, Ahonen, & Kiuru, 2019). Therefore, academic buoyancy is potential factor for the students to fight with the tutorial or academic problems.

Academic Performance and Academic Buoyancy

Another area where academic buoyancy plays most important role, is the academic performance. Academic performance of the students is highly effected by academic buoyancy. A research had been conducted on 469 secondary school students. In this research, effect of academic buoyancy on academic performance along with anxiety was investigated. In the cluster analysis Academic buoyancy was found to be responsible for higher academic performance (Putwain & Daly, 2013). Another evidence for positive association between the academic achievement and academic buoyancy comes from the research conducted by Sarah. Required data was collected from 1081students of age from 7 to 11 years of primary schools of Northern Ireland. Results of the study explainedthat association between academic buoyancy and academic achievement was positive(Miller, Connolly, & Maguire, 2013). Achievement of college students was significantly and positively predicted by academic buoyancy (Strickland, 2015). A study was conducted by Putwain to examine that how self-beliefs that is buoyancy, perceived control and test competence moderate the relationship between examination performance and cognitive test anxiety. Research findings explained that academic performance of students indirectly related to academic buoyancy by means of perceived control (Putwain, 2016). Academic buoyancy predicts the academic performance indirectly via task-coping and orientation(Putwain, Daly, et al., 2016). From the research conducted by Bahrami, it was clear that the students grew up with strong cognitive emotion were able to handle social pressure and barriers efficiently and manage their behaviour well. These factors were helpful to improve their academic performance (Bahrami, 2017).Results of the research conducted by Hiver gave the clear idea that academic achievement was

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significantly predicted by academic buoyancy (Hiver & Al-hoorie, 2018). In the nutshell, we can say that academic buoyancy is an essential factor for develop academic outcomes.

Academic Buoyancy and its Cultivation in students

Academic Buoyancy can be increased by cultivating self-efficacy, low anxiety,planning, low uncertain control andpersistence among students. A study was conducted on 1866 students of six different high schools. Findings of the research revealed that there was positive correlation betweenacademic buoyancy and self-efficacy, persistence, low anxiety, low uncertain control and planning in students (Martin, Colmar, Davey, & Marsh, 2010). In the study conducted by Bowen, it is clear that self-efficacy of a person strengthens by strong parental. Higher level of self-efficacy further forms the basis of higher degree of low level of anxiety and engagement, thus increase the academic buoyancy. Therefore, parents should try to strengthen their relationship with their children in order to increase the self-efficacy of the child which in turn increase the academic engagement. On the other hand, schools should introduce such programs in the curriculum which help the child to increase the self-efficacy and decrease the anxiety (Bowen, 2010).Malmberg found out in the research that students were with consistent idea that they can effectively deal with academic setbacks but had inconsistent idea about the difficulty of subjects (English, mathematics and physical education) and also had different views about corresponding efforts and competences. Findings of the research had positive implications in the schools to develop and improve the strength of buoyancy among the students (Malmberg, Hall, & Martin, 2013).Academic buoyancy of the students can be boosted by encouraging 5C of buoyancy. These 5C included persistence, self-efficacy, uncertain control, anxiety and planning. Results of the study revealed that students with high degree of academic buoyancy have high persistence, self-efficacy and planning and control and lower in anxiety (Martin, 2014). Cooperative learning is very helpful in fostering academic buoyancy. The study conducted by Salimi gave a clear inference that the academic buoyancy increased with cooperative learning method. Perception components of self, cognitive thinking controllability and cognitive self- awareness were increased with cooperative learning. Self-efficacy, commitment and control were increased with increase in self-recognition which in turn increase the academic buoyancy (Salimi, 2016). Putwain suggested that training in academic buoyancy can be an effective way to improve student's performance- preventing the effect of worry(Putwain, Daly, et al., 2016).Academic buoyancy can be increased by

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cultural support and belief system. A research had been conducted on 102 international students in Sydney University. From the results of the research it was evident that cultural support and belief system create effect on academic buoyancy of the students. Findings of the research unveiled that perceived control, self-efficacy and engagement were positively affected by strong beliefs. Academic buoyancy of the students was found to be high who have greater support from culture and strong belief system. Hence, a teacher or educator may improve their interventions in the light of the results of the research (Dahal, Prasad, & Maag, 2017).Collie emphasise on the strong need of development of academic buoyancy among students. Findings of the study gave a clear idea that the interventions should help the students to observe the challenges, how to find and use the protective factors like support of teacher and peer, use of internet, use of book and academic planning and implementation of protective factors. Next step in this program was the student should refine his or her approach towards supportive factors and continue the cycle (Collie et al., 2017). Academic buoyancy was positively affected by cognitive emotion regulation. This relationship was mediating by academic self-handicapping. Results of the research gave a vivid idea that academic buoyancy can be increased by improving cognitive emotions. Support from family, educational institutions and teaching factors were responsible for decrease in the magnitude of academic self-handicapping which in turn increase the magnitude of cognitive emotion regulation and hence academic buoyancy increases (Bahrami, 2017). Findings of the study conducted by Hirvonen, suggested that such intervention should be adopted which aimed at supporting academic buoyancy of the students and thus reduce the school related stress(Hirvonen et al., 2019).

Conclusion

From the above discussion it is clear that, academic buoyancy is a fundamental aspect in the field of education. It not only protects the students from psychological risks, stress, worries and anxiety but also an essential component for better academic achievement. Therefore, there is a great need of interventions for cultivation, boosting and fostering the academic buoyancy. Further from the above discussion it is clear that buoyancy is a nascent concept. Little research has been conducted on it. Therefore, lot of research gaps are available. Academic buoyancy may be connected with psychological factors like emotional intelligence. Parenting style and type of school climate may also be studied with academic buoyancy.

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