

Contextual and Personal Factors as Predictor of Academic Resilience among Female Undergraduates in Boko Haram Neighbourhood in North-Eastern Nigeria

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Abstract : Ongoing Boko Haram crisis and instability in North-Eastern Nigeria has placed additional stress on academic resilience of female undergraduates who are already challenged by gender discrimination in educational opportunities. Students without resilience lack stress hardiness to cope with academic challenges. There is a limited study on academic resilience targeting this disadvantaged population in Nigeria. Consequently, survey research design was employed to investigate the contextual and personal factors that could predict academic resilience among female undergraduates in Boko Haram Neighbourhood in North-Eastern, Nigeria. Five hundred and thirty female students with age range of 18 to 24 years (= 19.2; SD=6.9) were randomly drawn from 3 Universities in North-Eastern Nigeria. They responded to five instruments, namely; Academic Resilience scale ($r=0.72$); Social Support questionnaire ($r=0.64$); Social Connectedness questionnaire ($r=0.75$); Self-Efficacy scale ($r=0.68$) and Emotional Regulation questionnaire ($r=0.78$). Results showed that there was significant positive relationship between the four independent variables and academic resilience. The variables jointly contributed 5.9% variance in the prediction of academic resilience. In terms of magnitude, social support was most potent while self-efficacy was the least. It concluded that the factors considered in this study are academic resilience facilitators. The outcomes of the study have both theoretical and practical implications.

Keywords : academic resilience, emotional regulation, school connectedness, self-efficacy , social support

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