# Where there is a Will, there is a Way: Psychological Factors Influencing Academic Buoyancy of Emerging Adults

By

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**Abstract**

The purpose of the study was to examine the influence of academic adversity and social support on academic buoyancy among emerging adults of the University of Lagos. The research had a total of 405 participants, consisting of 110 males (27.2%) and 295 females (72.8%) being a part of the study. Online questionnaires created via Google Forms and shared through various social media platforms were used to gather data from the participants. The instruments utilized in the study include the Academic Buoyancy Scale, the Multi-dimensional Scale of Perceived Social Support, and the Academic Risk and Resilience Scale. The results showed that academic adversity and social support contributed 10.5% to academic buoyancy of emerging adults ($R=.105$; $F(2,401)= 23.409$; $p<.05$). Also, male participants have higher academic buoyancy than female participants ($df=403$; $t=3.909$; $p < .05$). The study recommended that students must develop grit to conquer various academic adversities and build academic buoyancy. Parents and stakeholders are encouraged to speak positive affirmations to build confidence to improve academic buoyancy of emerging adults.

**Keywords:** academic adversity, social support, academic buoyancy, emerging adults, gender

## Introduction

Individuals face many different adversities and experience challenges ranging from day-to-day setbacks such as poor academic time management, conflict in relationships and even financial issues to life-changing negative events, therefore, the ability to overcome various adversity and thrive varies between individuals. While some thrive despite hardships, others might succumb, while others might take a while before finding their footing (Stephens, 2019). A key to overcoming and responding appropriately to various challenges that students face during the course of their education is building academic buoyancy and having a strong support system (Strickland, 2015). This can be likened to the everyday challenges and setbacks students face in school. While some see these academic challenges as empowering, others see them as debilitating, and when unable to accustom themselves to the challenges, they begin to experience low self-confidence and stress. But these students need to be able to bounce back and keep pushing forward to overcome such academic challenges (Stephens, 2019). In 2006, Andrew Martin and Herbert Marsh identified this construct as academic buoyancy, which refers to everyday resilience.

Academic buoyancy can be defined as the ability of a student to overcome the pressure, setbacks and challenges faced in carrying out his/her school tasks daily. These tasks could include assignments, projects, good grades and managing examination pressure. There is a growing body of work on academic buoyancy. Research has shown that students high on academic buoyancy tend to do better in school and vice versa. Academic buoyancy, which is an internal attribute and social support from the external environment, has been shown to positively contribute to students' academic success (Ursin, Järvinen & Pihlaja, 2020). Social Support refers to one's interaction with his/her social networks that enable them to find solutions to problems they may encounter during their academic life. Students considered as having a successful academic life most times have a supportive social network, are highly academically buoyant and have encountered low numbers of academic adversity. Academic buoyancy and social support play a role in helping students have greater academic outcomes, when facing various academic adversities.

With the focus being on some of the theories of social support, it was hypothesised that a student's sense of competence would increase as a result of a supportive relationship, which

further results in greater confidence in school (Ursin, Järvinen, & Pihlaja, 2020). Various researches conducted on school engagement have been able to identify that social support enhances the academic motivation and goal orientation of a student, as well as a student's feelings of satisfaction and awareness about being helped in times of distress, which is brought about by emotional interaction within a family, and teacher and peer support were found to be important in affecting student's emotional engagement and sense of school coherence (Ursin, Järvinen & Pihlaja, 2020).

Another study by Bada, Balogun and Adejuwon (2013) confirmed the influence that social support has on psychological well-being. The family can be defined as the first and smallest unit that constitutes the greatest influence on the emotional, social, and cognitive development of children and also their educational outcomes. For instance, supportive parents, who are involved in their children's education and have a family culture that encourages educational aspiration will improve school outcomes and aid positive school engagement and grades (Ursin, Järvinen & Pihlaja, 2020).

For example, an uneducated parent may be less likely to be involved in the school engagement of their child and vice-versa. Also, gender has been found to play a role, when examining children's perceptions of social support. In the Western part of Nigeria, it can be said that there is no gender difference in social support perceived by parents, but the same might not be said for the Eastern and Northern part of Nigeria. In Western culture, girls have been reported to receive more support from teachers, classmates, and friends than boys do. Although, males and females perceive different levels of support from different sources, support has been found to show similar and positive effects on academic adjustment for both genders (Ursin, Järvinen&Pihlaja, 2020).

Every student will experience some form of adversity that he/she will need to overcome at some point in his/her academic life at the University (Stephens, 2019). In this study, I investigated the academic adversity factors that are present in students' academic lives and accordance with Martin (2013), academic adversity factors include failing a subject, not handing in most assignments, moving to another class due to difficulties with teachers and/or students, school suspension, and so on. Martin (2013) developed the Academic Risk and Resilience Scale (ARRS), comprising a list of academic adversities that make up the academic adversity scale.

This scale will be used as the adversity indicator in this present study. Students may face different adversities ranging from financial pressures, health issues, and cultural differences to a language barrier; not every student will experience the same type of adversity or require the same level of buoyancy to overcome the associated challenges (Stephens, 2019).

## Literature Review

### *Academic Adversity and Academic Buoyancy*

Martin and Marsh (2019) investigated the relationship between academic buoyancy and academic adversity in a bid to answer if academic adversity builds academic buoyancy in students or whether academic buoyancy reduces subsequent academic adversities. The study consisted of 481 high school students (Year 7-12), as well as using a cross-lagged panel design spanning two consecutive academic years. Using structural equation modelling to analyse their data, the researchers found out that academic buoyancy significantly predicted lower academic adversity and higher subsequent academic buoyancy is not predicted by prior academic adversity. However, the researchers found out that there was a marginal interaction effect in such a way that students, who experienced academic adversity but who were also high in academic buoyancy were less likely to experience academic adversity one year later. They concluded that academic buoyancy is an important ability every student must be equipped with and that some experiences of academic adversity can have a positive influence but only when accompanied by high levels of academic buoyancy.

Putwain, Gallard & Beaumont (2020) carried out a study in a sample of 539 upper secondary (6th form) students to examine whether academic buoyancy protected achievement (end-of-year examination grades) against two types of minor adversities (non-attendance and behavioural misconduct). The results showed that the presence of adversity (non-attendance and behavioural misconduct) led to the achievement of high academic buoyant students, and as adversity was lessened, the protective role of academic buoyancy diminished.

Collie et al. (2016) conducted a study using person-centred analyses to identify groups of students separated based on their perceptions of social support (home and community), academic support, academic adversity and academic buoyancy. A sample of 249 young participants, most from high-needs communities. The cluster analysis revealed three distinct groups of students: the

thriver, the supported struggler and the at-risk struggler. The first cluster, named the thrivers, had above-average scores on home and community support, as well as academic buoyancy, but low on academic support and academic adversity. The thrivers are students, who are supported, buoyant and faring well at school. The second cluster, named the supported struggler, scored average on home support, community support and academic buoyancy and above average on academic support and academic adversity. The supported strugglers are students, who reported above-average social and academic support and buoyancy despite experiencing a very high number of academic challenges. The third cluster, named at-risk struggler, reported below average on home support, community support and academic buoyancy, but above average on academic support and academic adversity. The 'at-risk strugglers' are students, who although experience adequate academic support in the face of academic challenges, they lack home and community support and thus report very low academic buoyancy. The result showed the thrivers had the highest levels of home and community support, while the supported struggler reported the highest levels of academic support and adversity. Both the thriver and supported struggler reported similar levels of academic buoyancy. The 'at-risk struggler' reported the lowest levels of home and community support and academic buoyancy, along with medium levels of academic support and adversity. The findings further showed that academic adversity and social support play qualitatively different, but quantitatively similar roles in students' motivation. The results also show the importance of support and academic buoyancy for students' positive outcomes.

***Social Support and Academic Buoyancy***

Ursin, Järvinen & Pihlaja (2020) examined the roles of academic buoyancy and social support in mediating the association between academic stress and school engagement among primary school children in Finland. A sample of 403 children aged 8–9 years participated in this study. The data were analysed using structural equation modelling, which revealed that academic stress is negatively associated with engagement. The effect of academic stress on cognitive engagement was fully mediated by academic buoyancy and social support, whereas the effect on emotional engagement was partially mediated by these. The results suggested that supporting children's ability to deal with setbacks, providing social support, and promoting a socially supportive climate could be effective in the prevention of stress and its negative association with school engagement.

A study conducted by Collie et al. (2016) employed person-centred analyses to enable the identification of groups of students separated based on their perceptions of social support (home and community), academic support, academic adversity and academic buoyancy. Cluster analysis carried out on a sample of 249 young people, including many from high-needs communities, revealed three distinct groups of students: the thriver, supported struggler and at-risk struggler. Collie et al. (2016) compared the three groups on their academic motivation, and analyses revealed that there are significant differences between groups in adaptive motivation outcomes, but no differences in impeding or mal-adaptive motivation outcomes. The results showed the importance of support and academic buoyancy for positive students' outcomes.

An article published by Mishra (2020) examined the role of social factors such as social networks, social capital, and social support in aiding the academic outcomes of students. Special focus was given to under-represented groups in higher education, because even though there have been efforts directed towards increasing higher education access, inequality in higher education completion still exists. The article was based on a systematic review of the literature with evidence showing that the networks of students, including their family, ethnic and religious affiliations, friends, and faculty, play a role in academic success. The article detailed a framework that described how network members of under-represented groups complement each other in resources offered and contribute to academic success.

A study by Lei et al. (2022) examined whether academic buoyancy will mediate the relationship between academic self-efficacy and academic performance and whether social support moderated the mediation process using a moderated mediation model. The study consisted of 860 high school students in China. The scores on academic self-efficacy, academic buoyancy, and social support were obtained using questionnaires, while academic performance was measured by standardised tests. The results revealed that academic buoyancy partially mediated the association between academic self-efficacy and academic performance, while social support moderated the first half of the path of the mediation model. The result also showed that Academic self-efficacy is not only directly positively predicted by academic performance, but also indirectly predicted by academic performance through the mediating path of academic buoyancy and that the mediating effect of academic buoyancy in the relationship between academic self-efficacy and academic performance was moderated by social support.

Granziera et al. (2022) investigated two groups of students, high school students (N = 2510) in Singapore (Study 1) and elementary school students (N = 119) in Australia (Study 2). They examined how students' academic buoyancy and academic outcomes (engagement and academic skills) are influenced by instrumental and emotional forms of teacher support. In both studies, it was revealed that perceived instrumental support, but not perceived emotional support was positively associated with academics. In Study 1, academic buoyancy was positively associated with students' academic engagement (specifically, effort and persistence [large effect], perceived importance of school [moderate effect], and feelings of school belonging [moderate effect]). In Study 2, academic buoyancy was positively associated with gains in students' academic skills and engagement (specifically, class participation [large effect] and future aspirations [large effect]). The result showed that their academic buoyancy and students' perceived teacher support has a role to play in academic outcomes.

***Gender Differences and Academic Buoyancy***

In a study by Datu and Yang (2016) consisting of 402 Filipino university students, 242 female and 160 male participants were recruited via a cluster sampling approach. They examined the psychometric validity and gender invariance of the Academic Buoyancy Scale using a construct validation approach. The results showed that the academic buoyancy uni-dimensional model was a significant fit for the sample and was gender-neutral. The results showed that male students were more academically buoyant than female students. The findings demonstrated that academic buoyancy was positively correlated with behavioural and emotional involvement in between-network concept validity.

Abdellatif (2022) carried out a study to measure the level of academic buoyancy among university students and identify its relationship to the student's academic average, as well as determine the differences in their academic buoyancy level in terms of gender and academic discipline. The study utilised a descriptive-analytical design and was applied to 243 university students. The data obtained from the study were analysed using correlation coefficient, arithmetic mean and two-way ANOVA. The results of the study showed that the students were high on academic buoyancy, and there was a significant correlative relationship between academic buoyancy and academic average. The results also showed that there was no significant relationship between academic buoyancy and gender.

Colmar, Lie, Connor & Martin (2019) explored the relationship between academic buoyancy, academic self-concept, and academic performance amongst 191 upper primary-aged students using a correlational design. The data obtained were analysed using structural equation modelling, and the result showed that there is a significant relationship between the three constructs. It was also discovered that gender was relevant, as males were found to have scored higher in academic buoyancy than females.

A study was conducted by Yu, Martin, Hou, Osborn & Zhan (2019) to examine the role of demographic and socioeconomic factors in middle school students' motivation, engagement, academic buoyancy, and adaptability. The participants of the study consisted of 2,434 middle school students between the ages of 11-15. The results showed that gender played a dominant role, with males scoring higher on many adaptive motivation and engagement factors and females scoring higher on many maladaptive motivation and engagement factors. The results also showed that there is no significant interaction between gender and family socioeconomic status and that males scored higher in self-efficacy, learning focus and task management while scoring lower in uncertain control, self-handicapping and disengagement.

Jassim & Al-Jamaan (2022) conducted a study to measure academic buoyancy and the difference between gender, specialisation, stage and type of study in academic buoyancy among middle school students using the descriptive correlative approach. The study consisted of 381 students across private and Government schools. The researchers found that the students scored high on academic buoyancy, and there was no significant difference between academic buoyancy and gender, specialisation and type of study.

***Age Differences and Academic Buoyancy***

A study was conducted by Yu, Martin, Hou, Osborn & Zhan (2019) to examine the role of demographic and socioeconomic factors in middle school students' motivation, engagement, academic buoyancy, and adaptability. The participants of the study consisted of 2,434 middle school students between the ages of 11-15. The results showed that age is not significantly correlated with motivation, engagement, change factors and adversities.

Mawarni, Sugandhi, Budiman & Thahir (2019) carried out a study to investigate the determinant of academic buoyancy based on the biographical background (gender, specialisation and age) in

science students of grade XI of a Public Senior High school in Bandung. The research involved 289 students of science class XI of senior high school in Bandung City during Academic Year 2017/2018 using random sampling. A mixed method approach which is a combination of qualitative and quantitative methods with a concurrent embedded strategy was used in data collection. The results from the qualitative and quantitative analysis indicated that 18 years old students have higher academic buoyancy than those aged 15-17. The findings of the research also showed that males are stronger in dealing with academic challenges than females.

## Theoretical Framework

### Locus of Control Theory

Locus of control is a concept that was originally developed in the 1950s by Julian Rotter based on the social learning theory. Locus of control refers to the extent of control an individual perceives he/she has over their actions as opposed to events in life occurring due to external forces (Lopez- Garrido, 2020). Rotter's social learning theory could be said to have laid the foundation for the locus of control theory, although it is a standalone theory. Educational, Clinical and Health Psychology have made significant strides in explaining how to improve an individual's locus of control (Lopez-Garrido, 2020). The Locus of control theory had led to in-depth research into motivation, learning, depression and addiction. Locus of control theory explains that behaviours are guided by reinforcements and these reinforcements can be rewards or punishments (Eatough,
2022). The belief people have to explain the cause of their actions stems from the type of reinforcement they were exposed to and these beliefs would change how they view the world (Eatough, 2022).

Locus of control can be conceptualised as internal or external. Internal locus of control is when an individual believes they have control over what happens (Cherry, 2022). For example, a person who passes or fails a test will attribute the result to their capabilities. If they pass, they will praise their abilities, but if they fail, they will recognise the need for improvement (Lopez-Garrido, 2020). While the external locus of control believes that they have no blame and that external forces are to blame (Cherry, 2022). For example, an individual with an external

locus of control in the test situation might attribute the pass or fail to external factors such as the weather, their current condition, or even the exam itself as an excuse rather than accept that the exam went the way it did because of personal decisions. They attribute events to uncontrollable forces such as destiny or fate (Lopez-Garrido, 2020). The Locus of control lies on a continuum. No one has a 100% external or internal locus of control. Most individuals lie somewhere on the continuum between the two extremes (Cherry, 2022).

**Stress and Coping Theory**

The stress and coping theory by Lazarus and Folkman (1984) is a theory that focuses on how individuals manage the various effects of stress. Stress has been viewed as the relationship an individual has with his/her environment upon interaction. Lazarus and Folkman (1984) viewed stress as psychological, which occurs when a person acknowledges that his/her relationship with the environment is significant to their well-being and they lack the coping resources to deal with the demands of their environment. Stress can be eustress (positive) or distress (negative). How an individual copes or responds to stress depends on how he/she views the stress. A stressor being experienced as discomforting depends on the individual's capacity, skills, ability and resources available to him/her (Walinga, 2014). Lazarus explained the process of stress appraisal in stress and coping theory. The two models include primary and secondary appraisal. The primary appraisal is determining if the stressors are threats or not, while the secondary appraisal is evaluating the coping strategies and resources an individual has at their disposal.

According to Lazarus and Folkman (1984), coping refers to constantly changing cognitive and behavioural efforts to manage both external and internal demands that can be seen as exceeding the resources of a person. Coping requires spending mental effort to reduce stress. When faced with stress, a student can decide to talk it out with friends, completely avoid the situation or resort to other means. Coping interventions are ways in which individuals deal with stress. The coping strategies applied to reduce stress by resolving the problem can either be negative or positive (Chowdhury, 2019).

**Research Hypotheses:**

1. Academic adversity and social support will significantly influence academic buoyancy of emerging adults.
2. Male participants will report significantly higher academic buoyancy compared to their female participants.
3. Younger participants between the ages of (16-20 years) will report significantly higher on academic buoyancy than older participants between the ages of (21-25 years).

**Methods**

**Participants**

The sample in this study comprised 405 purposively sampled participants. They were 295 females (72.8%) and 110 males (27.2) university undergraduates, between ages 16-20 (38.5), 21-25 (56.3), 26-30 (4.0%) and above 30 (1.2%). Participants' consent was sought and participation was voluntary, anonymous, and no form of compensation was offered to the participants, who chose to participate.

**Instruments:**

The data collection of this research were conducted through a web-based platform. The participants were required to answer an electronic survey form involving the Academic Buoyancy Scale (ABS), the Multi-dimensional Scale of Perceived Social Support (MSPSS), and the Academic Risk and Resilience Scale (ARRS) via Google Forms. A questionnaire comprised four sections (A, B, C and D) and three standardised psychological scales (Academic Buoyancy Scale, Multi-dimensional Scale of Perceived Social Support and Academic Risk and Resilience Scale).

The first section, A, contained questions asking about demographic information such as: age, gender, ethnic group, religious affiliation, family type, year level of current degree, faculty, marital status and availability of financial aid.

Section B comprised questions asking respondents about their academic buoyancy. In this section, a standardised instrument was used, the Academic Buoyancy Scale (ABS), developed by Martin& Marsh (2008). It is composed of 4 items that are used to assess a learner's potential to

face and overcome challenges and difficulties that are part of everyday academic life. It is a self-report instrument that has demonstrated excellent re-test reliability and internal consistency. The instrument is scored on a seven-point Likert scale ranging from 1-7 (1=Strongly Disagree; 2=Disagree; 3=Disagree somewhat; 4=neither agree nor disagree; 5=Agree somewhat; 6=Agree; 7=Strongly Agree).

Section C contains questions asking respondents about how they feel about some statements. The instrument used is the Multi-dimensional Scale of Perceived Social Support (MSPSS); it is a 12-item measure with four items for each subscale developed by Zimet et al. (1988) to measure the perceived adequacy of social support from family, friends and significant other. This measure has also demonstrated good internal and re-test reliability, as well as moderate construct validity. The instrument is scored on a seven-point Likert scale ranging from 1-7 (1= Very Strongly Disagree, 2= Strongly Disagree, 3= Mildly Disagree, 4= Neutral, 5= Mildly Agree. 6= Strongly Agree, 7= Very Strongly Agree). The higher the mean score, the higher the level of perceived social support. To calculate the mean score for each subscale, you sum the items and then divide them by 4. The significant other subscale includes items 1, 2, 5 and 10. The family subscale includes items 3, 4, 8 and 11. The friends' subscale includes items 6, 7, 9 and 12. To calculate the mean score for the total scale, sum across all 12 items and then divide by 12. A mean scale score ranging from 1 to 2.9 would be considered low support, a score from 3 to 5 would be considered moderate support, and a score from 5.1 to 7 would be considered high support.

Section D contains questions about the academic adversities the respondents face. The instrument used is the Academic Risk and Resilience Scale (ARRS), validated by Martin (2013). The ARRS items were drawn from adversities and challenges identified by various literature on young people and academic risk. It is composed of 15 items, with 11 academic adversity items and 4 academic resilience items. The participants were first asked to indicate 'yes or no' to 11 academic adversity items that might have occurred to them in a year. Then, students answering 'yes or no' to one or more of these academic adversities were then asked four academic resilience items related to these adversities. Academic resilience is defined in the presence of major academic adversity; thus, students are only eligible to answer academic resilience items if they have experienced major academic adversity. The academic resilience items were rated on a seven-point Likert scale ranging from 1-7 (1= Strongly Disagree, 2=Disagree; 3=Disagree

somewhat; 4=neither agree nor disagree; 5=Agree somewhat; 6=Agree; 7=Strongly Agree). A total adversity score is calculated by the summation of the number of 'yes' responses.

**Results**

**Hypothesis 1:** Academic adversity and social support will significantly influence academic buoyancy of emerging adults.

**Table 1:** Linear regression results for Academic adversity and social support on academic buoyancy.

| | **B** | **SEb** | **β** | **P-VALUE** |
|---|---|---|---|---|
| **Constant** | 9.623 | 1.540 | | |
| Perceived Social Support | .030 | .021 | .066 | |
| Academic adversity | .176 | .027 | .313 | .001 |
| R Square | .105 | F (2,401) | = 23.409 | P<.05 |

a. Dependent Variable: academic buoyancy

b. Predictors: (Constant), Academic adversity and social support

It was revealed that academic adversity and social support significantly influence academic buoyancy given the Beta and P value scores to be (B =.313, P = .001). Furthermore, academic adversity and social support are jointly responsible for a 10.5% variance in academic buoyancy (R square = .105). As such, we accept the hypothesis which state that "Academic adversity and social support will significantly influence academic buoyancy of emerging adults.

**Hypothesis 2:** Male participants will report significantly higher academic buoyancy compared to their female participants.

**Table 2:** The inferential statistics of gender difference in academic buoyancy using a t-test independent.

| | Gender | N | Mean | SD | T | df | p-value |
|---|---|---|---|---|---|---|---|
| Academic Buoyancy | Male | 110 | 19.01 | 5.00 | 3.909 | 403 | .001 |
| | Female | 295 | 16.73 | 5.30 | | | |

An independent t-test was conducted to examine, if male participants will report higher academic buoyancy than female participants among emerging adults of the University of Lagos. A significant difference was revealed (P= .001), for males (M=19.01, S.D= 5.00) and for females (M= 16.73, S.D=5.30). Therefore, the hypothesis which states that "Male participants will report higher academic buoyancy than female participants was accepted.

**Hypothesis 3:** Younger participants between the ages of (16-20 years) will report significantly higher on academic buoyancy than older participants between the ages of (21-25 years).

**Table 3: The inferential statistics of age difference in academic buoyancy using a t-test independent.**

| | Age | N | Mean | SD | T | df | p-value |
|---|---|---|---|---|---|---|---|
| Academic Buoyancy | 16-20 years (younger) | 156 | 16.71 | 4.99 | -1.532 | 382 | .126 |
| | 21-25 years (older) | 228 | 17.55 | 5.49 | | | |

An independent t-test was conducted to examine, if younger participants between the ages of (16-20 years) will report higher academic buoyancy than older participant between the ages of (21-25 years). There was no significant difference revealed (P= .126) for younger participants (M=16.71, S.D= 4.99) and for older participants (M= 17.55, S.D=5.49).

**Discussion**

This study's investigation revealed that academic adversity and social support significantly influence academic buoyancy. Although, the variance score in academic buoyancy was below average, the influence was significant, and this further shows that some academic adversities and

strong social support from family and friends can increase the academic buoyancy of the emerging adults. This finding is in line with the findings of other researchers; Martin & Marsh (2019) investigated the relationship between academic adversity and academic buoyancy in 481 high school students; they concluded that some experiences of academic adversity could have a positive influence on students, but only when accompanied by high levels of academic buoyancy. This is also in line with the study conducted by Putwain, Gallard & Beaumont (2020), who concluded that the presence of adversity led to the achievement of high academic buoyant students. Collie et al. (2016) also carried out similar research, and the result showed the importance of social support and academic buoyancy for positive student outcomes. Granziera et al. (2022) carried out similar research and discovered that students' academic buoyancy and students' perceived teacher support has a role to play in the academic outcome. To the best of my knowledge, there has been no study that negates the findings of this research.

The result of the inferential statistics indicated that male participants reported higher academic buoyancy than female participants. It revealed that is a significant gender difference in academic buoyancy. The findings of this study corroborate with the study by Datu and Yang (2016), who examined the gender invariance of the academic buoyancy scale; the results showed that male students were more academically buoyant than female students. Also, with the work of Colmar, Lie, Connor & Martin (2019), who explored the relationship between academic buoyancy, academic self-concept, and academic performance among 191 students, they discovered that gender was relevant and that males reported higher academic buoyancy than females. But the findings of this study negate the study by Abdellatif (2022), who carried out a study on 243 university students to measure the level of academic buoyancy among university students and determine the differences in academic buoyancy in terms of gender and academic discipline. The results showed that there was no significant relationship between academic buoyancy and gender. The difference in findings can be attributed to the sample and sample size used. The sample size used by Abdellatif (2020) in his study was smaller than the one used in this research.

From the result of the analysis, participants between the ages of 21-25 reported higher academic buoyancy than ages 16-20. The result of the analysis further shows that there is no significant difference between the academic buoyancy reported by participants, who were 16-20 and 21-25, hence, rejecting the hypothesis. The findings of this study corroborate with a study conducted by

Yu, Martin, Hou, Osborn & Zhan (2019) to examine the role of demographic and socioeconomic factors in middle school students' motivation, engagement, academic buoyancy, and adaptability. The participants of the study consisted of 2,434 middle school students between the ages of 11-15. The result showed that age is not significantly correlated with motivation, engagement, change factors and adversities. But the findings of this study negate the study by Mawarni, Sugandhi, Budiman & Thahir (2019) to investigate the determinant of academic buoyancy based onbiographical background (gender, specialisation and age). The result indicated that 18 years old students have higher academic buoyancy than those aged 15-17. Although, the difference in age groups could be responsible for the observed difference.

**Conclusion and Recommendations**

Academic adversity and social support have a significant influence on the academic buoyancy of students. This implies that the higher the level of social support, the greater the level of academic buoyancy and that some level of academic adversity helps students build resilience that fosters academic buoyancy. It is suggested that parents, family and friends must monitor the academic well-being of their children and friends, as well as work towards encouraging them in their schoolwork. Parents should speak positive affirmations to their children to build confidence to improve academic buoyancy. Emerging adults in Universities are facing transition and thus need the support and guidance of their parents, family and friends.

Students at all levels and courses of study must develop grit to conquer various academic adversities and build academic buoyancy. Grit is passion and persistence. Students should be passionate about their course of study and persistently chase their academic goals against all odds. Both Universities and lecturers should build a safe school environment that would help students manage anxiety and reduce their fear of failure. This could include extra-curricular activities like seminars and training, teaching students about academic success and overcoming academic challenges. It is further recommended that parents, family, friends, lecturers, and the Government must create an enabling environment for adolescents to improve their academic buoyancy through a flexible approach. This will help students to learn well at their own pace, as well as the academic adversity they face daily in University.

**Limitations**

First, the study was carried out among undergraduates of the University of Lagos due to time and resources constraint, leaving out undergraduates in the South-West region and Nigeria. This made it difficult to generalise the findings to undergraduates in other areas.

Another limitation of this study was the participants' responses. Some students tried to pretend to be good students by responding positively to the questions, even the items that were reversed.

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