



COLLEGE STUDENT'S ACHIEVEMENT MOTIVATION AND ACADEMIC RESILIENCE IN THE CONTEXT OF THIS NEW NORMAL: ITS IMPLICATIONS TO THEIR VISUAL ARTS PERFORMANCE

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Abstract: Motivation and resilience are necessary at this challenging time for students to thrive; hence, this study intended to determine if the college students' achievement motivation and academic resilience have implications on the performance of their visual art. A modified Achievement Motivation scale questionnaire from the constructs of Richard Lynn (1969) and a modified Academic Resilience Scale-30 (ARS-30) from the constructs of Simon Cassidy (2016) were utilized. Visual Arts Performance was determined on the basis of the creative works of art in terms of drawing, sculpting, and collage making. Descriptive correlational design was employed. To organize the data, descriptive statistics was employed to determine their level of achievement motivation, academic resilience, and art performance. Pearson's Product Moment Correlation was utilized to measure the association between the participants' achievement motivation and their academic resilience. Multiple Regression was also employed to ascertain if the participants' achievement motivation and academic resilience significantly predict their visual arts performance. The study's findings show that the students' achievement motivation and academic resilience were high and their visual arts performance was very good. Moreover, the findings show that achievement motivation and academic resilience are significantly associated and these predicted the visual arts performance of the students in the context of this new normal. The researcher concludes that Achievement Motivation and Academic Resilience are significant predictors of visual arts performance. This study recommends that the university administrators may continue providing the instructors with opportunities to enhance their knowledge and awareness in developing students' achievement motivation and academic resilience.

Key Words: *Achievement Motivation, Academic Resilience, Visual Arts Performance.*

INTRODUCTION

Teachers always keep students motivated while not letting their morale down, especially in this new normal. Student motivation is shown as a relevant variable because it is related to students' learning goals, which, in turn, evoke different mental situations in students, resulting in them to having a positive or negative attitude toward their studies. According to [Robbins et al. \(2004\)](#), [Hattie \(2009\)](#), [Plante et al. \(2013\)](#), and [Wigfield et al. \(2016\)](#), achievement motivation stimulates and controls action toward achievement and therefore is recognized to be a vital determinant of academic success. In addition, achievement motivation includes various constructs like motivational beliefs, task values, goals, and achievement motives and is not a single construct ([Murphy and Alexander, 2000](#); [Wigfield and Cambria, 2010](#); [Wigfield et al., 2016](#)).

On another note, Martin (2002) explains that academic resilience has gained increasing attention in the school context due to its relation to positive achievement and school-related adjustment. In art performance, people may learn to address and embrace diversity, present emotions, and differentiate values in the world. Art Education allows schools to provide the students with knowledge of ethics, see social realities and understand their rights and responsibilities. Considering the foregoing constructs, this investigation aimed to determine if the college students' achievement motivation and academic resilience are associated and, in turn, influenced the performance of their visual arts performance in the context of this new normal. This study sought to determine if college students' achievement motivation and academic resilience in this new normal affect the performance of their visual art. Specifically, it answered the following questions:

1. What is the participants' level of achievement motivation?
2. What is the participants' level of academic resilience?
3. What is the participants' performance in visual arts?
4. Is the participants' achievement motivation significantly associated with their academic resilience?
5. Do the participants' achievement motivation and academic resilience significantly predict their performance in visual arts?

Theoretical and Conceptual Framework

This study assumed that college students' achievement motivation and academic resilience are associated and would influence the performance of their visual arts, especially during this time of the pandemic. This paper's constructs are anchored on David McClelland's Achievement Motivation Theory (1961) and Michael Rutter's theory of resilience (2006). Motivation can be defined as students' energy and drive to learn. It leads learners to work effectively and achieve their potential at school and manifest positive behaviors in the learning process. Martin (2001) explains that motivation underpins the learner's achievement. In the context of this study, the researcher believes that achievement motivation could somehow influence the performance of the learners in their visual arts. It is inferred that through when the learners are motivated then their performance would be high. It is this precept that this variable is considered in this study.

Moreover, academic resilience has emerged as a context-specific form of individual psychological resilience. As argued by Colp and Nordstokke (2014), academic resilience was created to offer greater assessment and prediction specificity to resilience research. The independent variable used in the study is Visual Art Performance of the participants. Jolley (2016) asserts that art education promotes benefits in various ways.

In this study, the performance in Art Appreciation subject was obtained from the three (3) performance tasks given to the participants. These are *drawing, sculpting, and collage making*. Such tasks were rated using the following criteria: *content, creativity, and relevance*. The Figure 1 in the next page will show how the variables discussed in this study interplay. The researcher considered achievement motivation and academic resilience as independent variables while the performance of the participants in their visual art is assigned as dependent variables.

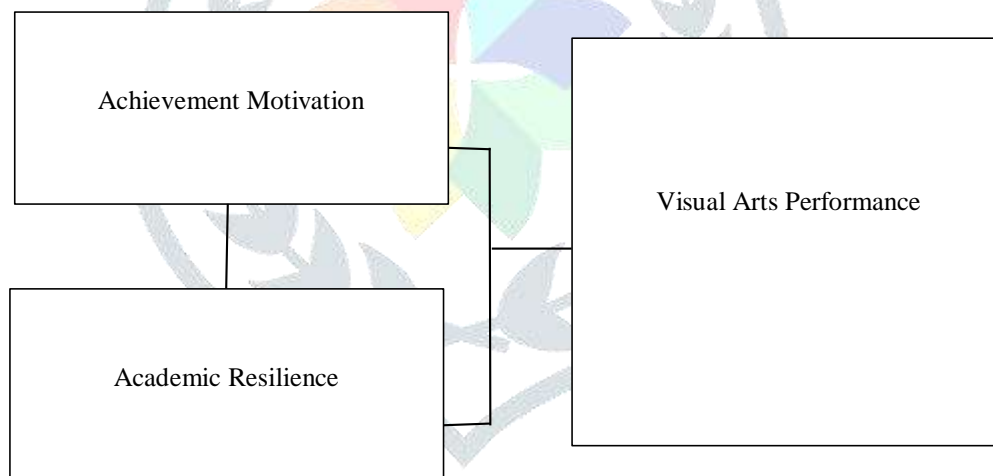


Figure 1. Schematic Presentation showing the interplay of the variables used in this study.

Methods

The study participants were the fifty-four (54) college students from the first-year level in one of the campuses of a satellite university in Cagayan de Oro City, Philippines, enrolled for the Academic Year 2021-2022. These students were from the following programs: Bachelor of Agricultural Technology and Bachelor of Science in Information Technology. Each participant had three (3) performance tasks to accomplish that were scored by the instructor and two (2) other instructors who served as inter-raters with scoring criteria to measure the performance of their visual arts.

This study used the descriptive-correlational method of research. Correlation research examines various factors, including the relationship of two or more variables and the theoretical model that might be developed or verified to explain these resultant correlations (Matud, 2004). This study utilized two questionnaires that were contextualized into the flexible learning modality. To determine the participants' level of achievement motivation, a modified Achievement Motivation scale questionnaire from the constructs of Richard Lynn (1969) was utilized consisting of seventeen (17) items. Furthermore, to determine the level of academic

resilience, a modified Academic Resilience Scale-30 (ARS-30) questionnaire that consists of twenty-five (25) items from the constructs of Simon Cassidy (2016) was also utilized. The two questionnaires used a Likert- scale from very high (5) to very low (1). Moreover, visual arts performance was determined on the basis of the three creative works of art: drawing, sculpting, and collage making.

Before conducting the research study, the researcher sought the school's Research and Ethics Committee's (REC) approval, following all the suggestions made by the panel during the research proposal. After that, the researcher asked for the University President's permission to perform the study in all participating programs and subjects. Upon approval, the researcher asked for the A letter together with the informed consent and questionnaires were sent via email to the participants. The Informed Consent form was used since the participants in the study were of legal age. Also, the participants were assured of the anonymity and privacy of the data gathered. students' email addresses since the questionnaires were administered via Google form.

In analyzing the data, the following statistical tools were used: Descriptive statistics such as frequency, percentage, mean and standard deviation were employed to describe the participants' level of achievement motivation, academic resilience, and visual arts performance in Problems 1, 2, and 3. While in Problem 4, Pearson's Product Moment Correlation was utilized to measure the association between the participants' achievement motivation to their academic resilience. Furthermore, Problem 5 utilized Multiple Regression Analysis to determine if the participants' achievement motivation and academic resilience significantly predict the performance in visual arts.

Discussion of Results

Problem 1. What is the participants' level of achievement motivation?

Table 1 presents the frequency, percentage, and mean distribution of the participants' level of achievement motivation. The data show that the student's level of achievement motivation was *high*, as indicated in the overall mean of 3.73. This means that the participants had a strong belief in their ability or capacity to do the tasks expected of them in their performance.

Table 1. Frequency, Percentage, and Mean Distribution of the Participants' Level of Achievement Motivation

Range	Description	Frequency	Percentage
4.51-5.00	Very High	2	3.70
3.51-4.50	High	39	72.22
2.51-3.50	Moderate	13	24.07
1.51-2.50	Low	0	0.00
1.00-1.50	Very Low	0	0.00
Total		54	100.0
Overall Mean		3.73	
Interpretation		High	
SD		0.41	

Problem 2. What is the participants' level of academic resilience?

Table 2 presents the frequency, percentage, and mean distribution of the participants' level of academic resilience. The data show that the student's level of academic resilience was generally *high*, as indicated in the overall mean of 4.11. This means that the participants had a strong ability or capacity to accept any challenges and feedback from the instructor in order to produce creative artworks during the time of the pandemic.

Table 2. Frequency, Percentage, and Mean Distribution of the Participants' Level of Academic Resilience

Range	Description	Frequency	Percentage
4.51-5.00	Very High	11	20.37
3.51-4.50	High	38	70.37
2.51-3.50	Moderate	4	7.41
1.51-2.50	Low	1	1.85
1.00-1.50	Very Low	0	0.00
Total		54	100.0
Overall Mean		4.11	
Interpretation		High	
SD		0.48	

Problem 3. What is the performance of the participants in visual arts?

Table 3 shows the descriptive statistics of the participants' performance in visual arts in terms of drawing, sculpting, and collage making. Generally, the participants had *very good* performance in visual arts, as indicated in an overall mean of 64.83. This further implies that the students can perform well in their visual arts outputs.

Table 3. Descriptive Statistics on the Participants' Visual Arts Performance

Range	Description	Frequency	Percentage
65 -75	Outstanding	31	57.41
47 - 64.99	Very Good	23	42.59
29 - 46.99	Good	0	0
11 - 28.99	Fair	0	0
1 - 10.99	Poor	0	0
Total		54	100.00
Overall Mean			64.83
Description			Very Good
Standard Deviation			3.36

Problem 4. Is the participants' achievement motivation significantly associated with their academic resilience?

H₀1. The participants' achievement motivation is not significantly associated with their academic resilience.

The results of correlation between achievement motivation and academic resilience are presented in Table 4. From the figures, it revealed that academic resilience is positively correlated with achievement motivation (.644) and the correlation is significant at the .01 level.

Table 4. Correlation Results of Achievement Motivation and Academic Resilience

	Measures	Achievement Motivation
Academic Resilience	Pearson Correlation	.644**
	Sig. (2-tailed)	.000

**Correlation is significant at the 0.01 level (2-tailed)

The findings concur with the studies of [Kim and Lee \(2014\)](#) that demotivated ESL learners, in comparison with the motivated ones, revealed low resilience levels. Despite different constructs, motivation plays the role of mediator in the process of being resilient ([Resnick et al., 2018](#)).

Problem 5. Do the participants' achievement motivation and academic resilience significantly influence their visual arts performance?

H₀2. The participants' achievement motivation and academic resilience do not significantly influence their visual arts performance.

Table 5 presents the regression analysis of the influence of achievement motivation and academic resilience on the participants' visual arts performance.

Table 5. Regression Analysis of the Influence of Achievement Motivation and Academic Resilience on Performance in Art Appreciation

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	63.31	2.75		23.02	.000
Achievement Motivation	2.16	.797	.265	2.72**	.009
Academic Resilience	4.48	.684	.638	6.55**	.000
Model Summary					
R = .815	R ² = .664	Adjusted R ² = .651	F = 50.496**	p = .000	

**significant at 0.01 level

In other words, the results of this research show that a high level of achievement, motivation and academic resilience affect performance in visual arts. Moreover, the results of this research are in line with those of Bye, Pushkar, and Conway (2007), Eom, Wen, and Ashill (2006), and Muller & Louw (2004), in which learning interest and motivation, either separately or simultaneously had an influence on students' learning outcomes in various subjects and contexts. The researcher believes that the student's level of achievement, motivation and academic resilience have a huge impact on the performance of their visual art during this time of the pandemic.

Conclusions and Recommendations

The researcher's assumption of this study was confirmed that Achievement Motivation and Academic Resilience are significant predictors of visual arts performance. If a student lacks motivation, he is unlikely to achieve success no matter who the teacher is or what the curricula are, whereas the highly motivated students can succeed in whatever conditions. The theory of David McClelland (1961) on achievement motivation and the theory of Micheal Rutter (2006) on resilience which are the basis for this study, confirmed the idea that being motivated would lead to better performance. Thus, the challenge for Visual Arts integration should not focus only on a particular art discipline alone, like Humanities (Art Appreciation) somewhat; it should extend across the curriculum. Moreover, both achievement motivation and academic resilience have a vital role in college students' visual arts performance.

Based on the findings and conclusions of the study, the researcher presents the following recommendations:

1. That the university administrators may continue providing the college instructors with development sessions that would enhance their knowledge and awareness on how to develop from among the students their achievement motivation and academic resilience;
2. That the university system may bring local artists and teachers into partnerships so that they could develop arts integration and creative teaching strategies in conducting visual arts-related activities;
3. That the faculty may ensure the continuous quality programs related to visual art integration and use of visual arts in teaching Humanities (Art Appreciation);
4. That researchers may conduct similar research with a larger number of participants and with different academic levels.

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