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Psychosocial Factors as Predictors of Academic Behavioural Confidence among Pre-Medical Students of University of Ibadan

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Abstract

Academic behavioural confidence is an important non-cognitive factor which has a significant tendency to influence students' academic achievement and future aspirations. When an individual has little or no self-confidence in his academic pursuit, it could lead to frustration, low self-esteem, depression, and emotional distress which could eventually result to academic failure. If academic behavioural confidence is as important as stated above, then there is a need to investigate the predicting factors of the concept. This study, therefore, focuses on the role of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment on academic behavioural confidence among pre-medical students of University of Ibadan. The descriptive research design was adopted for this study, using the ex-post facto type. Two hundred (200) pre-medical students of University of Ibadan were randomly selected. Data collected were analysed using Pearson Product Moment Correlation (PPMC) and multiple regression at 0.05 level of significance. The result revealed that there is a significant relationship between the independent and dependent variables among pre-medical students of University of Ibadan. In terms of magnitude, achievement motivation was the strongest predictor ($\beta = .332$, $t = 5.287$, $p < 0.01$), followed by religiosity ($\beta = .308$, $t = 5.272$, $p < 0.01$), psychological adjustment ($\beta = .185$, $t = 3.279$, $p < 0.05$), and emotional intelligence ($\beta = .184$, $t = 2.937$, $p < 0.05$). Based on

the findings, it is therefore recommended that since achievement motivation has been found to be the strongest predictor of academic behavioural motivation among the participants, parents (most especially) and others who share close ties with the students should motivate the students to achieve their desired goals and aspirations. Teachers and lecturers could also intrinsically motivate the students through their positive and constant words of encouragement all through the tedious academic and medical training. Such re-assuring words like “It is not hard”, “I did it, you can also do it” would alleviate the fear of failure.

Keywords: Academic behavioural confidence, Pre-medical students, Emotional intelligence, Parental support, Achievement motivation

Introduction

Through every educational journey, the level of confidence an individual has is a pivotal determinant of his or her overall academic success. Hence, the concept of academic behavioural confidence is a key factor which has spurred heightened interest among teachers, parents, educational psychologists, amongst others. Bandura (1977) and Luszczynska and Schwarzer (2005) stated that an individual can possess confidence to complete a particular task successfully, but may lack confidence in some other areas, generally. Hence, this study focuses on academic behavioural confidence, which is an individual's ability to succeed in ‘academic-related’ tasks. The concept of academic achievement has been commonly said to be influenced solely by cognitive factors, such as Intelligence Quotient (IQ), memory, and others. However, recent studies have shown that non-cognitive factors, such as academic self-efficacy, self-control, motivation, emotional intelligence, and others, contribute largely in predicting academic success. Amongst these non-cognitive factors is the concept of academic behavioural confidence, which is a strong key in determining the student's academic success or achievement. Sanders and Sanders (2004) defined the concept of academic behavioural confidence as how students differ in the extent to which they have a ‘strong belief’, firm trust, or sure expectation of how they will respond to the demands of studying at the university. In simple terms, it is the existence of confidence in an individual's educational journey. It is a term which refers to the belief that students have that they can perform competently in a particular learning situation. Students' belief about showing necessary study behaviour in their academic career has a predictive role on their coping skills (Sander et al., 2006). When people have confidence in what they do, there is a high likelihood of success in such a task or an activity. On the other hand, it has been perceived that a child who has a low level of confidence and sees himself as worthless would be less confident and may not come up with optimum level of

attainment (Stevens, 2005). Such students with low academic confidence enter college with low academic skills. They are known to be less actively involved in school activities, and they face transitional difficulties than others (Shoemaker, 2010; Sander & Sanders, 2005).

Parental support is one of the variables in this study. Parenting is seen as a balance of behaviours which can influence a child's outcome. Various studies have been carried out on the impact of parental support on students' academic performance. One of such studies was conducted by Bushra and Rehana (2010). Their findings showed that parents' contribution to their children's education had a consistent and positive effect on their academic achievement and self-concept. On the other hand, excessive parental involvement can be perceived by students as a controlling behaviour. As much as the school and teachers have their roles to play in fostering a child's academic success, the roles of parents must also not be lagging. According to Gonzalez-Pieda, Nñez, Gonzalez-Pumariega, Alvarez, Rocas, and Garcia (2002), "without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful context". When students' academic success is influenced by the involvement and support they receive from their parents, this will invariably boost the children's academic confidence. Interestingly, research has shown that parental support in doing home tasks has significant effects on students' achievement (Singh, Granville, Sandra & Dika, 2002; Eilam, 2001).

The relationship between academic behavioral confidence and parental support has been rarely investigated by researchers. This is most likely because academic behavioural confidence is a relatively novel topic of discourse in the research field. However, some studies relating to this have been carried out on similar concepts to academic self-confidence which include academic self-efficacy, self-confidence, amongst others. The empirical findings will therefore explore the previous studies in these areas and other similar areas. Bofah and Ntow (2017) conducted a study on the perceived social support from parents and teachers' influence on students' mathematics-related self-beliefs. They further examined the mediating role of students' self-confidence and the relationship between students' perceived social support from parents, teachers, and self-concept. The findings of the research revealed that perceived social support statistically and significantly predicts students' mathematical self-belief, while students' mathematical self-confidence was found to play a mediating role between perceived social support and mathematics self-concept. The findings supported the view that supportive social relationships (of which parental support is inclusive) influence students' self-beliefs (including self-confidence). The findings of this research further revealed that perceived parental support has a statistically significant, positive, and direct effect on self-confidence. However, perceived

parental support was discovered to be the weakest predictor of students' self-concept. In plain terms, the result revealed that students' perceived support from parents influenced their self-confidence, which, in turn, enhanced their self-concept. Also, self-confidence was considered to be a partial mediator between parental support and self-concept.

Rachel, Jonathan, and Kristina (2015) examined if parental support or parental involvement is more important for adolescents. The result of their findings showed that the two concepts of parental support and parental involvement are important to a child's academic well-being. Their findings showed that a positive association exists between parental support and self-efficacy in the academic setting. Furthermore, Weihua and Cathy (2010) researched into the effects of parental involvement on students' academic self-efficacy, engagement, and intrinsic motivation. The result showed that parental advising positively predicted students' academic self-efficacy in English.

Another related concept to academic behavioural confidence is self-esteem. Baharudin and Zulkefly (2009) carried out research on the relationships between students' fathers and mothers, as well as self-esteem and academic achievement among college students. It was discovered that the quality of parent-adolescents showed positive significant relationship with self-esteem. This means that adolescents who have good and quality relationship with their parents have a higher self-esteem than others who do not. It can therefore be assumed that a high level of self-esteem would influence the development of self-confidence amongst adolescents through the existence of good and quality relationship with parents. In view of the above submission, it can be hypothesised that parental support will significantly predict academic behavioural confidence among pre-medical students of University of Ibadan.

Motivation is another variable in this study. Motivation is considered as one of the most important foundations essential for students' academic development (Steinmayr & Spinath, 2009). More specifically, academic motivation is a psychological dimension considered important, if not the most important in human learning and development (Roeser & Eccles, 1998; Scheel, Mdbhushi & Backhaus, 2009). It has been discovered that students who are motivated academically perceive school and learning as valuable. They love to learn and equally enjoy learning-related activities (Eccles & Wigfield, 2002; Zimmerman, 2000, 2008). On the contrary, lack of motivation negatively affects the students as it leads to disengagement from school, underachievement, and an eventual dropping out of school (Azzan, 2007; Glass & Rose, 2008; Janoiz, Archmbault, Morizot & Pagani, 2008.). Hence, a student who becomes a drop out victim and lacks motivation in general, will, in the nick of time, lose academic confidence and can end up committing

suicide. Motivation, in itself, is a general recipe for academic success and confidence is needed to achieve positive learning outcomes.

Karimi and Saadatmand (2014) carried out research on the relationship between self-confidence and achievement based on academic motivation. The results showed that the relationship between academic self-confidence and academic achievement were predictors of academic achievement. Research on changes in achievement motivation among university freshmen by Dresel and Grassinger (2013) revealed that the motivation for achievement deteriorated significantly over the course of the first year of university students, and a large number of these students were affected due to many factors. The study pointed out that increased levels of difficulty and higher demands different from secondary school days could be possible reasons for the deterioration of motivation for achievement among first year students. In this present study, the participants are of similar level and are pre-medical students. This field of study is always considered rigorous with a very high demand. Hence, the core of this research is to establish their level of achievement motivation and identify how achievement motivation could affect or influence the academic behavioural confidence.

In addition, Onete, Edet, Udey, and Ogbor (2012) carried out research on academic performance among Education Students of Cross River University of Technology. Their research also focused on examining the relationship between the achievement motivation and academic performance of first year students. The findings revealed a contrary outcome that academic achievement motivation of education students had no significant influence on their academic performance. One of the justifications given for this result was that merely expressed desire to achieve set goals without an analysis of previous performances or improvement would lead to unachieved academic expectations. For the purpose of this study, academic behavioural confidence might not be boosted if individuals merely imagine their achievement. This would mean that achievement motivation is not only a configuration of the mind, but adds to itself some level of practicality. After all, 'if wishes were horses, beggars will ride'. This study viewed that achievement motivation requires some level of actual performance before it can likely influence academic behavioural confidence. Nonetheless, the author opined that a certain level of achievement motivation is needed for effective learning and positive academic performance.

Recent research by Izuchi and Onyekuru (2017) examined the relationships among academic self-concept, academic motivation, and academic achievement among college students. Academic self-concept is concerned with how individuals feel about their academic capabilities, and this involves the feelings of confidence and firm trust in capability termed "academic behavioural confidence". Therefore, the research result of this

related concept would give a clue on the likely outcome of the variable of the study. The result of the study showed that academic self-concept, academic motivation or achievement motivation, and academic achievement are closely related to and significantly correlated to one another. It was further explained in the study that students with a high level of self-concept develop high self-confidence, and, in line with the study, such students would develop a high level of academic behavioural confidence that would help them in their academic achievement. The study further established that a significant and positive relationship exists between academic self-concept and academic or achievement motivation. Subsequently, when students are motivated to achieve desired goals, there is a high likelihood of attaining success and their academic behavioural confidence would be strengthened. In view of this, this study seeks to understand the impact of achievement motivation on academic behavioural confidence among pre-medical students of the University of Ibadan.

The concept of Emotional Intelligence is another variable in this study. Emotional intelligence has been widely researched on by different stakeholders. Numerous researches have investigated the relationship of the concept with other variables in the educational setting. However, none has been carried out to correlate the concept with academic behavioural confidence. Therefore, for the purpose of this research work, the empirical findings will focus on previous researches which investigated the correlation of emotional intelligence with other related educational and self-concepts. Emotional intelligence is explained as the innate potential to feel, use, communicate, recognise, learn from, manage, understand, and explain one's emotion and that of others (EQI, 2005). The concept of Emotional intelligence is very crucial as it is key to any successful human relationship, and those who master it are usually successful in other areas of their lives (Zainuddin, 2000). Therefore, inability of a student to adapt to learning situations or inability to cope in the midst of challenges would pose a big threat to such individual's level of academic confidence and can, in turn, be a stroll towards academic failure. In other words, people who do not believe in their abilities get disappointed while facing risky circumstances and are less likely to operate effectively. These sets of people get scared of dealing with challenging issues, their performance is affected negatively, and feelings of inadequacy set in (Maddux, 1995). Therefore, an individual with a high level of emotional intelligence can control his emotions and deal with problems positively. This, in turn, boosts his level of academic confidence and prompts a positive academic achievement. Consequently, feelings of confidence is increased when the level of emotional confidence rises. Odedokun (2020), while investigating the determinants of academic resilience among medical students of Obafemi Awolowo University, Ile Ife, Osun State, found that emotional

intelligence skills and training are very important in the course of their study in order for them to be successful in the medical profession. This is not unexpected as they deal with lives, and such attributes can boost their effectiveness both at the academic and professional settings. Also, it was revealed that at the academic setting, emotional factors, such as lack of peer support, competitive environment, rigid, authoritative and non-encouraging faculty, lack of recreational activities, staying away from home, financial problems, uncertain future, cultural and minority issues, and mismatch between capability and expectation, are some generators of stress among medical students (Wolf, 1994; Supe, 1998; Schneider, 2007). Hence, considering the high level of stress expected in the field of medical education, a balance between those that stress people and those that are stressed will be highly important. Emotional intelligence can become a tool to achieve this expected balance in order to facilitate optimum productivity and success. It is therefore important to investigate the construct on the academic behavioural confidence among pre-medical students of University of Ibadan.

At every cultural belief system, religiosity is considered an integral part of one's culture since it influences human behaviour to a large extent. Its influence on humans is so high that some individuals' religion is identified through their way of behaving, talking or even dressing. Hence, understanding the concept of religiosity provides valuable insights into the similarities and differences across culture. The search for a generally accepted theory or definition for religion has faced great difficulties (Clarke & Byrne, 1993). However, scholars have birthed numerous definitions of the concept of religion. McDaniel and Burnett (1990) defined religion as a belief in God, which is accompanied by a commitment to follow principles believed to be set forth by God. Terpstra and David (1991), in their definition, viewed religion as a socially shared set of beliefs, ideas, and actions that relate to a reality that cannot be verified empirically. However, it is believed to affect the course of natural and human events.

From ancient times, religion has been used as a tool to seek answers to the complexities of human nature. Religion is an important factor which has significant influence on people's attitudes, values, and behaviours at both individual and societal levels. Religion and its practices usually play an important role in influencing numerous important life transitions such as childbirth, marriage, etc. It also influences the moral choice of values that are important to an individual, and it shapes public opinion on social issues such as cohabitation, pre-marital sex, family planning, organ donation, amongst others. Furthermore, the influence of religion extends to the determination of what is forbidden and allowed for consumption, with strict restrictions on drinking and eating. As much as religion affects the values and beliefs of people, it also has high influence at the educational sector. Hodge (2007)

carried out research on the released time in public schools, where students are allowed to be absent from classes to attend spiritual instruction off campus. Hodge discovered that the students who participated in those activities do not end up with a low academic score because they missed a class, but rather the participation in this programme seemed to improve their academic performance and achievement. In the same vein, a study carried out to evaluate the factors that affect academic performance among African American youths stated that church attendance is significant in predicting positive academic outcomes. The research showed that African American youths attending church have higher academic outcomes compared to their peers (Williams, Davis, Miller, Saunders & Williams, 2002).

In the same vein, a similar study was carried out by Walker and Dixon (2002). They discovered that spiritual beliefs, religious beliefs, and religious participation were positively related to academic performance. The study raised the deliberation on incorporating spirituality into academics because students who participated in religious activities or had spiritual beliefs had better academic performance. The concept of religiosity is not a novel term in the research field. It has been extensively researched on and correlates with other variables in past years. However, no research in the past years has examined the relationship between religiosity and the main variable of this research-academic behavioral confidence. Some related concepts were, however, researched on in the past, and they correlated with the concept of religiosity. Studies have found that religious believers have higher social self-esteem (Aydin, Fischer & Frey, 2010) and are better psychologically adjusted (Koenig, McCullough & Larson, 2001; Smith, McCullough & Poll, 2003) than non-believers. This research indicates that religion makes people better, and it can only be a predicting factor for confidence in religious countries. In such situation, religious people feel confident and better than others, not because they are religious but because they fit into the crowd. Farshad, Farrabhakhsh, and Salmabadi (2015) investigated the correlation between religious belief, life expectancy, and self-efficacy of students. The result of the findings showed that students' religious beliefs predicted their self-efficacy. A significant positive relationship was discovered between religious beliefs and self-efficacy. It was concluded in the study that university students with high religious beliefs positively impacted their self-efficacy. This implies that individuals who are religious gain guidelines through their religion which strengthens them and increases their level of confidence, capability, and life skills. In the same vein, students at the university level can enhance their behavioural confidence in academics through their religious engagement. Therefore, it could be stated that religious students at religious universities have higher self-esteem than religious students at non-religious universities.

Consequently, religion is hypothesised to predict academic behavioural confidence.

The last variable of this research is psychological adjustment. Life gets more challenging, difficult, and stressful as humans age. Many have been able to adjust to these difficulties while others, however, react negatively to these life changes and challenges by deploying the use of various coping mechanisms among which suicide is so prevalent. Inability to adjust to life challenges and changes has led many to committing suicide, and the rate at which suicide is increasing is very alarming. World Health Organization (2017) stated that suicide is the second leading cause of death among 15-29 years old globally due to the inability to deal with and adjust to life stresses. Therefore, adjustment is a necessary factor for total wellbeing in all areas of life, be it academic, marriage, career, and others. If adjustment in an area is unachieved, wellness can be forfeited. Hence, individuals who are able to adjust to life demands and changes will develop an increased level of self-confidence. This is applicable in most life spheres, including the academic world. When students adjust to school transition, they will be able to cope adequately with its demands, and this will be a boost for their self-confidence and vice-versa. Like other previous empirical findings in this study, the concept of psychological adjustment has not correlated with academic behavioural confidence in the past years. Hence, past findings which correlated to the concept of psychological adjustment and other variables related to the dependent variable of this study will be explored.

One of such research was carried out by Dadarigashti, Amoopour, and Akbari (2016). The research focused on the relationship between psychological adjustment and social protection, as well as academic self-concept and academic achievement among high school female students. The result of the research showed that psychological adjustment and social support are most relevant to academic self-concept. In the same vein, academic self-concept and academic achievement are most relevant to psychological adjustment. According to the author, a child can maintain self-concept through affection, love, and intimacy from the family. This will equip him/her with a favourable character. A favourable and positive development of character will build up his confidence, and he will be able to face challenges without unnecessary anxiety or inappropriate behaviour. This will infer that ability to adjust can build confidence in an individual, and an individual's confidence in his/her ability can help him/her to adjust appropriately. Thus, an interactional relationship can exist between academic behavioural confidence, which is also an aspect of self, and the concept of psychological adjustment. This study, therefore, investigates the influence of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment on academic behavioural confidence among pre-medical students of the

University of Ibadan. In view of this, the following research questions are generated.

Research Questions

- (1) What is the joint contribution of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment on academic behavioural confidence?
- (2) What is the relative contribution of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment on academic behavioural confidence?
- (3) What is the relationship between each of the independent variables and the dependent variable?

Research Design

The study adopted the descriptive research design of the ex post facto type. This is because alteration and manipulation of variables is not involved in this study.

Participants

The participants chosen for this study were Two hundred (200) pre-medical students who were randomly selected from the University of Ibadan. Their ages range from 17 to 24 years, with S.D =3.8 in terms of gender. 52.5% were Males while 47.5% were Females.

Instrumentation

Academic Behavioural Confidence Scale: This scale was developed as a psychometric means of assessing the level of confidence that pre-medical students of the University of Ibadan have in their own anticipated study behaviours as it applies to their degree programme. It was published by Sander and Sanders as Academic Confidence Scale (2003) and renamed as Academic Behavioural Confidence Scale (2006). The scale consists of 24 items, with responses rated on a continuum from 1 – 4; where 1 rates ‘Not confident at all’ and 4 rates ‘Very Confident’. The scale was reported with a high level of internal reliability (Cronbach's alpha 0.88). Some of the items on the scale include: ‘How confident are you that you will be able to study effectively on your own in independent/ private study?’, ‘How confident are you that you will be able to attain good grades in your work?’

Parental Support: The college version of the Perception of Parents Scale (POPS) was used for this study in other to assess pre-medical students' perception of their parents' autonomy support, involvement, and warmth perception. The scale is a 42 items scale with 21 items each meant for fathers and mothers. This scale was chosen because many studies (e.g., Simons,

Paternite & Shore, 2001) have suggested that the relationship of adolescents with their parents should be considered separately, and not as a single dimension. The scale was developed by Robbins (1994). Some of the items in the scale are: 'My mother, whenever possible, allows me to choose what to do', 'My father listens to my opinion or perspective when I've got a problem'. The scale uses a 7-point Likert scale ranging from 'not at all' (1), to 'somewhat true' (4), and 'very true' (7). The test retest of Cronbach's alpha was carried out, and it reflected a value of 0.78.

Achievement Motivation: The Academic Motivation Scale (AMS- C 28) was used to assess what motivates pre-medical students to attend school. It was developed by Vallerand, Pelletier, Blais, Brière, Sénechal, and Vallières (1992). The scale was translated from its French version to English, and it showed a high level of internal consistency with a value varying from .83 to .86, which is close to the value obtained from the original French scale of .76 to .86. It consists of 28 items, out of which 20 were chosen to assess students' achievement motivation, and it obtains a Cronbach' alpha of 0.75. It makes use of a 7-point Likert response format ranging from 'Does not correspond at all' (1) to 'Corresponds exactly' (7). Some items in the scale include: 'I am going to college because without a high school degree I would not find a high-paying job later on', 'Honestly, I don't know; I really feel that I am wasting my time in school'.

Emotional Intelligence: The emotional intelligence scale was designed as a culturally sensitive and dependable measure of perceptions in all domains of emotional intelligence among pre-medical students of the University of Ibadan. It was developed by Afolabi, (2017). The scale has adequate validity and reliability evidences as depicted in the works of Ezeokana, Obi-Nwosu, and Okoye (2014), Ome, Okorie, and Azubuike (2014), and Onukwufor (2013). It is a 40 items scale with response format ranging from 'strongly disagree' to 'strongly agree. The reliability for the overall measure of the scale was .77. Sample items in the scale include: 'I am good at reading people's feelings', 'I find it difficult relating with other people'.

Religiosity: The Religious Commitment Inventory (RCI-10) was used as a device to access the religiosity of pre-medical students of the University of Ibadan. The scale was developed by McCullough, Worthington, and Rachal (1997). It showed a high degree of consistency with coefficient alpha of 0.93 for the full scale, 0.92 for Intrapersonal Religious Commitment, and 0.87 for Interpersonal Religious Commitment items. This scale was chosen because of its neutrality to measure religiosity without a specific tenet of faith. It consists of 10 items used to assess students' religiosity, and it makes use of a 5-point Likert response format ranging from 'not at all true of me' (1), to 'totally true of me' (5). Some items in the scale include: 'Religion is especially

important to me because it answers many questions about the meaning of life’, ‘Religious beliefs influence all my dealings in life’.

Psychological Adjustment: The Brief-Adjustment scale was used to measure the psychological adjustment of pre-medical students. It is a six-item self-report measure of general adjustment, which was developed as a shorter alternative to the most commonly used instrument known as Outcome Questionnaire. Sample items in this scale are: ‘To what extent have you felt tense, anxious and/or afraid this week?’’, ‘How much has emotional distress interfered with feeling good about yourself this week?’’ The six items are in a seven-point Likert scale format ranging from 1= not at all, 4= somewhat, 7= extremely. Those who score high indicate low general adjustment.

Data Collection

The research instrument was administered to pre-medical students by the researchers. Through the help of two research assistants, they were able to distribute and collect questionnaires to and from each level.

Data Analysis

The data generated from the survey was analysed using Pearson product moment correlation and multiple regression analysis at 0.05 level of significance.

Result

Research Question 1: What is the joint contribution of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment on students' academic behavioural confidence?

R = .649 ADJR ² = .406						
R ² = .421 Std. Error = 9.30981						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12121.879	5	2424.376	27.972	.000 ^b
	Residual	16641.116	192	86.672		
	Total	28762.995	197			

Table 1. Regression Summary showing the joint contribution of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment on students' academic behavioural confidence

Table 1 above showed significant joint contribution of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment on academic behavioural confidence: F (5, 192) = 27.972, p < 0.05. The multiple regression model revealed R = .649, R² = .421,

and Adjusted R²= .406. This implies that the five independent factors account for 40.6% (Adj R² = 0.406) variance in respondents' academic behavioural confidence. Factors that account for the remaining variance are beyond the scope of this study.

Research Question 2: What is the relative contribution of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment to students' academic behavioural confidence?

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	22.453	7.174		3.130	.002
	Emotional Intelligence	.237	.081	.184	2.937	.004
	Religiosity	.401	.076	.308	5.272	.000
	Psychological Adjustment	.256	.078	.185	3.279	.001
	Parental Support	.057	.065	.050	.886	.377
	Achievement Motivation	.209	.039	.332	5.287	.000

Table 2. Regression Summary showing the relative contribution of parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment to students' academic behavioural confidence

Table 2 above reveals that four of the variables (emotional intelligence, religiosity, psychological adjustment, and achievement motivation) are potent predictors of respondents' academic behavioural confidence, except parental support. The strongest predictor of academic behavioural confidence was achievement motivation ($\beta = .332$, $t = 5.287$, $p < 0.01$), followed by religiosity ($\beta = .308$, $t = 5.272$, $p < 0.01$), psychological adjustment ($\beta = .185$, $t = 3.279$, $p < 0.05$), and emotional intelligence ($\beta = .184$, $t = 2.937$, $p < 0.05$). This implies that achievement motivation, religiosity, psychological adjustment, and emotional intelligence will increase academic behavioural confidence by 33.2%, 30.8%, 18.5%, and 18.4%, respectively. The result also reveals that parental support has no tendency of increasing students' academic behavioural confidence. This is quite surprising since parents are known to be strong stakeholders in a child's life. However, the result of this shows the dynamism of research. Parental support is discovered to have no tendency of increasing academic behavioural confidence among pre-medical students of the University of Ibadan. Nevertheless, adolescent maturational level of the participants, male gender domination among the participant of this study, amongst others, can be influential factors.

Research Question 3: What is the relationship between each of the independent variable and the dependent variable?

Table 3. Inter-correlation Matrix of independent and dependent variables

Variables	1	2	3	4	5	6
Academic Behavioural Confidence	1					
Emotional Intelligence	.224**	1				
Religiosity	.384**	.545**	1			
Psychological Adjustment	.522**	.288**	.323**	1		
Achievement Motivation	.338**	.585**	.901*	.295**	1	
Parental Support	.389**	.679**	.384**	.595**	.338**	1
Mean	43.08	30.57	25.35	31.26	25.11	33.66
Standard. Deviation.	5.79	3.93	5.81	7.13	6.32	4.99

Table 4.7 shows that the significant relationship that exists between the independent variables (parental support, emotional intelligence, religiosity, psychological adjustment, and achievement motivation) are potent predictors of the dependent variable (academic behavioural confidence) among pre-medical students of the University of Ibadan. Thus, the result is presented as follows: emotional intelligence ($r = .224$, $N= 250$, $p < .05$), religiosity ($r = .3848$, $N= 250$, $p < .05$), psychological adjustment ($r = .522$, $N= 250$, $p < .05$), achievement motivation ($r = .338$, $N= 250$, $p < .05$), and parental support ($r = .389$, $N= 250$, $p < .05$).

Discussion of Findings

The results showed that the independent variables (parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment) had significant relationship with academic behavioural confidence among pre-medical students of the University of Ibadan. This finding was supported by many researchers (Sanders & Sheldon, 2009; Richardson, 2009) who recognised the important role a strong positive bond between homes and schools plays in the development and education of children. Also, Sheldon (2009) research showed that successful students have strong academic support from their involved parents. Although the findings of the study are coherent with previous studies, parental support was revealed to have little impact on academic behavioural confidence in this study. The findings of the research further revealed that a positive relationship exists between achievement motivation and academic behavioural confidence. This finding is in line with the generalisation made by Unruh and Alexander (1970), who pointed out that highly motivated students tend to have a positive self-concept. Since confidence is an aspect of ‘self’, students' motivation invariably influences their self-confidence as well. In addition, Hartshorn (1966) pointed out the importance of motivation at school by indicating that ‘the skillful

teacher will consistently use everything he knows about motivation to make certain that learning activities are motivated at the highest level possible'. Furthermore, the findings of the research showed that emotional intelligence also has a moderate effect on academic behavioural confidence. This implies that a positive relationship also exists between emotional intelligence and academic behavioural confidence. According to Vela (2003), if emotional intelligence skills are developed, strengthened, and enhanced, students may demonstrate increased levels of personal (this is in relation with self-confidence), academic, and career achievement. Truthfully, confidence and emotional intelligence are necessary for individual to succeed in social situations.

The research findings additionally revealed that religiosity has an effect on academic behavioural confidence. Hence, a positive relationship exists between academic behavioural confidence and religiosity. Furthermore, a study conducted by Amaliyah (2017) showed that even the knowledge of the teachers' religious identity was potent enough to influence students' performance at the academic setting. Also, Jeynes (2003) established, in his findings, that religiously committed urban children perform better in most academic measures than their less religious counterparts, despite extraneous variables such as socio-economic status, race, and gender. This could be as a result of the numerous religious diversity and intense religious exposure gotten from the urban area. The findings of this research are also in tandem with research carried out by Hoffman (1998). It was revealed that the confidence of younger members, who attended religious services regularly, was higher than that of those who less frequently attended religious services. Based on intense study, the high level of education of religious leaders and the intense knowledgeable discussions at religious centers are valid to confirm that religiosity will influence the academic behavioural confidence of pre-medical students. In addition, the religious center is one of the largest socialisation centers where skills are trained and duties are delegated This could be another reason why it has so much influence on the participants of this study. However, Psychological Science added a varying view to the body of research by stating that religious belief only influences individuals' self-esteem and confidence in countries that are considered to be religious (i.e., countries that emphasise religious beliefs). The analysis of their result revealed that self-esteem of believers was lower in countries where religion is not central to the culture. A likely explanation was given for this. It was analysed in the findings that religious people feel better about themselves and develop high confidence in religious countries because they fit into their world, not necessarily because they are religious people. This could be another reason for the result gotten from this research as Nigeria is no doubt ranked amongst the most religious

countries. More so, the findings of this research could also have been influenced by location.

In addition, the results of the research finally showed that a positive relationship exists between psychological adjustment and academic behavioural confidence. This supports the findings of Dadarigashti et al. (2016), which showed that psychological adjustment is most relevant to academic self-concept and academic achievement. This means that an individual who is able to adjust to his or her environment will develop a positive concept of self in aspects of academic behavioural confidence, self-esteem, amongst others. However, inability to adjust will puncture the confidence of an individual in his ability. Also, stress will be heightened and this can lead to unpleasant consequences like academic underachievement and suicide. It was revealed, however, that psychological adjustment has a small effect on students' academic behavioural confidence.

On the other hand, the result of the first research question showed that the five independent variables (parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment) jointly contribute to academic behavioural confidence, while the result of the second research question revealed that only four out of the five independent variables contribute to academic behavioural confidence. Achievement motivation, emotional intelligence, religiosity, and psychological adjustment were revealed to be potent predictors of the respondents' academic behavioural confidence. Surprisingly, parental support was shown to have no tendency of increasing academic behavioural confidence. This is in contrast to the existing findings that teachers and parents contribute to students' self-beliefs, which was termed by Murdock and Miller (2003) as the “additive-effect”. It suggests that the strength in one construct might compensate for the weakness in another. The finding is also a divergence from the research carried out by Felson (1989), where it was stated that students have a higher self-efficacy in the academic setting when parents provide support. A factor that could explain the reason for this disparity or difference in findings is that the aforementioned studies focused on self-efficacy while this study focuses on the more specific term of academic behavioural confidence. Nonetheless, there has been no study which specifically researched on the influence of parental support on academic behavioural confidence. Although previous studies have shown that parental support influences related concept (self-efficacy), the result of this research indicate that parental support only has a high influence on self-efficacy but has no tendency of increasing academic behavioural confidence. In plain terms, this means that an individual who has no parental support has the tendency of developing academic behavioural confidence. This is because parental support has been discovered to have no tendency of increasing academic behavioural confidence. These findings provide a clue on

the reason why quite a number of orphans come out successful and confidently take lead roles irrespective of the parenting gap. Also, the unexpected outcome in this research can be as a result of the domination of the masculine gender as the participants used for this study. This is because the masculine gender is usually known to be less emotional, more logical, and more independent than the feminine group. Hence, they derive satisfaction in displaying their prowess and masculinity by being solely free from parental intrusion. Some fend for themselves rather than requesting for parental help, which has built up their level of independence. Since a larger percent of the participants are males (72.5%), this could be the reason why parental support was discovered to have no tendency of increasing academic behavioural confidence. It must be stated also that the societal and even religious description of the male gender has infused a sense of independence in the male child. The religious setting terms males as 'the head', just as the Yoruba culture terms them as 'the Oloriebi' (the head of the family), no matter how young the male child is. This perception has been developed in every male child unconsciously, right from their tender age, and this is another reason for their sense of independence as discovered in this research work. Also, the participants of this study are adolescents, and the period of transition to adulthood is a delicate period and a stage of confusion. The adolescent stage is characterised particularly by different behavioural turn-outs and a high need for independence from parental influence. Hence, adolescents usually build a high resistance against parental influence at this stage, and this can be another probable reason for the findings of this research.

Furthermore, out of the four variables revealed to be the predictors of academic behavioural confidence, achievement motivation was identified to be the strongest predictor of academic behavioural confidence. It also had a high tendency of increasing academic behavioural confidence. This is not unexpected as motivation has been considered as one of the strongest and most important foundation essential for students' academic development. Religiosity was discovered to also be the next highest predictor of academic behavioural confidence, which is followed by psychological adjustment and emotional intelligence.

Conclusion

The findings of this study revealed that the independent variables (parental support, achievement motivation, emotional intelligence, religiosity, and psychological adjustment) had significant relationship with academic behavioural confidence among pre-medical students of the University of Ibadan. Emotional intelligence skills and its competences have been found to be indispensable tools in promoting academic resilience among pre-medical students. Also, the other variables were found to be factors predicting

academic behavioural confidence among pre-medical students of the University of Ibadan. In view of this, special attention should be given to the independent variables in this study as far as academic behavioural confidence among pre-medical students of the University of Ibadan is concerned

Recommendations

Pre-medical students should be exposed to the importance of academic behavioural confidence and its effectiveness as a tool for facilitating academic achievement. Hence, students should be trained on how to improve their academic behavioural confidence by teaching them specific learning strategies, such as self-confidence, study skills, inclusion of cooperative or collaborative learning structure, participation in peer-led trainings, constant positive self-statement and self-motivated beliefs, amongst others. Since achievement motivation has been found to be the strongest predictor of academic behavioural motivation, teachers and parents (most especially), and others who share close ties with the students should motivate the students to achieve set goals. Teachers and lecturers can also intrinsically motivate students through their positive and constant words of encouragement all through the tedious academic work. Such re-assuring words like “It is not hard”, “I did it, you can also do it” would alleviate the fear of failure rather than words like “No one can pass beyond 70%”, or “You are all dullards, I do not believe in your capacity to pass well”. Words like the latter would decrease achievement motivation in most students, compared to the former. Furthermore, the research has pointed out the influence of religiosity on students' academic behavioural confidence. Therefore, religious teachers and leaders have their role to play in fostering their members' academic behavioural confidence through proper religious guidance. Lastly, the service of an emotionally intelligent coach can be employed by parents, schools, or even the students so as to learn assertion skills, setting boundaries, and setting the act of maintaining harmony in the midst of academic challenges that confront medical students in their day-to-day activities.

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