

## **DIFFERENCES BETWEEN RESILIENT AND NON-RESILIENT STUDENTS BASED ON SCHOOL MOTIVATION, SCHOOL ATTACHMENT AND SELF-EFFICACY**

**Dóra Fanni Szabó**

*Doctoral School of Education, University of Szeged*

*Keywords:* disadvantaged students; resilience; school-related factors

Academically resilient students are those who succeed in school despite their disadvantaged socio-economic background (OECD, 2011). Both theoretical assumptions and empirical analyses of educational resilience have explored a wide range of school-related and individual characteristics which contribute to success. Investigations suggest that there is strong connection between achievement and students' self-efficacy (e.g. Cassidy, 2015; Martin & Marsh, 2006). Other findings show that positive attitudes towards school and learning are key predictors of resilience. Resilient students are more motivated and more self-confident than their disadvantaged low-achieving peers (OECD, 2011). We can find several investigations in the literature, but only a few empirical research projects examine differences between resilient and non-resilient students in Hungary. This study investigated the factors which we could rely on to help more students succeed at school despite the presence of impoverished socio-economic background. It was done by studying resilient students and what sets them apart from their less successful peers. The objectives of this study were (1) to identify the group of resilient students in a Hungarian school sample, and (2) to examine the differences between resilient and non-resilient students based on the targeted factors, as well as (3) to explore the possibilities of further analyses. Altogether 997 Hungarian 4<sup>th</sup> (N=497) and 6<sup>th</sup> (N=500) grade students participated in an online data collection; 183 of them were socioeconomically disadvantaged. The applied scales measured school-related factors (school motivation, school attachment, academic self-efficacy) and an individual factor (general self-efficacy). Learning outcomes were measured by self-evaluation of reading, mathematics and science. We isolated the group of resilient students based on each subject and their combinations, thus we investigated the differences between seven subsamples in both age groups. Grade differences were found: there was a higher ratio of resilient students in the 4<sup>th</sup> grade. Preliminary results showed that in the cases of school motivation and academic self-efficacy, there were significant differences between most of the resilient and the non-resilient subsamples. But in the cases of school attachment and general self-efficacy, we couldn't find differences, except between the subsamples based on the math and reading variables. This analysis can help policymakers understand the circumstances which contribute to resilience and have the potential to assist in developing and implementing intervention programs targeted at socioeconomically disadvantaged students, and supporting them in improving their academic achievement. The results of this study contribute to a more thorough understanding of the role of individual and school-based factors among Hungarian at-risk students. Theoretical implications and possible practical applications of the findings are also discussed.