

Academic Buoyancy: The Necessary Ability for Teenagers to Succeed in School

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Abstract: With the continuous reform of the education system, the academic problems of teenagers are increasing. In recent years, academic buoyancy has attracted the attention of most scholars. At the same time, it plays a positive role in solving the academic problems of teenagers as the adaptability and coping ability shown by students in the face of academic challenges and difficulties. This paper aims to explore the influence of academic buoyancy on the academic success of adolescents. First, the relevant concepts of academic buoyancy are expounded. Secondly, it introduces the relationship between academic buoyancy, academic emotion, academic achievement and learning engagement. Finally, the author puts forward corresponding strategies to guide teenagers to cope with academic pressure from four aspects: themselves, families, schools and society, which is of great significance for teenagers to improve their academic performance.

Keywords: Academic buoyancy; teenagers; academic success.

1. Introduction

With the continuous development of society and economy, the continuous improvement of students' education level and the continuous enrichment of educational resources, in the new era of rapid development, the learning content of teenagers is constantly increasing, and the learning pressure is also increasing. In the process of learning, teenagers often encounter many daily frustrations that are difficult to solve, such as the pressure to enter college and the anxiety about exams. In the face of setbacks, teenagers may show a series of problems such as lack of confidence, lack of attention and difficulty in learning. These problems occur in a wide range and are reflected in most students. As early as 2008, from the perspective of positive psychology, foreign scholars developed the concept of psychological buoyancy from the concept of psychological resilience to express students' ability to successfully cope with setbacks and challenges in daily life (Martin&Marsh, 2008). In subsequent studies, he proposed a model of the role of daily motivation elasticity and susceptibility to explain the generation of learning buoyancy through the process of students' responses to and results from setbacks (Skinner&Pitzer,2013). Academic buoyancy has only attracted the attention of domestic scholars in recent years. Although academic buoyancy as an intermediary variable has an impact on learning engagement in domestic studies, there is still a lack of empirical research on the mechanism of academic buoyancy. Therefore, the purpose of studying buoyancy in this study is to explore the structure of Chinese students' academic buoyancy and the relationship between academic buoyancy and academic achievement in combination with the characteristics of Chinese education, so as to provide referential experience for students' educators, so that students can form a good behavior pattern in the face of pressure, better study, and form a healthy psychology.

2. Academic Buoyancy

2.1. Concept of academic buoyancy

The concept of academic buoyancy is developed from the concept of academic resilience, which is derived from

psychological resilience. The first concept of academic buoyancy was put forward by Martin and Marsh (2008). Borrowing from the concept of buoyancy in physics, they argue that "academic buoyancy is an individual's ability to successfully cope with the academic setbacks and challenges typical of school life." These typical problems are encountered by most students in their academic life, including short time required to complete homework, unsatisfactory test results, and daily stress of high homework difficulty. The motivational model of daily academic buoyancy and susceptibility (Martin&Marsh, 2008) points out that academic buoyancy positively predicts students' class participation, that is, daily learning buoyancy can maintain students' learning engagement level in the face of setbacks. Combined with this perspective, the ability to recover after suffering daily academic challenges and setbacks is proposed, namely learning reengagement. The level of learning engagement before encountering setbacks and the level of learning reengagement after encountering setbacks are the manifestations of learning buoyancy.

Academic buoyancy targets most students and usually means positive motivation, low test anxiety, and positive emotional experiences. Academic buoyancy, as a concept of positive psychology, can maintain high learning motivation and low exam anxiety when students are challenged by life setbacks in daily study, and reduce adverse reactions to setbacks in daily life through the cultivation of academic buoyancy (Zhao Fengqing, Yu Guoliang, 2018).

2.2. Performance and influence of academic buoyancy

Martin and Marsh believe that the factors of learning buoyancy can be divided into 5C model, 5C model is confidence, cooperation, commitment, calm and control. Students with high academic buoyancy scored higher in these five models than students with low academic buoyancy, and thus performed as: 1. Actively respond to challenges. Students with high learning buoyancy tend to show low anxiety (calm) and low loss of control (control) when faced with challenges. Students with high self-obstruction are in need of maintaining self-value and will adopt strategies to

avoid failure, which hinders the development of academic buoyancy. 2. Optimism and high academic buoyancy students are positively correlated with high self-efficacy (self-confidence) in daily study and life, and can maintain a positive attitude in the face of pressure, which helps to relieve academic pressure and promote better academic performance. 3. High level of motivation. Academic buoyancy, as a positive psychological quality, enables students to maintain a high level of motivation and commitment to learning even when they have suffered failure. Relevant studies show that academic buoyancy learning motivation is significantly positively correlated, and when learning motivation is strong, students' academic buoyancy level is higher (Li Jiongying, Liu Penghui, 2017).

Academic buoyancy has both positive and negative effects on adolescents' learning (Lian Liu, 2022). On the positive side, academic buoyancy can improve the academic performance of adolescents. Adolescents with high academic buoyancy are usually better able to cope with the challenges and pressures in learning, so they tend to perform better in school. Adolescents with high buoyancy are generally more resilient and resilient, and they are better able to cope with challenges in school and life. On the negative side, academic buoyancy may lead teenagers to be blindly optimistic, and teenagers with high academic buoyancy may have excessive self-confidence, which may lead to arrogance, and they maintain a high level of self-efficacy in the face of major setbacks; Some teenagers with high academic buoyancy may be overly focused on academic success and neglect social life and relationships.

3. Study on the Relationship Between Academic Buoyancy and Academic Success

3.1. Academic buoyancy and students' academic emotions

Academic buoyancy is closely related to students' academic emotions. Academic emotion refers to the emotional experience generated during the learning process, including the challenge, pressure and satisfaction brought by the learning task. Academic emotion can affect learners' motivation, performance and achievement. Common academic emotions include anxiety, stress, excitement, frustration, and satisfaction. Students with good emotional stability have strong executive ability in learning. In the study, although emotional stability acts as an intermediary, the experimental group with good emotional stability has significantly higher executive ability in academic buoyancy than the control group (Li Panpan, 2017). Therefore, it is very important to manage and regulate academic emotion to improve learning effect and learning experience. In the learning process, positive emotions help students to carry out cognitive activities in learning smoothly and form a positive learning attitude (Yu Guoliang, Dong Yan, 2005). Students with higher academic buoyancy tend to have stronger self-control, and they are more inclined to feel their mastery of the learning content and their control over the learning process, which in turn increases the possibility of their academic success (Collie R J & Martin A J, et al., 2015). Students with higher academic buoyancy tend to be better able to handle stress and setbacks in their studies, thereby maintaining positive academic emotions. For example, students with high

academic buoyancy may show lower test anxiety when faced with a test, which has a positive impact on their academic achievement.

3.2. Academic buoyancy and students' academic achievement

There is also a correlation between academic buoyancy and academic achievement. However, most studies show that the direct effect of academic buoyancy on academic achievement may be small (Collie R J & Martin A J, et al., 2015). But it can indirectly have a positive impact on academic achievement by improving students' sense of control, self-efficacy and self-concept, among other factors. For example, a study on "learning-related expectations and behaviors" helped to gain a deeper understanding of how feelings of control affect the relationship between academic buoyancy and academic achievement: If students do not think they are in control of the situation, they may choose to avoid or give up the effort, which may actually be a self-defense mechanism they adopt to prevent the fear of failure (Hirvonen R & Putwain D W, et al., 2021). When students believe they are in control of their learning environment and outcomes, they are more likely to engage in learning and persevere. A sense of control can enhance students' motivation, making them more willing to face challenges and work hard to overcome difficulties. Self-efficacy refers to an individual's belief in his or her ability to perform a specific task. When students have high self-efficacy academically, they are more likely to set challenging goals and maintain effort in the face of difficulties, which helps improve their academic achievement. Self-concept refers to an individual's cognition and evaluation of himself. A positive self-concept can boost students' confidence and self-esteem, making them more likely to succeed academically.

3.3. Academic buoyancy and students' learning engagement

Learning engagement refers to the degree of students' active participation in learning activities, including behavioral engagement (such as completing homework on time and actively participating in class activities), emotional engagement (such as being interested in learning content and feeling that learning is meaningful), and cognitive engagement (such as thinking deeply, thinking deeply, and learning deeply). Critical analysis) the concept of three-dimensional integration (Fredricks J A & Blumenfeld P C, 2004). Students with high academic engagement are usually more focused and hardworking in their studies, and therefore tend to achieve better academic results. Studies show that academic buoyancy has a significant positive correlation with academic engagement (Datu J A D & Yang W. Acade, 2021). The higher the level of students' involvement in learning, the more enthusiastic they are about their studies, the lower their fear of difficulties, and the higher their academic buoyancy level (Zhang Na, 2012). This indicates that students with higher academic buoyancy usually have more engagement in learning, which includes positive attitude towards learning, sustained effort in learning, and deep involvement in learning activities. When students have higher buoyancy in the face of academic challenges, they are more likely to maintain positive learning attitudes and behaviors, thus maintaining high levels of learning engagement. On the contrary, if students feel defeated and powerless in the face of difficulties, it may reduce their learning engagement and affect their

learning effectiveness. This suggests that improving students' ability to face difficulties, challenges and setbacks can reduce the negative impact of academic pressure on learning engagement (Af Ursin P, J rvinen T & Pihlaja P, 2010).

4. Strategies to Enhance the Academic Buoyancy of Adolescents

4.1. Students' own efforts and methods

From the perspective of students themselves, it is necessary to cultivate positive learning attitude and good learning habits to improve their academic buoyancy. Students should realize the importance of study and set up clear learning goals. At the same time, they should develop good time management habits, do a good job in study planning, lay a good foundation for their studies, and arrange study and rest time reasonably to improve learning efficiency. In addition, students should develop self-discipline and focus, resist outside interference, and focus on learning tasks. Overcome the fear of difficulties, cultivate and develop their own interests and hobbies, enhance learning motivation and confidence.

4.2. Support and guidance of family education

Parents can support their children's academic development in a number of ways. First of all, parents should provide a quiet and comfortable learning environment for their children to reduce unnecessary interference. Secondly, parents can make study plans with their children and supervise the implementation of the plans. In addition, parents can also encourage their children to participate in extracurricular activities and academic competitions to expand their knowledge and learning ability. The most important thing is that parents should give their children enough love and support to help them build up self-confidence and courage to face difficulties. Parents should set an example by doing a good job in front of students, not demanding students' results, at the same time, create a good learning atmosphere, a quiet and relaxed learning atmosphere is not easy to produce anxiety, parents and children should also do a good job of communication, understand their difficulties, do not give children more pressure, and pay attention to moderation in extracurricular classes (Li Yongzhan, 2018).

4.3. Improvement and innovation of school education

As the main place of education, school also plays an important role in promoting the academic buoyancy of young people. Schools should provide a rich variety of courses and teaching resources to meet the needs of different students. At the same time, schools should focus on cultivating students' comprehensive qualities, including critical thinking, innovative ability and practical ability. In addition, schools should also strengthen the interaction and communication between teachers and students, and timely solve the problems encountered by students in the learning process. Respect gender differences and achieve personalized and differentiated teaching; Provide extracurricular tutoring and other learning resources to help students overcome difficulties in learning; Teaching with warmth, relaxation and moderation, and creating a good teacher-student relationship and atmosphere (Lian Ruirui, Liu Yawei, Chen Songlin, 2024).

4.4. Utilization and integration of social resources

Society also plays an important role in boosting the academic buoyancy of young people. The government should increase investment in education and improve the quality and fairness of education. At the same time, all sectors of society should also pay attention to the growth and development of young people and provide them with more opportunities for learning and practice. In addition, media and online platforms should also spread correct educational concepts and values to create a positive and healthy learning environment for young people. Governments and schools need to cooperate to help families with financial difficulties; Community and village committees pay attention to the educational psychological situation of left-behind children and give social care.

5. Conclusion

Learning problems have been widely concerned and valued by the country and society. The adolescent period is the key period of individual learning, and the degree of learning involvement is of great significance to the future development of students. It is obvious that academic buoyancy is closely related to students' learning through various studies on academic buoyancy in teenagers. Students' academic buoyancy will affect their academic achievements, and improving students' academic buoyancy level can promote their academic achievements. So how to improve students' academic buoyancy level in the existing learning environment is particularly important. This also points out the direction for our future research, that is, through in-depth understanding of the relationship between academic buoyancy, academic emotion, academic achievement and learning engagement, we can formulate corresponding coping strategies and research, and then effectively intervene in the academic buoyancy of adolescents, so as to achieve the effect of improving academic buoyancy and ultimately promote their academic success and all-round development.

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