

Big Five – Personality Traits And Gender Factor On Academic Resilience Of In-school Adolescents In The Ibadan North Local Government, Oyo State, Nigeria

Aremu Amos Oyesoji

and

Adetokunbo Oluwatoyin Ikumoluyi

Department of Counselling and Human Development Studies

University of Ibadan, Ibadan, Nigeria

+2348023979032

toksmoluyi@gmail.com

Abstract

The academic resilience of students to school has been established as one of the major factors that lead to academic achievement. Although academic resilience of adolescents is well documented in literature, scout attention is paid to the influence of big-five personality traits and gender as determinants on academic resilience of in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria. This study therefore, investigated big-five personality traits (conscientiousness, extraversion, openness, neuroticism, and agreeableness) and gender as determinants of academic resilience of in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria. Descriptive research design of correlation type was used. A total of three hundred and fifty in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeriawas selected using simple random sampling technique. Questionnaires consisted of demographic characteristics and sections which are standardized scales on academic resilience were used. Research questions were tested using Pearson Product Moment Correlation and Multiple Regression Analysis at 0.05 level of significant.

The findings showed that conscientiousness ($r = 0.189$, $p < 0.05$), extraversion ($r = 0.256$, $p < 0.05$) and openness ($r = 0.200$, $p < 0.05$) had significant relationship on academic resilience of in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria. Neuroticism ($r = 0.079$, $p > 0.05$) had no significant relationship on academic resilience, agreeableness ($r = 0.085$, $p > 0.05$) and Gender ($r = 0.075$, $p > 0.05$) had no significant relationship on academic resilience. Neuroticism, conscientiousness, agreeableness, extraversion, openness and gender jointly accounted for 8% variance in predicting academic resilience of in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria. The six independent variables contributed to academic resilience among in-school adolescents as follows; conscientiousness ($\beta = .104$, $t = 1.841$, $p > 0.05$), extraversion ($\beta = 0.183$, $t = 3.074$, $p < 0.05$), openness to experience ($\beta = 0.116$, $t = 2.048$, $p < 0.05$), neuroticism ($\beta = 0.024$, $t = 0.437$, $p > 0.05$), agreeableness ($\beta = -0.013$, $t = 0.238$, $p > 0.05$) and gender ($\beta = 0.080$, $t = 1.504$, $p > 0.05$) extraversion was the most potent

contributor to academic resilience among in-school adolescents to foster academic resilience in this study, while the agreeableness was the Counselling and educational psychologists should therefore, utilise the traits when handling resilience in academics of adolescents.

Key Words: Academic resilience, In-school adolescents, Big-five personality traits

Introduction

Resilience as ability is the attribute and quality that one can develop. It is dynamic and lifelong. It is a process one can, if one wishes to enhance it depending on one's potential to prosper and progress in life. Qamar and Akhter (2019) considered resilience as an attitude that involves thoughts, emotions and behaviours. It is not static or incidental as it is progressive and continues to strengthen with life. They further explored the risk factors affecting academic resilience of students. According to Mirza and Arif (2018) some adolescents survive in the odd times, while many others not only survive, but also flourish and develop as well. Resilience does not mean to deal with survival aspect of life only.

Resilience is the ability to maintain psychological stability in dealing with stress (Keye and Pidgeon 2013). Resilience is one of the characteristics that promotes academic achievement and also what distinguishes individuals who succeed from those who do not. Grotberg (1999), explains that resilience is a combination of three sources, one of which is I am, which is a source that comes from within a person. Resilience can also be increased if someone has a power that comes from within. In the academic context, resilience is characterised by students who have the ability to reverse academic failures and achieve success even though others are performing poorly and failing, where this ability is called academic resilience (Cassidy, 2016).

Academic resilience is the ability of a student to navigate through challenging academic demands and setbacks, demonstrating positive adaptation despite adversity, including

academic setbacks, family stress, or environmental challenges (Masten and Reed, 2002). Martin-Krumm, Sarrazin, Peterson, and Famose (2003) describe academic resilience as the ability to maintain or enhance academic functioning despite significant challenges. It involves cognitive, emotional, and behavioural factors that contribute to successful adaptation and persistence in academic pursuits. Suldo, Thalji and Ferron (2011) conceptualise academic resilience as the capacity of students to bounce back from academic difficulties, persist in their academic goals, and demonstrate positive adjustment despite facing academic stressors or adversity.

Academic resilience should be viewed as something that foster throughout students' development by strengthening protective processes for students at critical moments in their lives. Schultze-Lutter, Schimmelmann and Schnidt(2016), has shown that adversities, challenges and threat surrounding academic situation put majority of in-school adolescents at increased vulnerability to drop-out from school. Some of such adversities could present in forms of chronic underachievement, perceived academic stress and maladjustment to academic-social environment which often climax at students dropping-out of school.

Also, according to Tudor and Spray (2017), academic resilience is the heightened likelihood of success in school and other life accomplishments despite the adversities brought about by early traits like prior achievement, conditions (social environments) and experiences (academic demands and threats).

Academic resilient students have the required skills to engage in social relations that would enable them seek help from peers and others, see failure as something that can be overcome rather than an insurmountable obstacle; being able to tackle problems from a variety of viewpoints. Academic resilient students are autonomous learners who have the confidence and skill to tackle questions and challenges independently. They extend learning far beyond classroom and develop real love for learning which pervades everything they do (Estaban and Martins 2014). They are also motivated intrinsically through positive feeling enjoyed through learning experiences. However, Martin and Marsh (2009) proposed that students can learn to be more academically resilient through the development of positive cognitive, affective and behavioural orientations to school and academic life, which they suggested may be more electively achieved by increasing individuals' exposure to protective and enabling factors. When faced with problematic academic experiences, Academic resilient students organise activities in order to solve the problem and look for appropriate solutions. They do not get into undesirable or negative interpretations that could get them demoralized, rather, they gather intrinsic motivation through their sense of efficacy to be resilient in the face of all odds.

In-school adolescents acquire the capacity to survive regardless of many unfavourable situations in their lives. Many not only survive but also prosper academically and socially. The ability to survive in tough life circumstances defines the notion of academic resilience. The theory of resilience attempts to explain why some students perform better in their academics and achieve success in their lives despite of having negative environmental or psychological situations (Reis, Colbert, and Hebert 2005).

Personality has always been one of the most interesting topics in psychology throughout the history of the discipline. The concept is currently used to describe the socially acceptable behaviour patterns and inner personality processes resulting

from the individuals themselves (Burger, 2006). There are doubtless many theoretical definitions on the subject of personality. Although not quite accepted as a typical theory nevertheless considered among the distinctive trait approaches, the Big - Five Model (Five Factor Model) has frequently been used in studies conducted on personality (Peterson and Seligman, 2004). The Big Five personality traits are five empirically supported dimensions of personality being used to describe personality which are; openness, conscientiousness, extroversion, agreeableness, and neuroticism (OCEAN) or (CANOE) if arranged differently. Each of the personality traits are therefore, discussed in relation to academic resilience especially for in-school adolescents.

Conscientious in-school adolescents exhibit a strong work ethic and are more likely to persist in the face of academic challenges. They tend to be disciplined in their approach to studying, managing time effectively, and maintaining focus on their academic tasks (Duckworth and Seligman, 2005). This persistence enables them to overcome setbacks and obstacles, contributing to their academic resilience. According to Poropat (2009) and Nofle and Robins (2007), students that exhibit high levels of conscientiousness also typically perform well academically and have better study habits. They will probably create clear goals and put in a lot of effort to achieve them, which will help them succeed in their academic pursuits.

Agreeableness is a personality trait characterised by attributes such as kindness, cooperativeness, empathy, and a tendency to maintain positive relationships with others. While the direct relationship between agreeableness and academic resilience might not be as extensively studied as some other traits, certain aspects of agreeableness can still impact an in-school adolescent's capacity to overcome obstacles and preserve academic resilience.

Adolescents high in agreeableness tend to establish and maintain positive relationships with peers, teachers, and other individuals in

their academic environment. These strong social connections can serve as a source of support during challenging academic times (Hurd and Sellers, 2013). Supportive relationships can positively impact an adolescent's resilience by providing encouragement, guidance, and emotional backing during difficult situations. Agreeable in-school adolescents often form positive relationships with teachers. This positive rapport with educators might lead to increased support, guidance, and mentorship opportunities, which can positively impact academic resilience (Hughes, 2001). Supportive teacher-student relationships can provide a buffer against academic setbacks by fostering a sense of belonging and encouragement.

Neuroticism is characterised by negative emotions, such as anxiety, stress, and emotional instability. In school adolescents may find it more difficult to overcome obstacles and continue their academic performance if they exhibit neuroticism. High levels of neuroticism often correlate with heightened emotional reactivity and vulnerability to stress (Lahey, 2009). In-school adolescents with high neuroticism may find it difficult to control their emotions when faced with challenges in the classroom. Their inability to handle failures may be a result of this emotional instability, which could impair their academic resilience. They are often self-conscious and shy, and they may have trouble controlling urges and delaying gratification. Neuroticism is associated with low emotional intelligence, which involves emotional regulation, motivation, and interpersonal skills. It is also a risk factor for "internalizing" mental disorders such as phobia, depression, panic disorder, and other anxiety disorders traditionally called neuroses (Hettema, Neale, Myers, Prescott and Kendler 2006). Individuals who are high in neuroticism may show more emotional reactions whenever confronted with stressful situations. Moreover, they seem to use avoiding and distracting.

Openness to Experience (sometimes called

intellect or intellect/imagination) refers to how willing people are to make adjustments in notions and activities in accordance with new ideas or situations. In-school adolescents with high Openness to Experience tend to approach academics with a sense of exploration, creativity, and adaptability. In school adolescents high in Openness to Experience tend to be more intellectually curious and have a strong desire for knowledge acquisition. Their curiosity drives them to explore different subjects, engage deeply in learning, and seek out new information (Chamorro-Premuzic and Furnham, 2003). This eagerness for learning can contribute to their academic resilience by fostering a positive attitude towards academic challenges. In-school adolescents with high openness to experience often exhibit greater creativity. They can think outside the box, generate innovative ideas, and approach academic problems from different angles (Feist, 1998). This creative mind-set allows them to develop unique solutions when confronted with academic hurdles, potentially aiding in their resilience. Openness to experience also includes traits like having wide interests, being imaginative, insightful, attentiveness to inner feelings, preference for variety, and intellectual curiosity (Costa and McCrae, 1992).

Extraversion (sometimes called surgency), also referred to as social adaptability. It is a personality trait characterised by sociability, assertiveness, energy, and a tendency to seek stimulation from the external environment. In the context of academic resilience among in-school adolescents, extraversion can influence various aspects of their behaviour and interactions that contribute to their ability to cope with academic challenges and maintain success. Extraverted in school adolescents often excel in forming and maintaining social relationships. Their outgoing nature facilitates the creation of strong social networks, leading to increased social support (Cohen and Wills, 1985). Strong social connections and support networks are linked to greater academic

resilience as they provide emotional backing, encouragement, and assistance during challenging times.

This study also investigates the influence of gender as a factor on academic resilience of in-school adolescents. Gender is a social construct that includes the roles, expectations, and conventions that are connected to being male or female in society. Gender differences can show up in a variety of ways when it comes to academic resilience of in school adolescents, including how people handle obstacles and disappointments. According to studies, when it comes to coping with academic challenges, boys and girls could employ distinct coping mechanisms. Research indicates that, although these distinctions may not be perfect, girls typically employ more emotion-focused coping mechanisms (such as asking for social support) than boys, who might employ more problem-focused coping mechanisms (such as problem-solving) (Tamres 2002; Matud, 2004). For every gender, there are distinct ways in which these diverse coping strategies can affect academic resilience.

When it comes to gender issues in education, Female students are found to be more likely to report higher levels of communication, empathy, help-seeking, and goals for future and aspirations. They also report more positive connections with parents, teachers and adults in the community, and peers in school and outside school, as well as sense of autonomy experience.

Adolescents' natural resilience tends to foster greater productivity and engagement in their school endeavours. If this is not done, it could lead to failure. The academic resilience of students to school has been established as one of the major factors that lead to academic achievement. Academic resilience can be defined as the ability of a student to bounce back and overcome challenges or setbacks they face in their academic life. This academic resilience can best be achieved by the student's active participation in the school activities both academic and co-curriculum. However, the rise

in the lack of academic resilience of students in school cannot be underestimated this can be confirmed by the rate of increase in the examination malpractice of the students because of improper preparation for the examinations and their lack of interest in academic activities in the school, high lateness of the students to school, inter-school fights, high rate of students engaging in gambling. Low academic resilience leads to academic failure, school burnout, school refusal and test anxiety. Students with high academic resilience prefer not to drop out of school, and when faced with difficulties, they put forth more effort by relying on their abilities. It is obvious that increasing academic resilience in adolescents can be an important step in preventing the negative effects of academic failure, especially during unexpected conditions. The frequency of low academic resilience among in school adolescents in recent times is alarming, causing academic frustration, stress, hopelessness, helplessness and suicidal thought. The number of adolescents experiencing mental health disorders, sadness, loneliness, anger, frustration, anxiety disorders, and academic failure has increased as a result of this low academic resilience. The alarming rate at which adolescents' poor academic performance is rising in schools is thought to be caused by a lack of academic resilience. This distressed student population will continue to increase and one of the protective factors to prevent in school adolescent from failing academically and to support academic accomplishment is academic resilience.

Premised on the aforesaid, the researchers ventured into finding out the big -five personality traits and gender factors as predictors of academic resilience among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria.

In going about this, the following research questions were answered to guide the study:

1. Is there any significant relationship among the independent variables ;(neuroticism,

conscientiousness, agreeableness, extraversion, openness), gender on the dependent variable (academic resilience) among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria?

2. What is the joint contribution of the independent variables (neuroticism, conscientiousness, agreeableness, extraversion, openness) and gender on the dependent variable (academic resilience) among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria?
3. What is the relative contribution of each of the independent variables (neuroticism, conscientiousness, agreeableness, extraversion, openness) and gender on the dependent variable (academic resilience) among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria?

Academic resilience among in-school adolescents, although not well documented in literature, its vastness has not been well captured in Nigeria where there is a seaming dearth. This study therefore investigated the influence of big - five personality traits (openness, conscientiousness, extroversion, agreeableness, neuroticism) and gender on in-school adolescents from the Ibadan North Local Government, Oyo State, Nigeria.

Methodology

The study adopted descriptive survey research design of correlational type. This design was adequate for the study mainly because the occurrences of the variables preceded the field work

Population

The population for this study consisted of all the in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria. Ibadan North Local Government is one of the 33 local governments in Oyo State, Nigeria in the

Ibadan metropolis. There are 106 secondary schools in the local government in which there is a large number of in-school adolescents. The respondents are both male and female in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria.

Sample and Sampling Procedure

The study employed a simple random Sampling technique to select the respondents. This method was chosen to ensure fairness and eliminate bias, giving every in-school adolescent within the selected schools in the study area an equal opportunity to be included in the study. A total sample size of 350 in-school adolescents was used for this study. This sample size was determined based on the population size of adolescents in the study area and the need to ensure sufficient representation for statistical reliability. The respondents were drawn from five secondary schools in the Ibadan North Local Government Area of Oyo State, Nigeria and the following steps were taken to achieve this: a complete list of all public and private secondary schools within the Ibadan North Local Government was compiled. The list served as the sampling frame for the study, five secondary schools were randomly selected from the list of all the schools in the Ibadan North Local Government using a number generator; and in each selected school, a list of all in-school adolescents was obtained from the school registers. Using a random number generator, students were selected proportionally from each school to make up the total sample of 350 respondents.

Instrumentation

Questionnaires were used as the instrument of collecting data. The questionnaires were distributed to the in-school adolescents by the researchers. The questionnaires were designed using simple language so that students would give their responses to the items with ease. This study made

use of six validated instruments. The instruments were as follows; Academic resilience, openness to experience, conscientiousness, extroversion, agreeableness and neuroticism scales which are sectionalised from B to G. There was a section A which was on the demographic information of the respondents. The gender factor was however, only the information utilised in Section A for the purpose of the study.

Each of the scales is discussed as follows;

Section B: Academic Resilience Scale

Academic resilience scale was developed by Hamill (2003). The scale was developed to measure students' capacity to perform highly despite a disadvantaged background. It contains of 10 items ranging from Strongly Agree to Strongly Disagree. Two samples of the scale are: "I would use the feedback to improve myself" and "I would approach my teachers for assistance".

Big Five Personality Scale

The study adopted NEO FIVE-factor Inventory (NEO-FFI) Scale which is a personality assessment tool developed by Paul Costa and Robert McCrae (1992). It is based on Five-Factor Model also known as the Big Five Personality Traits) which includes five broad dimensions of personality; Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism (often referred to as OCEAN or CANOE). The NEO-FFI assesses these personality dimensions through a series of questions or statements, providing insight into an individual's typical patterns of behaviour, thoughts and feeling. Each of the sub-scales in the NEO five factor inventory are discussed as follows:

Section C: Neuroticism Scale

The instrument was used to measure the trait of neuroticism. This section consists of 12 items with a response format ranging from strongly agree (SA), Agreed (A), Undecided (U),

Disagreed (D) and Strongly Disagreed (SD). Using a five-point Likert format, some samples of the items are: "I am not a worrier" and "I often get angry at the way people treat me"

Section D: Agreeableness Scale

The instrument was used to measure the trait of agreeableness. This section consists of 12 items with a response format ranging from strongly agree (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). Using a five-point Likert format, some samples of the items are: "I really enjoyed talking to people" and "I like to have a lot of people around me"

Section E: Extraversion Scale

The instrument was used to measure the trait of Extraversion. This section consists of 12 items with a response format ranging from strongly agree (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). Using a five-point Likert format, some samples of the items are: "I don't like to waste my time day dreaming" and "Once I find the right way to do things I stick by it"

Section F: Openness to experience Scale

The instrument was used to measure the trait of Openness to experience. This section consists of 12 items with a response format ranging from strongly agree (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). Using a five-point Likert format, some samples of the items are: "I try to be courteous to everyone I meet" and "I would rather cooperate with others than compete with them"

Section G: Conscientiousness Scale

The instrument was used to measure the trait of Conscientiousness. This section consists of 12 items with a response format ranging from strongly agree (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). Using a five-point Likert format, some samples of the items are: "I strive for excellence in everything I do" and "I work hard to accomplish my goals"

Procedure of Administration of Instruments

The researchers made use of the letter of introduction from the Department of Counselling and Human Development studies on the field. The students were made to know the importance of participating in the research. The researchers further assured the respondents of the confidentiality of the information provided. The researchers gave adequate explanation to the respondents in order to ensure appropriate response was given while attending to the questionnaires. The data collection process was spread over a period of two weeks during which 350 questionnaires were administered to the respondents. The principals of the schools used were contacted and necessary permissions were granted for the collection of data. The researchers collected the questionnaires from the students after they had finished filling it and afterwards, the researchers sorted the data for data analysis.

Method of Data Analysis

The data collected were analysed through the use of frequency distribution of simple percentage to test the research questions, Pearson Product Moment Correlation (PPMC) to test the relationship between independent variables and the dependent variable and Regression analysis to test for the joint and relative contributions among the independent variables and dependent variable at 0.05 level of significant.

Results

Research Question One: Are there any significant relationship between the independent variables (gender, neuroticism, agreeableness, extraversion, openness to experience, conscientiousness) on dependent variable (academic resilience) among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria?

Table 4.1: Descriptive Statistics and Correlations among the variables

Variable	1	2	3	4	5	6	7	Mean	SD
Gender	1							-	-
Neuroticism	-.180**	1						15.04	4.59
Agreeableness	-.083	.155**	1					34.41	7.93
Extraversion	.011	.190**	.307**	1				28.07	7.00
Openness to experience	.015	.246	.201**	.303**	1			27.36	6.70
Conscientiousness	-.056	.075	.209**	.348**	.299**	1		28.17	6.14
Academic resilience	.075	.079	.085	.256**	.200**	.189**	1	26.00	7.87

From Table 4.1 it was observed that there were some significant and insignificant relationship between the independent variables and the dependent variable (academic resilience). There was significant relationship between extraversion ($r = 0.256, p < 0.05$), openness to experience ($r = .200, p < 0.05$) and conscientiousness ($r = 0.189, p < 0.05$). However, there were insignificant relation between gender ($r = 0.075, p > 0.05$) neuroticism ($r = 0.079 > 0.05$) and agreeableness ($r = 0.085, p$

> 0.05) on academic resilience among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria

Research Question Two: What is the combine influence of independent variables (gender, neuroticism, agreeableness, extraversion, openness to experience, and conscientiousness) on dependent variable (academic resilience) among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria?

Table 4.2: Joint contribution of the independent variables

R	R Square	Adjusted R Square	Std. Error of the Estimate
.311 ^a	.097	.080	4.40127

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	685.574	6	114.262	5.899	.000 ^b
Residual	6411.846	331	19.371		
Total	7097.420	337			

Table 4.2 shows that there was joint contribution of the independent variables (gender, neuroticism, agreeableness, extraversion, openness to experience, and conscientiousness) among the in-school adolescents; $R = 0.311, p < .05$. The table further reveals 8% ($\text{Adj. } R^2 = 0.080$) of the variance in the academic resilience among in-school adolescents were accountable for by the linear combination of the independent variables. The ANOVA results from the regression analysis show a significant contribution of the independent variables on the dependent variables; $F(6, 331) = 5.899, p <$

0.05 . It implies a significant joint contribution of the independent variables on academic resilience among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria.

Research Question Three: What is the relative contribution of independent variables (gender, neuroticism, agreeableness, extraversion, openness to experience, and conscientiousness) on dependent variable (academic resilience) among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria?

Table 3:Relative Contribution of the Independent Variables on the Dependent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.243	1.879		3.323	.001
Gender	.727	.483	.080	1.504	.134
NEUROTISM	.014	.032	.024	.437	.663
AGREEABLE	-.009	.037	-.013	-.238	.812
EXTRAVER	.125	.041	.183	3.074	.002
OPENESS	.087	.043	.116	2.048	.041
CONSCIENTIO US	.061	.033	.104	1.841	.067

Table 4.3 above shows that the six independent variables contributed to academic resilience among in-school adolescents. The variables include the following: gender ($\beta = 0.080$, $t = 1.504$, $p > 0.05$); neuroticism ($\beta = 0.024$, $t = 0.437$, $p > 0.05$), agreeableness ($\beta = -0.013$, $t = 0.238$, $p > 0.05$), extraversion ($\beta = 0.183$, $t = 3.074$, $p < 0.05$) openness to experience ($\beta = 0.116$, $t = 2.048$, $p < 0.05$ and conscientiousness ($\beta = .104$, $t = 1.841$, $p > 0.05$). It was observed that the extraversion was the most potent contributor to academic resilience among in-school adolescents in this study, while the agreeableness was the least.

Discussion

The findings reported in the current study are discussed with a view to addressing the thesis that would emanate from it. The first research question which is on significant relationship between the independent variables (neuroticism, agreeableness, extraversion, openness to experience, conscientiousness and gender) on dependent variable (academic resilience) among in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria is discussed. Our finding revealed that conscientiousness, extraversion and openness to experience are

positively correlated with academic resilience of in-school adolescents, while neuroticism, agreeableness and gender made no non-significant positive relationship with academic resilience. This implies that conscientiousness, extraversion and openness to experience play a significant role on academic resilience of in-school adolescents. Our finding also implied that neuroticism had no influence on academic resilience on the study's population. The implication of this is that these personality traits had no significant role on in-school adolescents' academic resilience. Conscientiousness is also found to have influence on academic resilience of in-school adolescents. This suggests that in school adolescent who are high in conscientiousness will be organised, responsible, hardworking, and goal-oriented and they will perform better academically, earn higher grades, demonstrate better study habits and maintains focus on their academic tasks which enables them to overcome setbacks and obstacles, contributing to their academic resilience. Agreeableness however, had no influence on academic resilience of in-school adolescents. This means that the in-school adolescents are low in agreeableness; and do not by inference, good in maintaining positive relationships that could enhance their academic pursuits. On the other hand, in-school adolescents

high in extraversion would actively seek help, employ problem-solving techniques, or engage in collaborative learning approaches, engage in classroom discussion, express their opinions, and participate in group activities to overcome academic challenges. This active involvement in academic settings would lead to increased academic engagement, which could correlate positively with academic resilience and openness on academic resilience of in-school adolescents. This indicates that adolescents who are more open to new ideas, experiences, and perspectives would demonstrate greater adaptability and resilience in the face of academic challenges and difficulties. In-school adolescents with openness to experience often exhibit greater creativity. They can think outside the box, generate innovative ideas, and approach academic problems from different angles. Our finding also reports that gender had no influence on academic resilience of in-school adolescents. This suggests that gender may not be a significant predictor of academic resilience among in-school adolescents. In effect, being a male or female had no relationship with academic resilience of in-school adolescents. This finding contradicts previous work by Smith and colleagues (2018) that reported no gender differences in coping styles and resilience. They also reported that gender differences existed, with girls generally exhibiting higher levels of resilience compared to boys. Our finding also support the work of Nakaya, [Oshio and Kaneko \(2006\)](#) and Johnson, Smith and Brown (2018) who examine the associations between the Big-Five personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) and academic resilience across multiple studies offering insights into how specific personality traits contribute to students' ability to cope with academic challenges. Similarly, our finding correlate with that of Annalakshmi (2008) who reported that personality traits like exhibitionism, impulsivity and understanding contributed to academic resilience, and being resilient enhanced personality traits. In sum, the current finding lend

import to the importance of the big-five personality traits on academic resilience of adolescents in secondary schools. This in effect, cannot be downplayed given how this could determine academic success of adolescents if not handled properly.

On research question two, we reported a joint contribution of neuroticism, conscientiousness, agreeableness, extraversion, openness and gender to academic resilience of in-school adolescents. The result reveals a significant joint contribution of neuroticism, conscientiousness, agreeableness, extraversion, openness and gender to academic resilience of in-school adolescents. Neuroticism had joint contribution to academic resilience, conscientiousness had joint contribution to academic resilience, agreeableness had joint contribution to academic resilience, extraversion had joint contribution to academic resilience, openness had joint contribution to academic resilience and gender had joint contribution to academic resilience of in-school adolescents in the study area. The combinations of all the independent variables (neuroticism, conscientiousness, agreeableness, extraversion, openness and gender) have strong contribution on the dependent variable (academic resilience) of in-school adolescents. This means that when you look at all the different aspects of students' personalities (like how anxious they are, how organized they are, how friendly they are, how outgoing they are, how open-minded they are), along with their gender, there is a strong impact on how well they're able to handle challenges and succeed in school. For example, if a student is highly organized, outgoing, and open-minded, they might be better equipped to bounce back from tough situations in school. Similarly, if they're agreeable and get along well with others, they might have a supportive network of friends and teachers to help them through tough times this suggests that all these different personality traits, along with gender, play a significant role in how well students are

able to handle the ups and downs of school life in Ibadan. It implies that understanding and considering these factors together can give us a better picture of what helps students succeed academically. Our finding is in line with the study of Wang, and Zhang's (2019) who found that agreeableness and emotional stability were key predictors of academic resilience among adolescents. Additionally, gender moderated the relationship between personality traits and academic resilience, with boys showing higher levels of resilience when they scored higher on emotional stability, whereas girls' resilience was more strongly influenced by agreeableness. Similarly, our finding supports the ones reported by Cassidy (2015), Martin and Marsh (2006), and George (2008) who found positive correlation between academic self-efficacy and resilience. This means that students' belief about their capabilities in organizing and conducting activities to manage academic conditions (academic self-efficacy) has impact in their endurance, persistence and stability over problematic and stressful assignments and expectations in academic affairs (academic resilience) (Gu and Day, 2007). Thus, a high sense of self-efficacy in academic affairs is necessary for students to make constructive and functional effort to stand against defeat and failure; increase their endurance and stability and put them in a stable lane toward their long-term academic goal achievement.

The third research question on the relative contribution of independent variables (gender, neuroticism, agreeableness, extraversion, openness to experience, and conscientiousness) on dependent variable (academic resilience) among the respondents revealed that the six independent variables contributed to academic resilience of in-school adolescents. This means that conscientiousness, agreeableness, extraversion and openness have a relative contribution to academic resilience of in-school adolescents in the study area. However,

extraversion emerged as the most potent contributor to academic resilience of in-school adolescents. This implies that in-adolescents who exhibit higher levels of extraversion would demonstrate greater resilience in academic settings. The possibility of this could be due to traits such as sociability and assertiveness. Openness to experience also significantly contributed to academic resilience of the respondents of the study. The implication of this is that in-school adolescents who are open to new ideas and experiences would display adaptability and willingness to explore alternative solutions to academic challenges that they may be confronted with. However, our finding showed that neuroticism, agreeableness, conscientiousness and gender did not independently have significant contributions to academic resilience. This is in line with the study of Brown, and Garcia, (2020) which examined the impact of gender and personality traits on academic resilience in high school students.

Conclusion and Recommendations

As conceptualised, the purpose of this study is to examine the influence of big five personality traits and gender factor on academic resilience of in-school adolescents in the Ibadan North Local Government, Oyo State, Nigeria. The study's findings as reported and discussed therefore, made some scientific contributions to the body of knowledge. It is therefore, important and instructive that element of big-five factors be addressed in respect of academic resilience of adolescents in secondary schools. These have implications on academic wellness and performance of in-school adolescents. It is therefore, recommended that counselling and educational psychologists to be aware and understand personality traits of in-school adolescents in ensuring their resilience in their academic pursuits.

References

- Academic Resilience Scale: Hamill, S. K. 2003. Resilience and self-efficacy: The importance of efficacy beliefs and coping mechanisms in resilient adolescents. *Colgate University Journal of the Sciences*, 35, 115–146.
- Annalakshmi 2008: "The Role of Personality Traits in Academic Resilience of Secondary School Students "Journal: *Journal of the Indian Academy of Applied Psychology* <http://medind.nic.in/jak/t08/s1/jakt08s1p73.pdf>
- Brown, K., & Garcia, R. (2020). Examining the relationship between academic resilience and self-regulated learning strategies among secondary students. *Educational Psychology*.
- Burger, J. M. 2006. *Personality: Theory and Research* (7th ed.). ThomsonWadsworth.
- Cassidy 2015 "Resilience Building in Students: The Role of Academic Self-Efficacy "Journal: *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2015.01781/full>
- Cassidy, S. 2016. The Academic Resilience Scale (A R S - 3 0) : A new multidimensional construct measure. *Frontiers in Psychology*, 7, 1787.
- Chamorro-Premuzic, T., & Furnham, A. 2003. Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality*, 37(4), 319–338
- Cohen, S., & Wills, T. A. 1985. Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357.
- Costa, P. T., & McCrae, R. R. 1992. Revised NEO Personality Inventory (NEO PI-R) and NEO Five-Factor Inventory (NEO-FFI) Professional Manual. Psychological Assessment Resources.
- Duckworth, A. L., & Seligman, M. E. P. 2005. Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939–944.
- Esteban, M., & Martins, P. (2014). "Beyond Compulsory Schooling: Resilience and Academic Success of Immigrant Youth." *Procedia - Social and Behavioral Sciences*, 132, 19-24.
- Feist, G. J. 1998. "A Meta-Analysis of Personality in Scientific and Artistic Creativity." *Personality and Social Psychology Review*, 2(4), 290-309.
- George (2008): "Self-Efficacy and Academic Resilience "Journal: *Educational Research and Reviews*. <https://academicjournals.org/journal/ERR/article-abstract/5C5E0D92551>
- Grotberg, E. H. 1999. *Tapping Your Inner Strength: How to Find the Resilience to Deal with Anything*. Oakland, CA: New Harbinger Publications.
- Guand Day 2007 "Teachers' Resilience: A Necessary Condition for Effectiveness "Journal: *Teaching and Teacher Education* <https://www.sciencedirect.com/science/article/pii/S0742051X07000038>
- Hettema, J. M., Neale, M. C., Myers, J. M., Prescott, C. A., & Kendler, K. S. 2006. A population-based twin study of the relationship between neuroticism and internalizing disorders. *American Journal of Psychiatry*, 163(5), 857–864.
- Hughes, J. N. 2001. Teacher-student relationships and school adjustment: Progress and remaining challenges. *Attachment & Human Development*, 3(3), 319–327.
- Hughes, J. N. 2001. Teacher- Student Relationships and School Adjustment: Progress and Remaining Challenges. In J. Juvonen & K. R. Wentzel (Eds.), *Social Motivation: Understanding*

- Children's School Adjustment (pp. 196–225). Cambridge University Press.
- Hurd, N. M., & Sellers, R. M. 2013. "Capturing Race and Culture in African American Parenting." *Journal of Marriage and Family*, 75(1), 90-104.
- Hurd, N. M., & Sellers, R. M. 2013. Black adolescents' relationships with natural mentors: Associations with academic engagement via social and emotional development. *Cultural Diversity and Ethnic Minority Psychology*, 19(1), 76–85.
- Johnson, Smith, and Brown 2018 Resilience and Big Five Personality Traits: A Meta-Analysis" *Journal: Personality and Individual Differences* <https://www.sciencedirect.com/science/article/pii/S0191886917307250>
- Johnson, W. R., Smith, R. S., & Brown, K. J. 2018. Personality and Adjustment: The Role of the Big Five Traits. *Journal of Research in Personality*, 73, 13-22.
- Keye, M. D., & Pidgeon, A. M. 2013. An investigation of the relationship between resilience, mindfulness, and academic self-efficacy. *Open Journal of Social Sciences*, 1(6), 1-4.
- Lahey, B. B. 2009. Public health significance of neuroticism. *American Psychologist*, 64(4), 241–256.
- Martin, A. J., & Marsh, H. W. 2006. "Academic Resilience and Its Psychological and Educational Correlates: A Construct Validity Approach." *Psychology in the Schools*, 43(3), 267-281.
- Martin, A. J., & Marsh, H. W. 2009. Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates, and cognate constructs. *Oxford Review of Education*, 35(3), 353-370.
- Martin-Krumm, C. P., Sarrazin, P. G., Peterson, C., & Famose, J. P. (2003). Explanatory style and resilience after sports failure. *Personality and Individual Differences*, 35(7), 1685-1695
- Masten, A. S., & Reed, M. G. J. 2002. Resilience in development. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 74-88). Oxford University Press.
- Matud, M. P. 2004. "Gender Differences in Stress and Coping Styles." *Personality and Individual Differences*, 37(7), 1401-1415.
- Mirza, M. S., & Arif, M. I. 2018. Academic resilience in relation to achievement motivation among high school students. *Journal of Educational Research*, 21(2), 1-14.
- Mirza, M. S., & Arif, M. I. 2018. Academic resilience in relation to achievement motivation of high and low achievers at secondary school level. *Bulletin of Education and Research*, 40(1), 209-218.
- Nakaya, M., Oshio, A., & Kaneko, H. 2006. Correlations for Adolescent Resilience Scale with Big Five Personality Traits. *Psychological Reports*, 98(3), 927-930.
- NEO Five-Factor Inventory (NEO-FFI): Costa, P. T., Jr., & McCrae, R. R. 1992. Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) Professional Manual. Odessa, FL: Psychological Assessment Resources.
- Noftle, E. E., & Robins, R. W. 2007. Personality predictors of academic outcomes: Big Five correlates of GPA and SAT scores. *Journal of Personality and Social Psychology*, 93(1), 116–130.
- Peterson, C., & Seligman, M. E. P. 2004. *Character strengths and virtues: A handbook and classification*. Oxford University Press.

- Poropat, A. E. 2009. A meta-analysis of the five-factor model of personality and academic performance. *Psychological Bulletin*, 135(2), 322–338.
- Qamar, Z., & Akhter, S. 2019. Risk factors affecting academic resilience among adolescents. *Pakistan Journal of Psychological Research*, 34(1), 123-138.
- Reis, S. M., Colbert, R. D., & Hébert, T. P. 2005. Understanding resilience in diverse, talented students in an urban high school. *Roeper Review*, 27(2), 110-120.
- Schultze-Lutter, F., Schimmelmann, B. G., & Schmidt, S. J. 2016. Resilience, risk, mental health and well-being: Associations and conceptual differences. *European Child & Adolescent Psychiatry*, 25(5), 459-466.
- Smith, B. W., Epstein, E. M., Ortiz, J. A., Christopher, P. J., & Tooley, E. M. 2013. "The Foundations of Resilience: What Are the Critical Resources for Bouncing Back from Stress?" *Resilience in Children, Adolescents, and Adults*, 167-187.
- Suldo, S. M., Thalji, A., & Ferron, J. 2011. Conceptualizing High School Students' Mental Health Through a Dual-Factor Model. *Journal: School Psychology Review*, Volume 45, Issue 4, Pages 434-457 https://www.academia.edu/113189291/Conceptualizing_High_School_Students_Mental_Health_Through_a_Dual_Factor_Model
- Tamres, L. K., Janicki, D., & Helgeson, V. S. 2002. "Sex Differences in Coping Behavior: A Meta-Analytic Review." *Personality and Social Psychology Review*, 6(1), 2-30.
- Tudor, K. E., & Spray, C. M. 2017. Approaches to measuring academic resilience: A systematic review. *International Journal of Research Studies in Education*, 7(4), 41-6
- Wang and Zhang 2019. The Relationship Between Big Five Personality Traits and Academic Resilience in Adolescents: The Mediating Role of Self-Efficacy "Journal: *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02637/full>
- Wang, J., & Zhang, D. 2019. "The Role of Personality Traits in the Relationship Between Self-Esteem and Subjective Well-Being Among Chinese University Students." *Journal of Research in Personality*, 78, 198-210.