

## Personality Types as Correlates of Academic Resilience among National Open University of Nigeria Students in Kwara State Study Centres

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### Abstract

Undergraduates of the National Open University of Nigeria (NOUN), an institution that exclusively engage in open distance learning, are susceptible to numerous factors capable of impeding their learning activities. This study therefore examined the relationship between personality types and academic resilience among undergraduates of NOUN, Kwara State Study Centres. The study's target population comprised 684 undergraduate students in two study centres while the sample size was 248, which represented 50% of the population; 113 males and 135 females. The questionnaire used was developed by the researchers after a thorough review of literature and it possessed a reliability coefficient of 0.77 after being subjected to split-half method and the Cronbach alpha formula. The hypotheses were tested at 0.05 level of significance. The findings showed that the dominant personality types among respondents were agreeableness, neuroticism, and openness to new experiences but Neuroticism was the most dominant. Further, majority of the respondents expressed low level of academic resilience. Agreeableness, Neuroticism, Extraversion, Openness to Experience, Conscientiousness jointly contributed positive to academic resilience but Neuroticism contributed most. Male respondents possessed higher academic resilience ( $\bar{x} = 55.30$ ) compared to females ( $\bar{x} = 51.88$ ). Education stakeholders should assist on improving undergraduates' level of academic resilience through trainings on life-building skills, such as decision-making.

**Keywords:** Personality types; Academic resilience; NOUN; Students, Study centres, Agreeableness, Extraversion, Conscientiousness, Neuroticism, Openness experiences

### Introduction

The National Open University of Nigeria provides distance learning opportunities, but these opportunities come with attendant challenges for students.

Such challenges include knowledge gaps in internet usage, poor networking, high bandwidth costs, insufficient finances, inability to constantly use social networks, inadequate concentration, adapting to societal roles, and many others. Thus, it requires that students build strong determination and resilience to cope with myriads of constraints in order to succeed in their academic programme. Personality types are important among the several individual variables linked to academic resilience since they may give insight into a student's capacity to endure pressures related to their studies. The demands of the National Open University of Nigeria's academic programme, which is entirely open and remote learning, make it necessary to look at the academic resilience and personality traits of undergraduate students at this unconventional university system.

The National Open University of Nigeria (NOUN) is the first Open and Distance Learning (ODL) university in the West African subregion (NOUN, 2022). In terms of the number of students, NOUN is the biggest institution in Nigeria. With four centres in Kwara State, dispersed across the three senatorial districts, NOUN also has other study centres located throughout Nigeria. Students from all across the state and the nation attend these study centres to gain knowledge. The university offers remote learning with the goal of giving Nigerians, particularly those who are unable to attend conventional colleges because of a variety of limitations, a flexible and accessible education. However, NOUN faces a number of complex issues, including limited access, rising tuition, rigid course selection, knowledge gaps in internet usage, poor networking, high network bandwidth costs, inability to use social networks continuously, lack of focus from juggling work and study, involvement in societal roles, particularly for married undergraduates, and many more. For students to succeed in the programme, they must therefore cultivate a strong sense of resolve and resilience. According to Jacob and Ayoko (2023), understaffing, inconsistent power supply, inadequate infrastructure, and bad internet services are some of the issues at NOUN study centres. It was further stated that the majority of students combine work with study in which most jobs are full-time positions rather than part-time ones, hence the students are more often subjected to pressure from their employers. As a result, they face significant challenges in securing leave or finding alternative excuses to justify their absence to their employers, all in an effort to attend online classes and sit for examinations. Usman (2024), a counsellor with NOUN, claimed that students are increasingly encountering difficulties, such as those pertaining to their families and their studies. Since most of NOUN students are married and have homes to maintain, time management and personal organization may present additional significant challenges. Many must navigate the demanding tasks of balancing academics, work, and family life. For women who become pregnant while enrolled, the added challenge of childbirth during exam periods can be particularly daunting. To negotiate and overcome obstacles related to academic obligations, resilience would be necessary for all of these.

One of the most important factors influencing how well students adjust to new learning contexts is academic resilience. Strong resilience traits seem to reduce the risk of psychological distress, assist in managing academic interests and expectations, enhance academic achievement, and offer helpful coping strategies for students who face academic pressures or difficulties. According to Cole et al. (2014), academic resilience refers to the set of personal qualities that enable students to persevere and succeed despite encountering challenges related to their academic pursuits. Academic resilience, according to Stephanie et al. (2022), is the capacity to thrive, maintain motivation, and perform well in the classroom in spite of marginalization and the possibility of academic failure. The ability of students to achieve academic success and exhibit high-level performance, particularly in the face of difficult life circumstances and unfavourable living conditions that may otherwise make them more likely to fail academically and drop out, is known as academic resilience. For undergraduates, academic resilience can be a very useful strategy for overcoming stress about school and navigating the demands of academic life. Students can sustain high academic standards, perform effectively under pressure, and recover from stressful events or the fear of failure by developing resilience. Resilience in a university context can be a set of traits, an outcome, or a dynamic process that involves students going through stressful or difficult times and then effectively adjusting. To focus on their strengths and possibly avoid academic failure, NOUN students enrolled in distance learning programmes must demonstrate academic resilience (Romano et al., 2021; Diffley & Duddle (2022). In addition to providing a strong sense of belonging and helping students overcome hardship, academic resilience has a significant impact on nurturing students, fostering adaptation, career advancement, and overall academic performance (Yang et al., 2024). Since personality is the foundation of an individual's behaviour in a particular situation, it plays a crucial role in determining how pupils will behave in academic settings.

### **The Big Five Personality Traits**

A person's personality is the sum of their characteristics that shape their thoughts and actions in various knowledge settings. Numerous writers have proposed various categories of personality qualities. For example, Meyer Friedman and Ray Rosenman established Personality Types A and B, David Keirsey classified types into Artisan, Guardian, Idealist, and Rational, and Carl Jung proposed extraversion and introversion. According to Darby (2024), the Big Five Personality Trait was originally developed by D.W. Fiske in 1949 while other notable researchers such as Norman, Smitt, Goldberg, McCrae, and Costa later developed upon the concept between 1967 and 1987. The Big Five concept focuses on five themes: openness to new experiences, conscientiousness, extraversion, agreeableness, and neuroticism (OCEAN). Each of the five elements explains the likelihood of the event as well as the potential of the person who possesses it (Elizabeth, 2024). The Big Five Personality Traits framework, which is widely used and acknowledged, was employed in this study

Research has shown that personality traits play a significant role in academic resilience, which refers to the ability to bounce back from academic setbacks and challenges. The Big Five Personality Traits Theory, which comprises conscientiousness, neuroticism, extraversion, agreeableness, and openness to experience, has been extensively studied in the context of academic achievement.

- Conscientious students tend to possess excellent impulse control, goal-directed behaviour, and a high level of cognition. They are more resilient due to their organized, responsible, and goal-oriented nature (Kertechian, 2018).
- Neuroticism is a range of emotional sensitivity that represents how much a person finds their surroundings to be upsetting, dangerous, or stressful. Students that possess this quality fall somewhere on a continuum, with acute emotional instability at one end and total emotional stability at the other. Kwon and Weed (2024) reported that students high in neuroticism tend to be less resilient due to their increased anxiety, stress, and emotional instability.
- Extraverted students possess high energy levels, positive emotions, a sense of urgency, aggressive behaviour, friendliness, sociability, and a propensity for talkativeness - with a particular propensity to seek out social stimulation and engagement with. Students with this trait tend to be more resilient as they seek out social support and engage in academic activities (Prince-Embury et al., 2017).
- Rather than being cautious and antagonistic toward others, students of agreeableness trait tend to be cooperative and kind. According to Prince-Embury et al. (2017) and Darby (2024), they are likely to be more resilient due to their better relationships with teachers and peers, which provide emotional support.
- Openness to experience is a quality that people who are open to trying new things or who are responsive to fresh and unique ideas display. This quality highlights the traits that students exhibit when they are willing to try something new, particularly when completing assignments for study programmes. Students who possess this trait tend to be more resilient as they are more curious, flexible, and open to new experiences because the trait is characterised by a strong drive to explore and discover new things and a desire to learn throughout one's life.

Personality traits have a big influence on students' psychological resilience in college, according to some research. Prince-Embury et al. (2017) found a favourable correlation between agreeableness and resilience. Agreement was therefore a major predictor of professional efficacy (personal achievement). But according to Kertechian (2018), neuroticism did not adversely correlate with resilience, but conscientiousness did. The findings also demonstrated that conscientiousness predicts cynicism and depersonalization. In a similar vein, Sarrionandia et al. (2018) discovered that conscientiousness functions as a buffer in the link between stress and discomfort. On the other hand, Backmann et al. (2019) discovered a positive correlation between

neuroticism and resilience by examining the two variables. The study also showed that personality traits like understanding, impulsivity, and exhibitionism often have an impact on resilience, and that resilience itself enhances personality traits. Corazzini et al. (2021) used data from first-year Italian students to investigate the influence of personality traits on academic ability. According to the study, student results improved as conscientiousness and openness to new experiences increased. At Akwa Ibom State University in Nigeria, Godfrey et al. (2024) found a significant relationship between students' academic success and their conscientiousness and agreeableness. Ojeleye et al. (2022) found that resilience and self-efficacy had a good and significant impact on students' academic performance at Federal College of Education (Technical) Gusau, Zamfara state, Nigeria. Emotional intelligence predicts academic resilience, which in turn affects students' academic performance, according to Ononye et al. (2022). Resilience and personality qualities are clearly important components of students' academic endeavours.

A number of variables may have an impact on students' level of academic resilience. Reasoning, emotional stability, self-reliance, and toughness are the most common personality traits among students, according to Jain et al. (2020). However, there were significant disparities between male and female students in a number of personality traits. Conscientiousness is the most common personality trait among students at Huzhou University and the University of Ghana, per Opoku et al. (2023). Age disparities among NOUN students may have an effect on how resilient they are to circumstances in the classroom. The ability of students to adapt to the educational system depends equally on their maturity. According to Backmann et al. (2019), academic resilience varied significantly by age group, with younger students exhibiting greater resilience than their older peers. According to a prior study by Sarrion

andia et al. (2018), gender has a major influence on a child's coping strategies. According to the study, female students fared better than male students, and this was because they had superior social skills, which made it easier for them to relate to people who had gone through similar things. In a similar vein, girls are better at utilizing social resources and asking for help from others to deal with day-to-day challenges, according to Nath and Pradhan (2012). Conversely, boys use sports and other physical activities as a coping mechanism for adversity. Conversely, Mihir and Simranjit (2016) found that, although students generally possessed low academic resilience, boys outperformed girls in academic resilience.

The National Open University of Nigeria (NOUN) students, in particular, need to overcome a variety of unique obstacles that call for a particular amount of fortitude in order to succeed academically. Furthermore, the majority of earlier research on student resilience was carried out in traditional educational settings, not specifically with students enrolled in remote learning programmes like NOUN. In order to explore the implications for school counsellors and advance recommendations related to the

findings, this study looked at the relationship between personality types and academic resilience among NOUN, Kwara State Study Centres undergraduates.

### **Research Questions**

1. Which are the dominant personality types among undergraduates of NOUN, Kwara State Study Centres?
2. What is the level of academic resilience among undergraduates of NOUN, Kwara State Study Centres?

### **Research Hypotheses**

1. There is no significant relationship between personality types and academic resilience among undergraduates of the National Open University of Nigeria (NOUN), Kwara State Study Centres.
2. There is no significant difference in the personality types between male and female undergraduates of NOUN, Kwara State Study Centres.
3. There is no significant difference in academic resilience between male and female undergraduates of the National Open University of Nigeria, Kwara State Study Centres.

### **Methodology**

The research design adopted for this study is the survey method of the correlational type. This was considered appropriate because the study examined the relationship between the independent variable (personality types) and academic resilience among the respondents.

### **Participants**

The NOUN study centres in Ilorin and Offa were purposively selected due to their strategic locations, which provide accessibility to a diverse range of students. Specifically, Ilorin, being the state capital, and Offa, located along a border axis, have higher student populations compared to other centres in the state. According to Shomoye et al. (2023), the students' population of Ilorin and Offa study centres were 526 and 158 respectively, giving a total of 684 as the target population. Accordingly, following the guidelines set forth by Research Advisor (2006), a sample size of 248 respondents was determined to be sufficient, at 95% confidence level and a margin of error of 0.05. The proportional sampling technique was adopted to select the respondents across the two centres at ratio 3:1, hence, 187 respondents were selected at Ilorin centre while 61 respondents were selected at Offa. The simple random sampling of the dip hart method was adopted to select the respondents in each centre.



## Instrument and Data analysis

Having consulted several literatures, a researchers-designed instrument titled “Personality Types and Academic Resilience Questionnaire (PTARQ)” served as the means of collecting study data. The questionnaire consisted sections: Section A contains demographic data of the respondents, and B has 20 items on personality types while section C contains 10 items on academic resilience among students of NOUN, Kwara State Study Centres. Sections B and C were structured on the four-point Likert type Scale format of Very True of Me (VTM) = 4 points, True of Me (TM) = 3 points, Rarely True of Me (RTM) = 2 points, Never True of Me (NTM) = 1 point. Given that the scoring ranges from 4 to 1, each item's greatest score is 4 and its lowest is 1; the cut-off value is 2.50 ( $(4+3+2+1=10/4= 2.50)$ ). Thus, personality types that have mean scores 1.00-2.49 were considered non-dominant while those having mean scores 2.50-4.00 were considered dominant. Section C employed percentages to assess respondents' academic resilience. Thus, the percentage was used to group respondents in term of how they expressed academic resilience and the scoring was based on “high” and “low”.The instrument possessed a reliability value  $r= 0.77$  after being subjected to the Cronbach alpha formula.

## Ethical Issue

Respondents were given freedom of choice either to participate or decline. All the 248 respondents in the study voluntarily consented to participate while the researchers guaranteed adequate confidentiality.

## Results

**Figure 1.** Percentage distribution of respondents by gender

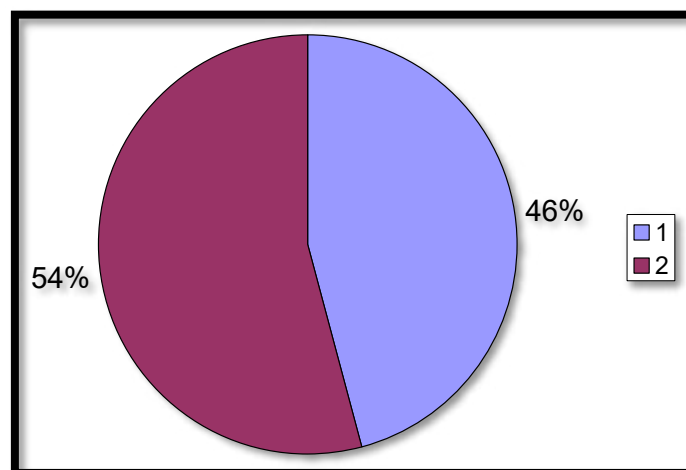
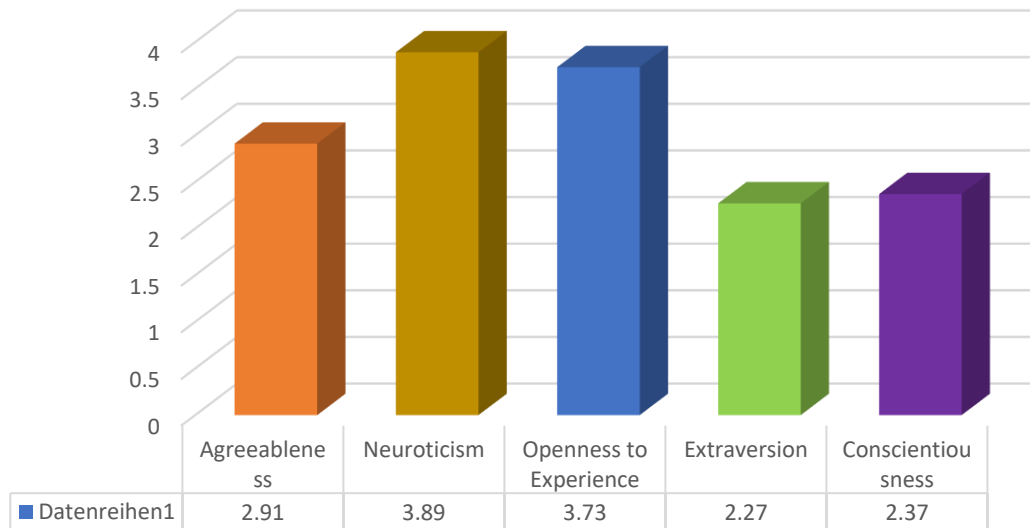


Fig. 1 reveals 54% of the respondents were females while 46% were males. It shows that more female undergraduates of NOUN participated more than male in this research.

**RQ 1:** Which are the dominant personality types among undergraduates of NOUN, Kwara State Study Centres?

**Figure 2.** Mean Analysis of personality types of students in NOUN, Kwara State Study Centres



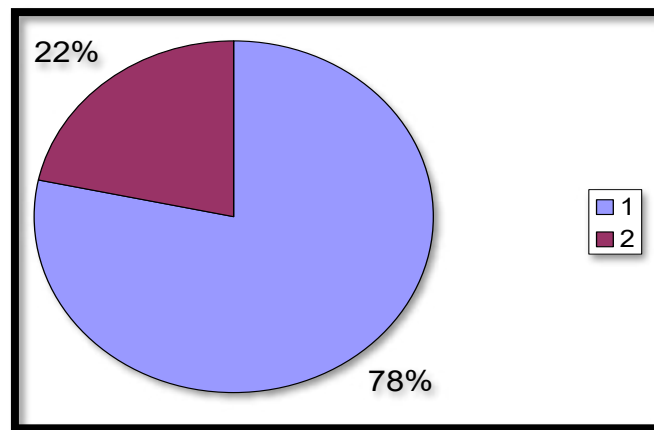
1. **Agreeableness:**  $\bar{x} = 2.91$  (Dominant)
2. **Neuroticism:**  $\bar{x} = 3.89$  (Dominant)
3. **Openness to Experience:**  $\bar{x} = 3.73$  (Dominant)
4. **Extraversion:**  $\bar{x} = 2.27$  (Non-dominant)
5. **Conscientiousness:**  $\bar{x} = 2.37$  (Non-dominant)

Fig. 2 reveals that Agreeableness ( $\bar{x} = 2.91$ ), Neuroticism ( $\bar{x} = 3.89$ ) and Openness to Experience ( $\bar{x} = 3.73$ ) are the dominant personality types among undergraduates of NOUN. This implies that unlike agreeableness, neuroticism and openness to experience, extraversion ( $\bar{x} = 2.27$ ) and conscientiousness ( $\bar{x} = 2.37$ ) personality types are non-dominant among the respondents in this study. In specific, neuroticism personality type, with the highest mean score ( $\bar{x} = 3.89$ ), is the most dominant among the participants in the study. By implication, the respondents primarily possessed emotional sensitivity, reflecting how much they perceive their open and distance learning nature of NOUN academic programmes as stressful, ominous, or hazardous, which are reflection of neuroticism personality type.

**RQ2:** What is the level of academic resilience among undergraduates of students in National Open University of Nigeria, Kwara State Study Centres?



**Figure 3.** Percentage Distribution of Respondents' Academic resilience



1. High Academic Resilience (78%)
2. Low Academic Resilience (22%)

Fig. 3 indicates the respondents' academic resilience. The result reveals that 78% of the respondents had low academic resilience while 22% had high academic resilience. This indicates that more students exhibited low level of academic resilience, hence there is low academic resilience among undergraduates of NOUN.

**Hypothesis One:** There is significant association between personality types and academic resilience among undergraduates of NOUN, Kwara State Study Centres.

**Table 1a.**Regression Analysis Showing Association between Personality Types (agreeableness, neuroticism, extraversion, openness to experience, conscientiousness) and Academic Resilience

Model	SS	df	MS	F	P
Regression	1948.44	4	487.11	13.38	.000*
Residual	11005.47	243	45.29		
Total	12953.91	247			

\*Sig.,  $p < 0.05$

- Predictors: (Constant), agreeableness, neuroticism, extraversion, openness to experience, conscientiousness
- Dependent Variable: Academic Resilience

Table 1a shows the result of the linear regression, which indicates statistically significant difference [ $F_{(4, 243)} = 13.38, p < 0.05$ ]. Thus, there is no a significant association between personality types and academic resilience among undergraduates of National Open University of Nigeria, Kwara State Study Centres.

**Table 1b. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.492	0.263	.0237	7.8641

- Predictors: (Constant), agreeableness, neuroticism, extraversion, openness to experience, conscientiousness.

Table 1b summarises the regression model that analysed the relationship between personality types (agreeableness, neuroticism, extraversion, openness, conscientiousness) and academic resilience. The five personality types jointly contributed correlation coefficient R 0.492, representing 49.2%, which indicates a moderate positive association between personality types (independent variable) and academic resilience (dependent variable). The R-Square 0.263 implies 26.3% of the variance in academic resilience can be explained by the personality types.

**Table 1c. Relative Contributions of Independent Variables (agreeableness, neuroticism, extraversion, openness, conscientiousness) to academic resilience**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Beta	Std. Error	B ( $\beta$ )		
(Constant)	58.562	3.041		19.254	.000
Openness to Experience	.408	.133	.192	3.061	.002*
Neuroticism	.718	.146	.327	4.907	.000*
Agreeableness	.246	.166	.102	1.478	.003*
Conscientiousness	.057	.146	.026	.393	.694
Extraversion	.146	.189	.034	.774	.440

The proportional role of every independent variable (agreeableness, neuroticism, extraversion, openness, conscientiousness) to academic resilience is shown on Table 1c through value of *Beta* weight ( $\beta$ ). Openness to Experience has a *Beta* weight ( $\beta$ ) .192,  $t = 3.061$ ,  $p < 0.05$ ; Neuroticism .327,  $t = -4.907$ ,  $p < 0.05$ ; Agreeableness .102,  $t = 1.478$ ,  $p < 0.05$ ; Agreeableness 0. .026,  $t = 0.393$ ,  $p > 0.05$ ; and Extraversion .044,  $t = 0.774$ ,  $p > 0.05$ . Based on the result, it could be seen that Neuroticism, Conscientiousness and Agreeableness significantly contributed to academic resilience among undergraduates of National Open University of Nigeria students, Kwara State Study Centres. while Conscientiousness and Extraversion did not have significant association with academic resilience of the respondents. Specifically, neuroticism contributed most to the low level of academic resilience among respondents.

**Hypothesis Two:** There is no significant difference in the personality types between male and female undergraduates of NOUN, Kwara State Study Centres.

**Table 2. Summary of t-test statistics showing difference in the personality types of students in NOUN, Kwara State Study Centres on the basis of gender**

Gender	N	$\bar{x}$	SD	df	P
Male	113	51.53	10.96		
				246	.000*
Female	135	56.46	8.56		

\*Significant,  $p < 0.05$

Table 2 shows the p-value .000 is less than 0.05 level of significance, hence, the hypothesis was therefore, rejected. There was a significant difference in the personality types between male and female undergraduates of NOUN, Kwara State Study Centres. Female respondents with higher mean of 56.46 significantly possessed the personality types than the male counterparts. Generally, female seems to express emotions, whereas men appear often suppressing emotions; a reflection of neuroticism. On openness to experience, females are likely to be more curious, artistic, appreciative, and enthusiastic about learning.

**Hypothesis Three:** There is no significant difference in the academic resilience between male and female undergraduates of NOUN, Kwara State Study Centres.

**Table 3.** Summary of t-test statistics showing difference in the academic resilience of students in NOUN, Kwara State Study Centres based on gender

Gender	N	$\bar{x}$	SD	df	p
Male	113	55.30	5.24		
				246	.001*
Female	135	51.88	5.59		

\*Significant,  $p < 0.05$

Table 3 shows that the p-value (.001) is less than the significance level of 0.05, the null hypothesis was not accepted. Therefore, male and female undergraduates at the National Open University of Nigeria differed significantly in their academic resilience., Kwara State Study Centres. Male respondents possessed more academic resilience with a higher mean score 55.30 against females 51.88.

## Discussion

According to the result of this study, the most common personality types among undergraduate students of the National Open University of Nigeria (NOUN), an Open Distance Learning programme, are agreeableness, neuroticism, and openness to new experiences. The most noticeable characteristic was neuroticism, which, in line with

Kertechian (2018), suggests that students are emotionally sensitive and may find the study programme unpleasant. Thus, many students of NOUN are more likely to experience worry, tension, and emotional instability cumulate to being demoralised, all of which can seriously impair academic confidence. This might explain why the study's respondents had a low level of academic resilience. The preponderance of the two personality types agreeableness and openness to experience among undergraduates also emphasizes their capacity for self-directed learning, flexibility, and group learning, which supports the views of Darby (2024) and Elizabeth (2024) that students who possess openness on experience trait will typically have a wider variety of interests and a more daring approach to making decisions.

Extraversion and conscientiousness were not dominant among NOUN students. This finding contradicts that of Opoku et al. (2023), which discovered that among students at Huzhou University and the University of Ghana, conscientiousness is the most common personality attribute. Inconsistencies in the study locations may be the cause. This shows that respondents in the latter study possessed good impulse control, goal-directed behaviour, and a high level of cognition which could be sufficient to develop high level of resilience in the face academic challenges.

According to the finding, a greater proportion of students expressed poor academic resilience, suggesting that NOUN undergraduates have poor academic resilience. Lack of in-person interaction, conflicting obligations, work-related stress, family issues (since most students are married and parents), poor internet, inadequate infrastructure, rising school fees, unstable power supplies, limited course options, and the expense of traveling to study centres are some potential contributing factors to this problem (Jacob & Ayoko, 2023). Low academic resilience is problematic since it can hinder students' career development, increase stress, and result in subpar academic achievement. Prior research by Mihir and Simranjit (2016) revealed that pupils in secondary school had poor academic resilience. There are a number of reasons why research on low academic resilience are similar, including peer pressure, low school motivation, excessive parental and teacher pressure, and many more.

Undergraduate students at the National Open University of Nigeria, Kwara State Study Centres, showed a strong correlation between their personality types and academic resilience. Therefore, personality types (conscientiousness, extraversion, neuroticism, agreeableness, and openness to experience) have a big influence on academic resilience, indicating that students' personality types can either help or hurt their capacity to handle academic difficulties. But according to the current research, the main factors influencing academic resilience among NOUN undergraduates at Kwara State Study Centres are neuroticism, agreeableness, and openness to experience, with neuroticism being the most important. In contrast, Kertechian (2018) found a negative link with neuroticism and a good correlation with conscientiousness and resilience. The difference in the nature of the respondents of the two studies might be responsible for the dissimilarity.

At the National Open University of Nigeria, Kwara State Study Centres, there were notable differences in the personality types of male and female undergraduate students. The mean ratings of female respondents were higher than those of male respondents, indicating that they were more neurotic, open to new experiences, and agreeable. Therefore, compared to male students, female students showed higher levels of neuroticism, which indicates greater emotional sensitivity and anxiety; openness to experience, which indicates a stronger propensity for creativity, exploration, and adaptability; and agreeableness, which indicates social harmony, empathy, and cooperation. Mihir and Simranjit (2016) found that when it came to academic resilience, boys performed better than girls. This is not in agreement with the present study, probably because of differences in the nature of students used in both studies. Male respondents reported greater academic resilience than female respondents, indicating a substantial difference in academic resilience between male and female undergraduates at the National Open University of Nigeria, Kwara State Study Centres. It is possible that traditional gender norms, which place extra obligations of domestic responsibilities in the home on female students, will make it too difficult for them to handle the academic demands of the NOUN open distance learning programme. Sarrionandia et al. (2018), on the other hand, discovered that female students fared better than male students. They ascribed this to the fact that females had superior social skills, which helped them relate to others who had gone through similar things. Generally speaking, coping mechanisms used by men and women may differ, which affects resilience.

### **Conclusion:**

The results of this study shed important light on the relationship between academic resilience and personality types among undergraduate students at the National Open University of Nigeria (NOUN). Notably, agreeableness, neuroticism, and openness to new experiences were the most common personality qualities among students, with neuroticism being the most prevalent. This implies that undergraduates have low academic resilience since they are emotionally sensitive and may view the learning programme as demanding. Academic resilience also significantly correlated with personality types, with neuroticism, agreeableness, and openness to experience having more contributions. Female students expressed higher neuroticism, openness to experience, and agreeableness, while male students expressed higher academic resilience.

### **Recommendations**

To address the problems emanating from this study, the following recommendations were made:

- The National Open University of Nigeria (NOUN) should implement targeted interventions, such as mentorship programmes, virtual support services, interactive learning platforms, and regular feedback and assessment.

- By enhancing technology infrastructure, fostering collaborative learning, and recognizing and rewarding resilience, NOUN can improve academic outcomes and promote student success.
- The services of a guidance counsellor should be employed to constantly assess personality traits and assist in addressing counterproductive behaviours among students.
- Guidance counsellors should assist students in improving their level of academic resilience through training on life-building skills, such as decision-making, self-regulation, goal-setting, and others.
- NOUN and education stakeholders should facilitate personality-type-specific and resilience-level support services for students through counselling activities and other educational engagements.

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