

THE RELATIONSHIP BETWEEN PERSONALITY, ACADEMIC SELF-EFFICACY, AND ACADEMIC RESILIENCE AMONG 4PS BENEFICIARIES

Shekinah C. Reyes¹

¹. Bataan Peninsula State University

Email ID: screyes@bpsu.edu.ph

ABSTRACT

As it has profoundly altered practically everyone's lives, the COVID-19 pandemic has caused tremendous stress throughout the world. The education sector is one of the hardest hits by the pandemic. It has been emphasized that the adverse effects of the pandemic have similarly impacted the education sector worldwide. Resilience has been a crucial factor in facing such adversity as resilience is the ability to bounce back from stressful situations. Similar to resiliency, self-efficacy is situation-dependent and vital in dealing with adversities as self-efficacy has been one's ability to achieve under certain conditions. Furthermore, personality may affect both resilience and self-efficacy as inherent traits may affect one's ability to cope with challenges. The present study investigated the role of personality in fostering academic resilience, and the role of academic self-efficacy between the relationship. The three variables were contextualized in the academic setting during the pandemic. The particular interest of the study is students from disadvantaged background due to prominent disparity between those who can and cannot afford the educational transition posed by the pandemic. Using regression and mediation analysis, the results revealed that both personality and academic self-efficacy have significant effect on academic resilience. Academic self-efficacy mediated the relationship between personality and academic resilience; therefore, personality directly and indirectly related to academic resilience through academic self-efficacy. The study recommends to develop and establish a program that will foster specific personality traits, such as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

Keywords: resilience, self-efficacy, personality

INTRODUCTION

The education sector is one of the hardest hits by the pandemic. The adverse effects of the pandemic have similarly impacted the education sector worldwide. In the face of such adversity, resilience is the key [1]. Resilience is the positive

adjustment after a stressful or negative experience [2]. Academic resilience is the ability of students to stay motivated and focused despite stressful and adverse circumstances [3]. Academic resilience moderates the dampening effects of academic stress on satisfaction with

online learning. Like resilience, self-efficacy depends on the situation and seems to be especially important for those who are dealing with difficulties [4]. Academic self-efficacy is attributed to students who believe they can carry out academic activities effectively [5]. Early adolescents who were highly self-efficient in terms of problem solving, academic achievement, and empathy tended to exhibit greater resilience [6].

Resilience and self-efficacy might be a necessary factor, especially for students from disadvantaged backgrounds. The theory of resilience seeks to explain why students do better academically and succeed academically while experiencing adverse environmental or psychological circumstances [3]. Self-efficacy and resilience may be significantly influenced by personality. Resilience has been linked to personality type [7]. Despite the association between resilience and personality having been shown, the authors recommended investigating the aforementioned variables among secondary students. Furthermore, the necessity of doing research on these variables with regard to students who are at risk heightens [8]. Given that academic resilience can be fostered among at-risk children, according to [3].

The current pandemic and the new standard in education made it necessary to examine resilience and its applicability in the classroom context. According to the Department of Education, nearly 4 million students failed to enroll for the upcoming school year [9]. With the abovementioned studies emphasizing the crucial role of establishing a grounded program that will foster academic self-efficacy and academic resilience especially amidst crisis, the purpose of this study is to explore one factor that may affect self-efficacy and resilience, which is

personality; thus, providing concrete recommendations for self-efficacy and resilience building.

RESEARCH METHODOLOGY

Quantitative predictive research design was employed in the study. Purposeful sampling was utilized. Target respondents are adolescents that are 4Ps beneficiaries. Request letter was given to the Department of Social Welfare and Development and Department of Education – Division of Bataan to secure a permit for the conduct of the study. Informed consent and assent forms was given to the target respondents to assure their voluntary approval and no coercive participation has happened. Respondents answered the following questionnaires: Academic Resilience Scale (Cassidy, 2016), Academic Self-Efficacy (Abdul Gafoor K. & P. Muhammed Ashraf, 2006), and Big-Five Inventory (Benet-Martinez & John, 1998; John, Donahue, & Kentle, 1991). The data gathered using the questionnaire was coded, encoded, and statistically analyzed using statistical software called IBM-SPSS Statistics version 23. The degree of academic resiliency, self-efficacy, and personality were described using weighted means. Additionally, regression analyses were used to establish which aspect of personality best predicts respondents' self-efficacy and academic resilience as well as the mediating role that self-efficacy plays in the relationship between academic resilience and personality.

RESEARCH FINDINGS

Table 1

Personality as a Predictor of Academic Resilience

Model	Predictors	r	R ²	F-value	Unstandardized B	Standard Error of Estimate	Standardized Beta (β)	t-values	Significance

The Relationship Between Personality, Academic Self-Efficacy, and Academic Resilience among 4Ps Beneficiaries

1	Constant + Personality	.12	12.28	2.73	.34	.10	.3517	8.064	.000
---	------------------------	-----	-------	------	-----	-----	-------	-------	------

**significant at 0.01 level; *significant at 0.05 level

Based on Table 1, there is a low relationship between personality and academic resilience as denoted by the correlation coefficient ($r=.35$). Also, the adjusted R-squared of .12 shows that only 12% of the variance in Academic Resilience was due to Personality. The F-value ($F=12.28, p<.05$) indicates that the model is significant. Moreover, the results also revealed that Personality was a significant predictor of Academic Resilience ($B=.335, t=3.54; p=.000$)

Table 2

Personality as a Predictor of Academic Self-Efficacy

Model	Predictors	R	R ²	F-value	Standardized B	Standard Error of Estimate	Standardized Beta (β)	t-values	Sign.
1	Constant + Personality	.39	.16	15.96	.39	.40	.3937	9.939	.000

**significant at 0.01 level; *significant at 0.05 level

As seen in the table, there is a low relationship between personality and academic self-efficacy as implied by the correlation coefficient ($r=.39$). Likewise, the adjusted R-squared of .16 signifies that 16% of the variance in Self-Efficacy was due to Personality. The F-value ($F=15.96, p<.05$) suggests that the model is significant. Furthermore, the results also revealed that Personality was a significant predictor of Academic Self-Efficacy ($B=.39, t=3.99; p=.000$)

Table 3

Personality and Self-Efficacy as Predictors of Academic Resilience

Model	Predictors	r	R ²	F-value	Standardized B	Standard Error of Estimate	Standardized Beta (β)	t-values	Sign.
1	Constant + Personality + Self-Efficacy	.45	.20	10.94	.22	.47	.23	2.21	.030
					.25	.10	.25	2.92	.004

**significant at 0.01 level; *significant at 0.05 level

In the table, there is a moderate relationship between personality, self-efficacy, and academic resilience as implied by the correlation coefficient ($r=.45$). The adjusted R-squared of .20 signifies that 20% of the variance in Academic Resilience was due to Personality and Self-Efficacy. The F-value ($F=10.94, p<.05$) implies that the model is significant. Collectively, the results also revealed that Personality ($B=.22, t=2.21; p=.030$) and Self-Efficacy ($B=.25, t=2.92; p=.004$) were significant predictors of Academic Resilience.

Table 4

Mediation Analysis Summary

Model	Nature	Effect	se	t	p	LL CI	UL CI
PRSN→ASE→ASR	Total Effect	.3349	.0956	3.50	.000	.1449	.5249
PRSN→ASR	Direct Effect	.2201	.0997	2.21	.030	.0219	.4184
PRSN→ASE→ASR	Indirect Effect	.1148	.0513			.0300	.2425

The Relationship Between Personality, Academic Self-Efficacy, and Academic Resilience among 4Ps Beneficiaries

A series of regression analyses were utilized to determine if Self-Efficacy mediates the relationship between Personality and Academic Resilience. First, it was observed if Personality predicted Academic Resilience without the mediator (B=.335, p=.000). There is also a significant positive relationship between Personality and Self-Efficacy (B=.39, p=.000), linking the IV and the mediator. In the final analysis, it was shown that Personality (B=.22, p=.030) and Self-Efficacy (B=.25, p=.004) both had significant impacts on Academic Resilience. Moreover, the analyses reveal that Personality has a significant direct effect on Academic Resilience (B=.2201, p=.030). The results also show that Self-Efficacy mediates the relationship between Personality and Academic Resilience (B=.1148; 95% CI [.0300 to .2425]). This means that Personality is, directly and indirectly, related to Academic Resilience through Self-Efficacy. Personality and Self-efficacy account for 20.3% of the variance in Academic Resilience. Since both IV and mediator were significant in the final regression analysis, it can be said that partial mediation was observed.

Table 5
Dimensions of Personality as Significant Predictors of Academic Self-Efficacy

Model	Predictors	r	Adjusted R ²	F-value	Unstandardized B	Standard Error of Estimate	Standardized Beta (β)	t-value	Significance
1	Constant + Conscientiousness	.488	.22	27.16	3.67	.07	.488	5.21	.000
	Constant + Conscientiousness + Self-Efficacy	.488	.22	27.16	3.67	.07	.488	5.21	.000
2	Constant + Conscientiousness	.364	.35	27.16	4.47	.07	.455	5.21	.000
	Constant + Conscientiousness + Self-Efficacy	.364	.35	27.16	4.47	.07	.455	5.21	.000

3	Constant + Conscientiousness + Self-Efficacy + Openness	.377	.313	27.16	4.78	.06	.377	5.21	.000
---	---	------	------	-------	------	-----	------	------	------

**significant at 0.01 level; *significant at 0.05 level; VIF of all significant independent variables are <2.00

It can be gleaned from the table, three (3) regression models were generated after applying the stepwise regression procedure on academic self-efficacy with dimensions of personality as predictors. The models are significant as manifested by the significant values of the F-test or ANOVA. The t-values which determine the significance of each independent variable included in the regression models are significant at 0.01 although 0.05 is the accepted level of significance in this study.

The first model (Model 1) indicates that the first predictor of “Academic Self-Efficacy” is “Conscientiousness” with a correlation coefficient (r=.488) which suggests a moderate relationship. The adjusted coefficient of determination (R²=.229) implies that 22.9% of the variability in “Academic Self-Efficacy” can be attributed to “Conscientiousness” while the other 77.1% can be explained by other factors. The F-value (F=27.16; p=.000) signifies that the regression model is significant while the t-value (t=5.21, p=.000) indicates that “Conscientiousness” is a significant predictor of “Academic Self-Efficacy”. The standardized beta (β =.488) for “Conscientiousness” corresponds to the correlation coefficient of “Conscientiousness” with “Academic Self-Efficacy”.

The Relationship Between Personality, Academic Self-Efficacy, and Academic Resilience among 4Ps Beneficiaries

The second model (Model 2) added “Extraversion” as a predictor of “Academic Self-Efficacy” the adjusted R² value of .354 shows that “Conscientiousness” and “Extraversion” collectively attribute 35.4% of the variance in the respondents’ “Academic Self-Efficacy”. Almost thirteen percent (12.5%) variance was added with the inclusion of “Extraversion” in the model. The standardized beta weights suggest that “Conscientiousness” ($\beta=.455$) is relatively more important than “Extraversion” ($\beta=.364$) in predicting the respondents’ “Academic Self-Efficacy”.

The third model (Model 3) added “Openness” as another predictor of “Academic Self-Efficacy”. This increased the adjusted R² from 35.4% to 38.6%, so it accounts for an additional 3.2% variance in the respondents’ “Academic Self-Efficacy”. The correlation coefficient ($r=.638$) implies that collectively, the dimensions of personality have a moderately high relationship with academic self-efficacy. Also, the standardized beta weights for “Conscientiousness” ($\beta=.377$), “Extraversion” ($\beta=.313$), and “Openness” ($\beta=.218$) denote that “Conscientiousness” was the best predictor of respondents’ “Academic Self-Efficacy”.

Finally, the unstandardized B coefficients for “Conscientiousness” (B=.287), “Extraversion” (B=.217), and “Openness” (B=.176) describe how much “Academic Self-Efficacy” changes as these predictor variables increase by every unit of measure.

Table 5
Dimensions of Personality as Significant Predictors of Academic Resilience

Model	Predictors	r	Adjusted R ²	F-value	Unstandardized B	Standard Error of	Standardized Beta (β)	t-value	Significance
-------	------------	---	-------------------------	---------	------------------	-------------------	-------------------------------	---------	--------------

						Estimate			
1	Constant	.12	.26	11.03	.0				
	Agreeableness	.11	.296	.03	.0				
	Extraversion	.07	.260	.07	.0	.356	3.56	6*	.0
	Openness	.06	.260	.07	.0	.356	3.56	6*	.0
2	Constant	.09	.28	9.80	.0				
	Agreeableness	.15	.274	.07	.0				
	Extraversion	.07	.204	.07	.0	.280	2.70	0	.0
	Neuroticism	.09	.123	.05	.0	.234	2.28	8	.0

**significant at 0.01 level; *significant at 0.05 level; VIF of all significant independent variables are <2.00

As shown in Table 29, two (2) regression models were generated after applying the stepwise regression procedure on academic resilience with dimensions of personality as predictors. The models are significant as manifested by the significant values of the F-test or ANOVA. The t-values which determine the significance of each independent variable included in the regression models are significant at 0.01 although 0.05 is the accepted level of significance in this study.

The first model suggests that the first predictor of “Academic Resilience” is “Agreeableness” with a correlation coefficient (r) of .356 which suggests a low relationship. The adjusted coefficient of determination (R²) of .117 implies that 11.7% of the variability in “Academic Resilience” can be accounted for “Agreeableness” while the other 88.3% can be explained by other factors. The F-value (F=12.66; p=.000) signifies that the regression model is significant while the t-value (t=3.56, p=.001) indicates that “Agreeableness” is a significant predictor of “Academic Resilience”. The standardized beta ($\beta=.356$) for “Agreeableness” corresponds to the

correlation coefficient of “Agreeableness” with “Academic Resilience”.

The second model (Model 2) added “Neuroticism” as a predictor of “Academic Resilience” the adjusted R^2 value of .157 shows that “Agreeableness” and “Neuroticism” collectively attribute 15.7% of the variance in the respondents’ “Academic Resilience”. Four percent (4%) variance was added with the inclusion of “Neuroticism” in the model. The standardized beta weights suggest that “Agreeableness” ($\beta = .280$) is relatively more important than “Neuroticism” ($\beta = .234$) in predicting the respondents’ “Academic Resilience”.

Furthermore, the unstandardized B coefficients for “Agreeableness” ($B = .204$), and “Neuroticism” ($B = .123$) describe how much “Academic Resilience” changes as these predictor variables increase by every unit of measure.

DISCUSSIONS

Personality as a Predictor of Academic Resilience

The findings supported that found personality influences academic resilience [10]. It was asserted that resilient at-risk students have a variety of personality traits, dispositions, and beliefs that assist their academic performance despite their circumstances [8]. Accordingly, a number of personality qualities, including openness, conscientiousness, extraversion, and emotional stability, serve as a guarantee for students' resilience. In light of this, it was discovered that openness can be a protective characteristic, assisting students in adapting to and learning from challenging situations as well as concentrating their resources to fulfill their academic goals. Students that work harder tend to be more organized and methodical; they prefer to make detailed strategies while facing difficulties. As a result, highly

diligent pupils are capable of creating extensive and efficient action plans to overcome problems. According to research, resilient people have cultivated social skills that support their growth as strong individuals. As a result, extroverted kids start making friends more frequently, which promotes the development of a social network that may provide support when things go tough. Positive feelings brought on by emotional stability have been demonstrated to widen pupils' thought horizons, enabling them to bounce back from failures and refocus to succeed academically [11]. Resilience has been linked to all five of the major personality qualities [12]. Specific personality qualities, such as extraversion, openness, agreeableness, and conscientiousness, are positively associated with resilience, but neuroticism is adversely connected with resilience [13].

Personality as a Predictor of Academic Self-Efficacy

The findings supported studies examining the relationship between personality and self-efficacy [14] [15]. Consistently, extroversion positively contributed to self-efficacy and led to professional drive, while conscientiousness positively contributed to self-efficacy and masked the effects of discomfort. Because they can more readily recall prior instances of good decision-making, those who score higher on extroversion and conscientiousness are more likely to have higher levels of self-efficacy [16]. As a result, individuals might view the decisions they need to make right now as challenges rather than threats. Accordingly, a negative association between negative affectivity and social inhibition, two distinctive Type D personality traits, and self-efficacy and social support [17]. A Type D personality is defined by a high Neuroticism score and

a low Extraversion score [18]. High scores on emotional instability and self-confidence and low scores on positive emotionality and energy might have an impact on one's self-efficacy and belief in their abilities. Personality and Self-Efficacy as Predictors of Academic Resilience

This shows that an individual's personality influences the growth of self-efficacy, which in turn can promote academic resilience. An individual's personality can influence their level of self-efficacy [19]. Lower levels of neuroticism and higher levels of extraversion, openness to experience, agreeableness, and conscientiousness are associated with greater generalized self-efficacy [14]. Consistent with this, individuals with higher Extraversion, Agreeableness, and Conscientiousness scores may have higher self-efficacy, which results in lower levels of depressive symptoms, whereas people with higher Neuroticism scores may have lower self-efficacy, which results in a higher level of depressive symptoms [20]. Openness can improve the link between creative self-efficacy and creative team performance. In other words, people who are open to new experiences tend to be innovative, flexible, and eager to consider alternate approaches to challenges. As a result, these people readily assimilate new information or knowledge, aid in the transformation of concepts into workable solutions, and support the resolution of difficult problems [21]. The traits of conscientiousness include dependability, dependability, achievement-focus, and protectiveness. A conscientious person is more structured and concerned about the task, whereas self-efficacy takes into account a morality's ability to do a task. Higher degrees of conscientiousness are correlated with higher levels of self-efficacy, implying that conscientious

people are more productive in their work [22]. Extraversion may aid people in social connection, resulting in better outcomes when the interaction is a way to get benefits. Accordingly, extraversion is a forerunner to self-efficacy in the job search; extraverted job seekers may feel better competent to engage in active and sociable job-seeking behaviors. Extraversion might strengthen the impact of perceived ability in carrying out work behaviors and looking for work-related information, leading to improved outcomes, [23]. Cooperativeness, trustworthiness, easiness, softness of heart, altruism, etc. have all been used to express agreeableness. According to prior research, agreeableness and social self-efficacy are positively correlated. Very nice people are more likely to cooperate and trust others, as well as to be better at managing and controlling their negative emotions. As a result, these people grow more confident in their prosocial behavior [24]. The overt characteristics of neurotics might result in anxiety, rage, loneliness, and self-doubt, which diminish perceived self-efficacy—the negative emotions that might restrict one's capacity to deal with issues or difficulties. Additionally, the person's psychological anguish brought on by their high levels of neuroticism may hinder their capacity to pass the test and, as a result, perform as expected [25].

Self-efficacy affects academic resilience. Many studies have shown that self-efficacy is a reliable predictor of academic resilience. Students with stronger self-efficacy tend to set higher objectives and finish more difficult activities; even when faced with academic hurdles or difficulties, they tend to continue rather than give up [26]. One of the most crucial elements in fostering personal resilience is raising self-efficacy [27]. Additionally, while emotional skills, trait emotional intelligence, self-efficacy,

and self-esteem can all support inner resilience, the personality traits described by Eysenck (neuroticism, extraversion, and psychoticism) can be considered as part of core resilience. Increased neuroticism lowers psychological resilience, which has a detrimental impact on the mediation role of self-efficacy in job burnout. Self-efficacy is linked to feeling fewer negative emotions in difficult situations and viewing them as a challenge rather than a danger. Therefore, the function of self-efficacy in developing resilience and notes that people with higher levels of self-efficacy believe they are capable of coping with life's demands and obstacles [28].

With the abovementioned studies, it may be considered that students with lesser experience of negative emotions, effectively develop their social lives, flexible enough to find alternative solutions, capable to regulate emotions, and reliable and preserving enough to finish tasks, may lead to a greater belief or confidence in their ability to cope in various situations, that may result to a higher capability to deal with difficulty, more importantly, bounce back from stressful situations. In support, the Big Five personality test includes personality and social-cognitive theories that help explain why self-efficacy matters in describing the positive correlation between resilience and the personality traits of extraversion, agreeableness, conscientiousness, and openness. Extraversion reinforces positive reactions from others; Agreeableness helps individuals to undertake new activities and acquire expertise; Conscientiousness increases task engagement and effort; Openness helps shift requirements as challenges to be overcome, in turn increases self-efficacy in overcoming difficulties. Conversely, neuroticism

increases anxiety, which decreases self-efficacy [29].

The findings have highlighted the importance of personality in raising people's levels of academic self-efficacy and resilience. Consequently, it is crucial to create and implement a program that would encourage the particular personality traits of openness to experiences, conscientiousness, extraversion, agreeableness, and neuroticism. As evidence, it is noted that personality traits can be cultivated through educational experiences and have strong links to academic success and other life outcomes [30].

Dimensions of Personality as Significant Predictors of Academic Resilience

The findings supported the emphasis on conscientiousness' relationship to self-efficacy [14]. Consistently, conscientiousness outperforms other personality traits in predicting overall self-efficacy. Greater conscientiousness is characterized by hard labor, duty, perseverance in adversity, and goal orientation. Additionally, these people work persistently, which can aid in their success and foster emotions of competence and all-around self-efficacy [31].

Extraversion, openness to experience, and both academic self-efficacy and academic adjustment have a favorable relationship. Due to their activity, enthusiasm, and openness to new ideas, people with these two characteristics are more likely to achieve self-actualization and become more effective [32]. Higher levels of extraversion, openness to experience, agreeableness, and conscientiousness was connected with lower levels of neuroticism and higher levels of generalized self-efficacy [14]. People with higher levels of general self-efficacy were less neurotic, more

extroverted, open to new experiences, and conscientious [33]. Extraversion and being open to new experiences were predictors of decreased anxiety and higher self-efficacy. It might imply that having a propensity for being methodical and meticulous, gregarious, and adaptable helped one to believe in oneself more [34].

Dimensions of Personality as Significant Predictors of Academic Self-Efficacy

Agreeableness is probably the best predictor of academic resilience, which contrasts with findings from other studies [35] [36]. However, it was highlighted that having a propensity for cooperation can result in good relationships, which would increase social support and build resilience [37] [35]. A negative correlation between neuroticism and resilience as well as no association between agreeableness and resilience [38].

The findings have highlighted the importance of personality in raising people's levels of academic self-efficacy and resilience. Consequently, it is crucial to create and implement a program that would encourage the particular personality traits of openness to experiences, conscientiousness, extraversion, agreeableness, and neuroticism. As evidence, it is noted that personality traits can be cultivated through educational experiences and have strong links to academic success and other life outcomes [30].

CONCLUSION

It has been demonstrated that personality and academic self-efficacy and resilience are related. According to the study, one's personality may help to improve their academic self-efficacy, hence boosting their academic resilience. Students who experience fewer negative emotions, successfully develop their social

lives, are adaptable enough to find alternate solutions, are able to control their emotions, and are reliable and dependable enough to complete tasks may be thought to have a greater belief or confidence in their ability to cope in various situations, which may result in a higher capability to deal with difficulty and, more importantly, bounce back from stressful situations. In order to promote students' academic self-efficacy and resilience, it is crucial to build a program that develops specific personality traits, such as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

The findings might help educators better understand the elements that might promote academic resilience. The necessary trainings, lectures, and symposiums should be made available to students in order to help them develop their personality traits (openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism), which will help to increase their academic self-efficacy and develop their academic resilience. In order to help teenagers overcome any challenges they may have during learning activities, educational programs should also boost their self-confidence. Through intentional projects and activities in the classroom and/or pertinent training programs, it is recommended that teachers should educate teenagers methods and skills to improve their tenacity and flexibility in regards to their academic performance. Future research should also explore more variables such as gender and explore other marginalized sectors in order to produce more solid findings and practical advice. Furthermore, future researchers are encouraged to conduct validation and standardization of the proposed module developed by the present researcher.

REFERENCES

- [1] Edara I.R., Del Castillo, F., Ching, G.S. & Del Castillo, C.D. (2021). Religiosity and contentment among teachers in the Philippines during COVID-19 pandemic: mediating effects of resilience, optimism, and well-being.
- [2] Porterfield, K., Akinsulure-Smith, A. M., Benson, M. A., Betancourt, T., Heidi Ellis, B., Kia-Keating, M., et al. (2010). Resilience and recovery after war: Refugee children and families in the United States.
- [3] Mirza, M.S. & Arif, M.I. (2018). Fostering academic resilience of students at risk of failure at secondary school level. *Journal of Behavioural Sciences*, 28(1): 33-50.
- [4] Kumalasari, D. & Akmal, S.Z. (2021). Less stress, more satisfaction with online learning during the covid-19 pandemic: the moderating role of academic resilience. *Psychological Research on Urban Society*, 4(1): 36-44. DOI: 10.7454/proust.v4i1.115.
- [5] Hernández A.L., Escobar, S., Fuentes, N.I.G. A.L., & Eguarte, B.F. B. (2019). Stress, self-efficacy, academic achievement and resilience in emerging adults. *Electronic Journal of Research in Educational Psychology*, 17(1): 129-148.
- [6] Sagone E. & De Caroli, M. E. (2016). Yes I can: psychological resilience and self- efficacy in adolescents. *International Journal of Developmental and Educational Psychology*, 1: 141-148.
- [7] Ercan, H. (2017). The relationship between resilience and the big five personality traits in emerging adulthood. *Eurasian Journal of Educational Research*, 70, 83-103. DOI: <http://dx.doi.org/10.14689/ejer.2017.70.5>.
- [8] Tamannaefifar, M. & Shahmirzaei, S. (2019). Prediction of academic resilience based on coping styles and personality traits. *Practice in Clinical Psychology*, 7(1).
- [9] Child Hope Philippines (2021).
- [10] Balgiu, B.A. (2017). Self-esteem, personality, and resilience. Study of students emerging adults group. *Journal of Educational Sciences and Psychology*, Vol. 7(69), 93-99.
- [11] Backmann, J., Weiss, M., Schippers, M.C., & Hoegl, M. (2019). Personality factors, student resiliency, and the moderating role of achievement values in study progress. *Learning and Individual Differences*, Vol. 72, 39-38. <https://doi.org/10.1016/j.lindif.2019.04.004>.
- [12] Oshio, A., Taku, K., Hirano, M., & Saeed, G. (2018). Resilience and big five personality traits: a meta analysis. *Personality and Individual Differences*, Vol. 127(1), 54-60. <https://doi.org/10.1016/j.paid.2018.01.048>.
- [13] Palma-García M.D. & Hombrados-Mendieta I.H. (2017). Resilience and personality in social work students and social workers. *International Social Work*, Vol. 60(1), 19-31. DOI: 10.1177/0020872814537856.
- [14] Barańczuk, U. (2021). The Five-Factor Model of personality and generalized self efficacy: A meta-analysis. *Journal of Individual Differences*, 42(4), 183–193. <https://doi.org/10.1027/1614-0001/a000345>.
- [15] Şahin, F. & Çetin, F. (2017). The Mediating Role of General Self-Efficacy in the Relationship between the Big Five Personality Traits and Perceived Stress: A Weekly Assessment Study. *Psychological Studies*, 62, 35-46. <https://dx.doi.org/10.1186%2F1471-244X-14-61>.
- [16] Penn, L.T. & Lent. R. W. (2019). The joint roles of career decision self-efficacy and personality traits in the

- prediction of career decidedness and decisional difficulty. *Journal of Career Assessment*, Vol. 27(3), 457-470. DOI: 10.1177/1069072718758296.
- [17] Shao, Y., Yin, H., & Wan, C. (2017). Type d personality as a predictor of self-efficacy and social support in patients with type 2 diabetes mellitus. *Neuropsychiatric Disease and Treatment*, Vol. 13, 855-861. <http://dx.doi.org/10.2147/NDT.S128432>.
- [18] Vroegindewij, A. (2017). Type D personality versus the Big Five personality traits and the experience of Social Anxiety.
- [19] San-Martín, S., Jimenez, N., Camarero, C., & San José, R. (2020). The path between personality, self-efficacy, and shopping regarding game apps. *Journal of Theoretical and Applied Electronic Commerce Research*, Vol. 15(2), 59-75. DOI: 10.4067/S0718-18762020000200105.
- [20] Wang, Y., Yao, L., Liu, L., Yang, X., Wu, H., Wang, J., & Wang, L. (2014). The mediating role of self-efficacy in the relationship between Big five personality and depressive symptoms among Chinese unemployed population: a cross-sectional study. *BMC psychiatry*, 14, 61. <https://doi.org/10.1186/1471-244X-14-61>.
- [21] Xia, Z., Yu, H., & Yang, F. (2022). Benevolent leadership and team creative performance: creative self-efficacy and openness to experience. *Sec. Organizational Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.745991>.
- [22] Singh, S. & Bala, R. (2020). Mediating role of self-efficacy on the relationship between conscientiousness and procrastination. *International Journal of Work Organization and Emotion*, Vol. 11(1), 41-61.
- [23] Petruzzello, G., Mariani, M.G., & Chiesa, R. (2019). Self-efficacy and job search success for new graduates. *Personnel Review*, Vol. 50 (1), 225-243. DOI 10.1108/PR-01-2019-0009.
- [24] Sun, P., Liu, Z., Guo, Q., & Fan, J. (2019). Shyness weakens the agreeableness-prosociality association via social self-efficacy: a moderated-mediation study of Chinese undergraduates. *Frontiers in Psychology*, Vol. 10, 1084. doi: 10.3389/fpsyg.2019.01084.
- [25] San-Martín, S., Jimenez, N., Camarero, C., & San José, R. (2020). The path between personality, self-efficacy, and shopping regarding game apps. *Journal of Theoretical and Applied Electronic Commerce Research*, Vol. 15(2), 59-75. DOI: 10.4067/S0718-18762020000200105.
- [26] Shao, Y. & Kang, S. (2022). The association between peer relationship and learning engagement among adolescents: the chain mediating roles of self-efficacy and academic resilience. *Frontiers in Psychology*, 3,13. doi: 10.3389/fpsyg.2022.938756.
- [27] Hendar, K., Awalya, A. & Sunawan, S. (2020). Solution-focused brief therapy group counselling to increase academic resilience and self-efficacy. *Jurnal Bimbingan Konseling*, Vol. 9(1), 1-7. DOI <https://doi.org/10.15294/jubk.v9i1.28494>.
- [28] Piekarska J. (2020). Determinants of Perceived Stress in Adolescence: The Role of Personality Traits, Emotional Abilities, Trait Emotional Intelligence, Self-Efficacy, and Self-Esteem. *Advances in cognitive psychology*, 16(4), 309–320. <https://doi.org/10.5709/acp-0305-z>.
- [29] Findyartini, A., Greviana, N., Putera, A.M. et al (2021). The relationships between resilience and student personal factors in an undergraduate medical

- program. *BMC Med Educ* 21, 113. <https://doi.org/10.1186/s12909-021-02547-5>.
- [30] Lechner, C.M., Bender, J., Brandt, N.D., & Rammstedt, B. (2021). Two forms of social inequality in students' socio-emotional skills: do the levels of big five personality traits and their associations with academic achievement depend on parental socioeconomic status? *Frontier Psychology*, Vol. 12:679438. doi: 10.3389/fpsyg.2021.679438.
- [31] Zakiei, A., Vafapoor, H., Alikhani, M., Farnia, V., & Radmehr, F. (2020). The relationship between family function and personality traits with general self-efficacy (parallel sample studies). *BMC Psychology*, 8:88. <https://doi.org/10.1186/s40359-020-00462-w>
- [32] Abood, M.H., Alharbi, B.H., Mhaidat, F., & Gazo, A.M. (2020). The relationship between personality traits, academic self-efficacy, and academic adaptation among university students in Jordan. *International Journal of Higher Education*, Vol. 9(3): 120-128. doi:10.5430/ijhe.v9n3p120
- [33] Kaczmarek, M. & Kaczmarek-Kurczak, P. (2016). Personality traits and self-efficacy as predictors of business performance: a longitudinal study. *Roczniki Psychologiczne*, 1:121-137.
- [34] Lodewyk, K.R. (2017). Associations between trait personality, anxiety, self-efficacy and intentions to exercise by gender in high school physical education. *An International Journal of Experimental Educational Psychology*, Vol. 38(4), 487-501. <https://doi.org/10.1080/01443410.2017.1375081>
- [35] Khosbayan, A., Andrade, M.S., & Miller, R.M. (2022). The relationship between psychological resilience and the big-five personality traits. *International Management Review*, 18(1).
- [36] Tarverdizadeh, H., Saberi, H., & Sharifi, H.P. (2017). The prediction of academic resilience on the basis of personality traits with mediation emotional intelligence. *Journal of Health Promotion Management*, 6(3).
- [37] Ercan, H. (2017). The relationship between resilience and the big five personality traits in emerging adulthood. *Eurasian Journal of Educational Research*, 70, 83-103. DOI: <http://dx.doi.org/10.14689/ejer.2017.70.5>
- [38] Das, A. & Arora, D. (2020). Positive psychology of resilience: how the big five personality factors mediate resilience. *Indian Journal of Positive Psychology*, Vol. 11(1), 55-58. <https://doi.org/10.15614/ijpp.v11i01.12>