ACADEMIC ADJUSTMENT OF UNDERGRADUATES IN CONTEMPORARY HIGHER INSTITUTIONS: EXPLORING THE BUFFERING ROLES OF EGO RESILIENCE, FAILURE TOLERANCE, AND GELOTOPHOBIA

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.
Department of Psychology, UNN
nneoma.obi@unn.edu.ng

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Abstract: Several factors today adjust to academics quite daunting for undergraduates. The present study investigated the challenges undergraduate students in typical tertiary institutions face today. The study examined how ego resilience, academic failure tolerance, and gelotophobia relate to students' academic adjustment. The study adopted a cross-sectional design using a survey. Using a convenience sampling technique, four hundred (400) undergraduate students (101 males and 299 females) were drawn from various departments in the University of Nigeria, Nsukka Campus. The age of the participants ranged between 16 and 32 years. Four scales were used for data collection, namely: Ego Resilience Scale (ER89) by Block and Kremen (1996); the Academic Failure Tolerance Test (AFTT) by Kim and Clifford (1988); the Academic Adjustment Scale (AAS) by Anderson et al. (2016); and the Gelotophobia Scale (GELOPH<15>) by Ruch & Proyer (2008). Hierarchical multiple regression was employed to test the hypotheses for the study statistically. The results revealed that ego resilience was positively associated with academic adjustment; students with higher academic failure tolerance were also found to be more adjusted than others, while gelotophobia was also reported to be positively associated with academic adjustment. This result has implications for school counsellors and guardians. Parents and guardians should provide a balanced motivation for their wards. At the same time, schools must launch extracurricular programs to foster ego resilience and academic failure tolerance and introduce them into their counselling package for undergraduate students.

Introduction

As of 2019, two million Nigerian students were admitted into the University, but only six hundred thousand graduated at the end of the academic session (Aririahu, 2021). This phenomenon could be attributed to the high rate

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

of depression among undergraduate students resulting from their inability to fit into the university system smoothly. The reduction in graduation rate exposes the deficiency in academic adjustment for students to thrive in their studies and graduate when due. Raza et al. (2021) reported that academic adjustment can influence the outcome of students' academic achievements. The adjustment to institutional norms and ethics varies by student owing to family or cultural norms and ethics and the developmental stage (Bibi et al., 2018). Ramsay et al. (2007) defined academic adjustment as a connection between students and the University's environment. The four aspects of academic adjustment suggested by Baker and Siryk (1984) were motivation toward learning with clear academic goals, focusing on academic work, trying to cope with the demands of academics, and being satisfied with the academic environment.

As observed by Clinciu (2013), academic adjustment is a variable process that involves many other factors beyond outcome-based academic performance, such as the motivation to complete academic requirements, academic effort, and satisfaction with the academic environment. Academic adjustment is so crucial that Gabriela (2010) reported that 60% of students who cannot adjust to college drop out early in school. Similarly, Sahin et al. (2016) reported that students who cannot establish good relationships with their friends, teachers, and school administration, who do not like the school and the subjects have a higher tendency to be absent from school and to drop out of school. Fan and Wolters (2014) also stated that school dropouts' specific causes include difficulty adjusting to the curriculum.

Studies have shown that variables such as test anxiety (Khabirul & Ujjwal, 2018), level of study (Jain, 2017), low socioeconomic status (Okedara, 2001), previous grades (Baneres et al., 2019), depression (Beiter et al., 2015), relationship with other students and with faculty staffs (Tinto & Cullen, 1973), more fabulous group experiences (Arriaga et al., 2011) are all predictors of academic adjustment. However, ego resilience is a possible predictor of academic adjustment that interests this study.

Block and Block (1980) first defined *ego resilience* as the capacity for flexible and resourceful adaptation to external and internal stressors. Block and Block (2007) later posited that ego resilience represents a protective factor against adverse outcomes in significant domains of life. Ego resilience refers to a resourceful adaptation to changing circumstances and environmental contingencies, analysis of the "goodness of fit" between situational demands and behavioural possibility, and the flexible invocation of the available repertoire of problem-solving strategies (Block & Block, 1980). Cyrulnik (2009) defined resilience as a predisposition to resist anxiety: having an optimistic temperament and being open to experience. Resilience is the attribute that enables an individual or group to function effectively despite adverse conditions. Thus, resilience implies inner fortitude, competence, optimism, adaptability, and the capacity to deal with adversity effectively (Johnson et al., 2011; Wagnild, 2009). Resilience has been linked to attributes that help people succeed and cope effectively with adversity. Studies (e.g., Swanson et al., 2011) have shown that resilience has been positively correlated with effective coping styles

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

while negatively correlated with psychological distress.

As observed by Klohnen (1996), ego resilience is made up of five major components, namely: optimistic, optimistic and vivacious perspective and approach to life; productive activity; persistence in the face of adversity; initiative and independence; the capacity for close relationships and for being insightful and socially perceptive, such as "skilled expressiveness...being at ease in social settings, and being skilled in interacting with others". In this light, *ego resilience* can be defined as the extent to which an individual can modify one's behaviour following contextual demands and represents an internal resource that involves coping and a cognitive approach strongly associated with resilience (Block & Block, 1980). Research has demonstrated the influence of ego resiliency on secure attachment and better preschool problem-solving ability (Arend et al., 2010), empathic behaviour toward peers (Strayer & Roberts, 2011), adaptability, and socially competent behaviour under stressful circumstances (Luthar, 2007). On the other hand, a low level of ego resiliency predicted later use of age-inappropriate defenses of denial and was related to children's egocentrism, although with different implications for boys and girls (Cramer & Block, 2010); hard drug use, depressive symptoms and internalizing and externalizing problems in both clinical and non-clinical samples (Chuang et al., 2007). Within the school environment, resilience has been viewed as an asset that supports students' mental health requirements (Hartley, 2012). In this light, this study intends to examine ego resilience as a predictor of academic adjustment among undergraduates.

Another possible predictor of academic adjustment which is of interest to this study is academic failure tolerance (AFT). AFT refers to the feelings that an individual experience after personal academic failure, and it also entails the tendency to establish a plan and to formulate measures for recovery from failure, both activities that attempt to correct for the failure and preferred task difficulty, which entails selecting complex subjects despite the possibility of academic failure (Deci & Ryan, 2012; Pintrich, 2000). Academic failure tolerance is a characteristic that responds positively and constructively to failure in an academic situation (Kim, 2016). An individual with higher resistance to failure experiences fewer negative emotions after failure and acts to overcome this challenge in a concrete and realistic way. Research has claimed that such individuals prefer tasks of incredible difficulty (Miquelon et al., 2005).

Academic failure tolerance is a tendency for learners to respond constructively to failure experiences in their academics (Clifford, 1984; Kim & Clifford, 1988). Earlier scientists learned through the theory of helplessness that repeating failures can negatively affect individuals and emphasized that the educational environment helps to avoid failure and frustration (Maier & Seligman, 1976). But then Clifford (1984) presented the theory of constructive failure, proving that sometimes, failure can positively affect an individual and increase their performance. Presented in that context, academic failure tolerance means a tendency to respond in a relatively constructive manner to academic failure outcomes, and the results are that students, even after a failure, will not become helpless and will increase their progress.

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

Previous studies (e.g., Chae et al., 2016; Gordon et al., 2020; Hyder et al., 2020; Kim, 2016) have reported that students with higher academic failure tolerance were more capable of adjusting to their classes and academic failure tolerance had a positive influence on academic achievement.

Another variable that has been linked to academic adjustment is gelotophobia. The term gelotophobia is from the Greek term "gelos" for laughter and "phobia" for fear used to describe these persons. Thus, gelotophobia is defined as the fear of being laughed at. Ruch and Proyer (2008a, 2008b) were the first to study gelotophobia empirically as an individual differences variable that characterizes the degree to which people fear being laughed at by others. As Titze (2009) observed, gelotophobes are characterized by adverse reactions toward laughter. Typically, they experience laughter and smiling from their interaction partners as something negative and a means to put them down. They were also found to be observant in the presence of other people and get easily suspicious while hearing laughter from others. They misattribute the laughter from others as regarding themselves without having an objective reason for doing so (e.g., when being in a restaurant and hearing someone laughing at a different table; or when passing by strangers that incidentally laugh).

Titze (2009) argues that gelotophobes cannot experience laughter as relaxing or positive. In addition, Proyer et al. (2012) identified the misinterpretation of mirth and smiling as personally negative and repulsive as one of the most prominent characteristics of gelotophobes. Moreover, individuals who fear ridicule tend to screen social interaction partners for signs of derision and are predominantly concerned with ridicule. This concern is reinforced by a firm conviction of being ridiculous and being laughed at for a good reason. Gelotophobes also show a specific behaviour pattern in social interaction where they might be laughed at. These situations appear wooden and awkward (Proyer et al., 2012). As observed by Ruch and Proyer (2008a), the clinical diagnosis of gelotophobia was based on the fact that the respective shame experiences were not restricted to objective causes in circumscribed areas of life; the shame experiences were connected with a (poor) self-evaluation which, regularly, could be reinforced by those social encounters where laughing or smiling is included; the respective patient showed a restrained (stiff) posture, awkward movements, gaze aversion, and other inappropriate behaviour. Studies have found that social anxiety is associated with academic adjustment (Arjanggi & Kusumaningsih, 2016; Khan, 2021; Tayag & Gonzalez, 2021).

Theoretical background: The research was anchored on the broaden-and-build theory, which holds that, unlike negative emotions, which narrow people's ideas about possible actions (through specific action tendencies), positive emotions broaden people's ideas about possible actions, opening their awareness to more comprehensive ranges of thoughts and actions than are typical for them. Joy, for instance, sparks the desire to play and be creative, interest sparks the desire to investigate and learn, and serenity sparks the desire to appreciate current circumstances and incorporate them into new self-views and worldviews. (Fredrickson, 1998). Whereas the narrowed mindsets sparked by negative emotions were adaptive in instances that

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

threatened survival in some way, the broadened mindsets sparked by positive emotions were adaptive in different ways and over longer time scales: Broadened mindsets were adaptive because, over time, such expansive awareness served to build humans' resources, spurring on their development, and equipping them to handle sub-sequent and inevitable threats to survival better. This theory can be used to explain the relationship between ego resilience, academic failure tolerance, and academic adjustment in that ego resilience and academic failure tolerance both generate positive emotions, which help students develop the competencies needed to adjust academically better. It can also be used to explain the possible effect of gelotophobia, a negative emotion that could deplete or reduce the development of the competencies needed to adjust academically.

Chickering's student development theory (1969) focused on understanding the skills and strengths a student needs to thrive. To develop their identity development, the students utilise seven different development vectors: building competence, controlling emotions, transitioning from independence to dependency, cultivating mature interpersonal connections, creating an identity, finding a purpose, and establishing integrity. Chickering defines identity as the reflective and integrative process of using data from the first three vectors to understand one's sexual orientation, body acceptance, and the types, frequency, and intensity of preferred experiences. Chickering's theory explains that college students enter higher institutions simultaneously trying: (a.) to be intellectually competent, socially competent, and physically competent, (b.) to deal with vital sexual and aggressive impulses and feelings which tend to be controlled by rigidly applied rules but moving toward acceptance of the emotions and flexible internal control, (c.) to learn to take the initiative on and to be responsible for solving their problems and doing so without the continual need for "strokes" from friends and parents. The order of their salience is determined by the idiosyncratic characteristics of the individual (Rodgers, 1985). As such, the extent to which students can simultaneously develop these capacities determines how well they adjust academically.

Research questions: The academic atmosphere in tertiary institutions poses many challenges to students. Because of this, there is a need to understand some personality-related factors that could buffer the stress experienced by these students when harnessed correctly. This study, therefore, addressed whether ego resilience, academic failure tolerance, and gelotophobia would significantly predict academic adjustment among undergraduates.

Hypotheses: The following hypotheses guided the study,

1. Ego resilience would significantly predict academic adjustment
2. Academic failure tolerance would significantly predict academic adjustment
3. Gelotophobia would significantly predict academic adjustment.

Method
Participants
Participants in this study were 400 undergraduate students (101 males and 299 females) drawn from various departments in the University of Nigeria, Nsukka Campus. The participants were selected using the convenience sampling method. The age of the participants

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

ranged between 16 and 32 years (Mean age = 22.21, SD =4.0001). Based on marital status, 377 participants (94.3%) were single, 18 participants (4.5%) were married, and 2 participants (0.5%) did not indicate their marital status. Participants were predominantly Igbo (n = 343, 85.8%), Hausa/Fulani (n = 42, 10.5%), Others (n = 10, 2.5%), and Yoruba (n = 5, 1.3%). There were 362 Christians (90.5%), 31 Muslims (7.8%), 2 Traditional religion adherents (0.5%), and five respondents (1.3%) identified as adherents of other religions.

Instruments

A total of four scales were used in this present study. The Ego Resilience Scale (ER89); Academic Failure Tolerance Test (AFTT); Academic Adjustment Scale (AAS); and the Gelotophobia Scale (GELOPH<15>)

Ego Resilience Scale (ER89)- The Ego Resilience Scale (ER89) was developed by Block and Kremen (1996). The scale is a 14-item self-rated measure of ego resiliency. Responses are rated on a 4-point Likert scale ranging from 1 (does not apply at all) to 4 (applies very strongly). An example of items on the scale is, "I quickly get over and recover from being startled." The authors reported a Cronbach's alpha value of .76, with higher scores indicating higher ego resiliency. The present researcher validated the Ego Resilience Scale for the present study on 120 participants drawn from two male and two female hostels, respectively. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .70, and Bartlett's test of Sphericity was 232.39 ($p <$ .001), indicating that the sample was sufficient to test for the factorial validity of the scale. A one-component factor structure of the scale was extracted, accounting for 21.98% of the variance. Loadings of the items ranged from .34 to .57,

which were above the .30 benchmark. The items yielded acceptable internal consistency reliability, Cronbach's alpha of .76

Academic Failure Tolerance Test (AFTT)- The Academic Failure Tolerance Test is an 18-item measure developed by Kim and Clifford (1988) as a subjective self-report measure of academic failure tolerance. A sample of the items reads, "I like to do difficult things even if I might get wrong." Song and Ham (2021) report an overall Cronbach's alpha value of .80 for the entire scale. Responses are rated on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The higher the score, the higher the academic failure tolerance, and vice versa. The researcher validated the Academic Failure Tolerance Scale for 120 participants drawn from two male and two female hostels. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .79, and Bartlett's test of Sphericity was 671.66 ($p<$.001), indicating that the sample was sufficient to test for factorial validity of the scale. A one-component factor structure of the scale was extracted, accounting for 28.51% of the variance. Loadings of the items ranged from .32 to .73, which were above the .30 benchmark. The items yielded an acceptable internal consistency reliability, Cronbach's alpha of .77

Academic Adjustment Scale (AAS)- The Academic Adjustment Scale (AAS) was developed by Anderson et al. (2016). The instrument is a 9-item self-rated measure of academic adjustment among university students. The items cover academic lifestyle, academic achievement, and academic motivation issues. Items 2 and 3 are reversed and scored. An example of an item on the scale is "I expect to complete my degree in the usually allocated timeframe." The authors reported an

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

overall internal consistency value of .86 for the entire scale and a test-retest reliability coefficient of .84 over two weeks. Responses are rated on a 5-Likert response format ranging from 1 (rarely applies to me) to 5 (always applies to me), with higher scores indicating higher academic adjustment and lower scores indicating lower academic adjustment. The researcher validated the Academic Adjustment Scale for 120 participants drawn from two male and two female hostels. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .63, and Bartlett's test of Sphericity was 112.55 (p<.001), indicating that the sample was sufficient to test for factorial validity of the scale. A one-component factor structure of the scale was extracted, accounting for 24.39% of the variance. Loadings of the items ranged from .30 to .67, which was above the .30 benchmark. The items yielded an acceptable internal consistency reliability, Cronbach's alpha of .79

Gelotophobia scale (GELOPH<15>)- The GELOPH<15> (Ruch & Proyer, 2008) is a 15-item questionnaire for the subjective assessment of gelotophobia. It is a short form of the GELOPH<46>, which the authors developed earlier. A sample item is "When others laugh in my presence, I get suspicious." All items are positively keyed, and the 4-point answer format ranges from 1 = "strongly disagree" to 4 = "strongly agree." The authors reported a Cronbach's alpha value of .93. Chłopicki et al. (2010) reported a Cronbach's alpha value of .87. Also, Proyer, Ruch, and Chen (2012) reported Cronbach's alpha values of .87, .86 and .87 among Austrian, Chinese and Switzerland samples. High scores indicate the presence of gelotophobia. The present researcher validated the GELOPH<15> Scale for the present study on

120 participants drawn from two male and two female hostels, respectively. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .82, and Bartlett's test of Sphericity was 391.59 (p<.001), indicating that the sample was sufficient to test for factorial validity of the scale. A one-component factor structure of the scale was extracted, accounting for 28.66% of the variance. Loadings of the items ranged from .33 to .71, which were above the .30 benchmark. The items yielded an excellent internal consistency reliability, Cronbach's alpha of .89

Procedure

The researcher approached participants in their classrooms and hostels after receiving the respondents' consent. They were also required to sign a consent form on the compiled questionnaire given to them. Those who consented were given copies of the questionnaires to fill out. The researcher explained the nature of the study to the participants and what they were required to do. Participants were informed that they could withdraw at any study stage without prejudice and that their personal information was confidential. Four hundred four copies were shared, and only 400 were filled and returned (99.01% return rate).

Design/Statistics

This is primarily survey research, and a cross-sectional design was adopted. Hierarchical multiple regression was employed to test the hypotheses for the study statistically. The reason for choosing correlation and regression analysis is based on Urbina's (2014) assertion that correlation allows researchers to make predictions by implying a certain amount of common or shared variance. Hayes Macro

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

process was also used to test the moderation hypothesis.

Results

The results of this study are presented in this chapter. The descriptive statistics and correlations of the variables are shown in Table 1. The Hayes PROCESS Macro results for predicting academic adjustment by ego resilience, and gelotophobia are shown in Table 2. The Hayes PROCESS Macro results for predicting academic adjustment by academic failure tolerance and gelotophobia are shown in Table 3.

Table 1: Mean, Standard deviation, and correlations of demographic factors, ego resilience, academic failure tolerance, gelotophobia, and academic adjustment

Mean	Mean	SD	1	2	3	4	5	6
1 Age	22.21	4.00	-					
2 Gender	-	-	-.22***	-				
3 Level of study	_	-	.56***	-.22***	-			
4 Ego Resilience	41.77	6.98	.04	.04	-.02	-		
5 Academic Failure Tolerance	72.64	15.18	-.05	.05	-.14**	.37***	-	
6 Gelotophobia	38.82	9.42	-.18***	.14**	-.21***	.03	.31***	-
7 Academic Adjustment	31.85	6.81	-.22***	.08	-.15**	.28***	.31***	.28***

Note. ***$p<.001$; **$<.01$; *$p<.05$; Gender (Coded 1 = Male, 2 = Female)

Table 1 showed that older age was associated with being male (r = -.22, $p<.001$), negatively associated with gelotophobia (r = -.18, $p<.001$), and academic adjustment (r = -.22, $p<.001$), but positively correlated with level (r = .56, $p<.001$). Being male related with level (r = -.22, $p<.001$), while being female related to gelotophobia (r = -.14, $p<.01$). level correlated negatively with academic failure tolerance (r = -.14, $p<.01$), gelotophobia (r = -.21, $p<.001$), and academic adjustment (r = -.15, $p<.01$). Ego resilience was associated positively with academic failure tolerance (r = .37, $p<.001$), and academic adjustment (r = .28, $p<.001$). Academic failure tolerance was positively related to gelotophobia (r = .31, $p<.001$) and high levels of academic adjustment (r = .31, $p<.001$). Gelotophobia was positively related to a high level of academic adjustment (r = .28, $p<.001$).

Table 2: The Hayes PROCESS Macro results for predicting academic adjustment by ego resilience and gelotophobia with age, gender, and level as control variables

Variables	B	t	p	95%CI	R²	F
Age	-.34	-3.59	.000	[-.53, -.15]	.19	15.06 (6, 393)***
Gender	-.09	-.12	.907	[-1.54, 1.37]		
Level	.10	.34	.735	[-.49, .69]		
Ego Resilience (ER)	.27	6.09	.000	[.18, .36]		
Gelotophobia (G)	.17	5.13	.000	[.11, .24]		

Note: *CI* = Confidence Interval

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

Results in Table 2 showed that ego resilience was positively associated with academic adjustment (B = .27, $p<.001$). The B showed that each unit's rise in ego resilience was associated with a .27 increase in academic adjustment. Gelotophobia was positively associated with academic adjustment (B = .17, $p<.001$). The B showed that each unit's rise in gelotophobia was associated with a .17 increase in academic adjustment. The $R2$ of .19 for the model indicated that 19% of the variance in academic adjustment was explained on account of the entire variables, F (6, 393) = 15.06.

Table 3: The Hayes PROCESS Macro results for predicting academic adjustment by academic failure tolerance and gelotophobia with age, gender, and level as control variables

Variables	B	t	p	95%CI	R^2	F
Age	-.34	-3.52	.000	[-.52, -.15]	.17	13.44 (6, 393)***
Gender	.07	.10	.924	[-1.40, 1.54]		
Level	.19	.63	.532	[-.41, .78]		
AFT	.12	5.29	.000	[.07, .16]		
Gelotophobia (G)	.13	3.49	.001	[.06, .20]		

Note: *CI* = Confidence; AFT = academic failure tolerance

Results in Table 3 showed that academic failure tolerance was positively associated with academic adjustment (B = .12, $p<.001$). The B showed that each unit's rise in academic failure tolerance was associated with a .12 increase in academic adjustment. Gelotophobia was positively associated with academic adjustment (B = .13, $p<.01$). The B showed that each unit rises in gelotophobia was associated with a .13 increase in academic adjustment. The $R2$ of .17 for the model indicated that 17% of the variance in academic adjustment was explained on account of the entire variables, F (6, 393) = 13.44.

Discussion

This study investigated the moderating role of gelotophobia on the relationship between ego resilience, academic failure tolerance, and academic adjustment among undergraduate students. Findings showed that ego resilience positively predicted academic adjustment among undergraduate students. Thus, the first hypothesis was accepted, which stated that ego resilience would significantly predict academic adjustment. This finding is consistent with previous studies such as Can and Kalkan (2021) and Fullerton, Zhang, and Kleitman (2021), which found a positive relationship between ego resilience and academic adjustment. A possible reason for this result may be because ego resilience acts as a shield/buffer, thereby allowing students to function well despite the odds against them, leading to better academic adjustment. Ego resilience helped these students remain positive and optimistic despite their numerous challenges. Such persistence usually pays off. Instead of lamenting endlessly, these students engage in productive activities that help them get by. Based on the broaden-and-build theory by Fredrickson (2004), since these students do not allow the adversities, they face to weigh them down emotionally, they are always

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

open and receptive to new ideas on how to cope better.

Academic failure tolerance was found to have positively predicted academic adjustment. Thus, the second hypothesis was accepted, which stated that academic failure tolerance would significantly predict academic adjustment. This finding is consistent with previous studies such as Kim and Lee (2020), Kim (2016), and Jeon (2016), which all found a positive relationship between academic failure tolerance and academic adjustment. Academic failure tolerance enables students to experience fewer negative emotions after failure and act to overcome this challenge concretely and realistically, thus leading to higher academic adjustment. All forms of failure or anything short of expectations usually elicit a sad mood. An unbalanced view of such failure could quickly propel a student to depression or other adverse reactions. However, a student with failure tolerance would not easily conclude that they are not good enough or a total failure. Instead, they would see the situation as a temporary setback that needs to be dealt with. They would then take positive steps to improve and overcome the failure. They can even set goals to prevent a future occurrence, ensuring a better adjustment. Going by Chickering's assertions, when the student develops academic competencies and does an objective self-appraisal, they are able to cope with any form of failure or shortcoming.

Results equally showed that gelotophobia was a significant positive predictor of academic adjustment. The direction of the finding was surprising because usually, fear of being laughed at is assumed to make students not enjoy school and every social aspect of their academic life. Arjanggi and Kusumaningsih (2016) found that social anxiety had a negative impact on academic adjustment. However, the present finding suggests that fear of being laughed at made the students work harder, probably to avoid anything that could expose them to any form of laughter. The students could have read more, avoided places or persons that could have exposed them to laughter, or found a way to deal with other anxiety-producing situations. The fewer anxiety-prone experiences they have, the better adjusted they will be. Such is a typical case of eustress. Gelotophobia could serve as eustress for students, helping them work harder and better adjust to their immediate environment. Another variable could be the role of culture. Nigeria's culture is predominantly collectivist and emphasizes brotherhood and respect for others. As such, students may tend to be welcoming and devoid of gelotophobia. Another possible reason may be that students already had high confidence and self-esteem, which can serve as a buffer against the effect of gelotophobia.

The findings from this study may be helpful to school counsellors, students, families, and society. Understanding the relationship among the variables is essential because it provides more insight into how to enhance academic adjustment among students. Ego resilience and academic failure tolerance increase academic adjustment. This, therefore, calls for school counsellors to consider and integrate ego resilience and academic failure tolerance training into their counselling programmes for undergraduate students. A home where the children are taught to inculcate ego resilience and academic failure tolerance will reduce the difficulty in academic adjustment among its members. This, therefore, calls for parents to provide positive environments for their children

Ifeagwazi, C. M., Onyedire, N. G. and Onyeabor, P. O.

to thrive. Inasmuch as parents need to encourage their children to do well academically, they need to let them know that sometimes their efforts may not match the outcome. When that happens, the children should know it does not mean the end of the world, that it is simply a setback that should be dealt with by putting in more effort and changing a few strategies. The children will be more balanced in their expectations, better equipped to handle setbacks, and more assured of their parents' love and support.

One limitation of the study is that the cross-sectional and correlational nature of the design for this present research prevents conclusions regarding causal patterns between variables. Further research on this topic should be replicated using experimental or longitudinal methods to allow for the establishment of causal relationships. Future studies should consider using more representative samples that cut across different occupations and experiences.

Summary and conclusion

The present study examined how ego resilience, academic failure tolerance, and gelotophobia were related to the academic adjustment of undergraduate students. The broaden-and-build theory was reviewed to explain the study. It was hypothesised that ego resilience, academic failure tolerance, and gelotophobia would significantly predict academic adjustment. The results showed that ego resilience, academic failure tolerance, and gelotophobia positively predicted academic adjustment. The unique finding that gelotophobia can serve as eustress for some students is quite intriguing. Therefore, this study's implications transcend academia and spread across facets such as family, society, and practical day-to-day living.

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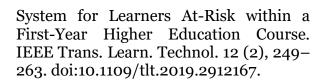Baneres, D., Rodriguez, M. E., and Serra, M. (2019). An Early Feedback Prediction

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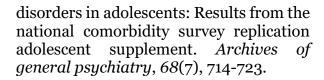
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