

Research Article**UNDERSCORING OPTMISM AND RESILIENCE DYNAMISM IN REDUCING ACADEMIC UNDERACHIEVEMENT OF STUDENTS WITH LEARNING DISABILITIES IN IBADAN, NIGERIA*****Dr. Olusola Akintunde ADEDIRAN and Dr. Amos Ayoola ODELEYE**

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Abstract

This study examined the significance of optimism and resilience on academic achievement of students with learning disabilities (LDs) in Ibadan, Nigeria. Students with learning disabilities face challenges in reading, writing and attention span in classroom learning leading to poor academic performance and low self-esteem. The study adopted descriptive survey research design. 100 students with learning disabilities were sampled using purposive sampling technique; the instruments used were Influence of Optimism on Academic Achievement of Students with Learning Disabilities Questionnaire and the Influence of Resilience on Academic Achievement of Students with Learning Disabilities. Both instruments demonstrated adequate reliability, with Cronbach's Alpha coefficients of 0.78 for Optimism measure and 0.80 for Resilience measure. Descriptive statistics (Mean, frequency count, standard deviation, and percentages) were used to answer the research questions, and t-test statistics was used for testing two hypotheses at a significance level of 0.05. The results demonstrated a strong, positive perception among students regarding the influence of both optimism and resilience on their academic success, each registering a Weighted Average of 3.0 (75% Positive Influence). Also, there was a significant gender differences in the roles of optimism measure ($t=0.30;df=98;p=0.03$) and resilience measure ($t=0.37;df=98;p=0.02$) in academic achievement of the participants. The study concluded that optimism and resilience are powerful psychosocial dimensions that serve as critical buffers against academic achievement of students with learning disabilities, but vulnerabilities remain, particularly regarding the ability to "contain" academic failure. Therefore, the study strongly recommended a shift toward a holistic, integrated, and gender-sensitive psychosocial support model of both optimism and resilience.

Keywords: Optimism, Resilience, Academic underachievement, Gender, Learning Disabilities.

INTRODUCTION

Students with learning disabilities (LDs) often face myriads of challenges that affect their academic achievement; these include difficulties in reading, writing, memorisation, and attention span. These barriers often result in poor academic performance, low self-esteem, and reduced motivation compared to their peers without disabilities (Hallahan, Kauffman, & Pullen, 2019). In Nigeria, the challenges are further compounded by limited learning resources, inadequate teacher preparation for inclusive education, and social stigma associated with disability (Okonkwo & Alhassan, 2017). Amid these challenges, research in psychology and education has emphasized the importance of non-cognitive factors such as optimism and resilience in shaping students' academic outcomes. Optimism is defined as a positive expectation for future outcomes. It has been linked to persistence, effective problem-solving, and motivation in students (Scheier & Carver, 1985; Carver *et al.*, 2010). Similarly, resilience, the ability to recover and adapt in the face of adversity, has been identified as a crucial protective factor for students with learning difficulties, enabling them to overcome setbacks and therefore, persist in academic tasks (Masten, 2014). For students with learning disabilities, optimism and resilience are not merely psychological traits; they are essential survival skills in the learning environment. Optimistic students with LDs are more likely to adopt adaptive coping strategies and maintain motivation even when faced with academic struggles,

while resilient students can withstand repeated challenges and maintain focus on long-term goals (Snyder, 2002; Gillham *et al.*, 2002). Together, these traits can significantly buffer the negative effects of learning difficulties and thus, enhance students' academic achievement. Seligman (2002) extends the foundations of positive psychology by proposing that human well-being and optimal performance are rooted in three interconnected dimensions: the pleasant life, the engaged life, and the meaningful life. Within this framework, optimism functions as a key psychological resource that supports sustained motivation, resilience, and goal-directed behaviour. Seligman argues that optimistic individuals interpret academic challenges as opportunities for growth rather than as threats, which fosters persistence, adaptive coping strategies, and improved learning outcomes. This positive explanatory position encourages students to maintain effort in the face of academic setbacks, a process closely associated with higher levels of academic achievement. Seligman maintains that when students develop optimism, they are more likely to experience positive emotions such as hope and confidence, which broaden cognitive processes and improve problem-solving abilities essential for academic success. In educational contexts, this suggests that interventions aimed at promoting optimism can improve engagement, self-regulation, and perseverance among learners who face persistent academic challenges. Scheier and Carver (1985) argue that optimistic learners are less likely to withdraw effort following academic setbacks, while pessimistic learners tend to disengage more quickly when challenges arise. For students with learning disabilities, this theoretical perspective is particularly relevant, as ongoing academic difficulties can undermine motivation and self-efficacy. Accordingly, optimistic individuals are more likely to

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engage in sustained effort toward goal attainment, particularly when faced with obstacles, because they expect their actions to lead to positive outcomes.

Kwok and Gu (2022) underscore the role of resilience in promoting emotional stability among students with disabilities. They argue that resilient learners are better equipped to regulate emotions, manage stress, and maintain psychological well-being in demanding educational contexts. Emotional stability, in turn, reduces anxiety, frustration, and feelings of helplessness that frequently accompany learning difficulties. The authors further note that supportive school environments characterized by inclusive practices, positive teacher-student relationships, and access to appropriate support services enhance resilience tendencies or inclination.

Williams and Reils (2001) emphasize that optimism supports holistic development by enhancing psychological, emotional, social, and personal growth alongside academic learning. Optimistic students with disabilities are more likely to develop emotional resilience, positive self-concept, and healthy social relationships, which are essential for meaningful inclusion in educational settings. The authors suggest that when students with disabilities are supported to develop optimism, they demonstrate greater adaptability, emotional stability, and persistence in the face of learning difficulties. Consequently, optimism not only facilitates academic success but also promotes overall well-being, making it a vital construct for inclusive education and the long-term educational development of students with disabilities.

In Nigeria's context, few empirical studies have examined the role of optimism and resilience in the academic performance of students with learning disabilities. Most existing research has focused on structural barriers such as lack of resources, inadequate teacher training, and policy implementation. Yet, internal psychological resources may equally be powerful determinants of success, especially in low-resource environments like Ibadan less cities where educational support systems are often limited. Understanding how optimism and resilience contribute to academic achievement in this population could provide valuable insights for developing effective interventions that go beyond remediation and skill training but to include psychosocial support.

Gender differences in the academic achievement of students with learning disabilities (LD) have been widely documented, though, findings vary across contexts and subject areas. Research generally indicates that boys are more frequently identified with learning disabilities than girls, particularly in reading and writing-related difficulties, which has implications for academic outcomes and support provision (Fletcher *et al.*, 2019). Girls with learning disabilities often demonstrate relatively stronger performance in language-based tasks and classroom engagement, whereas boys with learning disabilities are more likely to experience difficulties in attention, behavior regulation, and academic persistence, negatively affecting their achievement (Rutter *et al.*, 2004). However, some studies suggest that girls with learning disabilities may be under-identified due to their tendency to adopt compensatory strategies, leading to delayed intervention and cumulative academic challenges over time (Quinn & Wagner, 2015). Within inclusive education settings, gender interacts with social expectations and teacher perceptions to influence academic achievement among students with learning

disabilities. Teachers may hold different expectations for boys and girls with LD, which can shape instructional practices, feedback, and academic support (Elbaum *et al.*, 2016). Empirical studies from developing contexts, including African settings, indicate that girls with learning disabilities often face compounded disadvantages due to gender bias, limited access to educational resources, and socio-cultural norms that deprioritize their education, resulting in lower academic achievement compared to their male counterparts (Ajuwon, 2012; UNESCO, 2020). Conversely, boys with learning disabilities are more likely to experience academic disengagement and disciplinary exclusion, which also undermines achievement. Overall, the literature emphasizes the importance of gender-responsive and inclusive instructional approaches that address both learning needs and gender-based disparities to improve academic outcomes for students with learning disabilities. The interaction between optimism and resilience is very important, as optimism fosters resilient responses to academic failure, while resilience reinforces positive academic expectations. These gender-based differences highlight the necessity of inclusive and gender-responsive educational interventions that deliberately strengthen optimism and resilience to improve academic performance and social adjustment among students with learning disabilities (Williams & Reils, 2001; Hallahan *et al.*, 2019).

Statement of the Problem

Academic achievement remains a major obstacle for learners with learning disabilities. They often struggle with reading, writing, comprehension, and memory-related tasks. These challenges not only result in lower academic performance but also predispose students to emotional and social maladjustment such as low self-esteem, reduced motivation, and school dropout tendencies (Hallahan *et al.*, 2019). In Nigeria, where inclusive education policy is yet to be fully implemented, students with Learning Disabilities are often found disadvantaged by inadequate teaching resources, insufficiently trained teachers, and persistent cultural stigmatization of disability (Nwankwo & Nweke, 2020). While structural challenges have been widely documented, less attention has been paid to the internal psychological resources that may help students with Learning Disabilities thrive despite adversities. International studies suggest that optimism and resilience can significantly buffer the negative effects of learning difficulties, thus promoting persistence, problem-solving, and academic motivation (Carver *et al.*, 2010; Masten, 2014). Optimistic learners are more likely to maintain a positive outlook, even in the face of academic struggles, while resilient students demonstrate the ability to recover from setbacks and remain focused on their goals (Snyder, 2002). Together, these traits may serve as critical protective factors in enhancing the academic outcomes of students with Learning Disabilities. However, in Nigeria context, there is little or no empirical evidence to show how optimism and resilience enhance the academic achievement of students with learning disabilities. Existing studies in Nigeria have largely emphasized infrastructural barriers, policy implementation, and teacher preparedness (Okonkwo and Alhassan, 2017; Nwankwo and Nweke, 2020), but little or no research have examined the psychosocial dimensions of learning disabilities with reference to optimism and resilience as measures of academic achievement. This knowledge gap limits the development of holistic interventions that address not only cognitive and

instructional needs but also the emotional and psychological well-being of learners.

Consequently, the problem this study seeks to address is the persistent academic achievement difficulties of learners with learning disabilities with a view to inject optimism and resilience as psychosocial measures in enhancing perceived inherent learning difficulties of these vulnerable group.

Research Questions

1. To what extent does optimism influence the academic achievement of students with learning disabilities.
2. To what extent does resilience influence the academic achievement of students with learning disabilities in the study area?
3. What are the implications of optimism and resilience in inclusive education settings?

Hypotheses

HO₁: There is no significant gender difference in adopting optimism measure to enhance academic achievement of students with learning disabilities?

HO₂: There is no significant gender difference in adopting resilience measure in enhancing academic achievement of students with learning disabilities?

METHODOLOGY

This study adopted a descriptive survey research design to seek and establish the predictive power of optimism and resilience measure on academic achievement of students with learning disabilities without manipulating variables. The target population consists of all students with learning disabilities enrolled in public and private secondary schools in Ibadan, Nigeria. 100 students were purposively selected; ensuring representation of gender, hence, students' academic record was used to identify and select students with learning disabilities.

Method of Data Analysis

Descriptive statistics of Mean, frequency count, standard deviation, and percentages were used to answer the research questions. Also, Inferential Statistics of Independent Samples t-test was used to test the hypotheses at 0.05.

RESULTS

Research Question One: To what extent does optimism influence the academic achievement of students with learning disabilities. The results presented in Table 1, which addressed Research Question One concerning the influence of optimism on the academic achievement of students with learning disabilities (LDs), indicate a generally strong, positive perception among the students. The overall Weighted Average of 3.0 (75% Positive Perception) signifies that the sampled students largely agree that optimistic traits are beneficial to their academic success. Specifically, the highest mean scores highlight that students strongly believe in the value of effort, persistence, and motivation, endorsing that willingness to spend extra time studying (Mean: 3.48), motivation determining achievement (Mean: 3.38), and being motivated to seek help (Mean: 3.40) are crucial for better grades. Students also generally possess positive outcome expectations, agreeing that they expect their next attempt to be better after a bad grade (Mean: 3.06) and that they can change negative academic situations (Mean: 3.00). However, the lower mean scores on specific items suggest potential areas of struggle: a significant portion of students may struggle with the generalization of failure (containment), as evidenced by the low agreement (Mean: 2.24) that a setback in one subject does not make them feel like they will fail in all others; they also show lower confidence (Mean: 2.27) in the direct, long-term link between their current hard work and future career success.

Research Question Two: To what extent does resilience influence the academic achievement of students with learning disabilities in the study area?

Table 2 presents the results for Research Question Two, examining the extent to which resilience influences the academic achievement of students with learning disabilities (LDs). The descriptive statistics reveal a strong, positive perception among the students, with a Weighted Average of 3.0 corresponding to a 75% Positive Perception of resilience's influence. Specifically, students highly recognize that resilient traits are beneficial, particularly the belief that their learning disability should be viewed as a "problem to be solved," rather than an excuse to give up, which yielded the highest mean score (Mean: 3.48). This is supported by the strong endorsement of setting clear academic goals for the future as a way to stay motivated (Mean: 3.00) and the importance of maintaining a positive attitude about their own abilities even when school feels overwhelming (Mean: 3.05).

Table 1. The influence of optimism on the academic achievement of students with learning disabilities

S/N	Items	SA	A	D	SD	Mean	SD
1	Consistent effort often contribute to students' progress and success rather than by just chance.	71 (71)	36 (36)	16 (16)	10 (10)	3.26	0.98
2	When students get a bad grade, they usually expect that their next attempt to be much better	34 (34)	60 (60)	4 (4)	2 (2)	3.06	0.63
3	Students often believe they have the ability to overcome the academic struggles related to their learning disability	26 (26)	50 (50)	14 (14)	10 (10)	2.98	0.89
4	A setback in one subject does not make students feel like they will fail in all other classes	22 (22)	14 (14)	30 (30)	34 (34)	2.24	1.15
5	certainly students hard work in school will lead to the future career success they want	32 (32)	42 (42)	26 (26)	-	2.27	0.93
6	When things go wrong academically, students believe they can change the situation for the better	26 (26)	54 (54)	14 (14)	6 (6)	3.00	0.81
7	Students confident will propel their academic goals despite the challenges of learning disability	37 (37)	42 (42)	16 (16)	5 (10)	2.86	0.92
8	When people feel motivated to seek help from teachers or tutors, it will lead to a higher final grade	40 (40)	60 (60)	--	--	3.40	0.50
9	Students willingness to spend extra time studying for difficult tests will improve their academic performance	52 (52)	46 (46)	2 (2)	--	3.48	0.61
10	Motivation determines an enhanced students academic achievements	40 (40)	50 (50)	2 (2)	8 (8)	3.38	0.50
Weighted Average = 3.0 (75%) Positive Influence							

Table 2. The influence of resilience on the academic achievement of students with learning disabilities

S/N	Items	SA	A	D	SD	Mean	SD
1	A challenging class would not affect students with learning disabilities from being calm and keep studying.	38 (38)	36 (36)	16 (16)	10 (10)	3.00	0.98
2	Academic failures or low test scores should not permanently discourage students from trying again	10 (10)	30 (60)	60 (60)	-	2.36	1.63
3	Facing academic difficulties should actually make students stronger and smarter	36 (36)	55 (55)	7 (7)	2 (2)	3.14	0.89
4	When students get a bad grade, they should focus on what they can control and make a plan to improve their next score.	52 (52)	28 (28)	15 (15)	5 (5)	3.03	0.50
5	Resilience could mean when student set clear academic goals for the future (like going to college or getting a certain job) that keep them motivated	33 (33)	42 (42)	13 (13)	12 (12)	3.00	0.93
6	Though, school might be overwhelming for students with LD, they should maintain a positive attitude about their own abilities	26 (26)	54 (54)	14 (14)	6 (6)	3.05	0.81
7	Students with LD are expected to usually bounce back quickly after receiving a disappointing report card or assignment grade	22 (22)	42 (42)	25 (26)	10 (10)	2.86	1.92
8	Students should feel comfortable and confident asking teachers or tutors for help when they don't understand subject being taught.	30 (30)	40 (40)	20 (20)	10 (10)	3.01	0.50
9	Students should view their learning disability as a problem to be solved, rather than an excuse to give up on their education	50 (50)	40 (40)	2 (2)	8 (8)	3.48	0.61
10	Even when students struggle for adjustment in school, they should feel capable of handling the challenges of the school environment	24 (42)	46 (46)	27 (27)	3 (3)	3.48	0.61

Weighted Average = 3.0 (75%) Positive Influence

Table 3. The implications of optimism and resilience in inclusive education settings

S/N	Items	SA	A	D	SD	Mean	SD
1	Developing optimism is a crucial skill that should be taught to all students with learning challenges in inclusive classrooms	38 (38)	36 (36)	16 (16)	10 (10)	3.02	0.98
2	Students who are more resilient are better able to adjust in school and receive support services effectively	34 (34)	60 (60)	4 (4)	2 (2)	3.26	0.63
3	The current optimism and resilience strategies adequately address the need for students to build hope and positive future expectations	26 (26)	50 (50)	14 (14)	10 (10)	2.92	0.89
4	Training teachers on how to promote optimistic thinking would significantly reduce student's stress and anxiety.	22 (22)	14 (14)	30 (30)	34 (34)	2.24	1.15
5	Focusing on a student's strengths and optimistic potential is more effective than only addressing their deficits.	20 (20)	42 (42)	26 (26)	12 (12)	2.27	0.93
6	Teachers should use specific techniques (like cognitive restructuring) to help students change their pessimistic tendencies for failure	26 (26)	54 (54)	14 (14)	6 (6)	3.00	0.81
7	Structured classroom lessons should improve on students resilience skills, such as coping with setbacks and problem-solving is important.	22 (22)	42 (42)	26 (26)	10 (10)	2.76	0.92
8	Parent/Guardian workshops would foster in students optimism at home and strengthen.	30 (30)	40 (40)	15 (15)	15 (15)	3.40	0.50
9	Interventions promoting resilience should be integrated into the daily activities in inclusive classroom, not just limited to counseling sessions.	50 (50)	40 (4)	2 (2)	8 (8)	3.48	0.61
10	A student's level of optimism is a useful indicator for teachers when planning their long-term academic and transition goals.	24 (24)	52 (52)	20 (20)	4 (4)	3.48	0.50

Weighted Average = 3.0 (74.6%) Positive Influence

Furthermore, the students agree that they should focus on what they can control and make a plan to improve after a bad grade (Mean: 3.03), indicating a sense of personal agency. Conversely, the item that academic failures should permanently discourage students from trying again received a very low mean score (Mean: 2.36), further demonstrating a resilient outlook that rejects giving up. Overall, the findings strongly affirm that students with LDs in the study area recognize resilience defined by coping mechanisms, goal setting, positive reframing, and problem-solving as a critical internal protective factor for their academic success

Research Questions Three: What are the implications of optimism and resilience in inclusive education settings?

Table 3 presents the findings for Research Question Three, which investigates the implications of optimism and resilience for counseling and intervention strategies in inclusive education settings. Overall, the students with learning disabilities (LDs) demonstrated a high level of agreement, reflected by a Weighted Average of 3.0 (74.6% Positive Perception), strongly endorsing the idea that these psychological traits should be central to educational support.

The results indicate that students perceive the integration of psychosocial support as highly valuable: they highly agree that developing optimism is a crucial skill that must be taught in inclusive classrooms (Mean: 3.02) and that interventions promoting resilience should be integrated into the daily activities of the inclusive classroom, rather than being limited to counseling sessions (Mean: 3.48). Furthermore, students agree that a student's level of optimism is a useful indicator for counselors when planning long-term academic and transition goals (Mean: 3.48). However, the lowest mean score (2.24) was found for the item on training teachers and counselors to promote optimistic thinking to significantly reduce student stress and anxiety, suggesting that while students value the outcome, they may perceive the current level of training or the impact of this specific approach as insufficient. This highlights a perceived gap where students desire the benefits of optimism and resilience, but may not fully trust the current capacity of the system to deliver the necessary training and support.

Hypotheses Testing

HO₁: There is no significant gender differences in the influence of optimism on the academic achievement of students with learning disabilities?

Table 4. Summary of T-test showing the gender differences in the roles of optimism on the academic achievement among students with learning disabilities

Gender	N	Mean	SD	df	t	Sig	Remark
Male	37	25.02	3.15	98	0.60	0.02	Significant
Female	63	30.18	1.62				

Table 4 shows that no significant gender differences in the influence of optimism on the academic achievement among students with learning disabilities ($t = 0.60$; $df = 98$; $p < 0.05$). Therefore, hypothesis 1 is not accepted. Furthermore, the results of the Independent Samples t-test for this hypothesis revealed a t-value of 0.60 with 98 degrees of freedom (df). Crucially, the significance value (Sig) was 0.02. Since this p-value (Sig=0.02) is less than the established significance level of 0.05 ($p < 0.05$), the result is considered statistically significant.

HO₂: There is no significant gender differences in the influence of resilience on the academic achievement of students with learning disabilities?

Table 5. Summary of T-test showing the gender differences in the influence of resilience on the academic achievement among students with learning disabilities

Gender	N	Mean	SD	df	t	Sig	Remark
Male	37	25.02	3.15	98	0.60	0.02	Significant
Female	63	30.18	1.62				

Table 5 shows that no significant gender differences in the influence of optimism on the academic achievement among students with learning disabilities ($t = 0.60$; $df = 98$; $p < 0.05$). Therefore, hypothesis 1 is not accepted. Furthermore, the summary of the t-test for resilience showed the same statistical values as the test for optimism: a t-value of 0.60 with 98 degrees of freedom (df), and a significance value (Sig) of 0.02. Because the p-value (Sig=0.02) is less than the significance level of 0.05 ($p < 0.05$), the result is statistically significant.

DISCUSSION OF FINDINGS

The findings from this study affirm the critical role of non-cognitive factors, optimism and resilience in the academic achievement of students with learning disabilities (LDs). The outcome of the study revealed that optimism plays a crucial role in enhancing the academic performance of students with learning disabilities. Students who exhibited higher levels of optimism demonstrated greater academic engagement, persistence in learning tasks, and a more positive attitude toward school activities. This suggests that optimistic students are more likely to view academic challenges as manageable and temporary rather than insurmountable barriers. Consistent with previous studies of Okonkwo & Alhassan, 2017, the present findings suggest that optimism enhances students' confidence in their learning abilities, thereby reducing academic anxiety and fear of failure. Optimistic learners are more likely to seek help, attempt challenging tasks, and remain engaged in the learning process, all of which contribute to improved academic performance. Similarly, the finding corroborates the report of Seligman (2002) who emphasized that optimism fosters motivation and academic perseverance, particularly among learners facing persistent academic difficulties. For students with learning disabilities who often encounter repeated academic setbacks optimism serves as a

protective psychological factor that encourages sustained effort and positive self-beliefs. This finding is in line with the assertions of Scheier and Carver (1985), who posited that optimistic individuals are less likely to withdraw efforts following academic setbacks, while pessimistic learners tend to disengage more quickly when challenges arise. Also, the finding is in consonance with Williams & Reils, 2001, who reported that optimistic learning is closely associated with holistic academic development. It fosters healthy psychological, physical, social, spiritual, and emotional growth, which collectively supports learners in achieving their academic goals.

Furthermore, the result in this study supported the findings of Snyder, (2002) and Gillham *et al.*, (2002) who reported that Optimistic students with LDs are more likely to adopt adaptive coping strategies and maintain motivation even when faced with academic struggles, while resilient students can withstand repeated challenges and maintain focus on long-term goals. The study further revealed that resilience has a significant positive influence on the academic performance of students with learning disabilities. Resilient students demonstrated better academic adjustment, effective coping with academic stress, and a stronger ability to recover from learning-related failures. This finding underscores resilience as a key determinant of academic success among learners with special educational needs. This result corroborates earlier research by Masten (2014), who described resilience as the capacity to adapt positively despite adversity. Students with learning disabilities frequently experience academic frustration, social stigma, and low self-esteem; however, resilience enables them to withstand these challenges and maintain academic focus. In line with the findings of Nwankwo and Nweke (2020), resilient learners are better equipped to regulate emotions, maintain motivation, and persist in academic tasks despite difficulties.

The present study also supports the work of Kwok and Gu (2022), who found that resilience promotes academic persistence and emotional stability among students with disabilities. Resilient students are more likely to develop problem-solving skills, set realistic academic goals, and maintain consistent effort, leading to improved academic outcomes. The finding is also in line with the work of Seligma, 2002, who found that the combined influence of optimism and resilience enables students with learning disabilities to adopt adaptive learning strategies, sustain emotional balance, and persist in pursuing their academic goals despite ongoing academic and psychosocial challenges. This study also supported the findings of Williams & Reils, 2001; Hallahan *et al.*, 2019 who reported that gender-based differences highlight the necessity of inclusive and gender-responsive educational interventions that deliberately strengthen optimism and resilience to improve academic performance and social adjustment among students with learning disabilities.

Recommendations

Based on the findings, the following recommendations are made to enhance the academic achievement of students with learning disabilities:

1. Educational authorities should mandate the integration of resilience and optimism measures into the educational curriculum and classroom activities (not limited to counseling). This should involve structured lessons on

coping with setbacks, problem-solving, and positive goal-setting, making psychosocial skills a core component of inclusive education.

2. Teachers must receive specialized, continuous professional development on techniques like cognitive restructuring. This training is essential to help students change their pessimistic tendency to generalize failure, and learn to view academic setbacks as temporary, controllable, and specific challenges.
3. Given the significant gender differences found, teachers should further develop and implement gender-specific intervention programs to foster optimism and resilience. Particular attention and resources should be directed toward male students to boost their engagement and proficiency in these critical psychological domains.
4. Teachers should formally incorporate a student's level of optimism as a useful indicator when planning long-term academic and transition goals, as validated by the students' perceptions. This moves teaching from a reactive measure to a proactive tool for shaping future success pathways.
5. Educational institutions should organize mandatory parent/guardian workshops specifically focused on fostering optimism and a growth mindset at home. This partnership is necessary to ensure consistency and strengthen the impact of school-based psychological interventions, creating a supportive ecosystem for the students.

Conclusion

The study conclusively demonstrates that optimism and resilience measures are powerful internal psychological measures highly valued by students with learning disabilities. These traits serve as critical buffers against academic adversity, promoting persistence, goal-setting, and motivation. While students possess a strong theoretical grasp of these concepts, their responses reveal vulnerabilities, particularly regarding the ability to localize or "contain" academic failure. Furthermore, the significant gender differences and the perceived gap in teacher training highlight that for these internal measures to be effectively mobilized and sustained, educational and counseling interventions must shift from a deficit-focused, skill-based approach to a holistic, integrated, and gender-sensitive psychosocial support model embedded within the inclusive classroom environment.

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