

**ANALYSIS OF COMMUNITY BONDS AND SOCIAL RESILIENCE
AMONG UNIVERSITY STUDENTS**



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A thesis submitted in partial fulfillment of the requirement for the degree of MS
Education

**DEPARTMENT OF TEACHER EDUCATION
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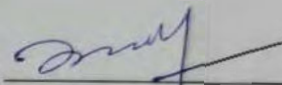
APPROVAL SHEET
ANALYSIS OF COMMUNITY BONDS AND SOCIAL
RESILIENCE AMONG UNIVERSITY STUDENTS

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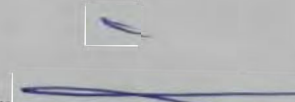
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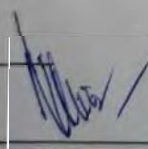

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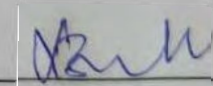

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DEDICATION

This thesis is dedicated to my dearest family, particularly my parents and my respected supervisor, Dr. Muhammad Zafar Iqbal, who has always supported, inspired, and encouraged me to achieve my goals.

FARWARDING SHEET

This thesis entitled “**Analysis of Community Bonds and Social Resilience Among University Students**” submitted by Muhammad Idrees in partial fulfillment of MS Education degree, has been completed under my guidance and supervision. He has carried out all the observations made by internal and external Examiner as well as Viva Voice Committee the thesis is now ready for final submission for further as per International Islamic university rules and regulations.

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DECLARATION

I, Muhammad Idrees Registration No. 449-FSS/MSEDU/F22 as a student of Master Studies in Education in International Islamic University Islamabad, do hereby declare that the thesis entitled “**Analysis of Community Bonds and Social Resilience among University Students**”, submitted for the partial fulfillment of Master Studies in Education is my original work, except where otherwise acknowledge in the text and has been submitted or published earlier and shall not in future, be submitted by researchers for obtaining and degree form or any other university institutions.

Dated: _____

Signature: _____

Muhammad Idrees

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List of Abbreviation

SPPS	Statistical Package for the Social Sciences
MS	Master of Studies
FSS	Faculty of Social Sciences
HEIs	Higher Education Institutions
NGOs	Non-Governmental Organizations
ICTs	Information and Communication Technologies
COVID-19	Coronavirus Disease 2019
PSTD	Post-Traumatic Stress Disorder
WHO	World Health Organization
VR	Virtual Reality
R&D	Research and Development
FoE	Faculty of Education
FSS	Faculty of Social Sciences
IIUI	International Islamic University Islamabad

ABSTRACT

This study focused on analyzing community bonds and social resilience among university students, aiming to examine the connection between these two factors. A quantitative, descriptive design was used and with data collected from 374 students using a structured questionnaire with a five-point Likert scale. The sample included students from the Faculty of Education and the Faculty of Social Sciences at the International Islamic University Islamabad. Data were analyzed using SPSS Version 25, applying descriptive statistics, Pearson Product-Moment Correlation. The results showed that students with strong peer and family support were more resilient in handling academic and social pressures. However, time constraints, academic workload, and the limitations of digital communication were identified as key barriers to forming strong community bonds. The findings contributed to the literature on social resilience and community bonds, highlighting their role in student well-being and academic achievement. The study suggests that universities should implement policies that enhance student engagement, strengthen peer support programs, and promote inclusive community-building initiatives to foster resilience.

Keywords: Community bonds, Social resilience, quantitative study, student's well-being,

CHAPTER 1

INTRODUCTION

Community bonds refer to the social connections and relationships that bind individuals together within a group or society. These bonds are built through shared experiences, mutual support, trust, and a sense of belonging. Strong community bonds help individuals feel connected and valued, leading to greater cooperation and collective well-being. Social resilience, on the other hand, is the ability of individuals and communities to withstand, adapt to, and recover from social, economic, or environmental challenges. It involves emotional strength, problem-solving skills, and collective action in times of difficulty. A socially resilient community can support its members during crises, such as financial hardships, mental health struggles, or social conflicts. Community bonds foster a sense of togetherness among the university's students and staff. Social resilience is the ability to cope with academic stress; personal challenges, Community bonds and social resilience are deeply interconnected. A strong sense of belonging and mutual support within a community enhances individuals' ability to cope with stress and challenges. In universities, students who are actively engaged in peer networks and social groups often show higher levels of resilience, leading to better mental well-being and academic success. This research explores how these two factors interact among university students, examining their role in fostering emotional well-being, academic motivation, and social stability, psychological challenges, and difficult times.

From a theoretical perspective, Social Capital Theory Putnam (2000) explains how community bonds contribute to individual and group well-being by fostering trust and cooperation.

Similarly, Resilience Theory Masten (2001) suggests that social support plays a critical role in helping individuals adapt to adversity. In the university setting, community bonds help create a sense of togetherness among students and staff, while social resilience allows students to cope with academic stress, personal challenges, and psychological struggles. For example, students engaged in peer support groups often experience lower levels of stress and social isolation, leading to better mental health and academic performance. Universities also provide structured support systems such as counseling services, mentorship programs, and student organizations, which further strengthen resilience.

A strong sense of belonging and mutual support enhances individuals' ability to navigate stress and overcome challenges. This research explored how these two factors interact among university students, examining their role in fostering emotional well-being, academic motivation, and social stability.

1. **Community Bonds:** Community bonds were operationalized as the extent to which students reported feeling connected to their peers and university community. This was measured using a Likert-scale questionnaire that assessed students' perceptions of peer support, participation in campus activities, and sense of belonging
2. **Social Resilience:** Social resilience was operationalized as students' self-reported ability to cope with academic and personal challenges. This was measured using a Likert-scale questionnaire that assessed students' confidence in overcoming setbacks, managing stress, and seeking support during difficult times.
3. **Social Support:** Social support was operationalized as the availability and perceived quality of support from friends, family, and university services. This was measured

using a Likert-scale questionnaire that assessed students' reliance on peer advice, family guidance, and university counseling services.

4. **Participation in Campus Activities:** The level of involvement in university-sponsored events, clubs, and organizations, which fosters a sense of community.
5. **Sense of Belonging:** The extent to which students feel integrated into the university environment and identify with the broader academic community.

These dimensions were used to quantify the strength of community bonds among university students, providing a measurable framework for understanding how these bonds contribute to social resilience.

1.1 Background of the Study

In community bonds and social resilience, University students face various challenges that can impact their mental health and well-being. These challenges include social isolation, academic stress, financial pressures, and some other factors. Social resilience is an essential factor in fostering student well-being, as it helps them in dealing with these and developing better coping mechanisms for stress. Community bonds, which are related to social connections and students relationship with each other, can play an essential role in development of social resilience. Several challenges that university students encounter challenges, such as social isolation, financial pressure, and academic stress, can have a serious impact on their mental health and general well-being, aiding in coping with these challenges and formulating effective stress management strategies Sherblom, Umphrey & Swiatkowski (2022). Community bonds, the social connections and relationships among students, are instrumental in fostering social resilience Brett, Mathieson, & Rowley (2023). These bonds provide a support network that can mitigate the impact of stressors and promote a sense of belonging and collective identity, which are essential for resilience during adverse times Sherblom et al (2022).

1.2 Problem Statement:

University students encounter many challenges such as academic pressure, social isolation, mental health issues, all of which can have a massive impact on their well-being and academic success. On the other hand, community bonds provide social support, and a sense of belonging, which are essential for developing resilience. However, many students find it challenging to create and sustain these connections, due to cultural differences, academic demands, and the short duration of university life. As a consequence of this student's frequently lack the social resilience required to deal with adversity that may increase the level of stress, academic failure, and even dropout. Even though community bonds and social resilience are getting essential in higher education, not much has been discovered on how they interact to impact student's success and well-being. The purpose of this study was to investigate how community bonds assisted student to become more socially resilient and highlight the obstacles and difficulties that prevent the development these bonds in academic environment.

1.3 Significance of the Study

This study on community bonds and social resilience among university students, identifying the key factors that strengthened these connections. The research contributes to understanding how social support systems impact students' ability to cope with academic stress, personal challenges, and mental health issues. The findings highlighted the role of peer networks, mentorship programs, and university support services in enhancing social resilience.

A major contribution of this study was its focus on identifying the gaps and challenges that hinder the formation of strong community bonds in universities. The results provided insights into how students experienced social support and the barriers they face in developing meaningful relationships. This study also offered recommendations for institutions to improve their support structures, ensuring that students receive adequate guidance and emotional assistance.

From a practical perspective, the study's findings could assist university administrators and policymakers in designing better student support programs. The research suggested ways to promote inclusive social environments, strengthen mentorship initiatives, and develop student-centered counseling services. Additionally, the study contributed to academic discourse by expanding the understanding of social resilience in higher education, emphasizing its role in students' long-term success and well-being.

1.4 Objectives of the Study

The objectives of the study were

1. To explore the role of social support in promoting social resilience among university students.
2. To Study the perceptions of university students about social resilience and community bonds.
3. To identify the gaps and challenges to the development of community bonds among university students.

1.5 Research Questions

Following research question were addressed in this study

1. What is the role of social support in promoting social resilience among university students?
2. What are the perceptions of university students about social resilience and community bonds?
3. What are the gaps and challenges for development of community bonds and social resilience among university students?

1.6 Delimitations of the Study:

Following were the delimitations of the study:

1. Male students from the Faculty of Social Science and Faculty of Education.
2. The study is limited to quantitative data collection, meaning it does not include qualitative insights such as in-depth interviews or personal narratives.
3. This study specifically focuses on undergraduate students.

CHAPTER 2

LITERATURE REVIEW

This chapter presented the analysis of community bonds and social resilience among university students. Community bonds and social resilience helps students deal with the challenges of higher education. In recent years, universities became more varied and developed. These bonds constantly evolved, and their transformation affected students' abilities to recover from difficulties and achieve success academically. This review aimed to find out how these two factors impacted students' well-being and performance.

One of the primary goals of this literature review was to find gaps in the existing knowledge on community bonds and social resilience among university students. Resilience had been broadly studied, but community bonds and social networks had been rarely received attention. In Southwick (2014)'s point of view, the majority of the research on resilience emphasized the psychological characteristics of individuals and neglected the social and communal aspects that were vital to understanding how students dealt with difficulties in university environments.

The review scope involved noting these research gaps and providing suggestions for topics to be researched further. For instance, additional research was required to discover how digital networks supported social resilience, specifically in the post-COVID phase. The value of social networks in maintaining students' involvement and resilience during times of social loneliness was covered by Lederer (2021). To provide an in-depth overview of the current state of

information on social resilience among university students, this reviewed newly established areas of study.

A wide range of study, particularly social psychology, sociology, and education, are included in the theoretical framework for studying social resilience and community bonds. In education environments, this idea helps in explaining the relationship between individual resilience and community bonds. Theories of social capital, ecological system theory, and resilience theory are included in this literature to explain how university students create bonds of support and overcome obstacles. With the help of combination of many opinions, this review provides a framework emphasizing the role of social connections play in developing resilience. (Norris, 2008).

2.1 Community Bonds Overview and Definitions

Community bonds refer to strong connections and networks among university students within a group, who shared similar identities and a sense of belonging. Within the university context, students depended upon social networks for academic and individual growth, and these bonds were essential. The fulfillment of shared needs, a sense of belonging, and a mutual emotional bond played a role in forming connections within a community. Community bonds were related to social and psychological association and brought people together as a group. They were defined by common interests, goals, and values and existed in both virtual and physical forms Tieken (2017).

Community bonds helped individuals achieve and develop the capabilities required to be part of a community that worked toward long-term growth and progress. Members of unified communities had strong interpersonal connections, formed constructive emotional bonds, shared values and a common vision, and felt connected through culture, religion, social, political, economic, and biological diversity Hulse & Stone (2007).

2.1.1 Characteristics of Community and Community Bonds

A community is a social group sharing common values, norms, and objectives, typically tied together by geographical location, common interests, or shared identity. The following are the characteristics of a community:

1. **Shared Identity:** Community members tend to identify with one another through shared experience, cultural background, or similar objectives. The shared identity helps create a feeling of belongingness and mutual acknowledgment.
2. **Mutual Support:** The community offers members emotional, social, and, at times, economic support. This system is essential to overall well-being and resilience, particularly during adversity.
3. **Social Interaction:** Frequent contact between community members reinforces relationships and fosters trust. Such contact may be achieved through different modalities, for example, direct communication, collective activities, or online media.
4. **Shared Goals and Beliefs:** Communities tend to be brought together by common goals, either in terms of social, cultural, or economic aspirations. Common goals allow the efforts of members to be directed towards one purpose for the greater good.
5. **Sense of Belonging:** A robust community generates a sense of belonging among its members, which is critical for emotional security and social cohesion. Sense of belonging is especially significant within educational environments, where students frequently struggle with challenges that need collective nurturing.

Community bonds:

Community Bonds refer to the connections and relationships that bind individuals within a community. These bonds are characterized by:

- 1. Trust and Reciprocity:** Trust is a fundamental element of community bonds. Members rely on each other for support and are willing to reciprocate when needed.
- 2. Emotional Connection:** Strong community bonds are often built on emotional connections, where members feel a sense of empathy and understanding toward one another.
- 3. Collaboration and Cooperation:** Community bonds encourage collaboration and cooperation among members, enabling them to work together toward common goals.
- 4. Resilience and Adaptability:** Communities with strong bonds are more resilient in the face of challenges. They can adapt to changes and recover from setbacks more effectively due to the collective support system.

2.2 Importance of Community Bonds

In the university context, community bonds played a necessary role in shaping students' academic experiences and personal well-being. Strong community bonds provided a sense of security, belonging, and mutual support. These qualities contributed to their academic success, resilience, and retention. Understanding these bonds both theoretically and practically was essential to analyzing how universities supported student progress.

2.2.1 Sense of Belonging and Academic Success

It was recognized that students' academic success was influenced by their sense of belonging, which stemmed from community bonds. Research has stated that students are more likely to continue their studies if they built strong connections with both academic and social environments. According to Tinto's theory of student integration, colleges had to create a supportive environment to ensure students formed meaningful relationships within the institution. Similarly, Strayhorn (2012) mentioned that students, especially those from underrepresented groups, required a sense of belonging to help them recover from hardships and

academic obstacles. His research explained that students with strong community bonds were motivated to engage deeply in their academic work, which brought positive changes in their overall performance.

2.2.2 Community Bonds and Student's Retention

Research indicated that community bonds were vital to student retention, which remained one of the major concerns of higher education institutions. Students who had close connections with their colleagues and university were more likely to focus on their studies and complete their degrees, as Bowman and Denson (2012) declared. Their research revealed that students who were part of a supportive community were less likely to feel isolated or disconnected, which helped prevent dropout rates. In addition, Berger (2012) emphasized the importance of peer interaction in retention, pointing out that the students who participated in study groups, campus organizations, or social networks had a higher chance of academic success.

2.2.3 Impact on Mental Health and Well-being on Students

Hartley (2011) and Burgos (2024) highlighted that students with strong social bonds were more resilient against academic and personal hardships. Similarly, Amjad, Aslam, and Sial (2024) found that community collaboration fostered emotional resilience in students. Their research revealed that the support received from peers and mentors protected students from stress, anxiety, and other mental health problems. Students who felt a sense of unity and shared support were more likely to overcome challenges and recover from setbacks. In addition, Thomas (2012) discovered that community bonds not only played a vital role in student engagement but also provided a welcoming environment where mental health issues were discussed publicly.

2.3 Benefits of Community Bonds

Community bonds played an essential role in students' academic and personal growth. Research highlighted that strong community bonds were frequently linked to improved student engagement, mental health, and professional development. Community bonds play a critical role

in fostering emotional well-being, academic success, and social cohesion among students. According to Komkam (2021) strong community connections create a support system that enhances motivation, reduces stress, and provides students with a sense of belonging. This is particularly important in university settings, where students face academic pressures and social adjustments that can impact their overall well-being. Similarly Jamil (2022) highlights those students who actively participate in community-based educational programs experience higher levels of resilience and self-confidence, as they develop interpersonal skills and mutual trust.

2.3.1 Resilience Facilitates Academic Success

Community bonds contributed significantly to academic achievement. Tinto (2012) and Sarwar & Arslan (2024) emphasized that academic success was strongly linked to students' cultural identity and sense of belonging within their university community. Tinto's model of student integration suggested that students who developed close bonds with teachers and peers were more likely to persevere through challenging coursework and remain motivated. Peer groups supported one another through collaborative learning and academic assistance, where students studied in groups, shared knowledge, and motivated each other.

Similarly, Holt-Lunstad (2015) revealed that social connections played an essential role in determining mental well-being. His research showed that individuals who were part of social networks had lower levels of stress and anxiety. Within university settings, students with strong community bonds were more likely to engage in health-promoting behaviors and seek help when necessary.

2.3.2 Promoting Personal Development and Leadership through Resilience

Strong community bonds also contributed to leadership development and personal growth. Astin (1993) argued that participating in student organizations and group activities helped students enhance their leadership, communication, and emotional intelligence. Lederer (2021) revealed

that students who engaged in peer mentoring and community service programs gained experience in managing group dynamics, navigating social challenges, and developing empathy for others. These experiences enabled students to build a strong sense of identity and resilience.

2.4 Historical Context and Evolution of the Academic Settings

Community bonds and social resilience among university students had a long history that could be traced to the creation of educational institutions as vital social gatherings where people developed lasting connections and learned how to recover from obstacles. Developments in the educational system, societal norms, and barriers faced by young adults seeking higher education led to changes in the connection between students, their social networks, and gatherings.

Community bonds are always an important part of the educational system, mapping students' experiences and academic success outcomes. University was a place where students gained knowledge, learned, and engaged in communal living. The main focus of early educational models placed a strong emphasis on the value of intellectual communities; it was the place where both students and scholars were close to each other by sharing knowledge and social ties. Over time, higher education also spread and diversified, so the concept of community bonds also changed. Academic settings have evolved significantly over time, influenced by technological advancements, societal changes, and shifting educational philosophies. According to Lorandi et al. (2020), the modern academic environment has transitioned from rigid, hierarchical structures to more student-centered and flexible learning approaches, reflecting a broader shift towards inclusivity and accessibility in education.

The evolution of academic settings has also been influenced by the growing recognition of the importance of social-emotional learning and student well-being. Universities and schools now emphasize mental health support, community-building initiatives, and holistic development alongside academic excellence. The shift towards inclusivity has resulted in policies that

promote equity, such as accommodations for students with disabilities, culturally responsive teaching, and support systems for underrepresented groups. Furthermore, the rise of online and hybrid education models has expanded access to education, allowing students from diverse backgrounds to participate in learning without traditional geographical constraints. These changes collectively demonstrate how academic institutions are adapting to the demands of the modern world, fostering environments that prioritize both knowledge acquisition and the overall well-being of learners.

2.4.1 The Origins of Community Bonds

The initial universities in medieval Europe, both in Bologna and Paris, were close-knit communities for scholars. They lived close to each other and studied near one another. The learning communities were structured on the model of the master-apprentice paradigm, in which students followed the rules of their mentors for learning to form strong personal and professional bonds Rashdall (1895). This connection created the sense of community that was necessary for academic life. In the 19th and 20th centuries, the size and complexity of universities increased as the education system changed, giving rise to structure community-building, for instance, residence halls and student groups Clark (1983).

2.4.2 The Evolution of Community Bonds in Digital Age

The development of digital technology in the 21st century changed the character of community bonds within academic communities. In recent times, students created online communities, and the number of virtual campuses and online learning increased due to the use of different social media platforms Dawson (2010). In earlier times, physical proximity played a vital role in forming community bonds. Online learning environments required a new kind of connection. According to research Dawson (2010), online learning could nevertheless provide a sense of

belonging, although these relationships were distinct from those in physical classes or meetings in schools.

2.4.3 Recent Developments and Future Directions

Research on community bonds evolved as higher education changed over time, bringing societal shifts and technological developments Gray & Diloreto (2016). They discovered that blended learning provided flexibility and created a sense of community among students with more willing efforts. It helped to increase the amount of research being done on how colleges might develop hybrid communities that combine the benefits of online and face-to-face learning.

2.5 Concept of Social Resilience

Social resilience was related to the capacity of people and groups to bounce back from stress and shocks like environmental shifts, social obstacles, and economic emergencies. In the context of university students, social resilience drew attention to how students used social networks and community resources to recover from obstacles in their personal and academic lives. The idea was based on systems theory, and this idea highlighted adaptability, collaborative efficiency, and resourcefulness in addressing challenges Ager (1999).

Ecology and sociology provided the theoretical origination of social resilience. Resilience was explained as an ecosystem that helped absorb shocks in order to balance structure and functions Holling (1973). From that time, this idea became popular, encompassing human and social systems by concentrating on how people and groups dealt with and adjusted to change. Adger (2000) revealed the idea of social resilience, which relied on individuals and groups to overcome obstacles by depending on social networks, group efforts, and institutional support. He adopted the concept of the social system.

This theory was improved for use in higher education to describe how university students dealt with pressures like academic stress, social loneliness, and economic problems Hartly (2011) In

his point of view, resilience was not only based on an individual level but also supported networks and their unique personal qualities. This emphasized how vital peer networks, institutional resources, and community bonds were for building resilience.

2.6 Exploring the Impacts of Social Resilience on Academic Success

Another important purpose of this literature was to explore the connection between social resilience and academic success. The main goal was to elaborate on how students' capacity to establish and balance social connections impacted their academic success and the whole university experience. In Hartley (2011)'s point of view, students who were resilient succeeded in academic activities and had fewer chances of failure and stress. His research emphasized the value of community bonds in creating a setting where students could easily approach others for help, share ideas, and support one another when they faced academic barriers.

2.6.1 Investigating the Role of Institutional Support in Building Social Resilience

Another important goal of this study was to explore how university students developed social resilience. Policies, campaigns, and services provided by institutions were vital in deciding the social setting where students became resilient. According to Stewart and Wade (2011), schools had a responsibility to improve relationships inside the community by giving students access to social services, mental health services, and mentoring opportunities. This review analyzed the role of school support in helping individuals become resilient, along with some school projects that aimed to improve resilience inside the university.

The review scope included a wide range of institutional interventions, assessing their success in developing social resilience, from peer mentorship programs to student support services. For instance, a study by Ledrer et al. (2021) explained how pupils' involvement in campus programs promoted social connectivity, which, as a result, improved resilience. These findings were

gathered in this assessment to provide a thorough picture of how colleges might promote resilience.

2.7 Overview of Social Capital Theory

The idea of social capital is related to the assets and advantages people received from their social networks and connections, and this was introduced by Pierre Bourdieu in (1986). These assets encouraged teamwork and group action and included trust, information, emotional support, and shared common goals. Over the decades, social capital theory saw major progress and was used in different situations, particularly in education, where it was important to understand how community bonds helped university students become resilient. An overview of the primary concepts of social capital theory and its relevance to the investigation of social resilience in college students was given in this review.

Social capital theory was widely studied in educational environments in recent years, with a focus on the effects of social networks on students' achievements and well-being. Putnam (2000) established the difference between two forms of social capital: bridging social capital, which took place inside close-knit communities. Both types were vital for building resilience in academic environments because they gave students the social support they needed to cope with personal and academic difficulties.

Social capital referred to the advantages that were obtained from social relationships, like trust, information, and support. This theory was introduced by Pierre Bourdieu in 1986; these advantages motivated teamwork and shared goals. Over the years, the theory developed and was applied in many areas, particularly education, to understand how community bonds assisted university students in becoming resilient. This review focused on the important idea of social capital theory and its relevance to studying social resilience in college students. Current studies focused on how social networks affected students' accomplishments and well-being. Putnam

(2000) identified two types of social capital: bridging capital, which occurred within close-knit communities, and bonding social capital. Both kinds were vital for developing resilience in academic environments because they provided students with the support they required to deal with individual and academic obstacles.

2.7.1 Application of Social Capital in Community Bonds

Since universities were by nature community places, they played a vital role in the growth of social capital. Students frequently took part in extracurricular, social, and academic activities that promoted the growth of social networks. The sense of community generated by peer networks, study groups, and student organizations increased binding social capital, which was vital for both social and academic support, as suggested by Stevenson and Wolfer (2018). Based on their study, students who regularly took part in organizations backed by the university felt more like they were a part of them.

The solid bonds that were formed inside close-knit universities were an example of bonding social capital, which was vital in supporting community bonding between students. These solid connections worked as a layer of protection for students. Holt-Lunstad and Smith (2017) identified that students with strong bonding social capital were more likely to create long-term relationships that provided them support on an individual level and also on academic collaboration.

2.8 Theory of Resilience

Resilience theory focused on how people or systems adjusted, bounced back, and succeeded despite the obstacles in their educational careers at university. Over the years, many scholars shared their ideas to explain how resilience functioned in different environments such as psychology, society, and education. The review addressed the important theories on resilience

and how vital they were for university students, specifically community relationships that assisted them in building social resilience.

The theory of resilience became more popular, especially in understanding how people and groups recovered from distress. This theory was initially used in ecological studies Holling (1973) and since then, was modified in various fields, including psychology, education, and community studies. Resilience in academic environments defined a student's ability to handle hardships such as stress, pressure to perform well academically, and social loneliness. The main focus of this theory was not only recovering from hardships but also the ability to grow and improve as a result of encountering obstacles, along with healing from adversity. Masten (2014) described resilience as "ordinary magic" that the majority of people could adapt to and develop in the face of hardships and that resilience was a common occurrence.

Michel Ungar's social ecological model suggested that resilience was not only related to individual traits but also involved external factors such as social, cultural, and institutional support. Ungar (2011) indicated that "navigation" and "negotiation" were vital when individuals utilized social resources to cope with obstacles and sought support from outside. According to this theory, community networks improved resilience, specifically for students depending on friends and school resources to overcome stress.

For university students, Ungar's theory showed that students could develop their resilience if they had access to peer academic counseling, peer mentoring, and community support. This aligned with the idea of community bonds assisting in developing social resilience, specifically in diverse academic situations where students experienced social challenges.

2.8.1 Core Components Based on the Resilience Theory

Based on resilience theory, some vital elements were required to understand how people dealt with suffering. Walsh (2016) defined these elements as social supports, contextual factors, and individual characteristics. Personal traits like optimism, self-efficacy, and control of emotions allowed people to handle problems effectively. For instance, Luther (2015) observed that students' resilience improved when they utilized adaptive coping strategies in academic environments, as they were more likely to develop higher levels of self-efficacy.

A further vital element of resilience was social support, which referred to the accessibility of practical and emotional support from peers, mentors, family, and friends. Solid social connections, according to Berkman and Glass (2000), were vital for creating resilience as they acted as a safety net for people in difficult circumstances. This social support took numerous forms, such as practical aid, emotional support, and access to knowledge, all of which allowed individuals to cope and succeed in intense situations.

Contextual factors comprised institutional, cultural, and economic aspects of the greater environmental effect on resilience. Rutter (2012) highlighted the worth of protective variables that promoted resilience in an individual's surroundings, such as supportive communities and schools. These protective variables reduced the impact of risk factors and helped those facing difficulties to achieve success.

2.8.2 Individual Difference and Resilience

Based on research on resilience theory, people's reactions to adversity were strongly influenced by their particular characteristics. Resilience was not an idea that suited everyone; rather, it depended on coping strategies, personality traits, and life events, as explained by Fletcher and Sarkar (2012). For instance, individuals who displayed high emotional intelligence were often more capable of handling stress and recovering from breakdowns. Emotional intelligence and

resilience had a beneficial relationship, enabling people to manage social environments and balance favorable connections more effectively.

In addition, Windle (2011) indicated that personal components such as optimism, adaptability, and problem-solving capacity played a role in improving a person's ability to manage stress. Whenever students faced academic pressure, those with these characteristics were more likely to seek assistance and engage in proactive coping measures. This demonstrated how vital it was to assist students in developing resilience strategies that enhanced these character traits.

2.8.3. Role of Social Networks in Resilience

Resilience theory depended greatly on social networks, specifically regarding university students. Social support functioned as a stress reducer and developed resilience by providing practical and emotional support during difficult phases. Based on this research, learners who had solid social networks were more likely to succeed academically and experience lower levels of stress.

Masten and Wright (2010) discussed the importance of social networks in developing resilience and argued that constructive interactions strengthened students' sense of community and belonging. In academic settings, where students experienced pressure and loneliness, this sense of community was vital. In Fletcher's (2015) view, students who participated in university activities and actively engaged with their peers demonstrated higher resilience due to the social connections providing them with the necessary tools to overcome obstacles in the classroom.

2.8.4 Environmental Influences on Resilience

Students' operating environments had a significant impact on how resilient they became. Benson (2010) highlighted the importance of developing supportive learning environments in universities that built resilience through opportunities for participation, high expectations, and

positive connections. By providing the tools necessary for success, colleges and institutions that promoted a culture of support and encouragement enabled students to develop resilience.

Furthermore, Berkman (2014) believed that extracurricular activities, academic services, and mental health resources were vital aspects of the environment that assisted students in developing greater resilience. Based on this research, students who had access to these resources were better equipped to manage university life challenges, ultimately enhancing their well-being and academic performance.

2.8.5 Practical Application of Resilience Theory in Education

The theory of resilience had important implications for educational learning methods aimed at promoting resilience in students. Benard (2004) argued that students could adopt numerous strategies to enhance resilience, which included fostering trustworthy relationships, creating a secure and positive learning environment, and encouraging adaptive coping mechanisms. These strategies were vital in supporting students in developing the resilience necessary to overcome academic challenges.

Some years ago, research by Martin and Marsh (2021) showed how vital resilience training efforts were for educational environments. Based on this research, students who participated in resilience training demonstrated a greater capacity for emotional regulation, problem-solving abilities, and overall resilience. This highlighted the importance of educational institutions prioritizing resilience initiatives, particularly in student support programs.

2.9 Benefits of Social Resilience

Social resilience is the capacity to deal with and overcome challenges by utilizing assistance from social networks and positive interactions. In the university environment, it is essential for helping students manage academic stress, social isolation, and personal problems. Students with good social resilience depended on their networks to handle difficulties more effectively. This

review focused on the benefits of social resilience for university students, which included improving emotional well-being, academic performance, social integration, and personal development.

2.9.2 Enhancing Emotional Well-being through Social Resilience

One of the main benefits of social resilience was the capacity to improve emotional well-being. Strong social resilience enabled students to cope better with emotional stress that resulted from academic and social pressures. Social resilience, as defined by Luthar and Cicchetti (2015), allowed people to utilize their social networks as a source of emotional support, which minimized the damaging consequences of stress. In university life, the support that students received from their peers, family, or mentors created a safe area where they could share their worries and obtain encouragement.

In addition, Holt-Lunstad et al. (2015) revealed that individuals with powerful social networks experienced less anxiety and depression. Based on their research, social resilience acted as a buffer against mental health concerns because it enabled students to rely on their relationships for support in coping with challenging emotions and protecting their psychological health. This psychological help was essential for university students to maintain their balance during times of high stress, such as exam season or personal issues.

2.9.3 Academic Success and Social Resilience

Social resilience also played an essential role in academics. Students who demonstrated higher levels of social resilience performed better academically, as they utilized their social networks to seek academic support. According to Martin and Marsh (2020), socially resilient students were more likely to reach out to their friends and teachers for support when they faced academic difficulties rather than avoiding challenges or losing interest. Productive problem-solving

techniques increased a person's perception of efficacy and control, which promoted academic achievement.

2.10 The Development of Community Bonds in Academic Institutions

Historically, community bonds in educational environments were important for assisting students in building social unity, peer support, and a sense of belonging. Tinto (2012) pointed out that early university models placed a major focus on close-knit communities where students spent their educational life together, studied collectively, and developed a strong sense of emotional and social resilience. Academic success evolved in part due to this framework.

In the 20th century, universities developed rapidly, leading to more varied student enrolment and a shift towards individualized learning settings. This encouraged the creation of new methods to promote a sense of community among students. However, despite this evolution, relationships among peers and support systems remained vital for students' success and well-being.

2.10.1 Emergence of Social Resilience in Academic Discourse

Although the idea of social resilience had existed for decades in psychological research, its application in social contexts, specifically academic ones, only gained prominence recently. Resilience, according to Masten (2014), was a way to successfully adapt in the face of adversity. However, research on the social components of resilience, like the role of community bonds in individual resilience, did not emerge until the 1990s and 2000s.

Social resilience gained more popularity in the academic context as an important component in supporting students in balancing emotional, social, and intellectual challenges. Ungar (2012) argued that social resilience was the capacity of students to utilize social networks for assistance, which helped them recover from hurdles such as academic pressure, mental health issues, and stress related to adulthood. In today's era of higher education, having access to supportive social networks became an essential factor in a student's well-being.

2.10.2 Shifts of Educational Practices and their Impacts on Community Bonds

Wider changes in educational practices, such as the rise of online learning, an increasing diversity of student populations, and a growing emphasis on academic achievement, affected the development of community bonds among university students. Johnson (2015) stated that students were more likely to experience social isolation and had limited personal interaction in online learning environments, which created new challenges for forming community bonds. However, academic institutions implemented various strategies to build community bonds in both real-world and online settings. Thomas (2016) argued that student groups, mentorship programs, and learning communities became essential tools for encouraging students to develop strong community bonds and demonstrate resilience. These past events highlighted the growing awareness of the importance of community bonds in enhancing students' emotional and academic resilience.

2.11 Overview of Changes in Community Bonds Overtime

The dynamics of community bonds at university evolved significantly over the years. Social structures and student relationships on campus changed due to several factors, including the expansion of higher education, technological advancements, increased student mobility, and socio-political transformations. These modifications ultimately impacted students' sense of belonging, social resilience, and ability to form community bonds.

2.11.1 Early University Models and Cohesive Communities

Universities were originally small, specialized institutions that fostered close-knit communities among students. According to Tinto (2012) early university models relied on the residential college system, where instructors and students shared living spaces, formed strong social networks, and developed a deep sense of community. These settings created opportunities for students to engage in shared living experiences that promoted unity and academic collaboration.

However, as universities expanded in the 20th century, particularly after World War II, the intimate nature of these communities began to decline. Small classrooms were replaced by large lecture halls, and the rise of commuter students transformed the social landscape, making it more difficult for students to form strong community bonds Tinto (2012).

2.11.2 The Impacts of Massification of Higher Education

The mid-20th century massification of higher education, which led to the rise in the 21st century, dramatically changed the structure of student communities. More heterogeneous student groups, like non-traditional students, international students, and students from different socioeconomic backgrounds, were highlighted by Altbach (2010). As diversity provided variety to the university, it also created difficulties in the overall sense of community.

The university needed to adapt its methods in order to promote community building and interaction with a greater number of various student organizations. Astin (2013) highlighted the significance of engagement efforts, which included extracurricular activities, peer mentorship programs, and learning communities in creating a sense of community. These efforts were established to assist students from every walk of life and engage them with one another to create broad social networks.

2.11.3 Technology and the Shifts of Social Interaction

Improvements in technology dramatically changed university community dynamics in the 21st century. The accessibility of social media, virtual communication tools, and online learning platforms shifted how students connected with each other and built social relationships. While technology made it easier for students to maintain contact, Junco (2012) claimed that it also led to less personal and more dispersed types of engagement.

In addition to that, the development of remote learning and online education created additional difficulties for maintaining community bonds. According to Johnson (2015), students who

connected with their teachers and peers solely online found it hard to build the same kind of strong connections that might have occurred in person. Virtual communities, nevertheless, developed resilience and provided support, specifically for students who were unable to take part in regular campus life or lived far away from home.

2.11.4 The Role Institutional Policies and Support System

With time, institutional rules became essential in determining how communities functioned. Universities established a number of support systems focused on encouraging social integration and community development in light of shifting student demographics and an increasing number of student demands. Residential life programs, first-year experience programs, and student support services were vital for assisting students in building a sense of community and social bonding.

Students from excluded backgrounds, first-generation students, and commuter students were within the groups of students for whom these programs were particularly important, as they ran the risk of social isolation. Specifically, in an era of growing student diversity and innovation in technology, Thomas (2016) highlighted that colleges had to actively participate in creating welcoming environments that encouraged community participation and social resilience.

2.12 The Impact of Technology and Social Media on Community Bonds

The way university students built and sustained community bonds was significantly changed by the widespread use of social media and technology in daily life. While technology created virtual spaces that sometimes threatened the strength of personal relationships, it also challenged traditional ideas of community development by providing new channels for communication, collaboration, and support. This paper examined the theoretical foundations of how social media and technology changed community bonds among college students.

2.12.1 The Shift from Physical to Virtual Communities

Traditional face-to-face relationships gave way to online communities due to the development of digital communication tools. To enable students to create and maintain their social networks, social media sites like Facebook, Instagram, and Twitter became vital tools, stated Junco (2012). According to Junco (2012), whereas these platforms enabled communication and promoted an atmosphere of unity among people in different places, they frequently resulted in less in-person interactions, which were crucial for greater community bonding.

In addition, social media platforms allowed students to interact with people outside of their own physical surroundings, which improved their social circles. However, this sometimes led to surface-level relationships that lacked the emotional depth necessary for solid community bonds.

Social media allowed people to connect, but it was also connected to weaker and more divided connections. While online contacts enabled students to maintain broad social networks, Ellison, Steinfield, and Lampe (2011) revealed that these interactions might not have had the same depth and quality as typical face-to-face talks. Without the trust and mutual support that characterized more traditional community bonds, an ongoing flood of messages, comments, and likes might have provided the impression of strong connections Ellison (2011).

Furthermore, Ellison, Vitak, and Gray (2014) discovered that social media helped students remain in touch with friends and family who lived far away, which supported their mental well-being and resilience. These platforms were used in combination with more established methods of community building to provide students with greater chances for support and sociability.

2.12.2 Social Media as Tool for social Resilience

Social media assisted students in creating social resilience by offering them access to a number of social networks, even despite obstacles related to digital communication. According to Hampton (2011), students were more likely to form robust social networks if they applied social

media to interact with a variety of people, both on and off campus. For students who felt alone or were cut off from typical campus communities, these networks provided a sense of community, academic support, and emotional support.

Similarly, Ellison (2011) reported that social media provided students with the chance to build "bridging" social capital, or the ability to link people from various social groupings. While bridging capital exposed students to opportunities, ideas, and support systems outside of their immediate peer groups, it was important for developing resilience in students.

Summary of Related Literature Review

This literature review focused on the numerous ways in which social resilience and community bonds contributed to academic achievement, personal growth, and overall well-being of university students. These relationships offered students emotional support, created a feeling of community, and helped them adjust to university life. Studies suggested that students who formed or experienced a sense of belonging to a community had more chances to succeed academically and remain focused on their studies. Good social bonds also played a vital role in student retention, as these students were less likely to drop out of university as a result of loneliness and separation.

The ability of students to adapt to stress and overcome obstacles with the support of their social networks was referred to as social resilience. In educational settings, where students encountered social responsibilities along with their academic responsibilities, resilience was crucial. Research suggested that students who participated in peer interactions and used community resources were more resilient to these challenges. Because resilience was recognized as both an individual characteristic and a shared quality, students who possessed these traits received more support from their social networks and institutional resources.

Social resilience and community bonds had many advantages. Having strong social connections helped students perform well in university by allowing them to work together and become more involved with their studies. These connections also boosted mental health, as students with supportive friends were better at handling stress and anxiety. Being involved in community activities helped students grow personally and develop leadership skills. Joining clubs and mentorship programs taught them important abilities like communication, emotional intelligence, and leadership, which improved their overall academic and personal success.

In recent times, the way students formed community bonds changed with the digital age. Earlier, face-to-face interactions were crucial, but now online and social media became very important. While digital interactions lacked the emotional depth of in-person meetings, they still helped students build valuable social networks. Social media, in particular, helped students create and maintain relationships that supported them academically and emotionally, especially those who felt disconnected from traditional campus life. Universities helped promote community bonds and social resilience through programs like peer mentorship, student support services, and learning communities. These programs helped students build strong social networks to overcome academic and social challenges. More research was needed on how digital networks could support social resilience, especially after the COVID-19 pandemic. Understanding how online communities helped student engagement and resilience was important for future studies.

CHAPTER 3

RESEARCH METHODOLOGY

This study's research is primarily quantitative. Various features of methodology has been discussed that include the design of the study, population, sample and sampling, instrumentation, validity and reliability, of the instrument, data collection, procedure, data collection, data analysis, and ethical consideration

3.1 Research Design

The research strategy was quantitative and descriptive in nature, relying on a survey-based approach to gather data. Data collection was conducted through a structured questionnaire, developed on a five-point Likert scale to measure students' perceptions of community bonds and social resilience. Data were analyzed using SPSS Version 25, to describe percentages, frequencies, to explore the relationships among variables.

3.2 Population and Sample

The population of the study was comprised of 5600 students from Faculty of Social Sciences and 280 students from Faculty of Education International Islamic University Islamabad. Thus the total population size will be 5880 in 2023.

Table 3.2

Faculty	No. of Students
Faculty of Social Sciences	5600
Faculty of Education	280
Total Population	5880

3.3 Sample and Sampling

The target population for this study comprised 5,880 students from the Faculty of Social Sciences (5,600 students) and the Faculty of Education (280 students) at the International Islamic University Islamabad (IIUI). Given the large population size, a stratified random sampling technique was employed to ensure representative participation from both faculties.

A sample size of 374 students was determined using Krejcie & Morgan's (1970) sample size formula, which is widely used to determining sample sizes from a known populations. The stratification was based on faculty representation to ensure proportional inclusion of students from different departments.

The selection process involved random selection within each faculty, where students were chosen using a computer-generated list to minimize bias. Students were invited to participate in the survey via email invitations, and in-person recruitment.

Faculty	Total Population	Sample Size	%
Faculty of Social Sciences	5600	274	73.3%
Faculty of Education	280	100	26.7%
Total	5880	374	100%

3.4 Instruments

Self-structured questionnaire was prepared. The questionnaire was consisted of close ended statements on 5 point Likert. The questionnaires were developed keeping in mind previous researches done in the relevant field. The first section of questionnaire was consisted demographic data, whereas the second section will be consisted of Likert-type items. The responses will be given values as follows: Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1

3.5 Validity and Reliability

Validity of the instrument for data collection was checked through expert opinion while the reliability of the research instrument was tested using Cronbach's Alpha, which yielded a score of 0.85, indicating a high level of internal consistency. The analysis was conducted using SPSS (Version 25) to ensure accurate and reliable measurement of community bonds and social resilience.

3.6 Procedure of the Study

Data collection was conducted using both online and in-person methods to maximize response rates. A structured questionnaire was administered through Google Forms for online respondents, while printed copies were personally distributed to students in selected classrooms.

3.7 Data Collection

Data was collected from the students. Participants were invited via email for the online survey, while in-person data collection involved direct visits to classrooms with prior permission from university authorities.

3.8 Data Analysis

It was quantitative study. Data was analyzed through SPSS (Version, 25). Descriptive statistic, percentages, frequency and inferential statistic.

3.9 Ethical Consideration

In addition to conceptualizing the writing process for a thesis, researchers need to anticipate the ethical issues that may arise during their studies (Hesse-Bieber & Leavey, 2006). Research does involve collecting data from people, about people (Punch, 2005). As mentioned earlier, writing about these issues is required in making an argument for a study as well as being an important topic in the format for proposals. This study strictly followed ethical guidelines to protect participant confidentiality, ensure informed consent, and respect voluntary participation.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 To explore the role of social support in promoting social resilience among university students.

4.1.1 Emotional Support from Friends During Academic Challenges

Table 4.1

	F	%
I rely on friends for SDA	47	12.6%
emotional support when DA	37	9.9%
facing academic challenges. N	56	15.0%
A	160	42.8%
SA	74	19.8%
Total	374	100.0%

Table 4.1 highlights how students rely on their friends for emotional support when facing academic challenges. A significant proportion of students rely on their friends for emotional support, with (42.8%) agreeing and (19.8%) strongly agreeing. This totals (62.6%), showing that most students value peer support during stressful academic situations. (15.0%) remained neutral responses suggest that some students are undecided about the role of friends in providing emotional support. This could reflect variability in their experiences or their reliance on alternative support systems. A notable (22.5%) of participants either disagreed (9.9%) or strongly disagreed (12.6%), indicating that nearly one-fourth of students do not depend on friends for emotional support.

The data suggests that a majority of students find friends to be a reliable source of emotional support, which helps them, build resilience in the whenever they faced of academic challenges. However, the presence of neutral and disagreement responses indicates that not all students benefit equally from peer support. This could be due to personal preferences, lack of access to supportive peers, or other contextual factors. Friends play a critical role in promoting resilience for many students, but some may face challenges in accessing or relying on peer support. Universities may consider fostering environments that encourage stronger peer relationships to support all students

4.1.2 Comfort Level in Sharing Personal Issues with Classmates

Table 4.2

	F	%
I am comfortable sharing SDA	73	19.5%
personal issues with DA	96	25.9%
classmate. N	83	22.0%
A	88	23.8%
SA	34	9.1%
Total	374	100.0%

Table 4.2 highlights students' comfort levels in sharing personal issues with their classmates, shedding light on the role of peer relationships in providing emotional support. Only (23.5%) agreed and (9.1%) strongly agreed that they feel comfortable sharing personal issues with classmates, totaling (32.6%). This suggests that a relatively small proportion of students feel at ease confiding in their peers. (22.2%) neutral responses indicate that many students are uncertain about their comfort levels in sharing personal matters. A combined (45.2%) of respondents either disagreed (25.7%) or strongly disagreed (19.5%), indicating that nearly half of the students are uncomfortable sharing personal issues with their classmates.

The data reveals that while some students value their classmates as a source of emotional support, a significant proportion do not feel comfortable opening up about personal matters. This may hinder their ability to fully benefit from peer support in building resilience. The high percentage of disagreement and neutral responses suggests potential barriers, such as trust issues, cultural norms, or a lack of close relationships with peers. While peer support can play a role in promoting resilience, the discomfort many students feel in sharing personal issues highlights a gap in the support system. Universities could consider programs to build trust and encourage open communication among students, fostering stronger peer relationships.

4.1.3 Peer advice in Managing stressful situations

Table 4.3

	F	%
Peer advice is always SDA	19	5.1%
helpful in dealing with DA	29	7.8%
stressful situations at N	59	15.8%
university. A	185	49.5%
SA	82	21.9%
Total	374	100.0%

Table 4.3 highlights the students' perceptions of the helpfulness of peer advice in managing stressful situations at university. A majority of students find peer advice helpful, with 49.5% agreeing and (21.9%) strongly agreeing, totaling (71.4%). This indicates a strong reliance on peer advice for handling stress. (15.8%) neutral responses suggest that some students are uncertain about the value of peer advice. Only a small proportion of students expressed disagreement, with (7.8%) disagreeing and (5.1%) strongly disagreeing, making up a combined (12.9%).

The data highlights that the majority of students value peer advice as a crucial resource for managing academic stress. This aligns with the understanding that social support plays a vital

role in fostering resilience. The presence of neutral responses may reflect variability in the quality or accessibility of peer advice, suggesting that not all students have equally beneficial experiences. The low percentage of disagreement indicates that negative perceptions of peer advice are relatively uncommon, reinforcing its overall importance. Peer advice is widely recognized as a helpful tool in managing university stress, contributing significantly to social resilience among students. However, the neutral responses indicate room for improvement in ensuring all students can access high-quality peer support. Universities could enhance this by promoting peer mentoring programs or study groups.

4.1.4 Impact of Friends' Support on Building Resilience During Difficult Times

Table 4.4

	F	%
I rely on friends for SDA	11	12.6%
emotional support when DA	20	9.9%
facing academic challenges. N	66	15.0%
A	203	42.8%
SA	74	19.8%
Total	374	100.0%

Table 4.4 examines how students perceive the role of their friends' support during difficult times in building resilience. A significant majority of students recognize the importance of their friends' support in making them more resilient, with (54.3%) agreeing and (19.8%) strongly agreeing, totaling (74.1%). (17.6%) neutral responses indicate that some students neither agree nor disagree about the role of friends' support in fostering resilience. This may reflect uncertainty or limited experiences with such support. A minimum (8.2%) of participants expressed disagreement, with (5.3%) disagreeing and (2.9%) strongly disagreeing.

The data strongly suggests that friends' support is a key factor in helping students build resilience during challenging times. Most students rely on their social networks to cope with

adversity and feel stronger as a result. The neutral responses may indicate variability in the availability or quality of friends' support for some students, highlighting an area for further exploration. The low levels of disagreement reinforce the positive perception of friends' support, suggesting it is a widely valued aspect of social resilience. Friends' support is a vital contributor to resilience for the majority of students, underscoring the importance of peer relationships in overcoming challenges. However, the neutral responses suggest that some students may benefit from initiatives that foster deeper, more supportive friendships. Universities could consider creating opportunities for students to strengthen their peer networks through group activities or mentoring programs.

4.1.5 Encouragement from Classmates to Overcome Academic Setbacks

Table 4.5

		F	%
Classmates always	SDA	7	1.9%
encourage me to face	DA	62	16.6%
academic setbacks with	N	55	14.0%
courage.	A	187	50.0%
	SA	64	17.1%
Total		374	100.0%

Table 4.5 highlights the extent to which participants feel encouraged by their classmates to face academic setbacks with courage. A majority of respondents believe their classmates provide encouragement, with (50.0%) agreeing and (17.1%) strongly agreeing, totaling (67.1%). (14.4%) remained neutral responses suggest that a portion of students is unsure about whether their classmates provide this kind of encouragement. A combined (18.5%) expressed disagreement, with (16.6%) disagreeing and (1.9%) strongly disagreeing.

The data indicates that most students feel supported by their classmates when facing academic challenges, demonstrating the critical role of peer relationships in promoting resilience and

confidence. The neutral responses may point to variability in students' experiences, with some not perceiving the same level of support from their peers. The proportion of disagreement suggests that some students may lack supportive classmates or encounter environments that do not foster encouragement during setbacks. Classmates are an important source of motivation and encouragement for the majority of students, contributing to their ability to overcome academic difficulties. However, the neutral and disagreement responses highlight an opportunity to strengthen peer dynamics in academic settings. Universities could address this by fostering collaborative learning environments and team-building activities that encourage mutual support among students.

4.1.6 Confidence Gained from Strong Social Relationships in Handling Tough Situations

Table 4.6

		F	%
Having strong social relationship gives me gives me to handle tough situations	SDA	7	1.9%
	DA	62	16.6%
	N	55	14.0%
	A	187	50.0%
	SA	64	17.1%
Total		374	100.0%

Table 4.6 highlights how strong social relationships contribute to students' confidence in managing tough situations. The majority of students acknowledge the importance of strong social relationships in boosting their confidence, with (47.9%) agreeing and (25.4%) strongly agreeing, totaling (73.3%). (19.3%) remained neutral responses indicate that some students are uncertain about whether their social relationships enhance their confidence. Only (7.5%) of respondents expressed disagreement, with (3.5%) disagreeing and (4.0%) strongly disagreeing.

The data demonstrates that strong social relationships are a critical factor in helping most students handle challenging situations with confidence. This highlights the significant role of social support networks in promoting resilience. The neutral responses suggest that some students may not have strong social relationships or have inconsistent experiences with social support, limiting their ability to draw confidence from such connections. The minimal disagreement reinforces the overall positive impact of social relationships, suggesting that most students value the confidence derived from their social connections. Strong social relationships play a vital role in fostering resilience among university students by enhancing their confidence in navigating difficulties. However, the neutral responses indicate an area for improvement in ensuring that all students have access to meaningful and supportive social networks. Universities could encourage community-building initiatives and mentorship programs to help students form stronger bonds.

4.1.7 Effectiveness of university support services in fostering resilience

Table 4.7

		F	%
University support services are always helpful in developing resilience. (e.g., Counseling, mentoring)	SDA	67	17.9%
	DA	89	23.8%
	N	55	14.7%
	A	108	28.9%
	SA	55	14.7%
Total		374	100.0%

Table 4.7 highlights the students' perceptions of the effectiveness of university support services, such as counseling and mentoring, in developing resilience. (28.9%) agreed and (14.7%) strongly agreed that university support services are helpful in building resilience, totaling (43.6%). This indicates that less than half of the students positively perceive the role of these services. (14.7%) neutral responses suggest a moderate level of uncertainty among students about the effectiveness

of these services. A notable (41.7%) of students expressed disagreement, with (23.8%) disagreeing and (17.9%) strongly disagreeing, reflecting a significant proportion of students who do not find university support services effective in promoting resilience.

The data highlights mixed perceptions about university support services, with less than half of the students acknowledging their helpfulness in fostering resilience. This suggests that while some students benefit from these services, a large proportion either does not find them effective or does not use them. The high percentage of disagreement indicates potential gaps in the accessibility, quality, or relevance of university support programs. The neutral responses may point to students who are either unaware of or have not utilized the services, emphasizing a need for increased awareness and outreach. While university support services play a role in promoting resilience for some students, the findings reveal significant areas for improvement. Institutions should consider enhancing the quality, visibility, and accessibility of programs like counseling and mentoring to better address students' needs. Targeted efforts to improve these services could result in higher engagement and a more positive impact on students' resilience.

4.1.8 Contribution of family support to academic management

Table 4.8

		F	%
Family support always helps me manage my studies and responsibilities	SDA	16	4.3%
	DA	18	4.8%
	N	74	19.9%
	A	177	47.3%
	SA	89	23.8%
Total		374	100.0%

Table 4.8 highlights the role of family support in helping students manage their academic studies and responsibilities, a crucial component of social resilience. A significant majority of students

acknowledge the importance of family support, with (34.8%) agreeing and (39.3%) strongly agreeing, totaling (74.1%). This highlights that most students consider family support to be a key factor in managing their academic and personal responsibilities effectively.

10.2% neutral responses suggest that some students are uncertain about the role of family support, which could reflect variability in the quality or availability of such support. (15.8%) of students disagreed, with (12.3%) disagreeing and (3.5%) strongly disagreeing. This indicates that a smaller proportion of students do not feel that family support plays a significant role in managing their responsibilities.

The data underscores the pivotal role of family support in helping the majority of students navigate their academic and personal responsibilities, which is a critical aspect of social resilience. The neutral responses indicate that a subset of students may experience inconsistent family support or rely more on alternative support systems, such as friends or institutional services. The disagreement responses highlight that a minority of students may not benefit from family support due to factors such as geographical separation, strained family relationships, or personal independence. Family support is recognized as a vital resource for most students in managing academic and personal responsibilities, enhancing their resilience. However, the neutral and disagreement responses suggest that universities should ensure that alternative support systems, such as counseling services and peer support groups, are available to students who may lack strong family backing. Institutions could also consider family-oriented initiatives, such as family counseling or informational resources, to strengthen the involvement of families in students' academic journeys.

4.1.9 Family Guidance in Addressing Personal and Academic Challenges

Table 4.9

		F	%
My family provides valuable guidance for personal and academic challenges	SDA	16	4.3%
	DA	18	4.8%
	N	74	19.9%
	A	177	47.3%
	SA	89	23.8%
Total		374	100.0%

Table 4.9 highlights students' perceptions of the guidance provided by their families for managing personal and academic challenges. A significant proportion of students rely on their families for guidance, with (47.3%) agreeing and (23.8%) strongly agreeing, totaling (71.1%). This indicates that most students view their families as a valuable source of support (19.8%) remained neutral responses suggest that some students are uncertain about the role of their families in providing guidance. Only a small proportion of students expressed disagreement, with (4.8%) disagreeing and (4.3%) strongly disagreeing, accounting for a total of (9.1%).

The data strongly supports the idea that family guidance is an essential factor in promoting resilience among university students. Families play a key role in helping students navigate both personal and academic challenges. The neutral responses may indicate that some students either do not experience significant involvement from their families or rely more on other support systems. The low percentages of disagreement highlights that negative perceptions of family support are uncommon, emphasizing its importance in fostering resilience. Family support is a critical component of social resilience for most students, as it provides valuable guidance in addressing challenges. However, the neutral responses suggest that some students may benefit from additional institutional support if family involvement is limited. Universities might consider

engaging families through programs or initiatives that enhance their role in supporting students' academic and personal growth.

4.1.10 Effectiveness of University Counseling Services in Managing Academic Stress

Table 4.10

		F	%
The university counseling service is effective in helping me manage academic stress.	SDA	40	10.5%
	DA	43	11.5%
	N	100	26.7%
	A	145	38.8%
	SA	46	12.3%
Total		374	100.0%

Table 4.10 students' perceptions of the effectiveness of university counseling services in helping them manage academic stress. A moderate proportion of students find university counseling services helpful, with (38.8%) agreeing and (12.3%) strongly agreeing, totaling (51.1%). This indicates that just over half of the students view these services positively. (26.7%) Neutral responses suggest that a significant portion of students is uncertain about the role or effectiveness of counseling services in managing academic stress. (22.2%) of students expressed disagreement, with (11.5%) disagreeing and (10.7%) strongly disagreeing.

The data shows that while a little over half of the respondents perceive university counseling services as effective, a substantial proportion is either unsure or dissatisfied. This mixed response highlights variability in students' experiences with or access to these services. The high percentage of neutral responses may reflect a lack of engagement with counseling services or limited awareness of their availability. The disagreement responses suggest that some students do not find these services effective, which could point to issues such as insufficient resources, unapproachable staff, or inadequate service quality. While counseling services are a helpful resource for many students in managing academic stress, the high levels of neutrality and

disagreement suggest room for improvement. Universities should focus on increasing the accessibility, visibility, and perceived effectiveness of these services through outreach campaigns, feedback mechanisms, and enhanced training for counselors. Strengthening these services could significantly contribute to students' resilience and their ability to cope with academic challenges.

4.1.11 Impact of Social Support on Maintaining Focus on Academic Goals

Table 4.11

		F	%
Access to social support	SDA	22	5.9%
helps me remain focused on	DA	28	7.5%
my academic goals.	N	80	21.4%
	A	172	46.0%
	SA	72	19.3%
Total		374	100.0%

Table 4.11 highlights students' participation in university support programs designed to promote student well-being. A majority of students report participating in university support programs, with (46.5%) agreeing and (13.6%) strongly agreeing, totaling (60.1%). This suggests that more than half of the students are actively engaged in these programs.(28.9%) neutral responses indicate that a substantial portion of students is undecided about their participation in such programs. This may reflect limited awareness or infrequent engagement. Only (10.9%) of students expressed disagreement, with (7.2%) disagreeing and (3.7%) strongly disagreeing, indicating a small proportion of students who do not participate.

The data shows that a majority of students actively engage with university support programs, highlighting their role in fostering student well-being and resilience. The large percentage of neutral responses suggests that some students may either be unaware of these programs or do not participate consistently. This reflects a potential gap in communication or relevance of these

programs to certain students' needs. The low levels of disagreement suggest that most students find these programs accessible or beneficial, even if they do not participate actively.

University support programs are an important resource for promoting student well-being, with the majority of students participating. However, the neutral responses highlight the need for better outreach and alignment of these programs with students' interests and schedules. Enhancing program visibility and tailoring activities to address diverse student needs could increase participation and further bolster resilience among students.

4.1.12 Participation in University Well-being Programs Designed for Student Support

Table 4.12

		F	%
I actively participate in university support programs designed for student well-being	SDA	14	3.7%
	DA	27	7.2%
	N	108	28.9%
	A	174	46.5%
	SA	51	13.6%
Total		374	100.0%

Table 4.12 highlights students' perceptions of whether the university environment fosters the development of strong social support networks. A combined (52.9%) of students either Agreed (38.2%) or strongly Agreed (14.7%) that the university environment encourages the formation of strong social support networks. This reflects a moderately positive perception of the university's role in promoting social connections. (26.7%) remained neutral responses indicate that a significant proportion of students are undecided about whether the university environment supports social bonding. (20.3%) of students expressed disagreement, with (9.9%) disagreeing and (10.4%) strongly disagreeing, suggesting that one-fifth of the students do not feel the university environment adequately fosters social support networks.

The data highlights that the majority of students perceive the university environment as supportive of social networking, which contributes positively to building resilience. The substantial percentage of neutral responses suggests that some students may not fully experience or recognize the university's efforts to promote social support. The disagreement responses reveal that a notable minority of students feel the university environment does not effectively encourage strong social relationships, potentially pointing to gaps in inclusivity, opportunities, or engagement. While many students acknowledge the university's role in fostering social support networks, the neutral and disagreement responses indicate areas for improvement. Universities could strengthen their initiatives by offering more structured social opportunities, promoting inclusivity, and addressing barriers to community building. Efforts to create a more cohesive and supportive campus environment can enhance students' resilience by reinforcing social networks.

4.1.13 University Environment's Role in Encouraging Strong Social Support Networks

Table 4.13

		F	%
The university environment encourages the development of strong social support networks.	SDA	39	10.4%
	DA	37	9.9%
	N	100	26.7%
	A	143	38.2%
	SA	55	14.7%
Total		374	100.0%

Table 4.13 highlights students' confidence in their ability to recover from academic challenges, reflecting a core aspect of social resilience. A majority of students expressed confidence in their ability to recover from academic challenges, with (50.3%) agreeing and (20.6%) strongly agreeing, totaling (70.9%). This indicates that most students possess a strong sense of resilience. (12.0%) neutral responses suggest that some students are uncertain about their ability to recover

from academic setbacks. A combined (17.1%) of students expressed disagreement, with (13.9%) disagreeing and (3.2%) strongly disagreeing.

The data reveals that the majority of students have a strong belief in their ability to overcome academic challenges, highlighting an intrinsic sense of resilience. The neutral responses may reflect students who face inconsistent academic outcomes or lack sufficient support to feel confident in their recovery abilities. The disagreement responses suggest that a minority of students struggle with resilience, potentially due to factors such as academic pressure, lack of support, or personal challenges. Most students demonstrate a strong belief in their ability to recover from academic challenges, which is a key indicator of resilience. However, the neutral and disagreement responses point to a subset of students who may benefit from additional support, such as mentoring or counseling services, to build their confidence in navigating academic difficulties. Universities could reinforce this resilience by promoting skill-building workshops and stress-management programs to support students who feel less capable of overcoming setbacks.

4.2 What are the perceptions of university students about social resilience and community bonds

4.2.1 Students' Belief in Their Ability to Recover from Academic Challenges

Table 4.14

		F	%
I have a strong belief in my ability to recover from academic challenges	SDA	12	3.2%
	DA	52	13.9%
	N	45	12.0%
	A	188	50.3%
	SA	77	20.6%
Total		374	100.0%

Table 4.14 highlights students' perceptions of the importance of strong community bonds for academic achievement. A majority of students perceive strong community bonds as essential for academic success, with (48.4%) agreeing and (14.7%) strongly agreeing, totaling (63.1%). This

indicates that most students recognize the value of social connections in helping them achieve academic goals (31.0%) neutral responses suggest that a significant portion of students is unsure or does not have a strong opinion on the relationship between community bonds and academic success. Only (5.8%) of students expressed disagreement, indicating a minimal percentage of students who feel community bonds are not essential for academic achievement.

The majority of students believe that strong community bonds play a crucial role in academic achievement, highlighting the importance of social networks in providing emotional support, motivation, and a sense of belonging. The relatively high percentage of neutral responses (31.0%) suggests that some students may not fully perceive the direct connection between community bonds and academic success, possibly due to varying personal experiences or challenges in building these connections. The small percentage of disagreement reinforces the general consensus that community bonds contribute positively to academic outcomes.

The data indicates a strong belief among students in the importance of community bonds for academic achievement. However, the neutral responses suggest that more work may be needed to help all students recognize and experience the benefits of strong community networks.

Universities could enhance this by promoting collaborative learning environments, study groups, and social activities that strengthen these bonds, ultimately supporting students' academic success.

4.2.2 Importance of Strong Community Bonds for Academic Achievement

Table 4.15

		F	%
Having strong community bonds is essential for academic achievement.	SDA	8	2.1%
	DA	14	3.7%
	N	116	31.0%
	A	181	48.4%
	SA	55	14.7%
Total		374	100.0%

Table 4.15 highlights students' beliefs regarding the importance of strong community bonds for academic achievement. A majority of students see strong community bonds as crucial for academic success. (48.4%) agreed and (14.7%) strongly agreed, giving a total of (63.1%). This highlights that most students recognize the importance of social support and relationships in achieving their academic goals. (31.0%) neutral responses suggest that some students remain uncertain about the role of community bonds in academic success, possibly due to personal experiences or differing academic environments. (5.8%) of students disagreed, indicating a small proportion of students who do not feel community bonds are essential for their academic success. The data indicates that the majority of students value strong community bonds for their academic success. These bonds likely provide emotional and practical support, such as peer encouragement and motivation, which can enhance academic performance. The significant percentage of neutral responses suggests that while some students do not disagree with the importance of community bonds, they may not have had personal experiences to confirm or strengthen this belief. The relatively small percentage of disagreement further supports the idea that community bonds are generally seen as beneficial for academic success. The majority of students view community bonds as essential for academic achievement. However, universities can work to ensure that all students have access to and are encouraged to form strong social connections that will support their academic goals. Creating opportunities for students to connect, such as through group activities, study groups, and mentoring programs, could foster these bonds and promote academic success.

4.2.3 Quality of relationships with classmates and its impact on learning experience

Table 4.16

		F	%
I feel connected with other students at the university	SDA	10	2.7%
	DA	16	4.3%
	N	63	16.8%
	A	235	62.8%
	SA	50	13.4%
Total		374	100.0%

Table 4.16 highlights how connected students feel with other students at the university, a key aspect of community bonds and social resilience. A majority of students feel connected with their peers, with (62.8%) agreeing and (13.4%) strongly agreeing, totaling (76.2%). This suggests that most students experience a sense of belonging and connection with other students, which is crucial for building community and fostering resilience. (16.8%) Neutral responses indicate that some students are unsure about their level of connection, possibly reflecting varying personal experiences or perceptions. Only (7.0%) of students expressed disagreement, with (4.3%) disagreeing and (2.7%) strongly disagreeing, suggesting that a small proportion of students do not feel a strong connection to their peers.

The data indicates that the majority of students feel a sense of connection with others, which plays an important role in enhancing social resilience and providing emotional support. The neutral responses might reflect students who are either less engaged or uncertain about their relationships with peers, which could be due to factors such as limited involvement in campus activities or personal barriers. The low percentage of disagreement further emphasizes the positive perception of peer relationships among most students. A strong sense of connection with fellow students is a crucial factor for fostering resilience and academic success. While most students feel connected, the neutral responses suggest there may be room for improvement in

ensuring all students can engage with and feel supported by their peers. Universities can focus on creating inclusive environments and opportunities for students to build these connections, such as through social events, group work, and peer support programs.

4.2.4 Impact of Good Relationships with Classmates on Overall University Experience

Table 4.17

		F	%
Good relationships with my classmates improved my overall university experience.	SDA	18	4.8%
	DA	25	6.7%
	N	89	23.8%
	A	192	51.3%
	SA	50	13.4%
Total		374	100.0%

Table 4.17 highlights how good relationships with classmates impact students' overall university experience, providing insight into the importance of peer relationships for social resilience. A majority of students believe that good relationships with classmates enhance their university experience, with (51.3%) agreeing and (13.4%) strongly agreeing, totaling (64.7%). This suggests that strong social connections with classmates are seen as a valuable factor in improving the overall university experience. (23.8%) neutral responses indicate that some students may not feel strongly one way or the other about the impact of relationships with classmates, possibly due to limited interaction or varying personal experiences.(11.5%) of students expressed disagreement, reflecting a small portion of students who do not find good relationships with classmates to be beneficial to their university experience.

The data strongly supports the idea that positive relationships with classmates are a key to improving students' university experience. For many students, these connections provide both academic and emotional support, enhancing their overall well-being. The neutral responses may indicate that some students are not as engaged in campus life or have had less positive

experiences with their peers, suggesting areas where universities can improve opportunities for social interaction. The low levels of disagreement highlight that, for most students, good relationships with classmates contribute positively to their university experience, though there remains a small group that may feel disconnected or isolated. Good relationships with classmates are integral to students' overall satisfaction and resilience in university. Although most students recognize the value of these relationships, the neutral and disagreeing responses suggest that there may be a need for initiatives to foster inclusivity and social cohesion among all students. Universities could enhance student engagement by promoting group activities, team-based projects, and other social programs that help build stronger bonds among classmates.

4.2.5 Role of strong peer relationships in fostering a sense of community

Table 4.18

		F	%
My strong relationship with classmates help me feel a part of the community	SDA	23	6.1%
	DA	32	8.6%
	N	62	16.6%
	A	182	48.7%
	SA	75	20.1%
Total		374	100.0%

Table 4.18 highlights strong relationships with classmates contribute to students feeling a part of the university community, which is vital for both social resilience and overall well-being. A significant majority of students feel that strong relationships with classmates help them feel connected to the university community, with (48.7%) agreeing and (20.1%) strongly agreeing, totaling (68.8%). This shows that many students derive a sense of belonging and community from their relationships with peers. (16.6%) Neutral responses indicate that a portion of students is unsure about the impact of their relationships with classmates on their sense of community, possibly due to limited social engagement or mixed experiences. (14.7%) of students expressed

disagreement, with (8.6%) disagreeing and (6.1%) strongly disagreeing, suggesting a minority of students who do not feel connected to the community through their relationships with classmates. The data shows that for the majority of students, strong peer relationships play a key role in fostering a sense of belonging within the university community. These connections provide emotional support and a feeling of inclusion, which are essential for social resilience. The neutral responses reflect a subset of students who may not feel as strongly connected, potentially due to challenges in forming meaningful relationships or a lack of opportunities for social interaction. The minority of disagreement points to students who may feel isolated or disconnected from their peers, suggesting that some may struggle to build these relationships or experience barriers to social integration. Strong relationships with classmates are vital for students' sense of community and overall well-being. The majority of students recognize the value of these bonds, but the neutral and disagreeing responses highlight areas where universities could improve efforts to help all students feel more connected. Initiatives such as mentorship programs, peer-led support groups, and social events could help foster a greater sense of belonging and inclusion for all students.

4.2.6 Students' Ability to Manage Social Challenges Within the University Environment

Table 4.19

		F	%
I can easily manage social challenges within the university environment	SDA	22	5.9%
	DA	32	8.6%
	N	67	17.9%
	A	188	50.3%
	SA	65	17.4%
Total		374	100.0%

Table 4.19 highlights students' ability to manage social challenges within the university environment, which is a key aspect of social resilience. (50.3%) of students agreed and (17.4%)

strongly agreed, totaling (67.7%), indicating that the majority of students feel confident in their ability to handle social challenges at the university. This highlights a strong sense of social resilience among students. (17.9%) neutral responses suggest that some students are unsure or indifferent about their ability to manage social challenges, possibly due to mixed experiences or lack of confidence in social situations. (14.5%) of students expressed disagreement, with (8.6%) disagreeing and (5.9%) strongly disagreeing, indicating that a smaller proportion of students struggle with managing social challenges in the university environment.

The data shows that a large majority of students feel capable of managing social challenges, suggesting that many students possess a sense of self-efficacy in navigating social interactions, which is important for fostering resilience. The neutral responses indicate that some students may feel uncertain or lack experience in dealing with social situations, which could be attributed to factors such as social anxiety or limited opportunities to interact with peers. The disagreement responses reflect a smaller group of students who may face difficulties in social settings, possibly due to factors like isolation, lack of social skills, or difficulties in forming relationships. The majority of students feel confident in their ability to manage social challenges, indicating a strong level of social resilience. However, the neutral and disagreeing responses highlight areas where additional support might be needed, such as improving social skills or offering more opportunities for social engagement. Universities could enhance social resilience by providing programs that promote social skills development, encourage social interactions, and offer resources for students who feel less confident in managing social challenges.

4.2.7 Students' ability to manage social challenges at university

Table 4.20

		F	%
Social relationships help me to handle difficult situations and make me more resilient	SDA	11	2.9%
	DA	27	7.2%
	N	58	15.5%
	A	225	60.2%
	SA	53	14.2%
Total		374	100.0%

Table 4.20 highlights how students perceive social relationships in helping them manage difficult situations and build resilience. (60.2%) of students agreed and (14.2%) strongly agreed, totaling (74.4%), indicating that a majority of students believe that social relationships play a significant role in helping them cope with difficult situations and enhancing their resilience. (15.5%) neutral responses suggest that some students are unsure about the impact of their social relationships on their resilience, possibly due to limited social interaction or varying personal experiences. (10.1%) of students expressed disagreement, which show that a smaller group does not find social relationships helpful in managing difficult situations. The majority of students perceive social relationships as an important resource for managing challenges and building resilience, which aligns with the understanding that strong social support is crucial for overcoming adversity. The neutral responses may indicate that while some students acknowledge the value of relationships, they might not have consistent or meaningful social support, limiting their ability to fully benefit from it. The disagreement responses suggest that a minority of students may either lack the necessary social connections or face barriers to accessing supportive relationships, hindering their ability to rely on others during difficult times. Social relationships are seen as a vital factor in promoting resilience and handling difficult situations, as evidenced by the majority of students agreeing with this statement. However, the neutral and disagreement responses

highlight areas where further support is needed, such as providing opportunities for students to develop and strengthen social bonds. Universities can enhance resilience by fostering environments that encourage peer connections, mentorship, and other forms of social support to ensure that all students can rely on these relationships when faced with challenges.

4.3 What are the gaps and challenges for development of community bonds and social resilience among university students?

4.3.1 Impact of Time Constraints on Participation in Campus Social Activities

Table 4.21

		F	%
Lack of shared interests	SDA	21	5.6%
affects my ability to connect	DA	77	20.6%
with other	N	90	24.1%
	A	113	30.2%
	SA	73	19.5%
Total		374	100.0%

Table 4.21 highlights the challenge of time constraints and how they affect students' participation in campus social activities, which are essential for building community bonds and social resilience. (43.9%) of students agreed and (10.4%) strongly agreed, totaling (54.3%), indicating that more than half of the students feel that lack of time hinders their participation in campus social activities. This suggests that time constraints are a significant barrier to building community bonds. 20.6% neutral responses suggest that some students are unsure or indifferent about how time affects their social participation. This could reflect varying levels of engagement or different perceptions of their own time management. (25.2%) of students disagreed, with (17.4%) disagreeing and (7.8%) strongly disagreeing, suggesting that a portion of students either does not face time-related barriers or is able to manage their time effectively to participate in social activities.

The data clearly shows that time constraints are a major obstacle for many students in participating in social activities, which are essential for building community bonds and resilience. The majority of students agree that lack of time affects their ability to engage socially, which may limit their access to support networks and hinder the development of social resilience. The neutral responses may reflect students who either manage to balance academic and social commitments or do not find time to engage with campus activities regularly. The disagreement responses highlight that a smaller portion of students either has enough time for social activities or does not perceive time constraints as a major challenge. Time constraints are a significant barrier to building community bonds and developing social resilience for many students. Universities can address this challenge by offering more flexible and accessible opportunities for social engagement, such as evening or weekend events, or by helping students develop better time management strategies. Additionally, reducing the academic workload or encouraging a balance between academic and extracurricular involvement could provide students with more opportunities to participate in social activities, fostering stronger community bonds.

4.3.2 Challenges in Creating Meaningful Connections with Classmates

Table 4.22

		F	%
Creating meaningful connections with classmates is always challenging for me	SDA	29	7.8%
	DA	55	14.7%
	N	92	24.6%
	A	142	38.0%
	SA	56	15.0%
Total		374	100.0%

Table 4.22 highlights the challenge of creating meaningful connections with classmates, which is an essential aspect of building community bonds and social resilience. (38.0%) of students agreed and (15.0%) strongly agreed, totaling (53.0%), indicating that more than half of the

students find it challenging to create meaningful connections with their classmates. This highlights a significant barrier to developing strong social bonds, which are important for social resilience. (24.6%) neutral responses suggest that a portion of students either feels indifferent or has mixed experiences regarding the difficulty of forming connections with classmates. (22.5%) of students disagreed, with (14.7%) disagreeing and 7.8% strongly disagreeing, indicating that a smaller proportion of students do not find it challenging to build meaningful relationships with their peers.

The data indicates that a significant number of students face challenges in forming meaningful relationships with their classmates, which could limit their ability to build community bonds and foster resilience. These challenges may be due to factors such as shyness, lack of social opportunities, or a competitive academic environment that leaves little room for social interaction. The neutral responses suggest that some students may not feel strongly one way or the other, potentially due to having inconsistent experiences in trying to form connections.

The disagreement responses highlight a portion of students who either do not struggle with creating connections or have found ways to overcome these challenges, possibly through personal efforts or existing social networks. Creating meaningful connections with classmates is a challenge for many students, which may hinder the development of social resilience and a sense of community. Universities could address this challenge by creating more structured opportunities for students to interact, such as group work, social events, or mentorship programs. Additionally, fostering an inclusive and supportive campus environment can help students feel more comfortable and motivated to form meaningful connections with their peers, thereby enhancing their overall university experience and resilience.

4.3.3 Effect of academic pressure on student participation in social activities

Table 4.23

		F	%
Community bonds deliver emotional support during difficult situations.	SDA	16	4.3%
	DA	21	5.6%
	N	72	19.3%
	A	207	55.3%
	SA	58	15.5%
Total		374	100.0%

Table 4.23 highlights students' perceptions of how community bonds provide emotional support during difficult situations, a key component of social resilience. A majority of students recognize the value of community bonds in providing emotional support, with (55.3%) agreeing and (15.5%) strongly agreeing, totaling (70.8%). This indicates that most students believe community bonds are essential for emotional support during challenging times. (19.3%) Neutral (N) responses suggest that some students may not have clear or consistent experiences with community support or are unsure of its impact on their emotional well-being. A combined (9.9%) of students expressed disagreement, with (5.6%) disagreeing and (4.3%) strongly disagreeing, indicating a small portion of students who do not perceive community bonds as valuable for emotional support.

The data suggests that community bonds play a crucial role in helping students manage difficult situations, with a clear majority of students acknowledging their importance in providing emotional support. This finding aligns with the broader understanding that social support networks contribute to resilience in academic and personal challenges. The neutral responses highlight that some students may not feel strongly about the emotional support they receive from community bonds, potentially due to lack of strong peer relationships or barriers to accessing such support. The relatively small percentage of disagreement indicates that while most students

view community bonds as beneficial for emotional support, there are a few who may not experience these bonds in a meaningful way or do not have access to supportive networks. Community bonds are recognized as an important source of emotional support for most students, aiding in their ability to navigate difficult situations. However, the neutral and disagreeing responses suggest that some students may struggle to access or benefit from these support systems. Universities could focus on strengthening these bonds by creating more opportunities for students to connect with one another, such as through mentorship programs, social clubs, and peer support networks, ensuring that all students have access to the emotional support they need.

4.3.4 Academic Pressure as a Barrier to Engaging in Social Activities

Table 4.24

		F	%
Academic pressure prevents me from engaging in social activities	SDA	28	7.5%
	DA	73	19.5%
	N	88	23.5%
	A	135	36.1%
	SA	50	13.4%
Total		374	100.0%

Table 4.24 highlights the challenge of academic pressure and its impact on students' ability to engage in social activities, which are essential for building community bonds and resilience. (36.1%) of students agreed and (13.4%) strongly agreed, totaling (49.5%), indicating that almost half of the students feel that academic pressure prevents them from participating in social activities. This suggests that a significant number of students find it difficult to balance academic responsibilities with social engagement. (23.5%) neutral responses indicate that a portion of students is unsure or ambivalent about whether academic pressure affects their ability to engage socially. These students may either manage to balance both aspects or have mixed experiences.

(27.0%) of students expressed disagreement, suggesting that a smaller proportion of students feel that academic pressure does not hinder their participation in social activities.

The data clearly shows that academic pressure is a significant barrier to social engagement for many students, with nearly half of the respondents feeling that they are unable to participate in social activities due to their academic workload. This could limit their ability to build meaningful community bonds and reduce opportunities for social resilience. The disagreement responses suggest that a smaller group of students manages to balance academics and social life, either by effectively managing their time or not feeling overwhelmed by their academic responsibilities. Academic pressure is a significant challenge to engaging in social activities for many students, which in turn could limit the development of community bonds and hinder the fostering of social resilience. Universities can help alleviate this challenge by promoting a healthier academic workload, offering time management workshops, and encouraging students to prioritize self-care and social engagement alongside their academic responsibilities. Creating spaces and opportunities for students to interact socially without adding additional stress, such as low-pressure social events or academic support groups, could also help students balance their academic and social lives.

4.3.5 Impact of Lack of Shared Interests on Forming Connections with Others

Table 4.25

		F	%
Lack of shared interests affects my ability to connect with other	SDA	21	5.6%
	DA	77	20.6%
	N	90	24.1%
	A	113	30.2%
	SA	73	19.5%
Total		374	100.0%

Table 4.25 highlights how a lack of shared interests affects students' ability to connect with others, a key factor in forming community bonds and fostering social resilience. (30.2%) of students agreed and (19.5%) strongly agreed, totaling (49.7%), indicating that nearly half of the students feel that a lack of shared interests affects their ability to connect with others. This suggests that common interests are seen as an important factor in forming meaningful social connections. (24.1%) neutral responses reflect that some students may not perceive lack of shared interests as a significant barrier to forming connections, or they may have other strategies for connecting with peers. (26.2%) of students disagreed, with (20.6%) disagreeing and (5.6%) strongly disagreeing, showing that a smaller portion of students does not view lack of shared interests as an obstacle to forming social bonds.

The data shows that a significant number of students feel that lack of shared interests hinders their ability to form connections with others, indicating that common ground plays an important role in building community bonds and social resilience. The neutral responses suggest that some students either do not experience this barrier or feel that other factors, such as personality or social skills, help them connect with peers despite differences in interests. The disagreement responses point to students who may not prioritize shared interests as a key factor in connecting with others, or those who may be able to form bonds through different means, such as shared experiences or mutual support. Shared interests are a significant factor for many students in forming meaningful connections. For those who struggle with this, universities could offer opportunities for students to explore diverse activities and develop new interests, fostering social bonds across various student groups. Initiatives such as interest-based clubs, social events, or group projects can create common ground for students with different backgrounds, helping them to connect and build community bonds. This could also strengthen social resilience, as students are more likely to engage with others when they have something in common.

4.3.6 Feelings of Isolation Despite Being Surrounded by Peer

Table 4.26

		F	%
I feel isolated despite being surrounded by peers.	SDA	52	13.9%
	DA	67	17.9%
	N	78	20.9%
	A	131	35.0%
	SA	46	12.3%
Total		374	100.0%

Table 4.26 highlights feeling of isolation among students despite being surrounded by peers, which can be a significant challenge in developing community bonds and social resilience.

(35.0%) of students agreed and (12.3%) strongly agreed, totaling (47.3%), indicating that nearly half of the students feel isolated even though they are surrounded by their peers. This suggests that many students experience a lack of meaningful connections or support within their peer groups. (20.9%) neutral responses indicate that some students are unsure or indifferent about feeling isolated, possibly due to a mix of experiences or a lack of strong emotional connections with peers. (31.8%) of students disagreed, with (17.9%) disagreeing and (13.9%) strongly disagreeing, reflecting a significant portion of students who do not feel isolated despite being around others, suggesting that they do not perceive a lack of social connection.

The data reveals that almost half of the students experience feelings of isolation, despite being physically surrounded by peers. These points to potential gaps in emotional connection or support networks, which could hinder the development of strong community bonds and social resilience. The neutral responses indicate that some students may not strongly feel isolated, but they might also not have deep, supportive relationships with their peers, suggesting a more superficial level of social interaction. The disagreement responses highlight that some students

are able to establish meaningful relationships with others, preventing feelings of isolation, or they might have found their sense of community in other ways, such as through extracurricular activities, mentoring, or smaller social circles. While many students report feeling isolated, even in social settings, these points to a challenge in creating strong, supportive peer connections. To address this, universities could implement programs aimed at fostering deeper connections among students, such as mentorship initiatives, peer support groups, or activities that promote more intimate, personal interactions. Building strong support networks and encouraging inclusivity can help students overcome feelings of isolation, ultimately enhancing both their social resilience and academic success.

4.3.7 Use of Social Media to Stay Connected with Classmates

Table 4.27

		F	%
I often use social media to stay connected with classmates.	SDA	15	4.0%
	DA	70	18.7%
	N	82	21.9%
	A	150	40.1%
	SA	57	15.2%
Total		374	100.0%

Table 4.27 highlights how frequently students use social media to stay connected with their classmates, which has become a key tool for building and maintaining community bonds in the digital age. (40.1%) of students agreed and (15.2%) strongly agreed, totaling (55.3%), indicating that more than half of the students actively use social media to stay connected with their classmates. This shows that social media plays a significant role in maintaining peer relationships, especially when face-to-face interaction is limited. (21.9%) neutral responses suggest that some students either don't feel strongly one way or the other about using social media for staying connected or they may not use it regularly. (22.7%) of students expressed

disagreement, with (18.7%) disagreeing and (4.0%) strongly disagreeing, indicating that a portion of students does not rely on social media to stay connected with classmates, potentially due to personal preferences or alternative methods of communication. The data shows that a significant portion of students (55.3%) actively uses social media to stay in touch with their peers, highlighting its importance in maintaining community bonds and social resilience. This suggests that for many students, social media serves as an essential tool for keeping up with classmates, sharing academic resources, and providing emotional support.

The neutral responses reflect students who may not be as engaged in social media interactions or feel that their social connections are not significantly impacted by their online activity. The disagreement responses indicate that a smaller group of students may prefer other forms of communication, or perhaps they don't feel the need to use social media for academic or social purposes. Social media plays an important role in helping students stay connected, especially in an era where digital communication is often the primary means of interaction. However, the neutral and disagreement responses suggest that not all students feel the same level of engagement or benefit from social media in fostering connections. Universities can consider encouraging responsible and supportive use of social media by creating platforms or groups where students can interact, share academic resources, and provide emotional support, thereby enhancing social resilience.

4.3.8 Challenges in forming strong community bonds through digital platforms

Table 4.28

		F	%
Digital interactions lack the same connection as in-person ones.	SDA	16	4.3%
	DA	33	8.8%
	N	66	17.6%
	A	194	51.9%
	SA	65	17.4%
Total		374	100.0%

Table 4.28 highlights students' perceptions of the difference between digital interactions and in-person connections, specifically whether digital interactions lack the same depth and emotional connection as face-to-face interactions. A majority of students feel that digital interactions lack the same connection as in-person ones, with (51.9%) agreeing and (17.4%) strongly agreeing, totaling (69.3%). This suggests that most students believe in-person interactions are more meaningful or emotionally fulfilling than digital ones. (17.6%) neutral responses indicate that some students do not have a strong opinion on the matter, possibly reflecting mixed experiences or varying levels of engagement with digital communication. (13.1%) of students disagreed, with (8.8%) disagreeing and (4.3%) strongly disagreeing, indicating that a smaller portion of students feel that digital interactions can provide the same level of connection as in-person ones.

The data reveals that a significant number of students perceive a gap in the emotional depth and connection offered by digital interactions compared to face-to-face communication. This suggests that despite the convenience and accessibility of digital platforms, they may not offer the same level of social bonding or emotional support that in-person interactions provide. The neutral responses reflect students who may not strongly feel the difference between digital and in-person interactions, or they may have experienced both types of communication in various contexts without a clear preference. The disagreement responses indicate that a smaller group of students may find digital interactions just as meaningful, or they may have found ways to make online connections feel more personal, such as through video calls or private messages.

While digital communication is widely used and accessible, the majority of students still feel that in-person interactions are more emotionally connecting. This highlights a potential gap in how online platforms can support deep, meaningful connections that foster social resilience. Universities could consider promoting opportunities for both digital and in-person interactions, ensuring that students who rely on digital communication are not isolated from the community

and can still form strong, supportive connections. Balancing online and offline social opportunities could help strengthen community bonds and promote resilience.

4.3.9 Difficulty in Building Strong Community Bonds Through Social Media

Table 4.29

		F	%
It is tough for me to develop strong community bonds by using social media	SDA	8	2.1%
	DA	49	13.1%
	N	65	17.4%
	A	176	47.1%
	SA	76	20.3%
Total		374	100.0%

Table 4.29 highlights students perceive the difficulty of developing strong community bonds through social media, highlighting potential challenges in forming meaningful connections online. (47.1%) of students agreed and (20.3%) strongly agree, totaling (67.4%), indicating that a significant majority of students find it challenging to build strong community bonds using social media. This suggests that, despite the widespread use of digital platforms, many students feel these platforms are not effective for forming deep, lasting connections. (17.4%) neutral responses indicate that some students may feel indifferent or unsure about the effectiveness of social media for building community bonds, possibly due to limited experiences or mixed outcomes with digital connections. A (15.2%) of students disagreed, suggesting that a smaller portion of students do not find social media a barrier to developing strong community bonds. These students might feel more comfortable using social media for meaningful engagement or have found ways to use it effectively.

The data shows that a large number of students struggle to form strong, meaningful bonds through social media, which could be due to the limitations of digital interactions in providing the emotional depth and personal connection that in-person relationships can offer. The neutral

responses suggest that some students either have limited interaction with classmates via social media or are unsure about its effectiveness, possibly indicating a lack of engagement with the platforms or a preference for face-to-face interactions. The disagreement responses highlight that a smaller group of students either does not face this difficulty or feels that social media can still foster meaningful connections, possibly through more personal or frequent interactions. While social media serves as a valuable tool for communication, the majority of students find it challenging to develop strong community bonds through these platforms alone. This suggests a gap in the ability of digital interactions to replace the emotional depth and connection found in face-to-face communication. Universities could address this challenge by encouraging a balanced approach that promotes both digital and in-person engagement. Additionally, initiatives such as online mentorship programs, virtual study groups, and social media platforms tailored to foster meaningful conversations and support could help students build stronger bonds in the digital space.

4.3.10 Preference for Digital Communication Over In-Person Meetings with Friends

Table 4.230

		F	%
I rely on digital communication rather than meeting friends in person	SDA	24	6.4%
	DA	76	20.3%
	N	81	21.7%
	A	149	39.8%
	SA	44	11.8%
Total		374	100.0%

Table 4.30 highlights the extent to which students rely on digital communication rather than meeting friends in person, shedding light on students' preferences for digital interactions and its potential impact on social resilience and community bonds. (39.8%) of students agreed and (11.8%) strongly agreed, totaling (51.6%), indicating that more than half of the students prefer

digital communication over in-person meetings with friends. This suggests that digital communication plays a significant role in how students maintain social connections, particularly in a university setting where face-to-face interaction might be limited due to time constraints or geographical distance. (21.7%) Neutral responses suggest that some students neither agree nor disagree with this statement, possibly indicating that they use a mix of both digital and in-person communication depending on the situation. (26.7%) of students expressed disagreement, with (20.3%) disagreeing and (6.4%) strongly disagreeing, showing that a smaller portion of students prefer in-person interactions and do not rely as heavily on digital communication to maintain friendships.

The data indicates that over half of the students rely on digital communication more than in-person interactions to stay connected with their friends. This reflects the growing importance of digital platforms for maintaining social bonds, especially in university settings where busy schedules or remote learning can limit face-to-face interactions. The neutral responses suggest that some students have a balanced approach, using both digital and in-person communication based on convenience or personal preference. The disagreement responses indicate that a portion of students still prioritize in-person interactions, possibly reflecting a preference for more personal, direct connections or challenges in accessing technology. Digital communication plays a central role in maintaining friendships for many students, particularly as universities adapt to more flexible, hybrid environments. However, the disagreement responses highlight that not all students prefer or rely on digital platforms, suggesting that there may still be value in fostering face-to-face interactions to strengthen community bonds. Universities could consider promoting a mix of digital and in-person engagement, ensuring that students have access to both virtual and physical spaces where they can build and maintain strong, supportive relationships.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter highlights the findings, conclusion, and recommendations based on the study's exploration of social support, community bonds, and resilience among university students. The chapter highlights key challenges such as academic pressures, time constraints, and limitations of digital communication in promoting meaningful relationships.

5.1 Summary

The primary objective of this study was to analyze the relationship between community bonds and social resilience among university students. This research employed the quantitative methodology employed, and the targeted population consisted of students from the Faculty of Education and Faculty of Social Sciences. The targeted population comprised 374 students from departments of these faculties and the students were randomly selected for data collection by personal visit in classes and also online data were used for the collection of data. The data and its interpretation provide valuable insights into the role of social support, community bonds, and the challenges faced by university students in fostering resilience. Findings of this study shows that peer and family support play critical roles in helping students manage academic and personal challenges. A substantial majority of students rely on their friends and families for emotional support, which is integral to their ability to cope with stress and build resilience. However, some students reported barriers such as lack of trust or cultural factors that hinder their ability to form

meaningful connections, highlighting a gap in inclusivity and the need for structured programs to encourage deeper peer relationships.

Digital communication emerged as both a facilitator and a limitation in building social connections. While many students use social media to stay connected, a majority expressed that digital interactions lack the emotional depth of in-person meetings. This underscores the importance of blending online and face-to-face interactions to ensure meaningful relationships. Additionally, university environments and support services were seen as moderately effective in promoting resilience, with many students expressing uncertainty about their accessibility or relevance. Time constraints, academic pressures, and insufficient awareness of university programs were identified as significant barriers to participation in social activities, further limiting the development of strong community bonds.

The study concludes that while community bonds and social resilience significantly contribute to students' well-being and academic performance, several gaps need to be addressed. Universities should focus on fostering inclusive environments, enhancing support services, and providing opportunities for both digital and in-person interactions to strengthen community bonds. Promoting mentorship programs, collaborative learning, and peer support networks could help students overcome social and academic challenges, ultimately enhancing their resilience and university experience.

5.2 Findings

1. A total of 62.6% of students agreed that they rely on friends for emotional support during academic challenges, reflecting the importance of peer support. However, 22.5% of students disagreed, indicating some lack of trust or accessibility in peer relationships (Table 4.1).

2. Only 32.6% of students felt comfortable sharing personal issues with classmates, while 45.2% disagreed, suggesting significant barriers to open communication within peer groups (Table 4.2).
3. 71.4% of students found peer advice helpful in dealing with stressful situations, highlighting the role of peer guidance. Only 12.9% expressed disagreement (Table 4.3).
4. A total of 74.1% of students agreed that friends' support during difficult times enhances their resilience, while only 8.2% disagreed, and emphasizing the strong influence of peer networks (Table 4.4).
5. 67.1% of students felt encouraged by classmates to face academic setbacks, yet 18.5% disagreed, showing that not all students receive such motivation from peers (Table 4.5).
6. 73.3% of students believed that strong social relationships gave them confidence to handle tough situations, while 7.5% disagreed, indicating the critical role of community bonds in fostering resilience (Table 4.6).
7. Only 43.6% of students agreed that university support services like counseling and mentoring are effective, while 41.7% disagreed, highlighting a gap in institutional support systems (Table 4.7).
8. A total of 74.1% of students acknowledged that family support helps them manage studies and responsibilities. However, 15.8% expressed disagreement, showing variability in familial involvement (Table 4.8).
9. 71.1% of students believed that family guidance is valuable for addressing personal and academic challenges, with only 9.1% expressing disagreement (Table 4.9).
10. 51.1% of students found university counseling services helpful in managing academic stress, while 22.2% disagreed, suggesting mixed perceptions about these services (Table 4.10).

11. 60.1% of students actively participated in university support programs, while 10.9% disagreed, reflecting a moderate level of engagement in well-being initiative (Table 4.11).
12. (Table 4.12) 52.9% of students felt that the university environment fosters strong social networks, yet 20.3% disagreed, indicating room for improvement in creating inclusive environments (Table 4.12).
13. A total of 70.9% of students expressed confidence in their ability to recover from academic challenges, while 17.1% disagreed, showing a generally strong sense of resilience (Table 4.13).
14. 63.1% of students believed that strong community bonds are essential for academic success, while 5.8% disagreed, affirming the importance of social connections for achievement (Table 4.14).
15. The results of Table 4.15 were identical to 4.14. 63.1% of students agreed that strong community bonds are essential for academic success, while 31.0% remained neutral. Only 5.8% disagreed, reflecting some doubt about the importance of community bonds (Table 4.15).
16. 76.2% of students felt connected with other students at the university, while only 7.0% disagreed, demonstrating strong peer relationships among most students (Table 4.16).
17. 64.7% of students agreed that good relationships with classmates improved their university experience, while 11.5% disagreed, showcasing the positive impact of peer relationships (Table 4.17).
18. 68.8% of students believed that strong relationships with classmates make them feel part of the community, while 14.7% disagreed, indicating a strong sense of belonging for many (Table 4.18).

19. 67.7% of students felt capable of managing social challenges at the university, while 14.5% disagreed, reflecting good self-efficacy among most students (Table 4.19).
20. 74.4% of students believed that social relationships help them handle difficult situations and make them more resilient, while only 10.1% disagreed (Table 4.20).
21. 54.3% of students agreed that lack of time prevents them from participating in campus social activities, while 25.2% disagreed, showing that time constraints are a major barrier (Table 4.21).
22. 53.0% of students found it challenging to create meaningful connections with classmates, while 22.5% disagreed, indicating difficulty in forming peer bonds (Table 4.22).
23. 70.8% of students acknowledged that community bonds provide emotional support during difficult times, while 9.9% disagreed, affirming the value of peer networks (Table 4.23).
24. 49.5% of students felt that academic pressure limits their participation in social activities, while 27.0% disagreed, highlighting a key barrier to social engagement (Table 4.24).
25. 49.7% of students felt that lack of shared interests hinders their ability to connect with others, while 26.2% disagreed, showing that shared interests are a significant factor in forming relationships (Table 4.25).
26. 47.3% of students reported feeling isolated despite being surrounded by peers, while 31.8% disagreed, suggesting a notable gap in meaningful connections for some (Table 4.26).

27. 55.3% of students relied on social media to stay connected with classmates, while 22.7% disagreed, emphasizing the growing role of digital communication in maintaining relationships (Table 4.27).
28. 69.3% of students believed that digital interactions lack the emotional connection of in-person interactions, while 13.1% disagreed, showcasing the limitations of digital communication (Table 4.28).
29. 67.4% of students felt it was tough to develop strong community bonds through social media, while 15.2% disagreed, highlighting the challenges of forming meaningful relationships online (Table 4.29).
30. 51.6% of students relied on digital communication rather than meeting friends in person, while 26.7% disagreed, reflecting the shifting dynamics of social interactions in the digital age (Table 4.30).

5.3 Discussion

The study was conducted to analyze community bonds and social resilience among university students. The results align with Rutter's (1987) assertion that resilience is strengthened through supportive relationships that provide emotional and instrumental aid during challenges. Most students acknowledged the significant role of peer and family support in managing academic stress, which is consistent with Ungar's (2011) theory emphasizing the importance of relational connections in building resilience. However, a subset of students reported difficulties in accessing or relying on their social circles, reflecting potential gaps in inclusivity and social cohesion, as highlighted by Coleman's (1988) social capital framework.

Digital communication emerged as both a facilitator and a limitation in building social connections. While many students use social media to stay connected with their peers, a majority noted that digital interactions lack the emotional depth of face-to-face communication, echoing

findings from Turkle (2015), who emphasized the diminishing quality of connections in digital spaces. The preference for in-person interactions underscores Granovetter's (1973) notion of "strong ties," which are often formed through direct interactions and are crucial for fostering emotional depth and support. Universities should address this gap by promoting both digital and in-person engagement to strengthen community bonds.

Academic pressure was identified as a significant barrier to social engagement, with nearly half of the students reporting time constraints that limited their participation in social activities. This finding is consistent with Beiter et al.'s (2015) study, which found that the academic workload in higher education often inhibits students' ability to engage socially. Despite these challenges, students who actively participated in peer and institutional support programs reported higher levels of resilience, reinforcing Benard's (2004) emphasis on the protective role of supportive environments in fostering resilience. Universities should strive to balance academic demands with opportunities for meaningful social interactions, as also suggested by Putnam (2000), who stressed the importance of social capital in enhancing individual and collective well-being.

5.4 Conclusion

The primary objective of this study was to analyze the relationship between community bonds and social resilience among university students. Based on findings and analysis of the data, the following conclusion was drawn.

1. It is concluded that majority of students rely on friends and family for emotional support, which helps them manage academic stress and challenges, emphasizing the importance of social networks in fostering resilience.
2. It is concluded that despite the recognition of the value of peer relationships, many students struggle to form meaningful connections, often due to a lack of shared interests

or time constraints, highlighting the need for more structured social engagement opportunities.

3. It is concluded that digital communication is widely used; most students feel it lacks the emotional depth of in-person interactions, suggesting that face-to-face communication remains essential for building strong community bonds.
4. It is concluded that academic pressure and time constraints are major barriers to social engagement, with nearly half of the students indicating that academic responsibilities prevent them from participating in social activities, which affects their overall well-being.
5. It is concluded that many students expressed that university support services, such as counseling and mentoring, are not always effective or accessible, indicating a need for improved outreach and better visibility of these services.
6. It is concluded that social media plays a significant role in maintaining peer connections for many students, but its limitations in fostering deep, emotional connections reflect the challenges of digital-only interactions.
7. It is concluded that the majority of students acknowledge the importance of community bonds in academic achievement, yet a smaller portion feels isolated or disconnected, pointing to the need for universities to create environments that promote inclusivity and meaningful social interactions.

5.5 Recommendations

1. Universities may enhance the accessibility, visibility, and quality of counseling and mentoring programs by conducting regular awareness campaigns, increasing funding for student support services, and integrating peer mentorship programs. This initiative can be led by the University's

Student Counseling Center and the Office of Student Affairs, ensuring structured guidance and support.

2. Universities may establish structured opportunities for peer interactions, such as interest-based clubs, social events, and collaborative academic activities to help students develop meaningful relationships. The Student Affairs Office and Student Union can organize and promote these initiatives, encouraging student engagement.

3. Universities may promote stress-relief initiatives, time management workshops, and flexible extracurricular engagement policies that allow students to balance academics and social activities. The University's Wellness Center, Career Services Department, and Academic Advising Office can work together to develop and deliver these programs.

3. Universities may implement hybrid engagement programs that encourage both in-person and online interactions, such as virtual study groups, blended mentoring programs, and interactive student forums. The Information Technology Department, E-Learning Center, and Student Affairs Office can collaborate to create these platforms.

4. Universities may strengthen community-building initiatives, such as diversity-focused student groups, peer mentorship programs, and cross-cultural engagement workshops to reduce social isolation. Student Affairs Department and International Student Office can lead these efforts.

5. Universities may implement structured mentorship and leadership development programs, where senior students or alumni mentor junior students. These programs would provide academic, social, and personal guidance, helping students build stronger community bonds and resilience. The Alumni Relations Office, Career Services, and Academic Mentorship Programs can coordinate these efforts.

6. Universities may launch mental health awareness campaigns through workshops, social media, and student wellness events. Providing access to professional psychologists, mental health counselors, and peer-support networks would also help students understand and utilize these services effectively. The University's Mental Health and Counseling Center, Student Wellness Office, and Psychology Department can take the lead in implementing these initiatives.

5.6 Recommendations for Further Studies:

1. Future research may consider longitudinal studies to examine how community bonds and social resilience evolve over time among university students. This would provide deeper insights into the long-term effects of these factors on academic success and mental well-being.
2. While this study employed a quantitative approach, future research could benefit from qualitative methods, such as in-depth interviews or focus groups, to explore the subjective experiences of students in building and maintaining community bonds.
3. Further studies could compare the dynamics of community bonds and social resilience across different cultural and institutional contexts. This would help identify universal and context-specific factors that influence these constructs.
4. With the increasing reliance on digital communication, future research should investigate how online communities and social media platforms contribute to the formation of community bonds and social resilience among students.
5. Future studies could evaluate the effectiveness of university-led interventions, such as peer mentoring programs, counseling services, and community-building initiatives, in enhancing community bonds and social resilience.

6. Research should also focus on underrepresented groups, such as international students, first-generation students, and students with disabilities, to understand how community bonds and social resilience operate within these populations.

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Annexure-1

PERMISSION LETTER

Department of Teacher Education
Faculty of Education
International Islamic University Islamabad
Dated: 24/10/2024

Subject: Permission to collect data

I feel pleasure to make a request, that, I am working on my research project titled “Analysis of community bonds and social resilience among university students” this regard I need to collect data for my project. You are requested to kindly provide the answers according to your best understand. I assure you that all information will be kept confidential and it will be used only for research purpose.

Thanks for anticipation

Name: Muhammad Idrees

Reg No: 449-FSS/MSEDU/F22

Questionnaire for Students

I am going to conduct a research on the topic “Analysis of Community Bonds and Social Resilience among University Students”. Completing this survey will only take few minutes. It’s guaranteed that provided information will be only used for research purpose and it will be kept confidential.

Researcher name:

Muhammad Idrees

Name: _____

Class: _____

Gender: Male - Female

Age: _____

Instructions

Please read the given below statements carefully and mark tick (✓) according to your choice.

1- Agree 2- Strongly Agree 3- Neutral 4- Disagree 5- Strongly Disagree

Section 1: Peer Support, Family Support, Institutional support

S.No	QUESTIONARE ITEMS	A	SA	N	DA	SDA
1	I rely on friends for emotional support when facing academic challenges.					
2	I am comfortable sharing personal issues with classmates.					
3	Peer advice is always helpful in dealing with stressful situations at university					
4	Friend’s support during difficult times make me more resilient					
5	Classmates always encourage me to face academic setbacks with courage					
6	Having strong Social relationships gives me the confidence to handle tough situations					
7	University support services are always helpful in					

	developing resilience. (e.g., Counseling, mentoring)					
8	Family support always helps me manage my studies and responsibilities					
9	My family provides valuable guidance for personal and academic challenges.					
10	The university counseling service is effective in helping me manage academic stress.					
11	Access to social support helps me remain focused on my academic goals.					
12	I actively participate in university support programs designed for student well-being.					
13	The university environment encourages the development of strong social support networks.					

Section 2: Perception of Social Resilience, Perception of Community engagement

14	I have a strong belief in my ability to recover from academic challenges					
15	Having strong community bonds is essential for academic achievement.					
16	I feel connected with other students at the university					
17	Good relationships with my classmates improved my overall university experience.					
18	My strong relationship with classmates help me feel a part of the community					
19	I can easily manage social challenges within the university environment					
20	Social relationships help me to handle difficult situations and make me more resilient					

Section 3: Barriers to Building Community Bonds, Impacts of Technology on Community Bonds

21	Lack of time affects my participation in campus social activities					
22	Creating meaningful connections with classmates is always challenging for me					
23	Community bonds deliver emotional support during difficult situations.					
24	Academic pressure prevents me from engaging in social activities					
25	Lack of shared interests affects my ability to connect with other					
26	I feel isolated despite being surrounded by peers.					
27	I often use social media to stay connected with classmates.					

28	Digital interactions lack the same connection as in-person ones.					
29	It is tough for me to develop strong community bonds by using social media					
30	I rely on digital communication rather than meeting friends in person					

Additional comments and suggestions

We value your thoughts and opinions. Your feedback will help us to understand how to better support students. Please take a few minutes to provide your suggestions.

Q1. Describe a time when your peer or mentor assists you to overcome difficult situation at university?

Q2. In what ways do you believe community bonds contribute to students' academic success?

Q3. What are the biggest challenges you faced forming connection with community at university?

Q4. What challenges do you face when trying to form strong connections with other students at the university level?

Q5. How can the university improve its support for students in developing community bonds?
