

MS Research Thesis
EFFECTS OF RESILIENCE AND PEER RELATION ON
ACADEMIC ACHIEVEMENT OF UNIVERSITY
STUDENTS



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A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of MS
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**DEPARTMENT OF TEACHER EDUCATION
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EFFECTS OF RESILIENCE AND PEER RELATION ON ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS

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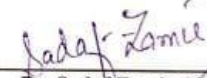
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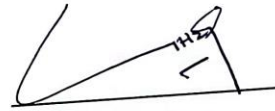
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AUTHOR'S DECLARATION

Ghazal Kaleem Reg. 13- FOE /MSEDU/ S23 as a student of MS Teacher Education at International Islamic University Islamabad, do hereby declared that thesis entitled "Effects of Resilience and Peer Relation on Academic Achievement of University Students" submitted for the partial fulfillment of the degree of MS Education. This thesis is in its present form and is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for the award of any other academic certification than for which it is being presented.

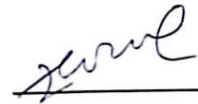


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SUPERVISOR'S CERTIFICATE

The thesis titled “Effects of Resilience and Peer Relation on Academic Achievement of University Students” submitted by Ms. Ghazal Kaleem Reg. No. 13- FOE /MSEDU/ S23 is partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of the students’ research work and allow her to submit this for further process as per IIUI rules and regulations.



Dr. Zarina Akhtar

Dedication

TO

MY PARENTS & MY FAMILY,

(WHO MADE ME BELIEVE IN MYSELF)

&

MY SUPERVISOR DR. ZARINA AKHTAR

(WHO INSPIRED ME TO KEEP LEARNING)

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May Allah Almighty bless all of them! (Ameen)

Ghazal Kaleem

Abstract

Resilience is the ability to bounce back from challenges and is essential for dealing with both academic and social difficulties. While peer relations involve social interactions and communication support. Academic achievement measured by grades and test scores is the successful attainment of educational goals. These relations play a significant role in shaping students' experiences, influencing their academic achievement. The objectives of this research study were to investigate the level of resilience and the level of peer relations along with the academic achievement of university students and investigate the effect of resilience and peer relation on academic achievement of university students. Correlational descriptive research design was used. The population of the study was 190 undergraduate students of BS Education 6th and 7th semester from International Islamic University Islamabad and B.Ed. Students from National University of Modern Language. This research study was delimited to the 6th and 7th semester of BS education degree program. A simple random sampling technique was used. Two instruments were used for data collection in this study. One instrument was self-developed, and the other adapted Brief Resilience Scale. Instruments were close ended questionnaire based on 5-point Likert scale range from strongly agree to strongly disagree. Resilience includes factors such as problem-solving skills and emotional stability while Peer relation includes factors such as communication support and social integrations. The validity of the instrument was checked through experts' opinions. The pre-testing of the research study is known as pilot study of the research to check or investigate the validity and reliability of the research instrument before using it in large scale of study. A pilot test on 40 undergraduate students of BS Education and B.Ed. program from both universities was conducted. Participants selected for the pilot test were not included in the final collection of data. Alpha. The reliability of instruments was measured by using Cronbach's alpha. The value of reliability of questionnaire 1st was .888 while Questionnaire 2nd was .854. The analysis involved descriptive statistics including score range, frequency, percentage, cut point and regression analysis. The outcomes of this study were the level of resilience and level of peer relationships of university students, as well as their academic achievement. Key findings revealed that students with higher resilience, characterized by emotional stability and problem-solving skills, demonstrated better academic outcomes. Similarly, students with strong peer relationships defined by effective communication

and social integration experienced enhanced academic achievement. Regression analysis confirmed a significant positive effect of both resilience and peer relationships on academic achievement. Based on these findings, it is recommended that teacher educators arrange resilience workshops focusing on practical problem-solving strategies and emotional regulation tailored to university students. Universities should establish peer mentoring initiatives where highly resilient students support their peers, fostering stronger social integration. Further recommendations include providing targeted academic support, such as study skills and time management workshops, and offering tailored support systems like counseling services and emotional well-being programs. The study concludes that resilience helps students handle academic pressures, while positive peer interactions foster emotional encouragement and motivation.

Keywords: *University students, resilience, peer relations, relationship, academic achievement*

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CHAPTER 1

INTRODUCTION

Resilience is the ability to bounce back from challenges and is essential for dealing with both academic and social difficulties. Peer relations involve social interactions and communication support, which play a critical role in shaping students' experiences and influencing their academic achievement (Masten & Reed, 2020). Academic achievement, often measured by grades and test scores, reflects the successful attainment of educational goals (Wentzel, 2019). To succeed academically, students require positive relationships and resilience. If either of these variables are weak, it can negatively impact students' academic achievement. Therefore, peer relations and resilience are key characteristics that shape a student's personality. Strengthening these characteristics can contribute to success in both educational and personal life. The objectives of this study were to investigate the level of resilience, peer relations and academic achievement of university students, as well as to investigate the effect of resilience and peer relations on academic achievement of university students.

1.1 Background and the Context of the Study

Resilience, defined as the ability to bounce back from challenges, has been identified as a crucial factor in promoting problem-solving skills and emotional stability among university students (Connor & Davidson, 2023). It enables students to navigate both academic and social difficulties effectively. Peer relations, on the other hand, encompass the social interactions and communication support within students' peer groups. Positive peer relationships have been linked to greater academic engagement among students (Wentzel, 2022). Students who feel connected to their peers are more likely to seek academic achievement, collaborate on projects, and engage in constructive social activities, all of which can enhance their academic achievement. Academic achievement, a central focus of educational research, refers to the successful attainment of educational goals, typically measured by factors such as grades and test scores. It serves as a critical indicator of students' academic progress and future opportunities.

Resilience and peer relations have emerged as significant variables that contribute to academic success. Resilience, the ability to adapt to challenges and recover from adversity, includes factors such as emotional stability and problem-solving skills, both of which are critical for maintaining focus and persistence in an academic environment (Masten, 2016). In addition, peer relations, including communication support and social integration, provide students with social and emotional resources that facilitate academic engagement (Ryan & Deci, 2020). Understanding how these factors interact is key to improving student achievement, as emotional and cognitive resilience can be bolstered by a strong social support system. This literature review explores the effects of resilience (with a focus on emotional stability and problem-solving skills) and peer relations (with a focus on communication support and social integration) on academic achievement.

1.2 Problem Statement

At university level students are free to make peer relations and do educational tasks. When they make peer relations, they accept the things suggested by their peers which may be harmful to them. The resilient people can think and judge which needs to be accepted, and which is not. The resilient can resist unwanted things and they can focus on their educational activities but if they are less resilient, they may accept the things which can negatively affect their academic achievement. Academic achievement measured by grades and test scores is the successful attainment of educational goals. This study is designed to focus on the effect of resilience as well as peer relation on the academic achievement of university students

1.3 Objectives of the Study

The objectives of this study were to:

1. investigate the level of resilience of university students.
2. assess the level of peer relation of university students.
3. find out the academic achievement of university students.
4. investigate the effect of resilience and peer relation on academic achievement of university students.

1.4 Hypotheses

H₀₁ There is no significant effect of resilience on academic achievement of university students.

H₀₂ There is no significant effect of peer relations on academic achievement of university students.

1.5 Significance of the Study

The significance of this study is that to understand how resilience and peer relation affect university students' academic achievement. The researcher identified ways to help students develop resilience, which enhanced their ability to overcome challenges in both academic and social setting, by examining the connection between resilience and problem-solving skills. This study was valuable for teacher educators and students as it highlights the importance of supportive relationships and resilience in achieving academic achievement

1.6 Delimitations of the Study

The research was delimited to:

1. Two Universities (International Islamic University Islamabad and National University of Modern Languages Islamabad).
2. BS (Education) and B.Ed. degree programs
3. 6th semester (Spring 2022 to Spring 2025) and 7th semester (Fall 2021 to spring 2024) of BS Education and B.Ed. degree programs.

1.7 Operational Definitions

1.7.1 Resilience

Resilience refers to the ability of individuals to effectively navigate challenges, recover from setbacks, and maintain emotional stability through the application of problem-solving skills.

1.7.1.1 Problem-Solving Skills

Problem-solving skills refer to the ability to analyze challenges, generate possible solutions, and select the most effective strategy.

1.7.1.2 Emotional stability

Emotional stability is the capacity to maintain a balanced emotional state and remain calm during stressful or adverse situations.

1.7.2 Peer Relation

Peer relation is the Interactions, connections and dynamics between university students within academic cohort, including aspects such as communication support, and social integration.

1.7.2.1 Communication Support

Communication support refers to the help students receive through conversations or sharing ideas with their peers to understand academic concepts or solve problems.

1.7.2.2 Social Integration

Social integration is the sense of belonging and connection students feel as part of their group or classmates.

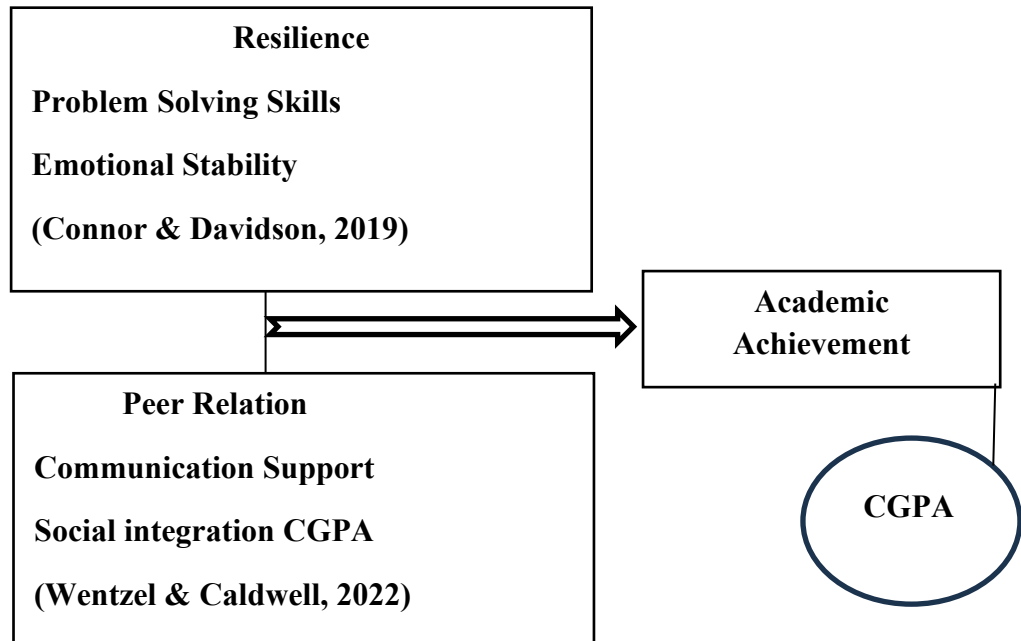
1.7.3 Academic Achievement

Academic achievement is the CGPA/ percentage of the individual students. Academic achievement measured by grades and test scores is the successful attainment of educational goals.

1.8 Conceptual Framework

Figure 1.1

A conceptual framework developed by researcher



The conceptual framework was developed by the researcher to provide an overview of the topic. In this research study there were three variables that will be resilience, peer relation and academic achievement. Resilience includes factors like problem solving and emotional stability while on the other hand peer relations include factors like communication support and social integration. This framework demonstrated how resilience and peer relation effects academic achievement (CGPA). The researcher investigated the effect of resilience and peer relations on academic achievement of university students.

CHAPTER 2

LITERATURE REVIEW

In this section the study emphasizes the relationship between resilience and peer relations on academic achievement. This study aims to provide a review of the literature on resilience and peer relations. The literature review focuses on resilience to understand problem-solving skills and emotional stability, while peer relations emphasize communication support and social integration. This literature review examines the connection between resilience, peer relationships, and academic achievement, providing the foundation for the research study by framing key questions and justifying the methodology. It synthesizes existing knowledge, emphasizing resilience as crucial for overcoming adversity and the importance of peer support in academic success. By analyzing contributions from key scholars and identifying gaps in the research, the review highlights the need for further exploration of how resilience and peer relationships influence academic outcomes, setting the stage for the proposed study.

2.1 Review of the Related Literature

2.1.1 Resilience

Resilience is commonly defined as an individual's capacity to recover from adversity, adapt effectively, and grow through challenging circumstances (Masten, 2018). Life is a complex phenomenon filled with obstacles and disruptions, and amidst these trials, some individuals exhibit the ability to persevere and flourish trait known as resilience. Rather than a fixed attribute, resilience is increasingly understood as a dynamic, developmental process that unfolds across the lifespan (Rutter, 2012; Luthar et al., 2015). Rutter (2018) emphasized that resilience is shaped by a constellation of protective factors such as self-awareness, self-regulation, and self-efficacy, which enhance an individual's ability to navigate crises.

The foundational work of scholars like Norman Garmezy, Emmy Werner, and Michael Rutter laid the groundwork for modern resilience theory. Garmezy's research on at-risk children highlighted the significance of individual strengths and supportive relationships in positive developmental outcomes (Masten & Barnes, 2018). Similarly, Werner's 40-year Kauai study demonstrated that children raised in adversity could still

achieve success, provided they had access to nurturing caregivers and community support (Werner, 2013). Luthar et al. (2015) expanded this work by emphasizing the role of contextual and relational factors—such as school environments and peer support in either mitigating or magnifying vulnerability.

Recent studies have further deepened the understanding of resilience by integrating ecological and sociocultural perspectives. Ungar (2021) argues that resilience should be viewed not only as an individual trait but as an interaction between personal capabilities and access to culturally relevant resources. This view challenges earlier models that placed excessive emphasis on individual traits and invites a more nuanced understanding of resilience as embedded within specific environments. Likewise, Theron (2016) criticizes resilience literature that overlooks structural inequality and advocates for a "strengths-based" approach that is context-sensitive and inclusive of marginalized voices.

Neenan (2018) framed resilience as encompassing cognitive, emotional, and communicative responses, particularly during distressing life events. He underscored the importance of processing rather than repressing emotions. This is particularly relevant in childhood, where individuals must manage stressors, such as bullying, poverty, violence, and loss (Ginsburg & Jablow, 2021). Flores (2015) emphasized that resilience is influenced by both heredity and the surrounding environment, underscoring the interplay of internal and external factors.

However, while literature is rich, it often lacks critical comparison of divergent perspectives. For instance, some frameworks prioritize internal psychological strengths, while others highlight external social support or systemic factors. Bridging these viewpoints can foster a more holistic understanding of resilience. Future research should strive to integrate individual, relational, and structural dimensions to better inform interventions across diverse populations.

Resilience, as a non-cognitive factor, plays a crucial role in students' success, especially in stressful environments like university life. Research has shown that resilience, which encompasses psychological hardiness, optimism, and access to social and socioeconomic resources, acts as a buffer against stressors (van Wyk et al., 2022). In a South African context, where many students face challenges related to socio-

economic conditions and resource scarcity, resilience can significantly impact their academic performance and retention rates (Banerjee, 2016; Wilson-Strydom, 2015).

The resilience of students is not only influenced by individual factors but also by environmental and psychosocial elements. For instance, students from disadvantaged backgrounds may exhibit higher levels of resilience but are also at greater risk of academic failure due to limited access to resources (Lewin & Mawoyo, 2019; Van Zyl, 2016). Moreover, factors such as brain-body optimization supported by adequate sleep, exercise, and social safety are shown to enhance resilience and overall academic performance (Neurozone, 2017).

Resilience is particularly important for first-year students, who often face the highest levels of stress as they transition from school to university. Studies suggest that resilience can mitigate the negative effects of stress, improve academic outcomes, and reduce the likelihood of dropping out (Hostinar & Gunnar, 2015). This protective role of resilience is crucial in helping students navigate the challenges posed by their academic and personal lives (Van Wyk et al., 2022).

In the study conducted at the University of Namibia, findings revealed moderate levels of self-esteem, resilience, and problem-solving skills among third-year students. The study established significant positive correlations among the three constructs, suggesting that higher self-esteem and resilience contribute to improved problem-solving capabilities. This finding is consistent with existing literature that emphasizes the interconnectedness of these traits; students who possess higher resilience are often better at problem-solving, as they can approach challenges with a positive outlook and a belief in their abilities.

The research also indicated no significant differences between male and female students regarding levels of self-esteem, resilience, and problem-solving skills. This finding suggests that these constructs may be uniformly distributed across genders in this population, contrasting with previous studies that identified gender differences in self-esteem and problem-solving abilities. The absence of significant differences highlights the need for further research to understand the factors that contribute to these constructs in diverse educational contexts. Importantly, the study found that resilience had a more substantial impact on problem-solving skills than self-esteem, emphasizing the necessity of fostering resilience among students to enhance their problem-solving

abilities. This suggests that interventions aimed at improving resilience may be more effective in enhancing problem-solving skills than those focusing solely on boosting self-esteem. The mediating role of resilience in the relationship between self-esteem and problem-solving skills underlines the importance of addressing both self-esteem and resilience in educational settings to promote overall student well-being and academic success (Nolte, 2024).

Ismail and Malik (2023) explored the relationship between resilience and psychological well-being among university students at the University of Karachi. The study found that resilience was positively associated with thriving, flourishing, life satisfaction, and positive affect, and negatively associated with negative affect. Additionally, male students exhibited higher resilience levels than female students. These findings suggest that resilience contributes to better psychological well-being, which is essential for academic success.

Resilience is a crucial factor for the academic and personal success of disadvantaged students, as it enables them to cope with challenges and adversities. Li and Li (2024) conducted a study using data from the 2018 Programmes for International Student Assessment (PISA) to explore how social support impacts resilience among disadvantaged students in China. The findings indicate that both teacher and parental support play significant roles in enhancing resilience through the mediating effects of school belonging and emotional experiences. The study highlights the negative influence of fear of failure on resilience, emphasizing the need for supportive environments that promote positive emotional experiences.

Rich et al. (2023) further corroborates the importance of resilience by examining a school-based resilience intervention, the Resilience Builder Program®, designed for children from economically marginalized communities. Their randomized controlled trial demonstrated that participation in the program significantly improved resilience and academic functioning among students, as reported by participants, parents, and teachers. The results indicate that enhancing resilience not only fosters better emotional well-being but also leads to improved academic engagement and motivation. Together, these studies underscore the necessity of integrating social support systems within educational frameworks to bolster resilience in disadvantaged

students. By focusing on both emotional and social dimensions, educators and parents can create an environment conducive to personal and academic growth.

Based on existing literature and practical insights, we propose a new theoretical model of emotional resilience tailored specifically for adults. This model integrates personal characteristics (e.g., emotional intelligence, optimism), environmental factors (e.g., life stressors, workplace conditions), and social support systems (e.g., family, peer networks) as core elements influencing emotional resilience. It highlights the dynamic interaction among these components and emphasizes the importance of cultivating adaptive coping strategies, positive thinking, and strong interpersonal connections (Southwick et al., 2016; Tugade & Fredrickson, 2017). Notably, emotional intelligence and self-regulation are increasingly recognized as essential in mediating resilient outcomes (Cherry et al., 2021).

In parallel, the concept of academic resilience defined as the capacity of students, particularly from at-risk backgrounds, to perform well academically despite adversity has been the subject of extensive research (Martin & Marsh, 2009; Morales & Trotman, 2011). While numerous studies support a positive link between resilience and academic achievement, particularly in secondary and tertiary education (Abolmaali & Mahmudi, 2013; Kwek et al., 2013; Shin et al., 2022), other investigations present divergent findings. For instance, some researchers report negligible or inconsistent relationships between resilience and performance across demographic and cultural contexts (Elizondo-Omaña et al., 2010; Sanders & Lushington, 2002; Sarwar et al., 2010). These discrepancies suggest that resilience may not be a direct predictor of academic success, but rather a moderator influenced by mediating variables such as motivation, learning environment, and socio-economic status (Cassidy, 2015; Becerra et al., 2020).

Although literature offers a rich body of evidence, a more integrated and critical synthesis of conflicting viewpoints is needed. This includes exploring why certain studies yield positive correlations while others do not, and how contextual and methodological variations may account for these inconsistencies. Future research should aim to develop nuanced models that account for these moderate influences, thereby refining our understanding of the resilience-performance nexus.

2.1.2 Academic Resilience

Academic resilience refers to a student's ability to maintain or improve academic performance despite facing significant challenges, such as personal hardships, stress, or social pressures (Martin & Marsh, 2022). According to Fry and Keyes (2015), academic resilience is the ability to effectively handle stressors in the academic environment, such as pressure from coursework and personal setbacks. These students are able to persevere in the face of adversity and maintain high levels of achievement (Martin & Marsh, 2021b). Academic resilience includes characteristics like self-efficacy, perseverance, and problem-solving abilities that help students cope with the demands of higher education (Yates, 2016).

2.1.3 Factors of Resilience

Resilience is influenced by two main categories of factors:

2.1.3.1 Internal factor

These include personal traits such as high self-esteem, optimism, and the ability to regulate emotions. These qualities help individuals maintain focus on their goals despite adversity (Bauer et al., 2018).

2.1.3.2 External Factors

These encompass environmental supports like family, peers, and educational institutions. Positive relationships and environments that promote high expectations, participation in meaningful activities, and access to resources play a critical role in fostering resilience (McInerney et al., 2016).

2.1.4 Components of Academic Resilience

There are eight core components that contribute to academic resilience:

2.1.4.1 Self-Belief

Refers to a student's confidence in their ability to achieve academic success, which motivates them to persist through challenges. (Ghosh, 2015)

2.1.4.2 Optimism

The expectation that good things will happen, especially when students face difficult or stressful academic situations. Optimism helps students maintain a positive mindset. (Cavazos et al., 2015)

2.1.4.3 Purposeful Direction

Having clear academic goals provides students with motivation and a sense of direction, enabling them to focus on their studies (Parker, 2015).

2.1.4.4 Adaptability

This involves the ability to adjust and adapt to changing academic requirements, such as shifting schedules or evolving course demands (Kutlu & Yavuz, 2016).

2.1.4.5 Ingenuity

Creative problem-solving skills that help students find novel ways to overcome academic challenges (Anjaneyulu, 2019).

2.1.4.6 Challenge Orientation

Viewing academic difficulties as learning opportunities rather than threats encourages perseverance (Meens, 2018).

2.1.4.7 Engagement

Active involvement in academic tasks, showing dedication and motivation despite any academic setbacks or challenges (Fraenkel et al., 2017).

2.1.4.8 Support-Seeking

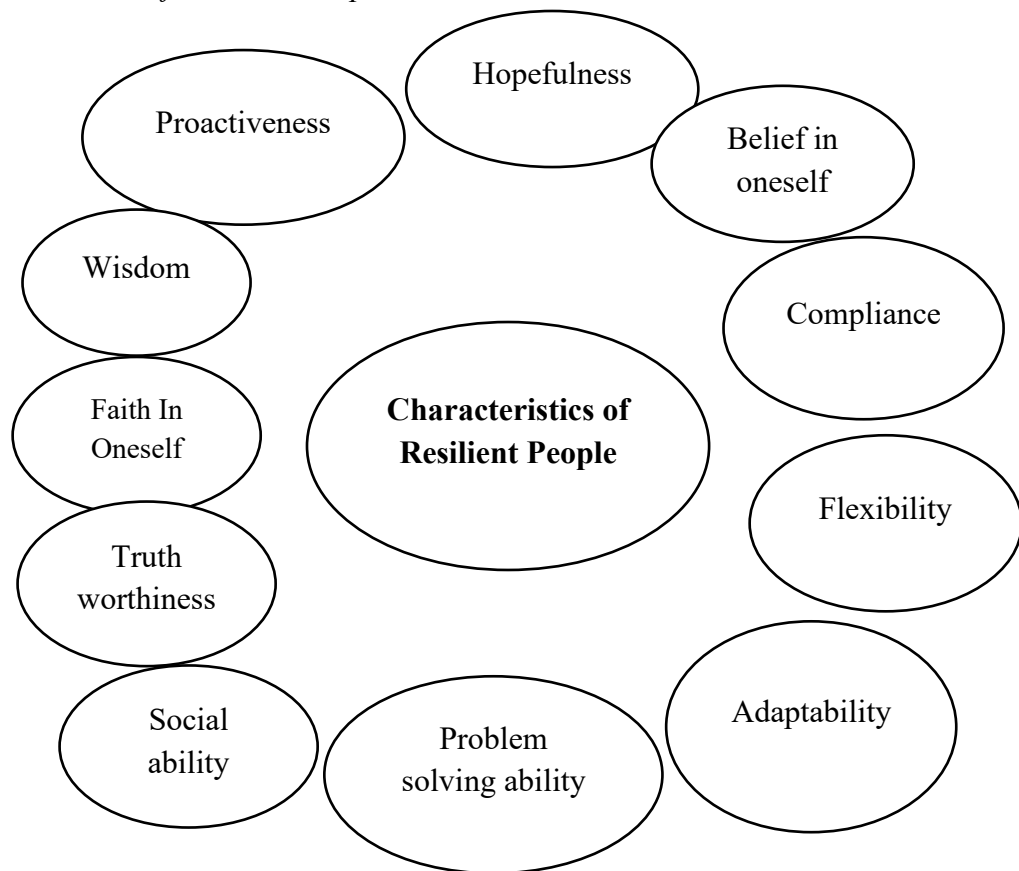
Recognizing when and how to seek help, whether from peers, teachers, or mentors, demonstrating a willingness to use available resources for academic success (Martin & Marsh, 2019b).

2.1.5 Characteristics of Resilient People

According to McEwen (2020) asserts that a number of personality traits support the development of resilience in social as well as personal contexts. These qualities include optimism, cooperation, adaptability and independence, proactive problem-solving, social skills, reliability, wisdom, inventiveness, self-worthiness, and self-assurance in one's ability to do tasks. Furthermore, Benard (2021) notes that resilient learners share characteristics including friendliness, a strong feeling of autonomy and purpose, and problem-solving abilities.

Figure 2.1

Characteristics of Resilient People



Traits for developing personal resilience that further enhances social and emotional domains (Mc Ewen, 2019).

2.1.6 Key Factors Influencing Emotional Resilience

The factors influencing emotional resilience can be categorized into personal characteristics, environmental conditions, and social support.

2.1.6.1 Personal Characteristics

- **Self-Awareness and Self-Regulation**

High self-awareness allows individuals to recognize and understand their emotions, while self-regulation helps them manage their emotional responses effectively (Goleman, 2018).

- **Optimism and Positive Thinking**

Individuals with an optimistic mindset are generally more resilient. Research indicates that optimism can act as a protective factor against stress, enhancing one's ability to cope with adversity (Carver & Scheier, 2015; Seligman, 20019).

- **Emotional Intelligence**

Defined by Mayer and Salovey (2019), emotional intelligence is vital for emotional resilience, as it enables individuals to navigate their emotions and empathize with others.

2.1.6.2 Workplace Environment

A supportive workplace significantly influences emotional resilience. Factors such as job satisfaction, supportive leadership, and a positive organizational culture are critical (Sonnentag, 2018).

- **Life Events**

Major life changes—such as divorce, job loss, or the death of a loved one—can profoundly impact emotional resilience. The ability to navigate these changes is often determined by the coping strategies employed and the support systems available (Bonanno, 2020).

2.1.7 Resilience and Self-esteem

Self-esteem, or the evaluation of one's self-worth, is another key factor correlated with resilience. Research shows that individuals with high self-esteem are more likely to possess stronger coping mechanisms, which foster resilience (Orth et al., 2015). Rosenberg's (2021) seminal work on self-esteem established that individuals with positive self-esteem are better equipped to handle setbacks, making resilience an outcome of healthy self-esteem. Al Omari et al. (2023) found similar results, with students who had higher self-esteem scoring significantly better in resilience, reinforcing the role of self-worth in fostering resilience.

2.1.8 Resilience in the Academic Context

Resilience is particularly crucial in academic settings, where students face various stressors related to workload, examinations, and social interactions. Hartley

(2015) noted that resilient students are more likely to persevere through academic difficulties and maintain better grades. Similarly, Al Omari et al. (2023) found that students with a cumulative GPA above 2.0 showed significantly higher resilience, suggesting that academic achievement and resilience are interconnected. This relationship underscores the importance of fostering resilience to support academic success. Success at the university level can be perceived in various ways, largely depending on individual self-perception. Common indicators of academic success include degree attainment, maintaining an acceptable grade point average (GPA), and possessing essential life skills necessary for employability and professional development (Eunhee, Newton, Downey, & Benton, 2015).

Resilience and peer relationships play crucial roles in academic success. Resilience, defined as the capacity to recover from difficulties and adapt to challenges, has been linked to enhanced academic outcomes. Resilient students are better equipped to navigate the stresses of university life and persist in challenges, ultimately leading to improved academic performance (Conley, 2020). Peer relationships also significantly influence academic achievement, as supportive peer networks can enhance motivation and engagement in academic pursuits (Van Ryzin, Gravely, & Roseth, 2009). These relationships foster a sense of belonging, which is crucial for students' emotional well-being and academic success.

2.1.9 Problem-Solving Skills

Problem solving skills are the ability to solve problems. Because they help people deal with obstacles and failures, problem-solving skills are essential to resilience. People that are good at solving problems also tend to be more resilient when faced with hardship, claim (Johnson, 2019). Furthermore, according to research by Jones and Smith (2018), problem-solving can strengthen resilience by fostering self-efficacy and adaptive coping mechanisms.

Research on resiliency and problem-solving abilities among university students has gained significant attention due to its importance in fostering academic achievement and personal development. Resiliency refers to the ability to recover and adapt in the face of challenges, while problem-solving skills involve the capacity to address and overcome problems efficiently (Coşkun et al., 2014). These qualities are essential for students, who frequently encounter both academic and social pressures.

Understanding how resiliency and problem-solving skills interact can help educators develop strategies to enhance student well-being and academic success.

2.1.10 Concept and Significance of Resiliency

Resiliency has been a focal point of psychological and educational research, often defined as the capacity to adapt successfully despite adversity (Masten & Barnes, 2018). This trait involves not only recovering from difficulties but also growing stronger through experience. For university students, who face a range of academic, social, and emotional challenges, resiliency plays a vital role. Recent studies highlight that resiliency is shaped by both internal factors—such as self-regulation, optimism, and coping styles—and external influences, including family support, peer relationships, and the educational environment (Ungar, 2019; Ozdemir & Hacıhasanoglu, 2020).

Resilience is increasingly understood as a dynamic and malleable capacity rather than a fixed trait, suggesting that targeted interventions and educational programs can foster its development over time (Reyes et al., 2016). Enhancing students' resilience has been linked to improved academic outcomes, greater emotional regulation, and a reduced risk of academic failure or dropout (Arslan, 2021; Liu et al., 2022).

Moreover, resiliency is closely tied to psychological hardiness—the ability to manage stress constructively without resorting to maladaptive behaviors (Nartgun & Cag, 2019). A supportive social context, particularly encouragement from family, peers, and faculty, significantly contributes to the development of resilience. University students who receive consistent guidance and positive reinforcement are more likely to thrive academically and personally (Phan et al., 2021).

2.1.11 Problem-Solving Skills Theoretical Insights and Significance

Problem-solving is the cognitive process of identifying a problem, gathering pertinent information, and determining solutions (Sardogan et al., 2018). This process involves not only logical reasoning but also the ability to regulate emotions and adapt to varying circumstances. In university settings, students frequently encounter complex academic challenges that necessitate strong problem-solving skills. Additionally,

problem-solving skills help students manage stress, which often arises from academic pressures (Chang et al., 2015).

Research by Coşkun et al. (2015) underscores the importance of problem-solving skills for academic success. University students with advanced problem-solving abilities tend to perform better academically as they can effectively identify and address obstacles in their learning. Moreover, a strong correlation exists between problem-solving skills and academic achievement, suggesting that enhancing these skills can lead to better performance.

2.1.12 The Relationship between Resiliency and Problem-Solving Skills

The connection between resiliency and problem-solving skills has been thoroughly studied, particularly in relation to university students. Resilient individuals tend to approach problems with a constructive mindset, leveraging their problem-solving skills to overcome challenges (Masten et al., 1990). The findings of Coşkun et al. (2014) indicate a significant relationship between students' levels of resiliency and their problem-solving abilities. Their study revealed that students with higher levels of resiliency were more likely to view their problem-solving abilities positively. The Pearson correlation coefficient of -0.672 indicated a moderate to strong relationship between the two variables (Coşkun et al., 2014). This suggests that as students' resilience improves, so does their ability to manage academic challenges and solve problems effectively.

Other research supports this relationship, showing that resilient individuals are better at managing stress, which is often linked to unresolved problems (Hanewald, 2011). The ability to persevere and maintain effort towards solving a problem, even when faced with adversity, is a key aspect of both resiliency and effective problem-solving (Masten et al., 1990). As a result, interventions that aim to enhance resiliency may also improve students' problem-solving capabilities.

The relationship between self-esteem, resilience, and problem-solving skills is a critical area of focus in educational psychology, particularly regarding university students. Self-esteem, which refers to an individual's overall subjective evaluation of their worth and capabilities, plays a fundamental role in shaping one's mental health and academic performance. Research indicates that higher self-esteem is associated

with positive emotional well-being, which enables students to tackle challenges more effectively and pursue their goals with greater determination. Resilience is another vital construct that significantly impacts students' experiences in higher education. It can be defined as the capacity to recover from difficulties and adapt positively to challenging situations. Resilient students demonstrate a higher likelihood of success in their academic pursuits as they are better equipped to handle stress, setbacks, and the pressures of university life (Nolte, 2024). Studies show that resilience is closely linked to academic achievement and personal growth, allowing students to maintain motivation and engagement even in the face of adversity. Furthermore, resilience contributes to the development of adaptive coping strategies, which are crucial for managing academic-related stressors

Problem-solving skills are essential for academic success and encompass the ability to identify challenges, generate effective solutions, and implement strategies to resolve issues. These skills are critical for navigating the complexities of university life, where students encounter various academic and personal challenges (Nolte, 2024). Strong problem-solving abilities are linked to better academic performance, as they enable students to approach difficulties with a proactive mindset and find effective solutions

In the study conducted at the University of Namibia, in 2020 findings revealed moderate levels of self-esteem, resilience, and problem-solving skills among third-year students. The study established significant positive correlations among the three constructs, suggesting that higher self-esteem and resilience contribute to improved problem-solving capabilities. This finding is consistent with existing literature that emphasizes the interconnectedness of these traits; students who possess higher resilience are often better at problem-solving, as they can approach challenges with a positive outlook and a belief in their abilities.

The research also indicated no significant differences between male and female students regarding levels of self-esteem, resilience, and problem-solving skills. This finding suggests that these constructions may be uniformly distributed across genders in this population, contrasting with previous studies that identified gender differences in self-esteem and problem-solving abilities. The absence of significant differences highlights the need for further research to understand the factors that contribute to these

constructions in diverse educational contexts. Importantly, the study found that resilience had a more substantial impact on problem-solving skills than self-esteem, emphasizing the necessity of fostering resilience among students to enhance their problem-solving abilities. This suggests that interventions aimed at improving resilience may be more effective in enhancing problem-solving skills than those focusing solely on boosting self-esteem. The mediating role of resilience in the relationship between self-esteem and problem-solving skills underlines the importance of addressing both self-esteem and resilience in educational settings to promote overall student well-being and academic success (Nolte, 2024)

2.1.13 Emotional Stability

According to Davis and Campbell (2021), emotional stability is a crucial aspect of resilience, as it is exemplified by the capacity to control one's emotions and remain composed under pressure. People with good emotional stability are more resilient to adversity and have higher psychological well-being (Jackson et al., 2017). Additionally, research has demonstrated that emotional stability modulates the connection between mental toughness and resilience.

Emotional Stability refers to an individual's ability to maintain a steady emotional state and avoid emotional disturbances when faced with stress or negative stimuli (Mayer & Salovey, 1997). In the context of academic achievement, emotional stability is critical for helping students maintain focus and avoid becoming overwhelmed by academic pressures. Students who exhibit emotional stability are better equipped to handle the stress and anxiety that often accompany academic tasks, such as exams, presentations, or deadlines. This ability to regulate emotions contributes to a more productive learning environment, as students who are emotionally stable can concentrate better and persist in their efforts despite academic challenges (Gross, 2002).

2.1.13.1 Contribution to a Positive Learning Environment

Emotionally stable students contribute to a positive learning environment by being better able to manage stress and avoid negative emotional reactions that can interfere with learning. Emotional regulation is a key aspect of academic resilience, as it allows students to remain focused on their goals even when faced with difficulties or setbacks. A study by Gross (2002) found that students who are able to regulate their

emotions and maintain emotional stability are more likely to experience academic success, as they are less likely to be distracted by stressors and more likely to persist in their academic efforts. This ability to manage emotions is particularly important in high-stakes academic environments, where students are often required to manage multiple tasks and deadlines simultaneously.

2.1.13.2 Research on Emotional Stability's Effect on Academic Achievement

Several studies have demonstrated the importance of emotional stability in academic settings. Thompson et al. (2020) found that students who exhibited higher levels of emotional stability performed better on standardized tests and exhibited higher levels of academic engagement. These students were also less likely to experience burnout or academic withdrawal, suggesting that emotional stability plays a critical role in sustaining long-term academic success. Additionally, emotionally stable students were found to have better relationships with teachers and peers, which further contributed to their academic performance. These findings highlight the importance of emotional stability as a predictor of academic success, as it enables students to manage stress, maintain focus, and persist in their academic efforts.

2.1.14 Emotional Stability and Problem-Solving Skills

Resilience is multi-dimensional, with emotional stability and problem-solving skills representing two critical factors. Emotional stability involves maintaining a consistent emotional state, especially in the face of stressors, and is vital for sustaining academic engagement. Students who can manage their emotional responses to stress are better able to stay focused on their studies, avoid distraction, and maintain persistence in the face of academic challenges (Gross, 2002). Problem-solving skills, meanwhile, enable students to analyze and respond to academic difficulties in a constructive manner, allowing them to break down complex tasks and devise appropriate solutions (Zimmerman, 2002). These cognitive and emotional capabilities are crucial for navigating the often-stressful environment of academia, where students are frequently required to manage multiple tasks, deadlines, and high expectations.

Emotional Stability (ES) has garnered attention in organizational behavior due to its critical role in enhancing individual and group performance. Though a widely acknowledged concept, ES has lacked a comprehensive and validated theoretical

framework. This limitation constrains its full potential in applications across organizational contexts, such as leadership effectiveness, group dynamics, and behavioral predictions (Li & Ahlstrom, 2015).

Emotional stability is often explored within the framework of the Big Five personality traits, with neuroticism representing its inverse. Neuroticism refers to tendencies like anxiety and emotional volatility, while emotional stability is characterized by resilience, calmness, and a steady emotional response to stress (Costa & McCrae, 1992). However, traditional models have depicted ES as a single-dimensional trait, insufficient to reflect the varied emotional responses required in modern organizational settings (Li & Ahlstrom, 2015). Li and Ahlstrom (2015) expanded upon this by presenting a two-dimensional model of ES, rooted in self-organization theory. Their model divides ES into two dimensions: threshold (the ability to endure stress) and recovery (the ability to return to baseline functioning after emotional disruption). These elements make ES more operational and dynamic, aligning it with complex work environments where adaptability is critical.

Furthermore, resilience, often discussed in conjunction with ES, is defined as the ability to recover from setbacks and adapt to change (Luthar et al., 2000). Resilient individuals, much like those high in emotional stability, can effectively manage stress and bounce back from emotional disruptions, making resilience a key component of both personal well-being and professional success.

The relationship between emotional stability and resilience is essential in predicting key outcomes such as leadership effectiveness and job performance. Both constructs emphasize individuals' ability to remain composed in stressful situations, thus promoting better decision-making and fostering collaborative group environments (Li & Ahlstrom, 2015).

2.1.15 Peer Relations and Academic Achievement

Peer relations refer to the social connections and interactions that students form with their classmates. These relationships are critical for creating a supportive learning environment, as positive peer relations provide students with emotional and academic support. In particular, peer relations can enhance academic achievement by providing students with opportunities to collaborate on academic tasks, share knowledge, and receive feedback from their peers. Peer relations are also important for social

development, as they help students develop communication skills, build relationships, and navigate social interactions in academic settings (Ryan & Deci, 2000).

Peer Relations and Academic Achievement Peer relations have a substantial influence on academic achievement, particularly through communication support and social integration. Research has consistently shown that students with positive peer relationships tend to have higher academic performance due to increased motivation, collaborative learning, and emotional support (Wentzel & Caldwell, 1997). These factors can enhance students' self-esteem and commitment to academic success, creating a conducive environment for learning (Rubin et al., 2015).

Peer relations, especially during university education, play a significant role in shaping students' academic performance. Two key aspects of peer relations, communication support and social integration—have been linked to various academic outcomes. Communication support refers to the emotional and academic assistance provided by peers, while social integration refers to students' sense of belonging and participation in their academic community (Zhou & Guo, 2020). Understanding how these factors contribute to academic success can provide insights into the development of university support systems and peer mentoring programs (Smith et al., 2019).

Khan et al. (2023) conducted a quantitative study involving 600 university students across various faculties and academic years to explore the relationship between peer relations, peer pressure, and academic performance. The findings revealed a positive association between peer relations and peer pressure, indicating that as peer relations improve, peer pressure tends to grow. Interestingly, the study also found a positive link between peer pressure and academic achievement, suggesting that certain forms of peer pressure might motivate students to perform better academically. This challenges the conventional view of peer pressure as predominantly negative and underscores the complexity of peer dynamics in academic settings

2.1.16 Communication Support and Academic Achievement

Communication support among peers serves as a critical mechanism for academic achievement. Students who receive academic and emotional support from their peers tend to experience higher levels of motivation, lower stress, and improved academic performance (Jones & Leary, 2021). Peer communication encourages collaborative learning and facilitates problem-solving, which can enhance

comprehension of complex subjects (Brown & Clark, 2022). Additionally, peer feedback is known to reinforce critical thinking and learning strategies, further contributing to better academic outcomes (Turner et al., 2018). Researchers have found that peer communication significantly improves students' academic self-efficacy, leading to higher grades (García & Mora, 2021). Furthermore, students who actively engage in academic discussions with their peers are more likely to set higher academic goals and pursue them with determination (Nguyen & Tang, 2019).

2.1.17 Social Integration and Academic Success

Social integration, which refers to students' sense of belonging and their involvement in the academic community, is another crucial factor affecting academic success. When students feel integrated into their social environment, they experience higher levels of academic commitment and engagement (Pittman & Richmond, 2016). A strong sense of social belonging provides emotional stability and reduces feelings of isolation, which are often linked to academic underperformance (Freeman et al., 2020).

The role of social integration in academic success has been well documented. Students who perceive themselves as part of a supportive academic community report better emotional well-being and greater academic persistence (Johnson et al., 2020). In contrast, students who experience social alienation or lack integration into the academic environment are at higher risk of dropping out (Thomas & See, 2019). The importance of building supportive peer networks has also been emphasized as a means of helping students transition into university life more smoothly (Foster et al., 2017).

2.1.17.1 Peer Support

Positive peer relationships significantly influence academic success. Wentzel (1998) found that students who perceive their peers as supportive tend to have higher motivation and engagement in academic activities, leading to better performance. Peer encouragement can foster a sense of belonging, which is crucial for academic achievement.

2.1.17.2 Peer Victimization

Conversely, negative peer interactions, such as victimization, can hinder academic success. Holt and Keyes (2014) demonstrated that students who experience bullying are more likely to exhibit lower academic performance, partly due to increased anxiety and decreased school engagement.

2.1.17.3 Social Capital and Learning

The concept of social capital is also relevant; students with strong peer networks often have access to resources that enhance learning. Lin (2001) highlighted that relationships can provide emotional support, information, and assistance, all of which are vital for academic success.

2.1.18 Resilience Peer Relationships and Academic Achievement

2.1.18.1 Interconnectedness

Research indicates that resilience and peer relationships are interconnected in their influence on academic achievement. Roeser et al. (2000) found that students who possess strong social ties and exhibit resilience are more likely to succeed academically. Resilient students may seek out positive peer relationships, which, in turn, reinforce their coping mechanisms and academic motivation.

Resilience is a crucial concept in understanding how individuals navigate disadvantages and risks. It describes the various strategies individuals employ to manage adversity, and it has garnered significant attention in educational contexts. Educators are increasingly interested in resilience as they seek to support all students in their academic journeys. As Meneghel et al. (2019) note, the education system is striving to meet the demands for knowledge, skills, and the identification and treatment of various academic, emotional, social, mental, and health concerns affecting youth.

Research has suggested that examining students who successfully overcome risk and adversity can enhance our understanding of all learners, particularly in contexts of normal development and maladjustment. Wittrup et al. (2019) characterize resilience as a "self-righting mechanism," emphasizing the importance of contextualizing success within a system or individual framework. Understanding success in this manner provides a reference point to determine whether an individual has achieved resilience. When individuals overcome challenges and are deemed successful, it indicates they have effectively utilized their resilience (Brackenreed, 2017).

Gintner (2018) identifies four critical features that underpin resilience. Notably, Rutter (2006) describes resilience as an active process arising from exposure to adversity, rather than an avoidance of it. Resilient individuals demonstrate an ability to manipulate their environments, thereby shielding themselves from the detrimental

effects of adverse conditions. This contrasts with mere avoidance, which does not equate to resilience. As Rutter (2012) highlights, resilience differs fundamentally from coping mechanisms; while many individuals cope by avoiding negative situations, true resilience involves confronting and adapting to challenges.

Furthermore, peer relations play a significant role in the academic achievement of university students. Strong peer relationships can enhance resilience by providing emotional support, fostering a sense of belonging, and encouraging collaborative learning. According to research, students with positive peer interactions are more likely to exhibit resilience and, consequently, achieve higher academic success (Smith et al., 2020). These relationships create an environment where students can share experiences, seek guidance, and develop coping strategies together, thereby reinforcing their capacity to overcome challenges.

2.1.19 Effects of Peer Relations on Academic Achievement

Research has shown that positive peer relations are strongly associated with academic success. Students who feel supported by their peers are more likely to stay motivated, participate in school activities, and perform well academically (Wentzel, 1998). Peer relations can also enhance academic engagement by providing students with opportunities to collaborate on academic tasks and receive feedback from their peers. Additionally, peer relations provide students with emotional support, which can help them manage academic stress and maintain focus on their studies. These findings suggest that peer relations play a critical role in academic achievement, as they provide students with the social and emotional resources needed to succeed in academic settings.

Hammad and Naseem (2023) conducted a comparative study between public and private higher education institutions (HEIs) in Rawalpindi and Islamabad to assess levels of academic resilience and student engagement. Using the Academic Resilience Scale (ARS-30) and the Students' Engagement Scale, they found that undergraduate students in both public and private HEIs exhibited significant levels of academic resilience and engagement. However, while there was no statistically significant difference in resilience levels between the two types of institutions, student engagement levels differed significantly, with private HEIs showing higher engagement. This

suggests that institutional factors may influence how students engage with their academic environment, impacting their overall performance

A study by Crosnoe et al. (2020) found that students with strong peer relationships had higher GPAs and lower dropout rates. The study also found that positive peer relations were associated with higher levels of academic motivation and engagement, suggesting that peer support plays a critical role in sustaining academic success. Similarly, Wentzel (2017) found that students who had positive relationships with their peers were more likely to succeed academically, as these relationships provided them with emotional support and opportunities for academic collaboration. These findings highlight the importance of peer relations in academic settings, as they provide students with the social and emotional support needed to succeed academically.

2.1.20 Peer Relationships and Social Support

Peer relationships play a critical role in the psychological development and well-being of college students (Wentzel et al., 2018). A solid peer support system contributes to better psychological outcomes in stressful environments, such as a college setting, where students face academic and social challenges.

Four forms of support are included in peer social support, which is described as giving people help when they need it to feel liked and valued by the world around them (Johnson, 2018; referenced in Smith, 2020). These include self-esteem support, which involves feelings of competence and value; appraisal support, which entails offering information and counsel to lessen stressors; clear support, which comprises actual assistance like financial aid or physical help; and belonging support, which promotes a sense of acceptance and togetherness within a group.

Research suggests that peer relationships significantly influence academic achievement, particularly by enhancing students' motivation and engagement. Shao et al. (2024) found that peer relationships have a direct and positive correlation with academic achievement. Furthermore, peer support contributes to learning motivation and engagement, which are key mediators in this relationship. Positive peer relationships encourage students to participate actively in academic tasks, improving their overall performance (Shao et al., 2024).

Communication skills are one of several characteristics that affect social integration, which is the degree to which people engage in social activities and feel linked to their peers (Buhs & Ladd, 2001). Since they can express themselves clearly and participate in reciprocal interactions, children who have great communication abilities typically have better degrees of social integration (Masten & Coatsworth, 2015). On the other hand, social disengagement and rejection by peers might result from communication problems (Brinton & Fujiki, 2019).

Children with various communication needs benefit from inclusive school settings that foster peer engagement and communication support (Erickson & Koppenhaver, 2015). Peer-mediated interventions, such cooperative learning exercises and peer tutoring, give kids the chance to practice communication skills while building healthy peer connections (Coleman & Yoder, 2011). Furthermore, augmentative communication devices and assistive technologies can improve communication support for people with severe communication impairments, enabling them to integrate socially in a variety of circumstances (Light & McNaughton, 2014).

Peer relationships significantly effect both resilience and academic achievement. Positive peer interactions can enhance resilience by providing social support, fostering a sense of belonging, and encouraging adaptive coping strategies. Conversely, negative peer influences can undermine resilience and hinder academic performance. Research suggests that supportive peer environments can mitigate stressors and enhance students' overall well-being, further promoting academic success (Challen, Machin, & Gillham, 2014).

2.1.21 Supportive Peer Relationships in Early Adolescence

Supportive peer relationships (SPR) play a critical role in the psychological development of adolescents, particularly during the early stages of adolescence. The transition into early adolescence is marked by significant changes in social dynamics, where peer influence becomes increasingly prominent (Mitic et al., 2021). Research indicates that the quality of peer relationships can have profound implications for mental health, self-esteem, and social-emotional development (Holt et al., 2018; Smith et al., 2019). This developmental phase is particularly sensitive, as the school environment and peer interactions significantly shape adolescents' emotional and social competencies (Cairns et al., 2018).

Peer Relations and Academic Achievement Peer relations have a substantial influence on academic achievement, particularly through communication support and social integration. Research has consistently shown that students with positive peer relationships tend to have higher academic performance due to increased motivation, collaborative learning, and emotional support (Wentzel & Caldwell, 2022). These factors can enhance students' self-esteem and commitment to academic success, creating a conducive environment for teach (Rubin et al., 2015).

2.1.22 The Role of Emotions in Adolescence

Adolescence is a critical period for emotional development, where students experience heightened emotional sensitivity. Emotions can either support or hinder academic engagement. According to Pekrun et al. (2002), positive emotions such as enjoyment and pride are associated with higher academic achievement, while negative emotions like anxiety and frustration can lead to poor academic outcomes. Resilient students tend to manage their emotions better, which enables them to stay motivated and maintain academic success.

2.1.22.1 Self-Efficacy as a Mediator

Self-efficacy refers to an individual's belief in their ability to succeed in specific tasks. According to Bandura (1997), students with high academic self-efficacy are more likely to set higher academic goals, invest effort, and persist through difficulties. Research suggests that self-efficacy mediates the relationship between resilience and academic performance. For example, Chemers et al. (2001) found that students with higher resilience often develop stronger self-efficacy beliefs, which, in turn, leads to improved academic performance.

2.1.23 Academic Achievement

Academic Achievement (CGPA/Percentage): In terms of direct measurement, students with higher levels of resilience and strong peer relations tend to achieve higher CGPAs or percentages. One study found that students with high emotional stability and strong problem-solving skills, coupled with supportive peer networks, had significantly higher GPAs compared to their less resilient or socially isolated counterparts (Chen & Han, 2021).

Academic achievement is the main expression of university students' learning achievements, which can reflect the degree and level of students' development in the

learning process in moral, intellectual and physical aspects; it can comprehensively measure the breadth, depth and proficiency of students' mastery of knowledge and skills, as well as their ability to use knowledge in practice. Broadly speaking, academic achievement includes both comments and ratings, but in actual research, ratings are usually used to implement the judgement, which is usually referred to as the percentage system. Using this form of examination, students' individual performance can be compared with the teaching objectives in order to judge the degree of mastery of knowledge and its distance from the teaching.

García-Martínez et al. (2022) explores the relationship between resilience and academic achievement among university students. Resilience is defined as a process or capacity to successfully adapt to adversity (Luthar, 2006), and it plays a significant role in educational settings. Studies indicate that resilience positively affects academic performance by helping students cope with stress and maintain well-being, which are critical for success in academic environments (Kwok et al., 2007; Kwek et al., 2013). However, some studies, including this one, found no direct relationship between resilience and academic achievement, suggesting that resilience's impact may be mediated by other factors like self-concept (Ayala & Manzano, 2018; Hartley, 2011). This mediation implies that resilient students who develop a strong self-concept are more likely to achieve better academic outcomes (García-Martínez et al., 2022).

2.1.24 Resilience and Academic Performance

Resilience refers to the ability to adapt and recover from adversity. Studies have consistently shown that resilient students are better equipped to handle stress, which can positively impact their academic performance. For example, a study by Martin and Marsh (2006) found that resilient students tend to have better academic outcomes because they are more likely to persevere in the face of challenges. This resilience allows them to maintain focus, manage time effectively, and seek help when needed.

2.2 Theoretical Review

This study is supported by two complementary psychological frameworks Social Cognitive Theory and Ecological Systems Theory, both of which offer valuable insights into how resilience and peer relationships influence academic achievement. Social Cognitive Theory, originally developed by Bandura, emphasizes the role of self-

efficacy in their ability to succeed—as a key determinant of behavior and performance. Recent extensions of this theory highlight how self-efficacy is not developed in isolation but shaped by social and environmental influences such as peer interactions. Komarraju et al. (2020) assert that students with strong self-belief, reinforced by supportive peer groups, are more likely to engage persistently with academic tasks, overcome setbacks, and achieve better results. Peer relationships can therefore act as social models, sources of encouragement, or even pressure points that influence students' internal motivation and behavior.

In contrast, the Ecological Systems Theory expanded in recent years by scholars like Ungar (2019), offers a broader contextual understanding by placing students within interconnected systems such as peer groups, classrooms, and families that shape their development and responses to challenges. This theory conceptualizes resilience as not just a personal trait but as a dynamic process influenced by the availability of external resources and support systems. Peer relationships, in this model, are situated within the microsystem and are seen as critical in either fostering or hindering academic resilience. Students embedded in positive peer environments are more likely to access emotional support and academic collaboration, which contributes to adaptive coping and better educational outcomes. While these theories share some overlaps, they also offer contrasting emphases. Social Cognitive Theory focuses on internal psychological mechanisms, whereas Ecological Systems Theory emphasizes external environmental influences. This contrast enriches the current study by encouraging a dual-lens analysis of academic success, acknowledging both personal agency and systemic support. In particular, the integration of both frameworks is valuable in the context of Pakistani university students, where academic achievement is shaped by complex interactions between individual motivation, peer influence, and cultural expectations (Khan et al., 2021). By combining these perspectives, the theoretical foundation of this study becomes more holistic and context-sensitive, enabling a deeper exploration of how both personal resilience and social dynamics contribute to academic achievement.

Thus, resilience improves academic performance indirectly by developing the cognitive and emotional resources needed for learning and problem-solving, as it is linked to good emotional states. According to Yang (2018) Peer relationships are the most basic relationships with others in a university setting, The peer relationships and

communication have a big impact on how pupils grow emotionally and psychologically, especially when it comes to studying. Positive relationships with peers and more relationships are linked to high peer relationship satisfaction. These factors provide a positive learning environment and boost academic achievement. Peer relationships also influence academic accomplishment through a number of promoting ways, including positive academic emotions and learning engagement. Academic achievement is contingent upon students' investment of time, energy, and effort in their educational activities, which is referred to as learning engagement. Good peer interactions benefit students emotionally and academically, which increases their commitment to learning and improves learning engagement (Li, 2017; Cao, 2023). Positive academic feelings like zeal and motivation in learning are also important mediators. Peer relationships have an effect on them, and they have a direct effect on students' academic achievement by boosting their enthusiasm and involvement in class activities.

2.3 Empirical Review

Empirical research has provided evidence for the connection between resilience and peer interactions among university students. According to research by Smith & colleagues (2017) university students with higher resilience levels, for instance, indicated increased happiness with their peer relationships and were less likely to feel socially isolated. Recent empirical studies have consistently highlighted the importance of resilience and peer relationships in shaping academic achievement, particularly among university students. Research conducted across various cultural and institutional contexts suggests that students with higher levels of resilience tend to demonstrate stronger academic performance and emotional well-being (Morales & Lambert, 2019). This is often attributed to their ability to manage stress, remain goal-focused, and adapt positively to academic challenges. Similarly, positive peer relationships have been shown to play a supportive role by providing emotional encouragement, academic collaboration, and a sense of belonging. For instance, a study by You and Kang (2019) found that peer support significantly increased academic motivation and resilience, which in turn contributed to better academic engagement. However, the empirical literature also reveals contrasting findings that add complexity to this relationship. Some studies caution that peer influence is not uniformly beneficial. In highly

competitive or socially fragmented academic environments, peer interactions can sometimes become sources of stress or distraction (Ali et al., 2021). For example, students embedded in peer groups that devalue academic achievement or foster negative competition may experience decreased self-efficacy and academic disengagement. These conflicting outcomes highlight the need to evaluate the quality and context of peer relationships rather than assuming a universally positive effect.

In the context of Pakistan, empirical evidence remains relatively limited but growing. Khan et al. (2021) found that university students with strong peer networks and higher resilience levels reported better academic results. However, the study also noted cultural dynamics—such as collectivist values and family expectations—that can mediate the effects of peer relationships. This suggests that resilience and peer influence should be understood within local cultural frameworks rather than applied uniformly across contexts. Taken together, these findings suggest that while resilience and peer support are generally associated with positive academic outcomes, their effects are not one-size-fits-all and can vary depending on peer group norms, institutional support, and cultural background.

2.4 Critical Summary of Literature Review

This literature review critically explores the connection between resilience, peer relationships, and academic performance, emphasizing the role of resilience in overcoming challenges and the importance of peer interactions in providing support. This literature review provides a critical exploration of the interplay between resilience, peer relationships, and academic performance, emphasizing the vital role of resilience in overcoming challenges and the importance of peer interactions for emotional and academic support. Resilience is conceptualized as the capacity to adapt and thrive in the face of adversity, influenced by both internal qualities such as problem-solving skills—and external factors, including family and community support. Drawing on the works of key scholars like Rutter, Garmezy, Werner, Luthar, and Masten, the review frames resilience as a dynamic and multifaceted process rather than a fixed personality trait. Literature emphasizes the significance of resilience for students, highlighting its role in managing academic and social pressures. Resilient students are found to exhibit higher self-esteem and better problem-solving abilities, which are critical for navigating academic challenges. Importantly, resilience is portrayed as a skill that can be nurtured

through targeted interventions, challenging the notion that it is solely an innate characteristic. This has important implications for educational initiatives, as fostering resilience may lead to improved student outcomes. Peer relationships emerge as another crucial factor in academic achievement. Positive interactions with peers provide both emotional and academic support, fostering a sense of belonging and social integration that correlates with enhanced academic performance. Conversely, negative experiences, such as bullying and exclusion, undermine resilience and hinder educational success. Literature underscores that the quality of peer relationships determines their impact, highlighting the dual nature of these interactions. A significant strength of the review lies in its examination of the interconnectedness between resilience and peer relationships. It demonstrates that resilience mediates the relationship between self-esteem and problem-solving skills, suggesting that strong social networks not only offer emotional support but also enhance cognitive resilience. The review further indicates that students with robust peer connections tend to exhibit higher levels of resilience, which in turn positively influences their academic performance. This interconnected framework calls for a holistic approach from educational institutions, where fostering both resilience and positive peer interactions becomes a strategic priority. By integrating structured interventions to nurture resilience and creating environments that promote healthy social relationships, schools can play a pivotal role in enhancing student well-being and academic success. Furthermore, the review identifies a gap in the existing literature, pointing to the need for more research on the influence of demographic factors such as gender, socio-economic status, and cultural backgrounds on the relationship between resilience, peer interactions, and academic outcomes. Addressing these dimensions can offer deeper insights into how tailored interventions might better support diverse student populations.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter consisted of research design, the population of the research study, sample size, sampling technique, instrument, data collection and data analysis.

3.1 Research Design

Correlational descriptive design was used. The approach of the research study was quantitative. The researcher used the primary source for data collection. According to research aims and objectives, this methodology was suitable for this study.

3.2 Population and Sample of the study

The population of the study consisted undergraduate students of BS education 6th and 7th semester from Faculty of Education at International Islamic University Islamabad and B.Ed. Students of morning and evening shift 6th and 7th semester from National University of Modern Language. In this research study, the selected population was 190 students according to the academic record of the Universities (2024). According to Gay (2012) 127 students were the sample size of the targeted population. The students of BS and B. Ed were the population of the study, and the curriculum implemented in all universities in Rawalpindi Islamabad are developed on the guide that provided by HEC. The characteristics of the population in almost similar in all public sectors of universities. The IIUI and NUML are public universities. The findings generalized for all the students enrolled in all public sectors universities. The sample 127 was selected through simple random sampling using the lottery method.

Table 3.1*Population*

Sr#	Universities	Undergraduate students of BS and B.Ed. 6 th 7 th semester year (2024)
1	International Islamic University Islamabad	50
2	National University of Modern Languages Islamabad	140
	Total	190

Source: Universities' Academic record, 2024

Table 3.2*Sample Size of the Study*

S#	Universities	Sample size
1	International Islamic University Islamabad.	40
2	National University of Modern Languages Islamabad	87
3	Total	127

3.3 Instruments

The instruments for this study were close-ended questionnaires that consisted of 5-point Likert scale ranging from strongly agree to strongly disagree to investigate the peer relation. Six statements were constructed for each factor (communication support and social integrations) of Peer relation. The other adapted Brief Resilience Scale (BRS) was developed by Smith (2008) which consisted of 12 statements 6 statements for each construct (problem solving skills and emotional stability) which measure student's resilience level. The researcher also added some statements to the

scale to further enhance its relevance. The researcher also ensured the validity and the reliability of the adapted scale. There was a total of 24 statements for both variables. The researcher used CGPA/percentage to measure academic achievement of university students.

3.4 Procedure (Validity, Pilot testing & Reliability)

Before final data collection, a pilot test was conducted this study is known as pilot testing of the research to check the validity and reliability of research instrument before using it in large scale of study. To develop the anticipated consequences, the questionnaire might be rationalized, rephrased and restructured for the comfort and consideration of respondent.

3.4.1 Validity

In this study, the validity of the instruments were checked through experts. The experts were from the Education and Psychology field. The experts belong to Faculty of Education Department of Teacher Education and Department of Educational Leadership and Management and Faculty of Social Sciences (Department of Psychology) from International Islamic University Islamabad. The detail of experts who validated instruments is attached as Appendix C. The feedback provided by the experts to ensure before finalizing the instruments. Initially, 30 statements were developed across both instruments. After a thorough review, the experts recommended 12 statements for each instrument. Some items were deleted, while others were modified based on their suggestions. The experts' feedback was carefully considered and incorporated to enhance the accuracy and effectiveness of the research instruments. Their suggestions and accuracy have been considered to improve these tools.

3.4.2 Pilot Test

Before final data collection, a pilot test was conducted on 40 undergraduate students who were not included in the data collection. This step ensured that the questionnaire was clear, reliable, and appropriate for the larger population. The responses from the pilot test were analyzed to measure the internal consistency of the instruments using Cronbach's Alpha, a statistical tool widely used to assess their reliability of scales. The pilot test not only validated the reliability of the instruments but also helped refine the final questionnaire. This ensured that ambiguous or unclear

items were eliminated, and the tools effectively captured the data required for hypothesis testing. By conducting this preliminary analysis, the researcher minimized the likelihood of errors in the final study.

3.4.3 Reliability

The reliability of the questionnaires were checked through SPSS by applying Cronbach Alpha. Consistency level where the identification is gauged estimated or calculated. The reliability of 5-point Likert was calculated.

Table 3.3

Reliability of the Instruments.

Sr #	Variable	Cronbach's Alpha Value
1	Resilience of students	.888
2	Peer Relation of students	.854

The reliability of instruments was measured by using Cronbach's alpha. The value of reliability of questionnaire 1st adapted scale original reliability was .90 and after some changing reliability was .888 while the Questionnaire 2nd was .854, which indicated that all the statements of the questionnaire are quite reliable.

3.6 Data Collection (Practicalities)

The data were collected through personal visits. The researcher collected data by visiting the International Islamic University Islamabad and National University of Modern Languages Islamabad, by filling out the questionnaire from undergraduate students of BS Education and B.Ed. degree program. For collecting data researcher visited these universities with proper permission from the concerned faculties.

3.7 Data Analysis

To investigate the level of resilience and to find out the level of peer relation, researchers used descriptive analysis (range, frequency, percentage, cut point) to analyze data. To ensure a meaningful and standardized interpretation of the results, the categorization framework for classifying responses into high, moderate, and low levels was based on the range of possible scores for each construct. These ranges were divided into three equal intervals, allowing for clear distinctions between levels. The division of scores was calculated as follows the possible scores for each construct were derived from the number of items and the Likert scale used (e.g., 5-point scale). For instance, if a construct had 12 items, the total possible score range was from 12 (minimum) to 60 (maximum). The total range was divided by three to create equal intervals for classification:

Table 3.4

Categorization of Low, Moderate and High for resilience and peer relation

Low	Scores falling in the lower one third of the range.
Moderate	Scores falling in the middle one third of the range.
High	Scores in the upper one third of the range.

For objective 3 academic achievement researcher used CGPA/percentage. For objective 4, researcher used regression analysis to investigate the effect of resilience and peer relation on academic achievement of university students.

3.8 Ethical Consideration

In this study, research ethics were considered by the researcher. Data collected from respondents were kept private and used only for research purposes. The researcher builds trust between the researcher and participants before the data collection and behaves in a trustworthy manner, the researcher took the consent of respondents while including them in the research. The researcher took permission from universities authorities and concerned departments for collecting data from respondents. Similarity index and plagiarism were checked.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter deals with data analysis and interpretation of collected data from undergraduate students of BS Education and B.Ed. degree program. The data were analyzed according to the objectives of the study. The purpose of the study was to determine the effect of resilience and relationship on academic achievement of university students.

4.1 Quantitative analysis

4.1.1 Descriptive Statistics

Objective 1. To Investigate the Level of Resilience of University Students

Table 4.1

Range score for Resilience problem solving and emotional stability

Variables	Minimum score	Maximum score	Cut point
Resilience	18	86	22
Problem solving skill	10	64	17
Emotional stability	8	30	8

Table 4.1 shows that the score ranges for resilience, problem-solving and emotional stability in university students. The resilience scores range from 18 to 86 with a cut point of 22 indicating that scores above 22 signify higher resilience. For problem-solving, the scores range from 10 to 64 with a cut point of 17 suggesting that individuals scoring above 17 demonstrate better problem-solving skills. Emotional stability has a score range of 8 to 30 with a cut point of 8 meaning that scores above 8 reflect greater emotional stability.

Table 4.2*Range for resilience problem solving skill and emotional stability.*

Variable	Level	Range	F	(%)	Cut points
Resilience	Low	18 ----40	39	30%	22
	Moderate	41 ----63	86	68%	
	High	64 ----86	2	2%	
Problem solving	Low	10 -----27	113	89%	17
	Moderate	28 -----46	12	9%	
	High	47-----64	2	2%	
Emotional stability	Low	8 ----15	10	8%	8
	Moderate	16 ---23	71	56%	
	High	24 ---30	46	36%	

Table 4.2 shows the levels of resilience, problem-solving and emotional stability among university students. It shows that 30% of students have low resilience, 68% have moderate resilience and 2% have high resilience and 89% students have low problem-solving skill 9% students have moderate level and just 2% have high level in problem solving skills. While 8% students have low emotional stability, 56%, students have moderate level and 36% students have high level in emotional stability. These results suggest that most students face challenges in resilience and problem-solving, while emotional stability is relatively stronger.

Objective 2. Assess the Level of Peer Relation of University Students.

Table 4.3

Range for peer relation communication support and social integration

Variables	Minimum score	Maximum score	Cut point
Peer relation	22	60	12
Communication Support	9	30	7
Social integration	11	30	6

Table 4.3 shows that the score ranges for peer relations and its constructs. The minimum and maximum scores for peer relations are 22 and 60 respectively with a cut point of 12 indicating a stronger peer relation. Communication support scores range from 9 to 30, with a cut point of 7 suggest better communication while social integration ranges from 11 to 30, with a cut point of 6 reflect greater social connection when scored exceed 6.

Table 4.4*Range for peer relation communication support and social integration*

Variable	Level	Range	F	%	Cut points
Peer relation	Low	22....34	11	8%	12
	Moderate	35....47	58	46%	
	High	48.....60	58	46%	
Communication support	Low	9.....16	9	7%	7
	Moderate	17....30	54	43%	
	High	24....30	64	50%	
Social integration	Low	11....17	13	10%	6
	Moderate	18....24	72	57%	
	High	25.....30	42	33%	

Table 4.4 shows the level of peer relation among students. For peer relations 8% of students had low scores while 46% each had moderate and high levels indicating most of the students had strong peer relations. In communication support 7% students had low scores while 43% had moderate and 50% had high level in communication support reflecting strong communication support overall. For social integration 10% students had low scored while 57% moderate and 33% students show high level, majority of the students showing good social integration. Overall, most students demonstrate moderate to high resilience across all constructs.

Objective 3: To find out the Academic Achievement of University Students

Table 4.5

CGPA distribution with percentage

CGPA Range	Number of Students	Percentage
≥ 2.5	3	11%
$2.5 \leq \text{CGPA} < 3.5$	47	59%
$3.5 \leq \text{CGPA} < 3.6$	6	8%
$3.6 \leq \text{CGPA}$	13	16%
< 3.8	5	6%

Table 4.5 shows that the majority of students (59%) have a CGPA between 2.5 and 3.5, which shows that a large number of students are performing low percentage. A smaller proportion of students (8%) fall within the 3.5 to 3.6 range, while 16% of students have CGPAs ranging from 3.6 to 3.8. Only 6% of students have achieved a CGPA of 3.8. Meanwhile 11% of students have a CGPA less than 2.5, indicating below-average academic performance. This distribution shows the diversity in academic achievement among the students.

Table 4.6

Relationship between the resilience with peer relation

Resilience with peer relation	N	r	P
	127	.606	.000

Table 4.6 shows the relationship between resilience and peer relations of university students. The coefficient correlation $r = .606$ indicates a strong positive relationship between resilience and peer relation, shows that higher resilience is associated with better peer relations. The p-value $p = .000$ confirms that this relationship

is statistically significant. This suggests that students with greater resilience tend to have stronger and more positive peer relations.

Table 4.7

Relationship between resilience with academic achievement

Resilience with academic achievement	N	r	P
	127	.110	.219

Table 4.7 shows the relationship between resilience and academic achievement of students. The correlation coefficient ($r = .110$) shows a weak positive relationship between resilience with academic achievement. The p-value $p = .219$ indicates that this relationship is not statistically significant. This means that resilience does not have a strong influence on academic achievement.

Table 4.8

Relationship between peer relations with academic achievement

Peer relation Academic Achievement	N	R	P
	127	.163	.068

Table 4.8 shows the relationship between peer relations and academic achievement. The correlation coefficient ($R = .163$) indicates a weak positive relationship, meaning that better peer relations are slightly associated with higher academic achievement. However, since the p-value ($p = .068$) is higher than 0.05 this relationship is not significant statistically.

4.1.2 Inferential Statistics

Table. 4.9

Effect of resilience and peer relation on academic achievement of university students

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.178 ^a	.032	.000	9.068

- a. Predictors: (Constant), Emotional stability, problem solving, social integration, communication.

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	326.757	4	81.698	.993	.414 ^b
	Residual	10032.755	122	82.236		
	Total	10359.512	126			

- a. Dependent Variable: Academic Achievement of University Students.
b. Predictors: (Constant), Emotional Stability, Social Integration, Communication Support and Problem Solving

<i>Coefficients</i>						
Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	67.955	5.127		13.254	.000
	Problem solving	.076	.144	.055	.529	.598
	Emotional stability	-.115	.228	-.057	-.505	.615
	Communication support	.324	.301	.146	1.077	.283
	Social integration	.083	.298	.037	.279	.781

- a. Dependent Variable: Academic Achievement

The regression tables 4.9 shows the effect of resilience and peer relations on the academic achievement of university students. The model's summary R^2 value is .032

indicating that only 3.2% of the variance in academic achievement is explained by these factors. The ANOVA table shows that the model is not statistically significant ($f = .993$, $p = .414$), suggesting no strong relationship between the predictors and academic achievement. In the coefficients table, none of the predictors significantly effect on academic achievement, as their p-values are greater than 0.05. Problem-solving ($\beta = .055$, $p = .598$), emotional stability ($\beta = -.057$, $p = .615$), communication support ($\beta = .146$, $p = .283$), and social integration ($\beta = .037$, $p = .781$) all show weak and non-significant effect on academic achievement. Overall, resilience and peer relation constructs do not significantly predict academic achievement.

4.2 Summary of the Chapter

In Chapter 4, the researcher analyzed data collected from university students to understand their resilience, peer relationships and academic achievement. The findings revealed that most students had low resilience with only a few showing high levels. Many students struggled particularly with problem-solving skills although emotional stability was moderate for the majority. This indicates that students found it difficult to handle challenges but were somewhat able to manage their emotions. Regarding peer relationships nearly half of the students had strong social connections showing moderate to high levels of communication support and social integration. This suggests that students generally had supportive friendships and felt a sense of belonging in their academic environment. The study also found that resilience and peer relationships were positively linked. This means that students who were more emotionally stable tended to have better social interactions and support systems. However, when it came to academic performance, the effect of resilience and peer relations was weak. These factors explained only a small portion of differences in students' grades, suggesting other elements might play a bigger role in their academic achievement. Overall, while resilience and peer connections are important for emotional and social well-being, their direct influence on academic achievement was limited in this study.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was conducted to investigate the effects of resilience and peer relations on the academic achievements of university students. The objectives of this study were to investigate the level of resilience and the level of peer relations along with the academic achievement of university students. Correlational descriptive research design was used. The population of the study were 190 undergraduate students of BS Education 6th and 7th semester from International Islamic University Islamabad and B.Ed. Students from National University of Modern Language. This research study was delimited to the 6th and 7th semester of BS education degree program. In this research study, the selected population was 190 undergraduate students according to the academic record of university 2024. 127 undergraduate students were the sample size of the targeted population. A simple random sampling technique was used for sample selection. Correlational descriptive research design was used. The instruments for this study were close-ended questionnaires that consisted of 5-point Likert scale ranging from strongly agree to strongly disagree to investigate the peer relation. Six statements were constructed for each factor (communication support and social integrations) of Peer relation. The other adapted Brief Resilience Scale (BRS) was developed by Smith (2008) which consisted of 12 statements 6 statements for each construct (problem solving skills and emotional stability) which measure student's resilience level. The researcher also added some statements to the scale to further enhance its relevance. There was a total of 24 statements for both variables. The researcher used CGPA/percentage to measure academic achievement of university students. The validity of the instruments was checked through experts' opinions. Experts' opinions were taken from senior faculty members from the faculty of Education and department psychology to ensure the content validity of the instruments. A pilot test was conducted to check the reliability of the questionnaires. A pilot test on 40 undergraduate students of BS Education and B.Ed. program from both universities were conducted. The reliability of the questionnaires was checked

through SPSS by applying Cronbach Alpha. For collecting data researcher personally visited universities with proper permission from the concerned faculty and department. The quantitative data were analyzed through descriptive statistics (score range frequency percentage and cut points). Means score was used as indicator to investigate the level low moderate and high of resilience and peer relation of university students. For objective 3 academic achievement researcher used CGPA/percentage. For objective 4 researcher used regression analysis to investigate the effect of resilience and peer relation on academic achievement of university students.

5.2 Findings

The following findings are drawn from the analysis and interpretation of data:

1. It was found that (30%) students had low resilience they faced significant challenges in bouncing back from difficulties. while (68%) demonstrated moderate resilience and (2%) showed high resilience (Table 4.2).
2. It was found that 89% students have low problem-solving skills which indicates they are struggling with solving problems related to their academics, whereas 9% students have moderate level in problem solving skills and only 2% had high problem-solving skills (Table 4.2).
3. It was found that 56% students showing moderate level in emotional stability and 36% students demonstrate high level in emotional stability while 8% students have low emotional stability suggesting that most students were able to manage their emotions fairly well (Table 4.2).
4. It was found that 46% of students had moderate relationships with their peers, while 46% students reported high levels of peer relationships while 8% of students have low level in peer relation (Table 4.4).
5. It was found that 50% students had high communication support from their peers and 43% students had moderate levels in communication support while 7% students demonstrate low level communication support. The findings showed that majority of the students indicate strong social connections (Table 4.4).
6. It was found that 10% students show low level in social integration, and 57% students have moderate level in social integration while 33% students show high

level in social integration. The study found that the majority of students were well-connected socially (Table 4.4).

7. It was found that the majority of the students fall within the range of 2.5 to 3.5 CGPA. This shows that students' achievement is at moderate level. The percentage of high-achieving students ($CGPA \geq 3.6$) is comparatively low, they are only 22%, whereas those with CGPAs below 2.5 represent a small but important group that may require academic support. The findings suggest that most students are performing at an average level, which might be influenced by how they manage their studies, the support they get from friends, and their ability to stay strong and focused.
8. It was found that there is a strong positive relationship between resilience and peer relations with ($r = .606$) which means students who were more resilient also tended to have better relationships with their peers. They suggest that emotional strength and the ability to handle challenges may contribute to forming stronger social bonds (Table 4.6).
9. It was found that study revealed weak and non-significant relationships between resilience and academic achievement with ($r = .110$ and $p = .219$)
10. The study found that relationship between peer relations and academic achievement The correlation coefficient ($R = .163$) indicates a weak positive relationship, meaning that better peer relations are slightly associated with higher academic achievement. However, since the p-value ($p = .068$) is higher than 0.05 this relationship is not significant statistically (Table 4.7).
11. It was found that R^2 value = .032 indicates that only 3.2% of the variance in students' academic achievement can be explained by resilience and peer relations. This low value shows that these factors have a weak effect on academic achievement (Table 4.8).
12. It was found that ANOVA table tests whether the regression model as a whole is statistically significant. $F = .993$ and $p = .414$, The p-value .414 is greater than 0.05, indicating that the regression model is not statistically significant. This means that resilience and peer relations do not strongly or meaningfully predict academic achievement when combined together.
13. It was found that students Problem-solving skills $\beta = .055$ and $p = .598$ The β value (0.055) shows a small positive relationship with academic achievement.

However, the p-value 0.598 is much higher than 0.05 indicating that this relationship is not statistically significant.

14. It was found that students' Emotional stability = $-.057$ and $p = 0.615$ The β value $-.057$ shows a weak negative relationship while p-value $.615$ indicates that this relationship is also not significant
15. It was found that students Communication support $\beta = .146$ and $p = .283$ The β value $.146$ shows a likely positive effect of communication support on academic achievement. Yet, the p-value $.283$ shows this effect is not statistically significant.
16. It was found that social integration $\beta = 0.037$ and $p = .781$ The β value $.037$ implies a slight positive relationship. With a p-value of $.781$ this relationship is not significant.
17. It was found that effect of resilience on academic achievement was weak and non-significant ($\beta = .055$, $p = .598$). So, the hypothesis is accepted.
18. The effect of peer relations on academic achievement was weak and non-significant ($\beta = .146$, $p = .283$). So, the hypothesis is accepted

5.3 Discussion

This research study focused on comprehensive effects of resilience and peer relations on the academic achievement of university students. This study confirms a positive correlation between resilience, peer relations, and academic achievement, the strength of these relationships particularly their direct effect on academic performance was found to be relatively weak. This finding suggests that although resilience and supportive peer networks are important, they may not independently predict academic achievement among university students.

This finding may be attributed to broader socio-cultural and institutional factors, especially in the context of Pakistani higher education. Many students face socioeconomic stress, family obligations, and limited access to academic support services, which can inhibit the positive outcomes typically associated with resilience and peer support. Even students with high levels of resilience may struggle academically without structured guidance, mental health services, or consistent instructional quality. Likewise, peer interactions may not always enhance academic growth; depending on the nature of the peer group, they may contribute to distraction

or disengagement. Whether peer relations are academically oriented or socially driven significantly determines their impact.

Furthermore, institutional supports such as academic advising, faculty mentoring, and resource-rich environments play a critical role in converting resilience and social integration into academic gains. Without such supports, the influence of internal traits like problem-solving and emotional stability may be diminished. Recent studies emphasize the importance of mediating variables such as self-efficacy, academic engagement, and motivation in explaining the link between resilience, peer relations, and academic achievement (Panadero et al., 2022; Komarraju & Nadler, 2023; Liu et al., 2021).

Resilience, defined as the capacity to adapt and recover from adversity, emerged as a significant determinant of academic persistence and emotional well-being. This aligns with contemporary views of resilience as a dynamic and multifaceted construct involving problem-solving and emotional regulation (Hirano, 2020; Martin et al., 2019). Research has shown that resilience contributes more significantly to emotional regulation and perseverance than to grades directly unless supported by academic scaffolding (Cassidy, 2016; Panadero et al., 2022). Peer relations, particularly communication support and social integration, were also shown to be important for academic success. Supportive peer interactions offer both emotional and cognitive benefits, facilitating collaborative learning and fostering motivation (Zhou & Guo, 2020; Yang, 2021). Peer communication has been linked to improved problem-solving skills and academic engagement (Jones & Leary, 2021). Social integration enhances students' sense of belonging and reduces isolation, both of which are positively associated with persistence in academic tasks (Datu, 2021).

The study found a reciprocal relationship between resilience and peer relations. Students with strong social connections tended to be more resilient, which in turn supported better academic outcomes. This interplay highlights how positive peer environments can reinforce coping mechanisms and academic motivation (Suri et al., 2022). Such interconnectedness suggests that resilience and social support should not be treated as isolated predictors, but as mutually reinforcing processes. While these findings are consistent with recent literature, other studies suggest that the strength of these relationships may vary by context. For example, Liu et al. (2021) and Panadero

et al. (2022) found that self-efficacy and academic self-concept mediate the relationship between resilience and academic achievement. These findings underscore the need for further research to explore such mediators across diverse populations and educational settings.

The role of peer relations, including communication support and social integration, was also highlighted as a critical component of academic achievement. Positive peer interactions provide students with emotional and academic support, as evidenced by Wentzel (2022), who found that supportive peer relationships significantly enhance students' motivation and engagement. Communication support, in particular, was shown to facilitate collaborative learning, a finding consistent with the research of Jones and Leary (2021), who emphasized that peer communication fosters problem-solving and critical thinking skills. Additionally, Zhou and Guo (2020) highlighted the importance of social integration, noting that a strong sense of belonging within the academic community reduces feelings of isolation and promotes persistence in academic tasks. These findings suggest that universities should prioritize creating inclusive environments where students feel socially connected and supported by their peers.

5.4 Conclusions

After analyzing the findings of the study, the following conclusions were drawn.

1. On the basis of the finding 1, it is concluded that the majority of university students have moderate level of resilience, with few showing high level. Problem-solving skills are notably weak, as most students struggle in this area. However, emotional stability is relatively balanced, with many students managing their emotions well. This highlights the need for efforts to improve problem-solving skills and enhance overall resilience.
2. Based on the finding 2, it is concluded that most university students have positive peer relationship, with the majority experiencing strong or moderate connections with their peers. Communication support from peers is also generally high, with students feeling well-supported in their interactions. In terms of social integration, most students are moderately integrated, with a significant portion demonstrating high level of social connectedness. Overall,

the finding suggest that university students are well-connected socially and benefit from supportive peer relationships.

3. On the basis of finding 3, it is concluded that while resilience and peer relations are strongly linked, with more resilient students having better peer relations, resilience does not show a significant effect on academic achievement. Meanwhile there is a weak positive relationship between peer relations and academic achievement, suggesting that students with better peer relationships may perform slightly better academically, but this connection is not statistically significant. Overall, the findings indicate that while peer relations and resilience are important for social well-being, their direct influence on academic achievement appears to be limited.
4. On the basis of finding 4, it is concluded that regression analysis showed that resilience and peer relations have a weak effect on students' academic achievement. When combined, resilience and peer relations do not significantly predict academic achievement.
5. On the basis of finding 7, the CGPA results show that most students are performing at an average level, while only a few are achieving very high and very low grades. This shows the opportunity to support students who may be struggling and to motivate those doing average to reach higher.
6. On the basis of the findings analysis showed that individual factors like problem-solving skills, emotional stability, communication support and social integration also had weak relationship with academic achievement. These findings suggest that resilience and peer relations, while important, do not play a strong role in determining how well students perform academically.

5.5 Recommendations

Based on the findings and conclusions, the following recommendations were formulated

1. Most university students have a moderate level of resilience. Teacher educators may organize workshops that focus on practical problem-solving skills and managing emotions. These workshops may help students better handle academic stress and improve their resilience.
2. Most students have positive peer relationship. Universities may also consider adopting well-established resilience training models, such as the Resilience

Builder Program and implement peer mentoring programs to promote academic achievement and emotional well-being.

3. Resilience and peer relations are strongly linked with more resilient students having better peer relations. Teacher Educators may provide target academic support such as study skill and time management workshops.
4. Resilience and peer relations have weak effect on students' academic achievement. Universities may provide tailored support systems, such as counseling services and emotional well-being programs, to assist students with emotional and social challenges
5. Factors like problem-solving skill and emotional stability have a weak connection with academic performance. Teacher Educators may encourage inclusive open communication, and mutual support to create a sense of belonging.

5.6 Recommendations for Future Studies

1. Future research may examine the long-term effects of resilience and peer relationships on students' career and personal growth.
2. Studies might explore variations in the effects of resilience and peer relationship across diverse cultural, socioeconomic and educational backgrounds.
3. Qualitative methods, such as interviews and focus groups, may offer deeper insights into students' experiences with resilience and peer relationships.
4. Research might investigate mediating factors like self-efficacy, motivation, and mental health in the link between resilience, peer relationships and academic achievement.
5. Future researchers may include more universities for deeper results.
6. The effect of resilience and peer relationships may be studied in different educational contexts, such as high schools or postgraduate programs, for comparative analysis.

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APPENDICES

Appendix A

Dear Respondent, I am student of MS Teacher Education at International Islamic University. I am conducting research entitled “**Effect of Resilience and Peer Relation on academic achievement of University Students**”. It is assured that the information provided will be used for academic purposes only and will be kept confidential. Your response will be highly appreciated. It will take a few minutes of your time. Thank you for your assistance in collecting data

Demographic Information:

Institute: _____

CGPA: _____ Percentage _____

Note: Tick (✓) the answer which is appropriate to you out of the options given.

SA= Strongly Agree A= Agree N= Neutral DA= Disagree SD= Strongly Disagree

Sr. No	Statement	SA	A	N	DA	SD
Communication Support						
1	I am comfortable in discussing my thoughts and feelings with my peers.					
2	Our communication is effective during group activities.					
3	There is a supportive atmosphere for open communication among my peers.					
4	I feel encouraged to express my opinions in group settings					
5	My peers respect my contributions during conversations					
6	My peers provide productive feedback during the discussion.					

Social Integration					
7	My peers welcome my participation in social activities.				
8	I have strong friendships in the group of my peers.				
9	My peers try to involve everyone in group activities				
10	There is a strong sense of belonging among my peers				
11	My peers support me during challenging times				
12	I am comfortable interacting with different peer groups				

Appendix B

Dear Respondent, I am student of MS Teacher Education at International Islamic University. I am conducting research entitled “**Effect of Resilience and Peer Relation on academic achievement of University Students**”. It is being assured that the information provided will be used for academic purposes only and will be kept confidential. Your response will be highly appreciated. It will take a few minutes of your time. Thank you for your assistance in collecting data

Demographic Information:

Institute: _____

CGPA: _____ Percentage _____

Note: Tick (✓) the answer which is appropriate to you out of the options given.

Keywords:

SA= Strongly Agree A= Agree N= Neutral DA= Disagree SD= Strongly Disagree

Sr. No	Statement	SA	A	N	DA	SD
Problem Solving Skills						
1	I often find creative solutions to difficult problems.					
2	I believe in my ability to overcome obstacles through strategic thinking or planning.					
3	I usually come through difficult times with little trouble.					
4	I am able to adjust my study strategies when I encounter challenges.					
5	I am confident in my ability to tackle difficult academic tasks.					
6	I seek help or resources when I cannot solve a problem on my own.					

Emotional Stability					
7	I stay calm and composed when faced challenges				
8	I stay focused on my studies even during stressful situations.				
9	I handle setbacks with resilience and bounce back quickly.				
10	My faith gives me hope and resilience in the face of adversity.				
11	I find comfort and guidance for my spiritual beliefs during challenging times.				
12	I maintain a balanced emotional stability even during exam or deadlines.				

CERTIFICATE OF VALIDATION

Research Title: "Effects of resilience and peer relation on academic achievement of university "

By Ghazal Kaleem, MS Scholar

This is to certify that the attached research instruments developed by Ghazal Kaleem, MS scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Two Questionnaires for undergraduate students(quantitative tool)

The above tools have successfully passed the examination and have proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. Munazza Mahmood

Designation: Assistant Professor

Institution: IIU

Department: ELM

Signature: [Signature]

Date: 5/9/24

DR. MUNAZZA MAHMOOD
INCHARGE
Dept. Educational Leadership & Management
Faculty of Education
International Islamic University Islamabad

CERTIFICATE OF VALIDATION

Research Title: "Effect of resilience and peer relation on academic achievement of university students"

By Ghazal Kaleem, MS Scholar

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1. Two Questionnaires for under graduate students (quantitative tool)

The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. M. Zafar Iqbal
Designation: Assistant Professor
Institution: IUI
Department: DoTE
Signature: [Signature]
Date: 03/08/2023

Dr. Muhammad Zafar Iqbal
Assistant Professor in Charge Academics
Department of Teacher Education
International Islamic University
Islamabad

CERTIFICATE OF VALIDATION

Research Title: "Effects of resilience and peer relation on academic achievement of university"

By Ghazal Kaleem, MS Scholar

This is to certify that the attached research instruments developed by Ghazal Kaleem, MS scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Two Questionnaires for undergraduate students(quantitative tool)

The above tools have successfully passed the examination and have proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. Humaira Akram

Designation: Assistant Professor

Institution: IIUI

Department: Teacher Education

Signature: 

Date: 20-09-2024

HEAD OF TEACHER EDUCATION
FACULTY OF EDUCATION

CERTIFICATE OF VALIDATION

Research Title: "Effect of resilience and peer relation on academic achievement of university students"

By Ghazal Kaleem, MS Scholar

This is to certify that the attached research instruments developed by Ghazal Kaleem, MS scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Two Questionnaires for under graduate students (quantitative tool)

The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr Fauzia Agha
Designation: Assistant Professor
Institution: IIU
Department: Teacher Education
Signature: [Signature]
Date: 03/09/2024

CERTIFICATE OF VALIDATION

Research Title: Effects of Resilience and Peer Relation on Academic Achievement of University Students

By Ghazal Kaleem, MS. Scholar

This is to certify that the attached Pre-test and Post-test developed by Ghazal Kaleem, MS. Scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instrument, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Two questionnaires for undergraduate students (quantitative tool)

The above Test have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. Mamouna Ismail
Designation: Assistant Professor
Institution: IUI
Department: Psychology
Signature: [Signature]
Date: _____

Dr. Mamouna Ismail (U.S.A.)
Incharge Career Counselling Center
Department of Psychology
IUI