
Resilience, Social Phobia, and Academic Performance in the University and College Students at Swat Region

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Abstract

This study assumed that the relationship of resilience and social phobia among college and university students. A study of 143 students aged 15-30 was conducted to determine the relationship of resilience, social phobia and academic performance with gender, years of the students, institutional differences and their mutual relationship. Using Brief Resilience Scale (Smith, et al., 2008) and Social Phobia Inventory (Connor, et al., 2008), which were found to be valid and reliable, as well on demographic factors. Statistical analyses revealed that there were significant differences in resilience based on gender, male students were more resilient than female students, while there was no significant difference in social phobia based on gender, and also statistical results were insignificant about the difference in social phobia among college and university students. Statistical operation also indicated that social phobia and Resilience has an insignificant relationship with the academic years of the students, which shows that resilience can be effected by other influential factors rather than change in academic year. The findings highlighted a significant relationship; that resilience is negatively correlated with social phobia, and an insignificant negative relationship was found among social phobia and resilience with academic performance.

Keywords: Resilience, Social Phobia, Academic Performance, University and College Students, Swat Region

Introduction

Social phobia is a universal phenomenon. It is commonly reported mental health issue either mild, moderate or severe level, any age and any person accept who don't have capacity i.e. infancy. According to DSM-IV Social phobia is also known as Social Anxiety disorder (Sultana, Shirin, & Islam,

2017). The word anxiety was originated from Latin language “angere” which mean to cause distress. Social anxiety is multidimensional concept. anxiety have different types i.e. agoraphobia, social anxiety, generalize anxiety. It can affect human behavior from every aspect, it involves one's body, care of self and their relationship (Sundeen & Stuart, 2002).

Social phobia is one of the top 10 chronic disorders which can affect mental and physical outcomes such as intensity of life in relations to health are reducing, according to Bruce and Saeed, in ranked social phobia is third common problem (Kessler, Berglund, Demler, Jin, & Walters, 2005). Social phobia is psychological problem which is “unwanted and uncomfortable” (Ahmed, 2009). Social Phobia had mostly found in those people who were less educated, had no job, and they live among the people alone or they live with single parent. It is harmful disorder for Youth (Cederlund, 2013). As compare to men, women are more vulnerable to social phobia (Acarturk, Graaf, Straten, Ten, & Cuijpers, 2008).

Researchers found that there is no relation between the social phobia and the academic performance of the student, but some researchers said that the severity of social phobia can affect our academic performance but to mild and moderate level. Social phobia is high in girls as compare to boys and high in 1st year students (initial students) as compare to last year students (Sharma & Sharma, 2015).

Resilience is mostly used to adapt the pleasant skills and to control or reduce the unpleasant skills. It's made a social balance. Studies suggested that more resilient person have high capacity to regain their connection, which maybe social, physiological, and psychological, after stressful events. In other words, it has good coping skills (Shikhakbari & Ziaaddini, 2018).

Achievement of Cumulative Grade Points Average (CGPA) can demonstrate the academic performance of the students. There is positive relation between Cumulative Grade Points Average (CGPA) and academic performance (Alkhalfaf, 2018).

Literature Review

The study conducted in the Ludhiana nursing college on the level of Social Phobia with Academic Performance of the students, Quantitative and Non-Experimental Co- relational design was used by them. Hundred students from B.Sc. 1st to 4th years, 25 students were selected from each year of class out of 60 students, on the basis of stratified random sampling using lottery method. Furthermore, used two standardize instruments for the assessment of the students, one is State Trait Anxiety Inventory (STAI), which involve two sub parts for the assessment of the students. First sub part is State Anxiety Inventory, and second sub part is Trait Anxiety Inventory. Both have 30 items, and each item have four possible responses. Another one is Social Phobia Inventory (SPIN) have 17 items same responses like STAI. There is positive effect on academic

performance of the college students found through STAI. Students who have high score in the scale, they led low academic performance. The severe level of Social Phobia can affect the academic performance of the students but mild and moderate does not affect the academic performance (Sharma & Sharma, 2015).

The study worked on post graduated girls at College of Home Economics, Lahore. Found the relationship between social phobia and academic achievement. For the collection of data was used two steps method. Firstly, collected data from 350 students of the 4th, 5th and 6th years of BS program batch 2013-2014 through random sampling and administered social phobia inventory scale (SPIN), found social phobia in 128(35.16%) students. Secondly, they were non randomly selected as a sample those 128 students who have Social Phobia. In the results, the students have high social phobia but there was insignificant effect on the academic achievements of the college students, and demographic factors (Rizwan, Inam, & Abiodullah, 2015).

The research conducted on cross-sectional descriptive study, to found the impact of the social phobia and academic performance in Nigeria at Madonna University. The population of the university were five thousand two hundred thirty-two (5232) students which Two hundred seventy-two (272) undergraduate students were randomly selected, administered two instruments (a) Social Phobia Inventory (SPIN) and (b) General Health Questionnaire (GHQ) (version 12). The relation of social phobia and academic performance were very complex because there are other factors involved i.e. Socio-economic status, cognitive ability, and coping pattern. The impact of social phobia, and academic performance in higher education was limited objective evidence. For proper evaluation of anxiety symptoms and their consequences Longitudinal studies would be necessary (Donald & Olayinka, 2017).

The study conducted at Kathmandu, Nepal, in which about 696 students selected from High school out of twelve hundred (1200), included 462 (66.38%) male and 234 (33.62%) female through Convenient Sampling. Self-report test and Social Phobia Inventory (SPIN) were used. By the permission of authors, translated the Social Phobia Inventory (SPIN) into Nepali language and included some socio-demographic variables. In the result, they found that 2.01% in boys and 1.71% in girls 'very sever' social phobia, but the Social Phobia didn't affect the academic achievement which had been checked by ANOVA (analysis of variance) (Adhikari & Poudal, 2020).

This research done at London to identify the concentration in adolescence by Social Phobia and Academic performance. As a sample from two school five hundred nine (509) students were selected, which is 197 from one school, and 312 from another. Liebowitz Social Anxiety Scale for Children and Adolescents self-report version (LSAS-CA-SR) was used included 73 items and the Short Mood and Feelings Questionnaire (SMFQ), It included 13 items as well as classroom concentration which was assessed with a single-item self-report scale. The young person indicates

from a 0 to 100 scale how they were able to concentrate on what the teacher was saying and what they were learning in class, pertaining to the preceding week. The social anxiety symptoms reduce the concentration ability of a person and the low concentration ability slowly can impact the educational achievement without depression symptoms (Leigh, Chiu, & Clark, 2021). The study looked into how anxiety affects academic achievement among medical students at Al Baha University in Saudi Arabia, considering both positive and negative impacts. 185 medical school male students as a sample selected. Collected data through, Taylor Manifest Anxiety Scale (TMAS) which contains fifty (50) items with the category of true and false, Positive and Negative Affect Scale (PANAS) contains twenty (20) item self-report scale, and Grade Point Average (GPA). The study concluded there's a significant relationship between social phobia and academic achievement. Students with a positive affect tend to have better academic performance, while those with a negative affect tend to have poorer performance. Students in early years of study showed higher levels of social phobia compared to those in later years. The study suggested improving academic performance by boosting positive affect through counseling to help students manage their anxiety or social phobia (Alkhalaif, 2018).

This research was conducted on social anxiety and educational achievement of children. 100 boy students and 100 girl students from two high schools, one was boys' school another was girls' school of Rajshahi city, Bangladesh were randomly selected. Age range of the students from 11-14 years. Collected data through, The Personal Information Form (PIF) involves name age, gender, school name etc, Social Anxiety Scale for Children (SASC) involve 10 items with 3 point/rating scales, and CGPA for the measurement of educational achievement which high GPA demonstrates high educational achievement and vice versa. In the conclusion, low social anxiety led high educational achievement, while high social anxiety led low educational achievement (Sultana, Shirin, & Islam, 2017).

This research conducted at Ali Ibn Abi Taleb hospital of Rafsanjan Iran. Found the relationship between social phobia and resilience. 174 nurses were randomly selected and used three standardize scales involved social phobia inventory (SPIN) having 17 items, Conner & Davidson's (CR-RISC) Resiliency questionnaire having 25 items, and Job Performance Questionnaire (JPQ) having 14 questions. SPIN, CD-RISC Resiliency questionnaire and JPQ have five Likert rating scale. In the results, there is positive relation among resilience and job performance and resilience could lead to increase job performance and decrease social phobia (Shikhakbari & Ziaaddini, 2018).

The study was organized from those students who were under graduated. Randomly collected the data from 400 hundred students, included 200 male students and 200 female students Mean age is 22 years, which is related with social science departments. Applied four standardize scales which is Indigenous Resilience Scale (IRS), Scale for Spiritual Intelligence (SSI),

Satisfaction with Life Scale (SWLS), and Bonding to God Scale (BTGS) along demographics. The result reveals that there is positive relationship among resilience, spiritual intelligence, life satisfaction and bonding with God (Uddin & Khan, 2023).

Research Objectives

1. To explore gender differences across social phobia, resilience and academic performance
2. To determine the relationship of social phobia and academic performance between the university students and college students
3. To ascertain the level of resilience as well as social phobia in freshman and sophomore students and junior and senior students
4. To explore the relationships among age, social phobia, resilience and academic performance of the students.

Hypotheses

- 1) Male students will be more resilient in comparison with the female student.
- 2) Female students will have more social phobia in comparison with male the students .
- 3) College students will have high social phobia as compared to the university students.
- 4) The freshman and sophomore students will report higher level of social phobia as compared to the junior and senior students .
- 5) The freshman and sophomore students will report lower level of resilience as compared to the junior and senior students .
- 6) There will be a negative relation between social phobia and academic performance.
- 7) Resilience will have a positive relationship with academic performance.
- 8) Resilience will have a negative relation with social phobia.

Operational Definition

Social Phobia

Social phobia is defined as an irrational fear of experiencing shame or embarrassment in social interactions or when performing in front of others (Noyer & Saric, 2006).

Anxiety can be described as a state of emotional discomfort linked to the expectation of a potential threat or danger (Sharma & Sharma, 2015).

According to the American Psychological Association (APA), anxiety involves a blend of tense feelings, apprehensive thoughts, and physiological responses tied to autonomic arousal, muscle tension, and contextual factors. In contrast, stress tends to be linked with feelings of irritability, impatience, and challenges in unwinding (Alkhafaf, 2018).

Resilience

Resilience refers to the capacity to rebound from stress, adjust to stressful situations, avoid illness despite considerable hardship, and perform beyond typical levels amidst stress or adversity (Smith, et al., 2008).

As per Bandura, individuals with resilience operate through four mechanisms: cognitive, emotional, motivational, and selective processes. These people tend to see challenges as chances for development (cognitive aspect), experience low stress levels (emotional aspect), maximize personal growth (motivational aspect), and possibly reorient themselves (selective aspect) (Shikhakbari & Ziaaddini, 2018).

Cumulative Grade Points Average (CGPA)

Academic achievement typically refers to accomplishments in educational settings like schools, colleges, or universities. These accomplishments occur in various contexts such as classes, labs, libraries, or projects and are evaluated via exams or ongoing assessments, with outcomes often quantified using a grade point average (Alkhalaif, 2018). Performance, on the other hand, describes how well an individual carries out assigned responsibilities over a certain timeframe (Shikhakbari & Ziaaddini, 2018).

Method

This research method was quantitative survey design.

Sample

The convenient sampling technique was used and data was collected from 143 students (age ranged from 15 to 30 year) from various departments of University of Swat, Government Degree College Mingora, and Government Post Graduate Jahanzeb College, Swat.

Instruments/ Measures of Data Collection

Social Phobia Inventory Scale (SPIN): SPIN was developed by Connor, et al, in 2008, the Department of Psychiatry and Behavioral Sciences of Duke University. There are 17 items in the SPIN, and each item is rated from 0 to 4, the total score ranges from 0 to 68. The SPIN score is from 0 to 20 revealed None, from 21 to 30 revealed Mild, from 31 to 40 revealed Moderate, from 41 to 50 revealed Severe, and from 51 to 68 revealed Very Severe score rating. SPIN is valid and reliable scale (Connor, et al., 2008). SPAN was used more researchers in their research as well as clinical psychologist in their setup. They found the accurate result.

Cumulative Grade Points Average (CGPA) used as a standard for academic performance, in other words, academic performance can be measured through CGPA (Alkhalaif, 2018).

The Brief Resilience scale (BRS) BRS was developed by Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J in 2008. BRS involved 6 items, every item is rated from 1 to 5. Item number 1, 3, 5 are positive and item number 2, 4, 6 are negative in Scoring, add the responses of each six question and divide by six to identify the overall scores of the brief resilience scale. BRS score Interpretation is from 1.00 to 2.99 revealed Low resilience, from 3.00 to 4.30 revealed Normal resilience, and from 4.31 to 5.00 revealed High Resilience (Smith, et al., 2008).

Procedure

This study mainly aimed to determine the relationship of social phobia, academic performance and resilience level of the students at the University of Swat, Government Degree College Mingora and Government Post Graduate Jahanzeb College Swat.

All the students were made clear about the purpose of the study and also informed that they have the flexibility to leave or continue the study at any time. The students had right to ask about any confusion during administration of scales.

Results

Table-1: Mean difference on the score of the Brief Resilience Scale (BRS) between the male students and female students

Variables	N	Mean	SD	t-value	p
Male students	90	18.56	2.54	2.81	.006
Female Students	53	17.26	2.88		

It was assumed that there would be a significant difference between male and female students on Resilience. As shown in table-1, the result revealed significant difference between male and female students on Resilience with $t(141) = 2.81, p < .05$. However, there was a mean difference between male ($M = 18.56, SD = 2.54$), and female ($M = 17.26, SD = 2.88$).

Table-2: Mean difference on the score of Social Phobia Inventory (SPIN) between the Male students and Female students

Variables	N	Mean	SD	t-value	p
Male students	90	26.53	12.08	-1.133	.25
Female Students	53	28.84	11.32		

It was predicted that there would be a significant difference between male and female students on Social Phobia. As shown in table-2, the result revealed no significant difference between male and female students on Social Phobia with $t(141) = -1.133, p > .05$. However, there was a mean difference between male ($M = 26.53, SD = 12.08$), and female ($M = 28.84, SD = 11.32$).

Table-3: Mean difference on the score of Social Phobia Inventory (SPIN) between the college students and university students

Variables	N	Mean	SD	t-value	p
College students	42	29.09	11.57	-1.112	.26
University Students	101	26.68	11.9		

It was assumed that there would be a significant difference between college and university students on social phobia. As shown in table-3, the result revealed no significant difference between college students and university

students on social phobia with $t(141) = -1.112, p > .05$. However, there was a mean difference between college students ($M = 29.09, SD = 11.57$), and university student ($M = 26.68, SD = 11.9$).

Table-4: Mean difference on the score of Social Phobia Inventory (SPIN) between the freshmen and sophomores (1st and 2nd years) students and juniors and seniors (3rd and 4th years) students

Variables	N	Mean	SD	t-value	p
Freshmen	& 55	29.29	12.31	1.526	.129
Sophomores					
Juniors and Seniors	88	26.20	11.41		

It was predicted that there would be the level of social phobia experienced by students in the freshmen and sophomores is significantly higher than the juniors and seniors. As shown in table-4, the result revealed no significant difference between freshmen and sophomores as compare to juniors and seniors with $t(141) = 1.526, p > .05$. However, there was a mean difference between freshmen and sophomores ($M = 29.29, SD = 12.31$), and juniors and seniors ($M = 26.20, SD = 11.41$).

Table-5: Mean difference on the score of The Brief Resilience Scale (BRS) between the freshmen and sophomores (1st and 2nd years) students, and juniors and seniors (3rd and 4th years) students

Variables	N	Mean	SD	t-value	p
Freshmen	& 55	17.8	2.92	-.979	.329
Sophomores					
Juniors and Seniors	88	18.26	2.61		

It was predicted that there would be the resilience level high in the freshmen and sophomores as compare to juniors and seniors. As shown in table-5, the result revealed no significant difference between freshmen and sophomores as compare juniors and seniors with $t(141) = -.979, p > .05$. However, there was a mean difference between freshmen and sophomores ($M = 17.8, SD = 2.92$), and juniors and seniors ($M = 18.26, SD = 2.61$).

Table-6: Pearson Product Moment Correlation among Resilience, Social Phobia and Academic Performance (N=143)

Variables	Resilience	Social Phobia	Academic Performance
Resilience	-	-.200*	-.069
Social Phobia		-	-.039
Academic Performance			-

p>0.1; *p<0.05

Table 6, indicates the values of correlation coefficient between resilience and social phobia ($r = -0.200$), resilience and academic performance ($r = -0.069$), and social phobia and academic performance ($r = -0.039$).

Discussion

The present study revealed that male students were statistically more resilient as compared to female students while the social phobia was statistically non-significant on gender as well as in the university students and the college students.

Previous researches indicated that resilience level of male students is higher than female students because, female are more responsible in the society (e.g. child caring, duty at home etc.) and female are more emotional than male (Erdogan, Ozdogan, & Erdogan, 2015). There is no significant effect of social phobia on demographic factors as well as the academic performance (Rizwan, Inam, & Abiodullah, 2015). The low level of social phobia can't affect the academic performance but the severe level of social phobia can affect the academic performance of the nursing college students (Sharma & Sharma, 2015). Social phobia high prevalent among university students (GÜLTEKİN & DEREBOY, 2011). The severe level of social phobia in boys is 2.01% and in girls 1.71% but social phobia cannot affect the academic performance reveals by ANOVA (Adhikari & Poudal, 2020).

The current study exhibited that the freshmen, sophomores, juniors and seniors were no significantly affected by social phobia and resilience.

Previous researches indicated that there are significantly differences in the level of social phobia to the type of family, residential area and father education but there is no effect of class, age, mother education, number of siblings on level of anxiety (Sharma & Sharma, 2015). the relation of social phobia and academic performance is very complex process it need longitudinal study (Donald & Olayinka, 2017). Resilience is adapted and measure in intrinsic form of education (Sam & Lee, 2020).

The present study reveals that there was no significant difference on resilience by academic years of the students.

Previous researches indicated that change in resilience is a multifaceted process which can be influenced by multiple factors such as linked to teacher support, as supportive teachers can foster resilience by providing encouragement, guidance, and a positive learning environment, helping students stay motivated and succeed despite difficulties (Cai & Meng, 2025).

The present study reveals that there was significant negative correlation between social phobia and resilience.

These findings were consistent with findings of previous researches which states that psychological resilience was negatively correlated with social phobia (Jefferies, Holtge, & Ungar, 2020). there was significant positive correlation between social phobia and resilience (Shikhakbari &

Ziaaddini, 2018). According to interpersonal theory, social phobia disorder has some kind of problem in individuals in social skills (Shikhakbari & Ziaaddini, 2018).

Conclusion

The present study investigated the effects of social phobia on academic performance and the role of resilience among college and university students.

In terms of gender, male students were found to be significantly more resilient than female students. However, no significant gender-based differences were found in levels of social phobia.

The relationship of social phobia with college and university students was insignificant. Similarly, the study showed no significant differences in social phobia and resilience across different academic levels (freshmen, sophomores, juniors, seniors). And importantly, a significant negative correlation was found between social phobia and resilience, indicating that as resilience increases, symptoms of social phobia tend to decrease. Social phobia and resilience has a negative insignificant correlation with academic performance.

Overall, the study concludes that while social phobia and resilience are interconnected, social phobia does not independently predict academic performance. It emphasizes the need for a more comprehensive, longitudinal approach to understand the complex interactions between psychological factors and educational achievement. Future research should continue to explore these dynamics, especially focusing on the influence of supportive academic environments in enhancing resilience and student success.

Implications:

Resilience-building programs: Educational institutions may consider implementing programs aimed at enhancing resilience among students, particularly those who are struggling with social phobia or other mental health issues because social phobia can have dramatic effect on individuals' performance.

Mental health support: Institutions may need to provide adequate mental health support services for students, including counseling and therapy, to help them manage social phobia and other mental health issues.

Teacher support: Teachers can play a crucial role in fostering resilience among students by providing encouragement, guidance, and a positive learning environment.

Limitations of the study

- This study was only conducted on university and college students at swat region.
- The same size and characteristics may not be true representative of all university and college student.
- The study cross sectional design limits the ability to find the causal relationship between variables.

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