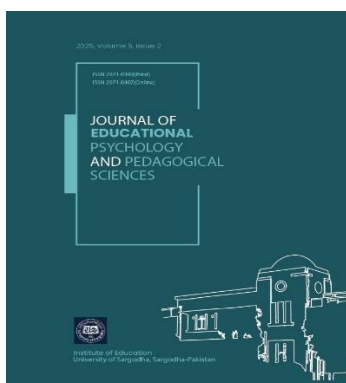




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The Influence of Emotional Well-Being, Perseverance, Resilience, and Motivation on Learning Attitudes: A Comparative Study of Teens' Perceptions

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ABSTRACT

This study aims to investigate the influence of emotional well-being, perseverance, resilience, and motivation on learning attitudes among teenagers, taking into account significant differences across genders and academic levels. The researchers employed cross-sectional comparative design. Data were gathered from 100 participants through structured questionnaires. Stratified random sampling method was used in selecting participants. Inferential statistical tests were employed for data analysis. The results indicated that emotional well-being, perseverance, resilience, and motivation had significant impact on learning attitudes. There were no significant differences in emotional wellbeing but there was significant difference in perseverance, resilience, and motivation and learning attitudes between male and female teens. Further, no statistical difference was found in adolescents' perceptions regarding their emotional well-being, perseverance, resilience, motivation and learning attitudes across academic levels. The findings highlight the significance of promoting emotional well-being as well as perseverance, resilience, and motivation towards enhancing teenagers' attitudes to learning. It was recommended to foster emotional well-being, growth mind set, coping with stress, organized environments, seeking opportunities, and acknowledging successes.

Keywords: Emotional well-being, learning attitude, motivation, perceptions, perseverance, resilience, teens.

1. Introduction

In education, it is important to understand the determinants of learning attitudes for developing effective learning environment and academic achievement. Emotional well-being, persistence, resilience, and motivation and many others have been known to be the decisive factors affecting learning attitudes (Hussain et al., 2023). Emotional well-being, a resilience to cope stress, face challenges and remain optimistic, has been linked with academic achievement (Frenzel et al., 2016). Similarly, adolescents with perseverance in the challenges and adversity overcome the academic challenges (Duckworth, 2016). Additionally, resilience, the ability to rebound from

difficulty, is crucial for sustaining motivation and interest in learning (Yeager & Dweck, 2021). But, as far as these factors are concerned, there can be diversity by gender and level of studies. Earlier research had shown that emotional well-being is directly linked to learning achievement and academic performance (Fredrickson, 2013). Further, resilience and persistence among adolescents are very important factors contributing to their success in studies (Martin, 2021). Additionally, motivation has also been viewed as significant factor affecting the learning attitude and achievement of adolescents (Urdan & Schoenfelder, 2022).

The study aimed to investigate the influence of emotional well-being, perseverance, resilience, and motivation on learning attitudes among teenagers in Masroor, Karachi. This area was selected for this study due to its distinct socio-environmental and educational characteristics, making it suitable for examining adolescents' psychological and learning-related factors. It is a semi-urban locality with a mix of residential communities and access to a range of educational institutions, providing a diverse student population for data collection. The area reflects varied socio-economic backgrounds, which supports comparative analysis of students' perceptions regarding emotional well-being, motivation, perseverance, resilience, and learning attitudes. Its accessibility and presence of school-going adolescents make it a practical and relevant setting for the objectives of this research. Through comparative study, the researchers aimed to understand how differences existed in teenager's perception about these factors among genders and class levels.

An understanding of these dynamics can be useful to educators, policymakers, and other stakeholders to come up with interventions and support systems that enhance learning attitudes and academic performance for adolescents. The researchers sought to contribute to the body of literature and come up with evidence-base information for enhancing learning experiences and environments and ensuring the holistic development of teenagers.

The aim of the study was to investigate the impact of emotional well-being, perseverance, resilience, and motivation on learning attitudes of teenagers in Masroor, Karachi, taking into account any variations by gender and academic levels.

2. Research Objectives

The objectives of the study were as follows:

1. To investigate the influence of emotional well-being, perseverance, resilience, and motivation on learning attitudes among teenagers in Masroor, Karachi.
2. To determine the differences in male and female teens' perceptions regarding their emotional well-being, learning attitudes, perseverance, resilience, and motivation.
3. To examine how teenagers' perceptions regarding their emotional well-being, learning attitudes, perseverance, resilience, and motivation vary across different academic levels.

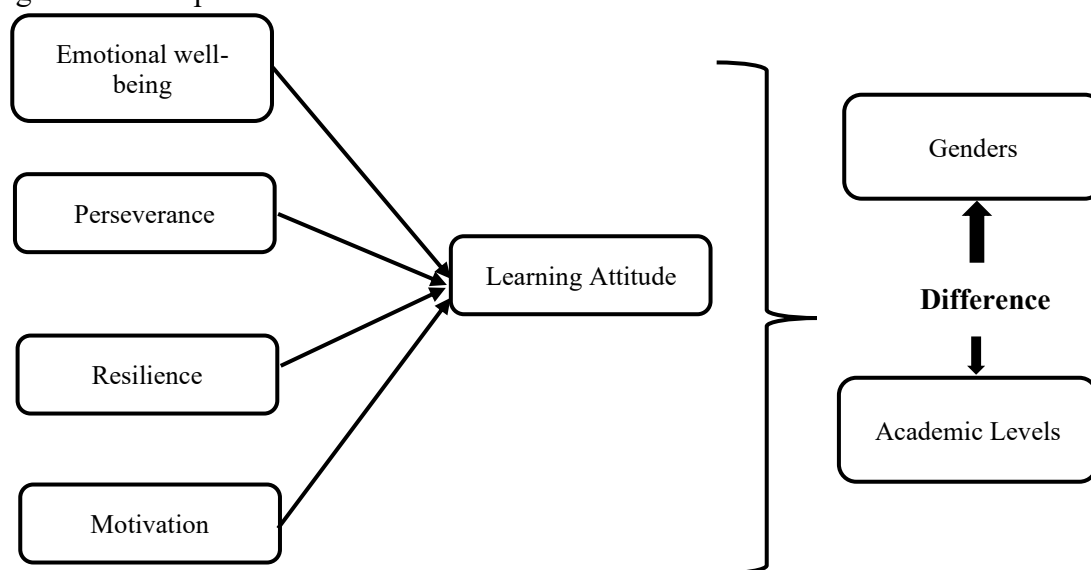
3. Research Hypotheses

Following were the research hypotheses, formulated to achieve the objectives:

1. **H0:** There is no influence of emotional well-being, perseverance, resilience, and motivation on learning attitudes of teenagers.
H1: There is a significant influence of emotional well-being, perseverance, resilience, and motivation on learning attitudes of teenagers.
2. **H0:** There are no significant differences between male and female teenagers regarding their emotional well-being, learning attitudes, perseverance, resilience, and motivation..

- H1:** There are significant differences between male and female teenagers regarding their emotional well-being, learning attitudes, perseverance, resilience, and motivation.
3. **H0:** There are no significant differences among teenagers regarding their emotional well-being, learning attitudes, perseverance, resilience, and motivation across different academic levels.
- H1:** There are significant differences among teenagers regarding their emotional well-being, learning attitudes, perseverance, resilience, and motivation across different academic levels.

Figure 1. Conceptual Framework



These hypotheses led the study to provide insights regarding the influence of aforementioned variables of learning attitude among teens and possible differences in perceptions across genders and academic levels.

4. Literature Review

Learning attitude is an essential element in academic achievement. It involves the learner's approach, emotional state and mind set towards the learning process. It also involves their willingness to engage, enthusiasm and interest in learning activities as well as their perseverance and determination to overcome difficulties. Positive learning attitude certainly influences educational performance, academic achievement and lifelong learning (Reeve et al., 2025). It involves active engagement, openness to learning and participation in learning activities motivated by one's curiosity, interest and intrinsic motivation. Its significance renders it a key determinant of academic achievement (Nauzeer & Jaunky, 2021). Research suggests that people with a positive attitude are likely to endure and stick with the challenges, setbacks and face obstacles in the learning process (Li et al., 2025). Resilience is also another significant factor in learning. It indicates one's capacity to recover from failures, setbacks in disappointments and hold a positive mindset and motivation towards learning (Connor & Davidson, 2003). Several factors are responsible for the formation of positive learning attitude since emotional well-being plays a significant role in influencing learning attitude. In addition, positive emotions like happiness and contentment energize a person to involvement and persistence in learning activities (Kumar & Sahoo, 2024). Motivation is the most important element of learning attitude. Intrinsic motivation based on interest, personal contentment and curiosity have vital roles in promoting a positive attitude (Reeve, 2020; Ryan & Deci, 2020).

Teens, adolescents or youth, as usually referred to, are people between the ages of 13 and 19 years. This stage of development is adolescence. It is a period where major cognitive, social, emotional and physical changes occur (Sawyer et al., 2018). Adolescents develop physically, undergo puberty and development of sexual maturity. This stage is recognized for hormonal fluctuations and growth in body shape and size (Viner et al., 2012). Cognitively, they undergo significant changes in their thinking capacity and cognitive processes. Higher-order thinking skills are acquired like problem-solving, critical thinking and abstract reasoning. Their brains are still developing, especially the prefrontal cortex, which governs decision-making and control over impulses, therefore, they can also exhibit risk-taking behavior and impulsivity (Casey et al., 2011). Emotionally, they go through a wide array of feelings. They are confronted with the difficulties of adolescence. They may be subjected to mood swings, need for separation from their parents or guardians and development of identity (Steinberg, 2014). They are also affected socially by various factors like peer relationships, school life, media influences or family life (Schneider et al., 2020). They desire to gain acceptance from their peers, close friends and join social activities. They attempt to create a sense of self autonomy and discover their identity, values and beliefs. They try to find their niche in the world, trying out various interests, hobbies and peer groups (Erickson, 1968).

Emotional well-being defined as positive emotions, coping with various challenges and stress management. It was found to be a key driver of learning attitudes among teens. Fredrickson (2013) claims that positive emotions not only positively contribute to mental health but also influence teens' creativity, thought-action repertoires, resilience and general psychological health. Through this manner, teenagers with positive emotions are likely to undertake learning tasks with eagerness and willingness, influencing a good learning attitude (Frenzel et al., 2016). Perseverance, overcoming barriers, determination, persistence, is another essential factor that affect learning attitudes. Duckworth (2016) highlights the importance of perseverance in reaching long-term goals. Teenagers high in grit are also likely to concentrate, persevere and sustain effort and interest in their studies, resulting in a better learning attitude and academic performance (Duckworth, 2016). Resilience, the capacity to rebound from adversity and react positively to adversity, is also linked with learning attitude. Yeager and Dweck (2012) contend that adolescents who hold the belief in their personal dispositions are likely to cultivate resilience and a positive leaning attitude, even in challenging conditions. Resilient people with higher persistence, engagement and motivation are persuaded to increase learning (Martin, 2021). Additionally, motivation is also a major factor in the development of positive leaning attitude. Deci and Ryan (2000) claim that intrinsic motivation, which rises from internal factors like interest, personal enjoyment and satisfaction. In contrast, extrinsic motivation, which is brought about by external stimulants like rewards and punishment, can weaken intrinsic motivation and inhibit the formation of a positive learning attitude (Urdan & Schoenfelder, 2022; Hussain, Safdar & Khan, 2023).

Studies show that gender differences occur in emotional expression, stress coping, and motivation (Hyde, 2014). Women report greater emotional well-being and resilience than men, but men report more perseverance at some academic tasks (Wang et al., 2024). Knowing gender differences is highly essential for framing interventions, required for emotional and motivational demands of adolescents. Also, academic proficiency of people can influence their emotional welfare, persistence, resilience, and motivation (Urdan & Schoenfelder, 2022). For instance, younger adolescents can have greater intrinsic motivation and resilience because of inherent curiosity and flexibility, while older adolescents might experience greater academic pressure which resulted in changes in their emotional welfare and motivation (Hussain, Safdar & Khan, 2023). Knowledge of these differences in development is needed to customize the age-suited interventions for teenagers' emotional health and motivation, and thereby promote positive learning attitude..

Psychological concepts and theories that assist to comprehend emotional well-being, perseverance, resilience, motivation and learning attitude gave theoretical foundation to the study like broaden and built theory (Fredrickson, 2013) which states positive emotions increase psychological well-being and broaden people's thought-action repertoires, build resilience, well-being, and creativity. This theory posits positive emotions increase thinking capacity of the individuals and broaden their outlook. Thus, adolescents who possess positive emotions are more interested in learning activities. They are more engaged, motivated and enthusiastic. Finally, they possess positive learning attitude. Secondly, Grit theory (Duckworth, 2016) emphasizes the role of perseverance in attaining long-term objectives. Passion coupled with perseverance for long-term objectives is referred to as grit. Adolescents with greater levels of grit retain effort, persistence and interest in learning, despite adversity, struggles and failures. Hence, grit is essential for promoting teens' learning attitude and academic achievement. In addition, Carol Dweck's (Yeager & Dweck, 2012) theory of mindset appreciates that beliefs concerning the development of personal dispositions (growth mindset) shape people's attitude to learn as well as coping with adversity. Hence, adolescents who have the perception that personal traits can be acquired through hard work and effort might show resilience in adverse circumstances. They might foster a positive attitude to learn with more motivation, involvement and perseverance in their academic endeavors.

5. Research Methodology

Philosophical Underpinnings

This research is epistemologically grounded in positivist research paradigm seeking to uncover objective truths by empirical observation and systematic examination of data (Guba & Lincoln, 2017). This paradigm was considered suitable for the study as it permitted the examination of the influence of emotional well-being and other variables like such as resilience, perseverance and motivation on learning attitude followed by significant differences in teen's perceptions regarding these variables across genders and academic levels using quantitative measures.

Research Design

The study used cross-sectional comparative research design to investigate the influence of emotional well-being, resilience, perseverance, and motivation on learning attitude among teens in Masroor, Karachi. The design enabled data collection at one moment in time to provide a snapshot of teens' perceptions and experiences. By comparing their perceptions by gender and academic levels, the study aimed to achieve understanding of how their perceptions vary (Cresswell & Cresswell, 2017).

Population and Sample

The population of the study was resident teenagers of Masroor who were studying in government/private institutions in Karachi at different academic levels. The sample included 100 participants. The demographic details of the sample are given below:

Table 1. Demographic Details of Sample of the Study

Variables	Details	Frequency	Percentage
Gender	Male	39	39
	Female	61	61
	Total	100	100
Age in years	13-14	23	23.0
	15-16	25	25.0
	17-18	34	34.0
	18-19	18	18.0
	Total	100	100.0
Academic level	7-8	6	6.0
	9-10	21	21.0
	11-12	21	21.0
	above	52	52.0
	Total	100	100.0
Institution	Government	61	61.0
	Private	39	39.0
	Total	100	100.0
Living Arrangement	Both parents	94	94.0
	Single Parents	3	3.0
	Guardian	3	3.0
	Total	100	100.0

Table 1 gives the demographic information of the study sample. The sample included 100 respondents 39% male and 61% females. When it came to age, 23% were between 13-14 years, 25% 15-16 years old, 34% 17-18 years old and 18% 18 to 19 years old. Academic level-wise 6% were in grade 7-8, 21% in 9-10, 21% 11-12 and 52% in higher academic levels. Institution-wise 61% participants were in government institutions while 39 % in private institutions. Living status reveal that 94% lived with both parents, 3% with single parents and 3% with guardian. Overall, the study sample was diverse in nature with respect to gender, age, academic level, institution type and living arrangements.

Sampling Technique

The research used a stratified random sampling method to choose the sample. The teen population of Masroor, Karachi was divided into different strata on the basis of key characteristics like age gender and academic levels. Participants were then chosen randomly from every stratum.

to ensure that all the sub groups were properly represented in the study sample (Cresswell & Cresswell, 2017)

6. Research Instrument

A structured questionnaire was the tool of data collection designed to obtain data from teenagers about their emotional well-being, perseverance, resilience, motivation and learning attitudes. The demographic information about the respondents such as gender and level of study formed the first part of the questionnaire. For emotional well-being a scale of happiness, sadness, anxiety and stress was used. It had 15 items adapted from measure employed in earlier research (Koğar, & Koğar, 2024). The learning attitude scale had 15 items that assessed teens' attitude towards learning such as interest, engagement and willingness to participate in academic activities (Reeve et al., 2025). The perseverance scale measured teenagers' ability to persist in challenging situations. It consisted of 5 items, adapted from previously used measures (Li et al., 2025). Similarly, the scale of resilience, also consisted of 5 items. It measured teenagers' ability to bounce back from adverse situations, taken from previously used measures (Connor & Davidson, 2003; Smith et al., 2008). Finally, the motivation scale also contained 5 items pertaining to adolescents' motivation to study and succeed in their academic pursuits, derived from measures (Credé & Phillips, 2011). The Cronbach alpha of the tool was determined which was .83. It was also ensured that the validity was maintained by referring to six experts. S-CVI value was determined which was .92.

7. Data Analysis

Data was analyzed using appropriate statistical tests such as Regression (for influence), t-test (for difference between genders) and one-way ANOVA (for difference across academic levels) using statistical software SPSS (Statistical Package for the Social Sciences).

Results

The results of the study were as follows:

Table 2. Multiple Linear Regression Predicting Influence

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% <i>CI</i>
(Constant)	3.010	5.073	.593	.554	[-7.061, 13.082]
Emotional well-being	.526***	.094	5.620	.000	[.340, .712]
Perseverance	.396**	.185	2.141	.035	[.029, .764]
Resilience	.403**	.153	2.631	.010	[.099, .707]
Motivation	.418**	.167	2.511	.014	[.088, .749]

Note. *CI* = Confidence Interval. *** $p < .001$

Table 2 shows the influence of emotional well-being, perseverance, resilience and motivation on learning attitudes. The R^2 value (0.565) revealed that the predictor variables explained 56% of the variance in the outcome variable with $F(4, 95) = 30.883$, $p < .001$. The findings revealed that emotional well-being ($\beta = 0.526$, $p < .001$), perseverance ($\beta = 0.396$, $p < .01$), resilience ($\beta = 0.403$, $p < .01$) and motivation ($\beta = 0.418$, $p < .01$) all positively influence learning attitude.

Table 3. Comparative Analysis of Teens' Perceptions Between Males and Females

Variables	Males		Females		<i>t</i> (98)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Emotional Well Being	61.48	4.56	59.704	5.475	1.69	.094	0.354
Learning Attitude	60.41	5.05	57.180	6.157	2.73	.007	0.57
Perseverance	21.00	1.71	19.78	2.727	2.73	.008	0.53
Resilience	19.58	2.57	18.442	2.941	1.99	.049	0.415
Motivation	19.84	2.60	18.754	2.814	1.94	.054	0.403

Table 3 revealed that no significant difference was found in emotional well-being between male ($M = 61.48$, $SD = 4.56$) and female teens ($M = 59.704$, $SD = 6.157$), as $p = .094$, $t(98) = 1.69$, Cohen's $d = 0.354$. However, male participants ($M = 60.41$, $SD = 5.05$) reported slightly higher perceptions for learning attitude compared to females ($M = 57.180$, $SD = 6.157$), and this difference was statistically significant as $t(98) = 2.73$, $p = .007$, Cohen's $d = 0.57$. Similarly, male participants ($M = 21.00$, $SD = 1.71$) reported slightly higher perceptions for perseverance compared to females ($M = 19.78$, $SD = 1.71$), and this difference was statistically significant as $t(98) = 2.73$, $p = .008$, Cohen's $d = 0.53$.

Likewise, male participants ($M = 19.58$, $SD = 2.57$) reported slightly higher perceptions for resilience compared to females ($M = 18.442$, $SD = 2.941$), and this difference was statistically significant as $t(98) = 1.99$, $p = .049$, Cohen's $d = 0.415$. Furthermore, male participants ($M = 19.84$, $SD = 2.60$) reported slightly higher perceptions for motivation compared to females ($M = 18.754$, $SD = 2.814$), and this difference was slightly statistically significant as $t(98) = 1.94$, $p = .054$, Cohen's $d = 0.403$.

The findings suggest that no statistically significant difference was found in perceptions for emotional well-being between male and female participants. However, there were statically significant differences between them regarding their learning attitude, perseverance, resilience and motivation.

Table 4. Emotional Wellbeing and Learning Attitudes of Teens across Academic Levels

Measure	7-8		9-10		11-12		Above		<i>F</i> (3, 96)	η^2
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Emotional Wellbeing	58.66	6.65	60.76	5.86	60.04	4.46	60.59	5.11	.308	0.009
Learning Attitude	60.50	3.83	57.23	6.81	57.14	6.29	59.21	5.55	1.159	0.03
Perseverance	21.50	1.64	20.80	1.60	20.19	2.67	19.92	2.67	1.207	0.03
Resilience	19.00	3.03	19.19	2.82	18.28	3.018	19.00	2.814	.415	0.01
Motivation	19.50	2.07	19.85	3.79	18.04	2.41	19.32	2.406	1.69	0.05

*** $p < .001$, ** $p < .01$.

Based on one-way ANOVA conducted on emotional well-being of teens across different academic levels (7-8, 9-10, 11-12 and above), there was no statistically significant difference in emotional well-being among the mentioned groups, $F(3, 96) = .308$, $p \geq 0.05$, $\eta^2 = 0.009$. The results suggest that the emotional well-being of teens does not significantly vary based on their academic level. The effect size was very small, indicating that only 0.9% of the variance could be explained by academic level of the teenagers.

Similarly, based on one-way ANOVA conducted on learning attitude, perseverance, resilience and motivation of teens across different academic levels, no statistically significant differences were found among above mentioned groups for learning attitude ($F(3, 96) = 1.159$, $p \geq 0.05$, $\eta^2 = 0.034$), perseverance ($F(3, 96) = 1.207$, $p \geq 0.05$, $\eta^2 = 0.036$), resilience ($F(3, 96) = .415$, $p \geq 0.05$, $\eta^2 = 0.012$) and motivation ($F(3, 96) = 1.696$, $p \geq 0.05$, $\eta^2 = 0.05$). The effect sizes for these variables were very small ranging from 1 to 5% indicating that only small percentage of variance in these factors could be explained by the academic level of the teenagers. Post Hoc test also revealed that there were no statistically significant differences found in emotional well-being, learning attitude, perseverance, resilience and motivation among teenagers across academic levels. Thus, emotional well-being, learning attitude, perseverance, resilience and motivation do not significantly vary based on academic level of teens.

8. Discussion

The findings of this study "The influence of emotional well-being, perseverance, resilience, and motivation on learning attitudes: a comparative study of teens' perceptions across gender and academic levels" are consistent with most of the earlier research, offering valuable insights regarding the determinants of learning attitudes among teenagers. Nevertheless, there are some aspects where the present study varies from the results of earlier research papers. Hussain, Safdar & Khan (2023) established a meaningful relationship between self-efficacy, academic motivation, social support and academic success among university students. The significance of social support as a determining factor of success in academics was emphasized by the study. Social support was revealed by them to be a mediator between self-efficacy and academic performance. Although this research examined the influence of emotional well-being, perseverance, resilience, and motivation in influencing learning attitudes of adolescents, social support role was not explored in this research. McCormick et al. (2021) also explored the role of social-emotional learning (SEL) in academic achievement of adolescents. The longitudinal research highlighted the role of SEL in improving adolescents' learning attitudes and academic achievements. Their research showed the effect of socio-emotional learning on learning attitudes of adolescents in the long term. The study findings on emotional well-being, grit and motivation were in line with current study. While effect of SEL on teens' learning attitude was not the center of current study. In addition, Turhan (2020) uncovered gender differences in academic achievement and motivation among adolescents. It was a meta-analysis. It analyzed statistically significant differences between participants. In addition, this study contradicts (Doll & Song, 2023) who analyzed the impact of teacher support and classroom environment on teenagers' resilience and motivation. They highlighted the importance of positive teacher-student relationships and supportive classroom environments in fostering individuals' resilience and motivation.

9. Conclusion

The study concludes that emotional well-being, perseverance, resilience, and motivation play an important role in shaping adolescents' learning attitudes. These factors collectively contribute to how positively students engage with their learning process and respond to academic challenges. A supportive emotional state, along with strong perseverance and resilience, helps students maintain focus and adapt better to academic demands, while motivation further strengthens their

willingness to learn. Although some variations may exist across gender in certain psychological and learning dimensions, and minimal differences may be observed across academic levels, these factors remain generally important across adolescent groups. Therefore, it is essential for educators, parents, and institutions to focus on promoting emotional well-being and fostering perseverance, resilience, and motivation among students to enhance their overall learning attitudes and academic development.

10. Research Implications and Recommendations

The results of the study have a number of implications in educational practice. First, this study emphasizes the importance of emotional well-being, perseverance, resilience, and motivation for positive learning attitude among teens. In addition, the significant differences found in this study between male and female participants highlight the necessity of gender-specific interventions designed to meet their unique socio-emotional needs. Integrating the socio-emotional learning aspects of adolescents into their educational curriculum and providing training to teachers are necessary. Lastly, these findings can influence education policies geared towards the emotional-well-being and academic achievement so resources can be given to socio-emotional development initiatives for teenagers.

The study proposed following recommendations:

- There should be open communication and positive relationships at home to support emotional-well-being.
- A growth mind set should be nurtured by acknowledging effort and persistence.
- Coping skills to handle academic and personal difficulties should be instilled.
- Organization and time management skills should be encouraged to establish a structured environment
- Teenagers should be given opportunities to pursue their interest and passion.
- Accomplishments and milestones should be rewarded to enhance motivation and confidence.

DECLARATION STATEMENTS

Conflict of Interest

The authors declare that there are no potential conflicts of interests related to the research publication and/or authorship of the study

Ethical Permissions

Ethical approval was obtained from relevant review board at Hamdard University. Informed consent was secured from all participants prior to data collection.

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Author Contribution

TA conceptualized the study and collected the data. JA supervised the project. Both authors conducted the data analysis and wrote and approved the final version of this manuscript.

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