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Resilience and Social Support as Pathways to Academic Achievement and Adjustment among International Students at a Pakistani University

Hafiza Aqsa
University of the Punjab, Lahore, Pakistan

ABSTRACT

International students often experience challenges when adapting to academic systems and cultural settings different from their own. Grounded in Bandura's social cognitive theory, this study examined the role of resilience and social support in predicting academic achievement and adjustment among international students at the University of the Punjab, Lahore, Pakistan. A purposive sample of 100 international students ($M = 23.36$ years, $SD = 3.47$) participated in the study. The results indicated that resilience and social support were significant positive predictors of adjustment, whereas the length of stay in Pakistan positively predicted academic achievement. Compared with female students, male students reported higher levels of social support from significant others and family. These findings highlight the interaction of personal and environmental factors in shaping students' academic and sociocultural adaptation. Universities in developing host countries can enhance international student outcomes by integrating resilience-building programs, peer-support networks, and culturally responsive orientation initiatives into their institutional support systems.

Keywords: Academic Achievement, Adjustment, Resilience, Social Support

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INTRODUCTION

International students play a vital role in enriching host countries by contributing to cultural diversity and global perspectives. Nevertheless, they often encounter multiple challenges across academic, social, and cultural domains that complicate their adjustment to new environments (Riaz, Rafique, & Riaz, 2025). Adjusting to an unfamiliar educational system and cultural environment can be both demanding and stressful, with language barriers among the most significant obstacles to academic achievement and social integration in host universities (Maryam, Rehman, Nawal, Shoaib, & Ullah, 2025). Recent research continues to emphasize that supportive university environments and culturally inclusive practices significantly ease international students' transitions across different host contexts (Beri, Thakur, & Kumar, 2025; Lee & Rice, 2022; Zhang & Zhou, 2023).

According to a report by the Interior Ministry, international students from more than 37 countries, representing Asian, European, North American, and African regions, study in Pakistan (Khan, 2012). While this diversity enriches campuses with creativity, global perspectives, and cultural exchange, many international students also face acculturative stress during their transition. Such stressors can lead to psychological and sociocultural difficulties, including depression, anxiety, homesickness, and mismatches between expectations and lived realities (Riaz, Rafique, & Riaz, 2025). These challenges echo earlier findings documenting the adjustment difficulties among international students across behavioral, academic, and social domains (Chu, Lee, & O'Brien, 2018; Gebregergis, 2018; Wilson, 2013). More recent studies in Pakistan have revealed that limited institutional support and unfamiliar cultural norms further exacerbate these adjustment challenges (Hussain & Qureshi, 2021; Ali & Jalal, 2023).

Individuals vary in their responses to stressors, and these differences are shaped by personal characteristics such as resilience, which plays a central role in the adjustment process (Wang, 2004). Resilient individuals are generally better able to adapt to adversity (Fletcher & Sarkar, 2013). Cultural intelligence and psychological hardiness have previously been associated with successful adjustment among international students (Harrison & Brower, 2011). Adjustment is the process of balancing personal needs with environmental demands (Smith & Khawaja, 2011), and research consistently shows that both personal and interpersonal resources shape this process (Zhang & Goodson, 2011; Wang et al., 2018). Recent empirical evidence further demonstrates that resilience significantly predicts lower acculturative stress, improved sociocultural adaptation, and better mental health outcomes among international students across diverse global contexts (Chen & Zhou, 2022; Park & Kim, 2021). Recent studies also show that resilience, when supported by institutional resources and peer networks, contributes to stronger academic persistence and psychological well-being among international students (Mwangi, 2023).

Regarding the roles of resilience and social support in international students' adjustment, prior studies have identified several predictors that influence their psychological well-being and adaptation to host environments. Zhang and Goodson (2011) reported that factors such as stress, social support, English

language proficiency, country of origin, length of stay, social interaction with the host community, self-efficacy, gender, and personality significantly shape international students' adjustment. Similarly, Wang et al. (2018) demonstrated that high self-esteem, positive problem-solving skills, and lower maladaptive perfectionism contribute to better acculturative adjustment. Recent studies have confirmed these findings, showing that cultural openness, adaptive coping strategies, and strong peer support predict smoother psychological and sociocultural adjustment among international students (Zhou & Santos, 2021; Alharbi & Smith, 2022). Recent research conducted in Pakistan confirms that international students experience substantial acculturative stress, which can adversely affect their psychological adjustment, thereby underscoring the central role of both personal resilience and social support (Riaz et al., 2025).

In addition to personal characteristics, environmental determinants such as social support, the cultural context, and access to coping resources also play pivotal roles in shaping adjustment (Fletcher & Sarkar, 2013). Adequate social support enhances resilience, provides emotional stability, and fosters a sense of belonging during difficult transitions (Matud et al., 2003). Recent empirical studies have shown that supportive campus environments, peer mentoring, and cultural inclusion initiatives significantly improve psychological and academic adjustment (Zhou & Santos, 2021; Zhang & Zhou, 2023). Gender differences and personality traits also contribute to variations in adjustment outcomes. Research indicates that women may experience higher levels of psychological adjustment, whereas personality traits such as extraversion and openness are consistently linked to better sociocultural adjustment among international students (Mahmood & Iqbal, 2015; Lin et al., 2012; Eun-Ju et al., 2011; Park & Kim, 2021).

Contextual factors, including length of stay, also influence psychological and sociocultural adjustment. Previous research has indicated that a longer duration of stay in the host country contributes to enhanced acculturation and improved psychological well-being (Li, Wang, & Xiao, 2014), and more recent studies further reinforce that extended residence improves cultural competence, communication confidence, and psychological stability among international students (Alharbi & Smith, 2022). Cultural adjustment has also been shown to significantly predict academic achievement among international students (Nasir, 2012). Recent studies indicate that students who are culturally better adjusted tend to report greater academic engagement and satisfaction (Zhang & Zhou, 2023).

As previous research has shown, both psychosocial and cultural adjustment play crucial roles in shaping academic outcomes among international students (Zhang & Goodson, 2011). Academic achievement, in this context, reflects not only communicative competencies, such as reading, writing, and oral proficiency but also the broader academic skills and capabilities required for successful performance in higher education settings (Leary & Borsato, 2006). For international students, academic performance reflects successful adjustment and supports long-term educational goals (Yan & Berliner, 2009). English language proficiency remains a critical predictor of academic achievement (Zhang & Goodson, 2011). Recent studies further suggest that academic self-efficacy, social

integration, and institutional support significantly predict international students' academic engagement and achievement (Lee & Rice, 2022; Mwangi, 2023).

Establishing social support systems and utilizing coping skills are associated with positive psychological adjustment during cultural transitions (Yusoff & Chelliah, 2010). Recent studies further emphasize that structured peer networks, mentoring programs, and culturally responsive institutional services enhance both emotional and academic adjustment among international students (Zhang & Zhou, 2023; Beri et al., 2025).

THEORETICAL FRAMEWORK

According to Bandura's social cognitive theory, individuals are influenced by three factors: personal, behavioral, and environmental. Previous research has shown that factors such as personality, country of origin, length of stay, English language proficiency, and individual differences significantly influence sociocultural adjustment and academic achievement among international students (Schunk & DiBenedetto, 2020). Bandura's social cognitive theory explains these outcomes through the dynamic interaction of personal, behavioral, and environmental factors.

Personal characteristics such as self-efficacy and self-regulation strengthen resilience, whereas behavioral elements such as effort and persistence support academic achievement. Environmental influences such as social models, instructional support, feedback, rewards, and opportunities for self-evaluation emphasize the value of social support from peers, institutions, and communities. In this study, these principles are applied by assessing resilience as a personal resource and social support as an environmental resource to predict adjustment and academic success. Alumni and peer networks are viewed as social models and motivators that enhance coping skills, morale, and integration for international students entering a new academic and cultural environment (Schunk, 2012).

Rationale

Internationalization is important because it improves the quality of education and provides a range of career opportunities worldwide. Students learn in an intercultural environment, and positive, peaceful messages are shared globally (Mesidor & Sly, 2016). In recent years, statistics on Pakistani students studying abroad have been well documented. For example, the number of Pakistani students in the United States increased by 16% from 2022–2023, reaching 10,164 enrollments (U.S. Department of State & IIE, 2023). Similarly, Germany saw a 30% increase, with Pakistani student numbers rising from 6,403 in 2020 to 8,208 in 2023 (Propakistani, 2023). While such outbound mobility figures are widely reported, there are very few publicly available data on the reverse flow, with international students studying at Pakistani universities. This lack of updated, comprehensive statistics highlights a significant gap in higher education research and underscores the need for studies focusing on inbound student experiences in Pakistan.

The present study was conducted at the University of the Punjab, Lahore, Pakistan, to document the challenges faced by international students and to examine how personal and environmental traits, such as resilience and social support from friends, family, and significant others, influence their academic achievement and adjustment.

Hypotheses

The following hypotheses were proposed:

- H₁: Resilience is a positive predictor of adjustment in international students.
- H₂: Social support is a significant predictor of academic achievement and adjustment in international students.
- H₃: Female international students receive more social support than male international students.
- H₄: Previous academic grade is a significant predictor of current academic grade in international students.
- H₅: Country of origin has a significant positive relationship with academic achievement and adjustment of international students.

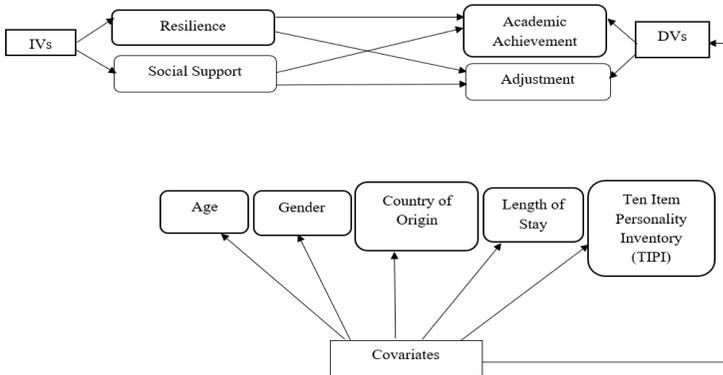


Figure 1: Relationships among independent variables (IVs), dependent variables (DVs), and covariates.

METHOD

Research Design

This study used a cross-sectional correlational design to examine the relationships among resilience, social support, academic achievement, adjustment, length of stay, country of origin, and personality traits among international students at a Pakistani university.

Sample and Sampling Strategy

A purposive nonprobability sampling method was used to select international students from the University of the Punjab. A priori power analysis using G*Power indicated that a sample size of $N=111$ was needed to detect a medium effect at $\alpha=.05$. Owing to practical constraints, the final sample comprised $N=100$ participants. A total of 111 students were invited to participate in the study voluntarily. Eleven people did not participate for the following reasons: did not want to participate in the study ($n=5$) or did not complete all the items on the questionnaires administered ($n=6$). Therefore, 100 undergraduate international students ($M=23.36$ years, $SD=3.47$) from the University of the Punjab, Lahore, Pakistan, completed the study.

Inclusion and Exclusion Criteria

Male and female international students studying at the University of the Punjab, Lahore, were included in the study. International students who had been staying in the University of the Punjab, Lahore, hostels for at least 6 months were included in the study. Students who faced any stressful events in the recent past were excluded from the study. Students who had any psychological or physical illness were excluded from the study. Students who resided with relatives rather than in university hostels were excluded from the study.

Assessment Measures

The Brief Resilience Scale (BRS) is a 6-item scale used to assess the ability to bounce back and cope with stressors in an environment that fosters positive adaptation (Smith et al., 2008). The Cronbach's alpha (α) reliability of this scale is .80.

The Multidimensional Scale of Perceived Social Support (MSPSS) is a 12-item scale used to assess the availability of social support (Zimet et al., 1988). The Cronbach's alpha (α) reliability of this scale is .81.

The Revised Socio-Cultural Adaptation Scale (SCAS-R) is a 21-item scale used to assess the competency of individuals living in different cultures (Wilson, 2013). This scale comprises five subscales: interpersonal communication (IC), academic/work performance (AWP), personal interest and community involvement (PICI), ecological adaptation (EA) and language proficiency (LP). The Cronbach's alpha (α) reliability for the overall SCAS-R is .92.

The Ten-Item Personality Inventory (TIPI) is a 10-item scale used to assess the Big Five personality dimensions: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Gosling et al., 2003; Costa and McCrae, 1992). The Cronbach's alpha (α) reliability for this scale is .68. This scale is used as a covariate in the study.

A demographic questionnaire was used in the study, which included 6 items: age, gender, country of origin, length of stay in Pakistan, previous academic

grade, and current academic grade. Academic achievement among the international students was measured in terms of the current academic grade of international students at the University of the Punjab, Lahore. Previous academic grades were also noted to observe the transition in the academic achievement of international students both in their home country and during their studies in Pakistan.

Procedure

Data were collected from 100 participants, including 28 responses through an online Google form and 72 responses gathered using printed questionnaires from hostels at the University of the Punjab, Lahore, after approval from the Institutional Review Board was sought. Before participation, all participants were provided with an information sheet detailing the study's purpose, and informed consent was obtained to confirm their willingness to participate. They were assured that their responses would remain confidential and anonymous and would be used solely for academic purposes. The participants were also informed of their right to withdraw from the study at any time without consequence. The questionnaires were completed at the participants' convenience. Data collection was conducted with the permission of the relevant authorities and in compliance with ethical standards. The data were subsequently analyzed via SPSS.

RESULTS

Descriptive Analysis

The mean age of the participants was 23.36 years ($SD = 3.47$). The sample consisted of 100 international students, comprising 87 men and 13 women. The students represented diverse national backgrounds: Afghanistan ($n = 59$), Somalia ($n = 13$), China ($n = 7$), Nepal ($n = 7$), Indian Occupied Kashmir ($n = 5$), Sri Lanka ($n = 3$), Iran ($n = 2$), Yemen ($n = 1$), Sudan ($n = 1$), and others ($n = 2$). Regarding previous academic performance, the majority reported earning a Grade B ($n = 57$), followed by Grade A ($n = 37$) and Grade C ($n = 6$). Current academic grades showed a different distribution, with most students reporting Grade B ($n = 47$), followed by Grade A ($n = 31$), Grade C ($n = 21$), and Grade D ($n = 1$). The length of stay in Pakistan also varied, with 13 students residing for less than 6 months, 25 for less than 1 year, 30 for less than 2 years, 17 for less than 3 years, 10 for less than 4 years, 4 for less than 5 years, and 1 student reporting more than 5 years of stay.

Correlation Analysis

The correlation analysis (Appendix A) revealed that adjustment had a significant positive relationship with social support ($.58^{**}$) and resilience ($.34^{**}$), which meant that the social support and resilience of international students might facilitate their adjustment. Previous academic grade had a significant positive

relationship with current academic grade (.27**), which meant that previous academic grade facilitated performance in the current academic grade. Country of origin had a significant positive relationship with academic achievement (.20*), length of stay (.33**), and social support from family (.22*). This finding showed that international students' country of origin was linked to better academic performance, a longer stay in Pakistan, and stronger family support.

Regression Analysis

Hierarchical regression was run to calculate the prediction of adjustment and current academic grade from independent variables (Tables 1a and 1b). Table 1(a) showed that country of origin was a significant positive predictor of academic achievement in international students ($\beta=.21, p<.05$), which means that students' country of origin was linked to better academic performance. This variable explained approximately 10% of the variance in academic achievement. Resilience was a significant positive predictor of adjustment among international students ($\beta=.30, p<.05$), indicating that students who demonstrated resilience were better adjusted to the new environment. This factor accounted for approximately 15% of the variance in the adjustment. Social support was also a significant positive predictor of adjustment in international students ($\beta=.47, p<.001$), which means that students with higher levels of support from family, friends, or the university adjusted more easily.

Table 1(a): Hierarchical Regression of Predictors and Current Academic Grade

Predictors	Academic Grade	
	R ²	β
Model 1	0.00	
Gender		0.05
Country of origin		0.21*
Model 2	0.07	
Extraversion		0.07
Agreeableness		-0.12
Conscientiousness		0.05
Emotional Stability		0.25*
Openness to Experience		-0.03
Model 3	0.08	
BRSSUM		0.03
Model 4	0.08	
TotalMSPSS		-0.04

Note. * $p<0.05$, ** $p<0.01$, *** $p<0.001$

This factor explained approximately 22% of the variance in the adjustment. In addition, emotional stability also emerged as a significant positive predictor of academic achievement ($\beta = .25, p < .05$), suggesting that students with greater

emotional stability performed better academically. Furthermore, the additional predictors analyzed in Table 1(b), including length of stay and personality traits, also contributed significantly, together accounting for approximately 18% of the variance in academic achievement and 25% of the variance in adjustment, indicating that these covariates play a meaningful role alongside resilience and social support in understanding international student outcomes.

Table 1(b): Hierarchical Regression of Predictors and Adjustment

Predictors		Adjustment	
		R ²	β
Model	1	0.00	
Gender			-0.02
Model	2	0.18	
Extraversion			0.07
Agreeableness			0.21
Conscientiousness			0.17
Emotional Stability			0.05
Openness to Experience			-0.18
Model 3		0.27	
BRSSUM			0.30*
Model 4		0.44	
TotalMSPSS			0.47***

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, BRSSUM= *Sum of Resilience Scale*, MSPSS= *Total Social Support Scale*

Independent Sample t-test

Independent samples t tests were conducted to compare different variables between male and female international students. There was a significant difference in significant others for male ($M = 4.95, SD = 1.68$) and female students ($M = 3.86, SD = 1.63$); $t(98) = 2.18, p = .03, d = 0.65$. This finding indicated that male students had more social support than female students did. Similarly, there was also a significant difference in family support for male ($M = 5.33, SD = 1.54$) and female students ($M = 4.51, SD = 1.45$), $t(98) = 1.78, p = .07, d = 0.54$, which meant that male students had more family support than female students did. Apart from these two variables, there was no significant difference between male and female international students for most variables, as shown in Table 2.

Table 2: Independent sample t test between gender and all variables

Variables	Men		Women		T	P	95% of CI		Cohen's d
	M	SD	M	SD			LL	UL	
ICP	3.46	.81	3.48	1.08	-1.08	.91	-.52	.47	.02
AWP	3.66	.90	3.63	1.23	.10	.91	-.53	.58	.02
PICI	3.45	.93	3.26	.98	.68	.49	-.36	-.74	.19
EA	3.45	.90	3.48	1.14	-.10	.91	-.58	.52	.02
LP	3.27	1.33	3.00	1.29	.70	.48	-.50	1.05	.20
Extraversi on	4.43	1.43	4.76	1.25	-.80	.42	-1.17	.49	.24
Agreeable ness	4.50	1.52	4.73	1.05	-.51	.61	-1.09	.64	.17
Conscienti ousness	4.08	1.55	4.26	1.56	.39	.69	-1.10	.73	.11
Emotional stability	4.50	1.38	4.00	1.20	1.24	.21	-.29	1.30	.38
Opennesst oexperien ce	3.09	1.38	2.76	1.07	.80	.42	-.47	1.11	.26
BRSSUM	3.15	.65	3.07	.97	.37	.70	-.33	.49	.09
Sigothers	4.95	1.68	3.86	1.63	2.18	.03	-.09	2.07	.65
Family	5.33	1.54	4.51	1.45	1.78	.07	-.09	1.71	.54
Friend	4.61	1.50	3.92	1.17	1.58	.11	-1.75	1.55	.51

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, CI= confidence interval, IC= interpersonal communication, academic/work performance (AWP), PICI=personal interest and community involvement, EA=ecological adaptation, LP=language proficiency.

Summary of the Findings

Previous academic grade had a significant positive relationship with current academic grade. Adjustment had a significant positive relationship with social support and resilience. The country of origin was a significant positive predictor of academic achievement. Resilience and social support were significant positive predictors of adjustment in international students. Emotional stability and social support were higher among male international students than among female international students.

DISCUSSION

The present study examined the role of resilience, social support, and other individual factors in the academic achievement and adjustment of international students studying at the University of the Punjab, Lahore, Pakistan. Using a purposive sample of 100 students, the study measured resilience, perceived social support, adjustment, and academic achievement, while controlling for covariates such as personality traits, country of origin, and length of stay. Regression analyses provided evidence for the influence of these factors on international students' outcomes.

The first hypothesis proposed that resilience would positively predict adjustment. The findings supported this expectation, showing that students with greater resilience were better able to adapt to the academic and cultural environment. This is consistent with prior research emphasizing resilience as a buffer against stress and challenges associated with cultural transitions (Wang, 2004; Harrison & Brower, 2011).

The second hypothesis predicted that social support would significantly predict adjustment. This finding was strongly confirmed, with social support emerging as the most robust predictor. Students who receive support from family, friends, peers, and the university environment adjust more effectively to the new cultural and academic context. This is in line with previous work highlighting the importance of interpersonal networks and institutional support (Smith & Khawaja, 2011; Zhang & Goodson, 2011; Riaz, Rafique, & Riaz, 2025).

Consistent with Bandura's (1986) concept of triadic reciprocity, these findings illustrate how personal, behavioral, and environmental factors interact in shaping international students' adaptation. Resilient students (personal factors) who maintained persistence and effort (behavioral factors) benefited more from peer and family support (environmental factors), collectively enhancing their adjustment and academic achievement. This dynamic interplay reinforces the relevance of social cognitive theory in explaining the psychosocial mechanisms underlying international students' success.

These findings also align with international research (Zhang & Goodson, 2011; Wang et al., 2018; Beri, Thakur, & Kumar, 2025), demonstrating that resilience and social support are universal resources that foster the adjustment of international students. By positioning Pakistan within this broader global dialog, this study contributes to expanding the understanding of international student experiences beyond Western contexts, emphasizing that personal and social coping resources play a consistent role across diverse host countries.

The third hypothesis examined whether the country of origin would predict academic achievement and adjustment. The results indicated a small but significant relationship, suggesting that cultural and educational backgrounds may influence performance and comfort in the host country. This finding adds depth to the literature, which often focuses on language proficiency and cultural distance (Yan & Berliner, 2009; Riaz, Rafique, & Riaz, 2025).

Additional analyses revealed that length of stay and personality traits also contributed to outcomes, supporting evidence that time spent in the host environment and individual differences are important factors in adjustment and success (Li et al., 2014; Eun-Je et al., 2011). Gender-based differences were also noted, with male students reporting slightly higher levels of support from significant others.

The study also revealed that previous academic grades significantly predict current academic achievement, supporting the hypothesis that prior performance is a reliable indicator of success in a new academic setting. Students whose earlier education was in English adjusted academically more easily, reflecting the advantage of language continuity, as English is the medium of instruction at the University of the Punjab. Conversely, international students who learned some

Urdu reported smoother sociocultural adaptation. This aligns with the literature showing that host language proficiency enhances social integration and academic success (Andrade, 2006; Yeh & Inose, 2003).

The country of origin was another significant predictor. Students from culturally closer backgrounds, such as Afghanistan, reported higher adjustment and comfort levels, likely due to linguistic and cultural similarities. A study on Middle Eastern and culturally proximate students reported better acculturation and well-being; although Afghanistan is a Central Asian state, its linguistic and cultural overlap with Pakistan may explain this finding. In the present study, more than half of the participants were Afghan ($n = 59$), reinforcing the impact of cultural proximity on ease of adjustment (Riaz & Rafique, 2019).

Length of stay was positively associated with academic achievement and adjustment, suggesting that the time spent in the host environment allows students to adapt, improve their language proficiency, and develop support systems. This finding is supported by studies that highlight the importance of the duration of exposure in reducing acculturative stress and improving outcomes (Li, Wang, & Xiao, 2014; Zhang & Goodson, 2011).

Personality traits also play an important role. As discussed, resilience is a key personality characteristic that aids adjustment. Emotional stability emerged as another positive predictor of academic progress. Students who were more emotionally stable appeared better able to manage stress and maintain a focus on academic goals. These results are consistent with previous work linking personality factors such as openness, conscientiousness, and stability to success abroad (Eun-Je, Lu, & Jeongwoo, 2011).

The study hypothesized that female students would receive more social support than would male students. The findings were contrary to the hypothesis, showing that male international students reported more support from family and significant others. This could be attributed to cultural factors, where male international students from countries such as Iran, Nepal, and Afghanistan are often more encouraged to pursue education abroad and are offered stronger familial backing than female international students are (Nabi & Mullins, 2018; Sharma & Narayan, 2020). Another contributing factor was the greater representation of male international students in the sample, which could have amplified this trend.

Limitations

The present study has several limitations that should be considered when the findings are interpreted. One important limitation is the gender imbalance in the sample, with fewer female participants than male participants. As a result, the findings may not fully represent the experiences and adjustment challenges of female international students at the University of the Punjab, Lahore, and caution is needed when generalizing the results to this group. Additionally, while the study provides valuable insights into predictors of academic achievement and

adjustment, it was conducted within a single university, which may limit the broader applicability of the findings to other institutions in Pakistan or internationally. Future research with more gender-balanced and institutionally diverse samples could provide a more comprehensive understanding of international student experiences in Pakistan.

Conclusion

This study was conducted to assess the role of resilience and social support as predictors of academic achievement and adjustment in international students. The findings of this study revealed that resilience and social support were significant positive predictors of adjustment in international students. Similarly, length of stay positively predicted academic achievement in international students. Additionally, previous academic grade was significantly positively related to current academic grade. These findings were consistent with the hypotheses of the present study. However, one finding indicated that male international students received more social support than female international students, contrary to the study's hypothesis.

Implications

The findings of this study have several practical and theoretical implications. For universities and policymakers in Pakistan, the results highlight the need to strengthen support systems for international students by introducing structured orientation programs, peer mentoring, and culturally inclusive activities to ease adjustment.

Although this study was conducted in Pakistan, the findings may be relevant for other emerging host destinations that are expanding international student recruitment while facing similar structural and resource constraints. The development of low-cost resilience-building initiatives and peer support programs could serve as practical strategies to enhance adjustment and academic success in such contexts.

Given the strong role of resilience, student services could integrate resilience-building workshops and stress management training. Language support initiatives, including English and Urdu tutoring, may further enhance adaptation, especially for students from non-English-speaking backgrounds. The results also emphasize gender differences in social support, suggesting targeted interventions to ensure that female students receive adequate resources and encouragement. At a policy level, these insights can guide efforts to attract and retain international students by improving campus facilities, mental health services, and cultural integration strategies.

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Article

Table A

Pearson Product-Moment Correlation of Demographics, Resilience, and Social Support, Academic Achievement, and Adjustment (N=100)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Gender	—	.04	.05	.03	.01	-.01	-.06	.01	-.07	-.02	-.21*	-.17	-.15	-.22*	-.03	.08	.05	.04	-.12	-.08
PAG		—	.27**	.12	.02	.00	-.09	-.13	.05	-.05	-.13	.00	-.04	-.07	.00	.18	.14	.21*	.08	.11
CAG			—	.1	.08	-.13	.00	.01	.04	-.04	-.02	-.01	-.01	-.02	.00	-.00	-.08	.06	.25*	-.02
Length of Stay				—	.01	.04	.06	.04	.09	.04	.11	.08	-.04	.07	.04	.10	-.09	.20*	-.19	-.11
IC					—	.70**	.73**	.68**	.44**	.91**	.48**	.48**	.45**	.59**	.27**	.35**	.36**	.31**	.12	-.19
AWP						—	.65**	.63**	.29**	.82**	.38**	.53**	.37**	.53**	.29**	.23*	.20*	.29**	.04	.25*
PICI							—	.73**	.39**	.87**	.38**	.45**	.32**	.48**	.42**	.16	.22*	.17	.16	.21*
EA								—	.33	.84	.30	.40	.28	.41	.38	.25	.26	.33	.05	-.13
LP									—	.55**	.13	.28**	.20*	.25*	-.00	.15	.15	.07	-.04	.05
TotalSCAS										—	.44**	.53**	.42**	.58**	.34**	.30**	.31**	.31**	.09	.19*
Sigothers											—	.45**	.50**	.82**	.20*	.23*	.05	.23*	.03	-.07
Family												—	.46**	.78**	.27**	.17	.14	.22*	.03	-.19
Friends													—	.80**	.19	.20*	.30**	.27**	-.00	.01
TotalMSPSS														—	.27**	.25*	.20*	.30**	.02	-.10
BRSSUM															—	.01	.05	.08	.14	-.15
Extraversion																—	.52**	.40**	.17	.21*
Agreeableness																	—	.47**	.05	.11
Conscientiousness																		—	-.13	-.07
ES																			—	-.16
Openness																				—

Note: *p<.05, **p<.01, ***p<.001, PAG= previous academic grade, CAG= current academic grade, IC= interpersonal communication, academic/work performance (AWP), PICI=personal interests and community involvement, EA=ecological adaptation, LP= language proficiency, ES= emotional stability, BRSSUM=sum of brief resilience scale, TotalMSPSS=sum of multidimensional scale of perceived social support, TotalSCAS=sum of sociocultural adaptation scale.

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Author bio

Hafiza Aqsa has an MPhil degree in Applied Psychology from the Institute of Applied Psychology, Lahore, Punjab, Pakistan. She is currently a lecturer in psychology at a public-sector college. Her major areas of interest are multiculturalism, academic resilience, and international education. Email: aqsarajpoot536@gmail.com
