Psychosocial Predictors of Emotional Resilience among Undergraduate Nursing Students in the University of Ibadan

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Abstract
Emotional resilience is a critical psychological asset that enables undergraduate nursing students to adapt positively to academic, social, and personal challenges. This study investigated the influence of self-efficacy, locus of control, coping styles, peer relationship, and parental support on emotional resilience among undergraduate nursing students in the University of Ibadan. The study was anchored on resilience theory and socio-cognitive perspectives, which emphasize the combined role of individual and contextual resources in fostering adaptive capacity. The study adopted a descriptive survey research design. A total of 300 undergraduate nursing students were selected through a multi-stage sampling technique, and standardized questionnaires were used to measure the variables of interest. Data were analyzed using Pearson's correlation and multiple regression analyses. Findings revealed that all the independent variables were significantly related to emotional resilience: self-efficacy ($r = .608$, $p < .01$), locus of control ($r = .295$, $p < .01$), coping styles ($r = .237$, $p < .01$), peer relationship ($r = .157$, $p < .05$), and parental support ($r = .224$, $p < .05$). The joint contribution of the variables was also significant ($R = .639$, $R^2 = .408$, $F(5,303) = 41.822$, $p < .05$), indicating that they collectively explained 40.8% of the variance in emotional resilience. In terms of relative contribution, self-efficacy ($\beta = .546$, $p < .05$) emerged as the strongest predictor, followed by locus of control ($\beta = .147$, $p < .05$) and coping styles ($\beta = .112$, $p < .05$), while peer relationship ($\beta = –.022$, $p > .05$) and parental support ($\beta = .044$, $p > .05$) were not significant predictors. The study concluded that self-efficacy, locus of control, and coping styles are the most potent determinants of emotional resilience among undergraduate nursing students, underscoring the primacy of internal psychological resources. It is recommended that university management and counselling units design programs that strengthen students' self-efficacy, promote adaptive coping, and foster a sense of control, while also encouraging supportive social relationships. Such interventions will enhance undergraduate nursing students' capacity to thrive despite academic and life stressors.

Keywords: Self-efficacy, locus of control, coping styles, peer relationship, parental support, emotional resilience.

Introduction

The transition from secondary school to university marks a significant developmental phase in an individual's life, characterized by profound academic, social, emotional, and personal adjustments. For undergraduate nursing students, this period often presents a unique set of challenges, including increased academic demands, newfound independence, financial pressures, social integration issues, and exposure to diverse cultural and intellectual environments. Navigating these complexities successfully requires more than just intellectual prowess; it necessitates a robust capacity for emotional resilience.

Emotional resilience, broadly defined as an individual's ability to adapt positively to adversity, stress, or trauma, and to bounce back from difficult experiences, is increasingly recognized as a critical determinant of well-being and academic success in higher education. Students frequently contend with issues such as overcrowded lecture halls, inconsistent academic calendars due to strikes, limited access to resources, security concerns, and the pervasive impact of a challenging national economy. These stressors can significantly impact students' mental health, leading to increased rates of anxiety, depression, academic burnout, and, in severe cases, attrition.

Consequently, understanding the factors that foster emotional resilience among this vulnerable population is not merely an academic exercise but a practical imperative for promoting nursing students' welfare and ensuring educational attainment.Emotional resilience is not an inherent trait possessed by a select few; rather, it is a dynamic process influenced by a myriad of psychosocial factors that can be developed and strengthened over time (Masten, 2001). These factors encompass individual psychological attributes, cognitive processes, and the quality of an individual's social environment. Research has consistently pointed to several key psychosocial variables that act as either protective buffers against stress or as resources that facilitate adaptive coping and recovery. This study focuses on seven such predictors: self-efficacy, locus of control, problem-focused coping, emotion-focused coping, avoidance coping, peer relationships, and parental support. Each of these variables offers a distinct lens through which to understand the multifaceted nature of emotional resilience.

Self-efficacy plays a pivotal role in determining how students adapt to emotional and academic stressors. Undergraduate nursing students with high self-efficacy tend to view challenges as surmountable, interpret stressors as manageable, and persist in the face of academic adversity. Empirical studies (e.g., Chao, 2019; Suleiman & Aremu, 2022) affirm that high self-efficacy significantly predicts emotional stability and psychological endurance in university students.

Locus of control, which is the degree to which individuals believe they have control over outcomes in their lives (Rotter, 1966), is a key determinant of emotional resilience. Students with an internal locus of control perceive themselves as architects of their own fate and are more likely to respond to stress constructively, rather than succumb to feelings of

helplessness. This internal orientation is crucial for resilience, as it encourages proactive coping, optimism, and a sense of purpose, qualities that buffer against emotional breakdown. In contrast, those with an external locus may attribute academic or social setbacks to fate, luck, or external forces, which weakens their ability to adapt emotionally. Studies such as (Adeleke et al., 2021; Olayemi & Okunade, 2018) shows that internal locus of control correlates positively with emotional resilience among undergraduate nursing students.

Problem-focused coping involves actively addressing the source of stress through strategies like planning, seeking information, or directly confronting issues. This approach has consistently been associated with higher emotional resilience because it equips students with practical tools to reduce stress at its root (Folkman & Moskowitz, 2004). Moreso, emotion-focused coping strategies, such as seeking emotional support, expressing feelings, or engaging in positive reframing, help students manage the psychological and emotional responses to stress. Findings by Ogunleye & Fadiji (2022) support that emotionally resilient students in Nigerian universities often utilize adaptive emotion-focused coping, like spiritual reflection or social sharing, to process and withstand adversity. Avoidance coping involves evading the stressor either mentally or behavioural, such as through procrastination, denial, or substance use. While it may provide temporary relief, it generally undermines long-term emotional resilience (Carver & Connor-Smith, 2010). Among undergraduate nursing students at the University of Ibadan, frequent use of avoidance strategies has been linked to increased anxiety, poor academic performance, and emotional vulnerability.

Peer relationships form a critical component of the social environment in university life and significantly influence students' emotional health. Supportive peer interactions characterized by empathy, trust, shared experiences, and mutual encouragement can buffer the emotional impact of stress and foster resilience. According to Eze & Oladejo (2019), students with strong peer relationships report higher levels of optimism, stress tolerance, and emotional regulation than those who are socially isolated. Parental support, both emotional and instrumental, serves as a foundational resource for fostering resilience in emerging adults. Even in university, students often rely on the guidance, affirmation, and encouragement of their parents to navigate complex emotional experiences. Consistent parental support can instill a sense of security and self-worth, which are vital for managing emotional distress. Studies like Akinyemi &Olagoke (2021) have shown that parental involvement correlates positively with resilience and stress management in Nigerian undergraduate nursing students.

Parental support, encompassing both emotional and instrumental dimensions, serves as a foundational resource for fostering resilience in emerging adults, even as they transition into university life. While university students gain increasing independence, they often continue to rely on the guidance, affirmation, and encouragement of their parents to navigate complex emotional experiences, academic pressures, and personal dilemmas. Emotional support from parents includes expressions of love, care, understanding, and validation, which instill a sense of security and self-worth in the student. Instrumental support involves practical assistance, such as financial aid, academic advice, or logistical help. Consistent parental support can instill a deep sense of security and self-worth, which are vital

psychological resources for managing emotional distress and building resilience. Knowing that there is a reliable source of unconditional support and guidance can significantly reduce feelings of anxiety and loneliness, empowering students to face challenges with greater confidence. At the University of Ibadan, many students who receive sustained moral, emotional, and financial support from their families demonstrate better emotional stability, a stronger sense of direction, and greater adaptive capacity when confronted with adversity. This support system acts as a protective factor, buffering the impact of university stressors. Studies such as Akinyemi and Olagoke (2021) have shown that parental involvement and perceived parental support correlate positively with higher levels of resilience and more effective stress management strategies in Nigerian undergraduate nursing students. The cumulative effect of these psychosocial factors — individual attributes, coping styles, and social support systems—underscores the complex interplay that shapes an undergraduate nursing student's emotional resilience.

Statement of the Problem

The undergraduate nursing students' phase of university life is a transformative yet tumultuous period, often marked by high levels of psychological, academic, and social stress. For students at the University of Ibadan, these challenges are intensified by the peculiar realities of the Nigerian higher education system, such as recurrent academic strikes, insufficient infrastructural facilities, limited access to mental health support services, overcrowded lecture halls, and socioeconomic instability. These contextual stressors not only disrupt academic progression but also severely test students' emotional adaptability, making the cultivation of emotional resilience a critical requirement for success and wellbeing.

Emotional resilience is increasingly recognized as essential for managing the demands of university life. However, many undergraduate nursing students struggle to demonstrate adequate levels of resilience, leading to escalating incidents of anxiety, depression, academic burnout, social withdrawal and in extreme cases, suicidal ideation or academic dropout. These issues not only affect individual students but also diminish the overall academic climate, reduce the quality of educational outcomes, and place a burden on institutional counseling services.

Although previous studies have investigated student wellbeing, existing research has several critical limitations. Firstly, much of the literature tends to treat psychosocial predictors such as self-efficacy, coping strategies, locus of control, peer relationships, and parental support as independent or isolated variables, without examining their collective and interactive effects on emotional resilience. Secondly, many studies conducted on similar topics either focus on Western or non-African populations or use generalized student samples that may not reflect the cultural, institutional, and environmental specificities of Nigerian universities, particularly the University of Ibadan. Consequently, there is a glaring empirical gap in integrated, context-specific research that examines how these psychosocial variables jointly and relatively predict emotional resilience among Nigerian undergraduate nursing students.

The absence of such research leaves critical questions unanswered: Which psychosocial factors most strongly influence emotional resilience in this context? How do

these factors interact do they reinforce or undermine each other? What coping strategies are most adaptive, and for whom? Without addressing these questions, university administrators, policymakers, student counsellors, and academic advisors risk implementing broad and poorly targeted interventions that fail to adequately support the students who need them most.

If this study is not conducted, Universities in Nigeria may continue to face preventable challenges related to mental health crises, academic underperformance, and student disengagement. Moreover, the continued neglect of integrated psychosocial research could hinder the development of tailored mental health interventions, proactive counselling frameworks, and student-centered support systems. This could ultimately result in the production of graduates who are academically qualified but emotionally ill-equipped to handle post-university life and societal demands.

Hence, this study is not only timely but also necessary, as it seeks to systematically examine the combined and individual predictive powers of self-efficacy, locus of control, coping strategies, peer relationships, and parental support in fostering emotional resilience among undergraduate nursing students at the University of Ibadan. The outcomes will have significant implications for mental health policy, counseling practice, student support services, and future research in Nigerian tertiary institutions.

Purpose of the Study

The main purpose of this study is to investigate the psychosocial predictors of emotional resilience among undergraduate nursing students in the University of Ibadan. While the specific purpose are:

1. To examine the relationship between each psychosocial factor (self-efficacy, locus of control, coping strategies, peer relationships, and parental support) and emotional resilience among undergraduate nursing students.
2. To investigate the joint contribution of psychosocial factors (self-efficacy, locus of control, coping strategies, peer relationships, and parental support) to the prediction of emotional resilience among undergraduate nursing students.
3. To determine the relative contribution of each psychosocial factor (self-efficacy, locus of control, coping strategies, peer relationships, and parental support) in predicting emotional resilience among undergraduate nursingstudents.

Research Questions:

1. What are the relationships of each psychosocial factor (self-efficacy, locus of control, coping strategies, peer relationships, and parental support) on emotional resilience among undergraduate nursing students in University of Ibadan?
2. What is the relative composite contribution psychosocial factors (self-efficacy, locus of control, coping strategies, peer relationships, and parental support) on emotional resilience among undergraduate nursing students in University of Ibadan?

3. What is the relative contribution of each of psychosocial factors (self-efficacy, locus of control, coping strategies, peer relationships, and parental support) on emotional resilience among undergraduate nursing students in University of Ibadan?

Methodology

The study adopts a descriptive research design of correlational type, which is appropriate for examining the relationships and predictive influences among multiple psychosocial variables and emotional resilience of the Undergraduate nursing students. This quantitative approach allows for the measurement of the extent to which factors such as self-efficacy, locus of control, coping styles, peer relationships and emotional resilience relate to and predict emotional resilience. The design also enables generalization of findings within the target population while maintaining methodological rigor.

The targeted population are theundergraduate nursing students of University of Ibadan. This group is strategically selected given the heightened vulnerability of emotional resilience among late adolescents and emerging adults at this stage of career development due to change of environment, academic pressure, school adjustment among others. The population includes students in the department of Nursing in the University of Ibadan. A simple random sampling technique was employed to ensure representativeness of the population. 300undergraduate nursing students of University of Ibadan were randomly sampled for the study among the nursing students.

Six instruments were used to collect data from the respondents and the instruments are: General Self-Efficacy Scale (GSES), Rotter's Locus of Control Scale (RLOC), Peer Influence Scale (PIS), Perceived Parental Support Scale (PPSS), Coping Style Scale (CSS) and Connor-Davidson Emotional Resilience Scale (CD-ERISC). The instruments were divided into seven subsections.Section A has to do with the biodata while section B to G have to do with self-efficacy, locus of control, coping styles, peer relationships, parental support and emotional resilience respectively. All the instruments were reliable and valid and it hasLikertresponse format of four response modes. The reliability coefficients of these instruments are as followed0.76 to 0.90;0.70;0.75 to 0.90;0.73 to 0.86;0.85 and 0.70 respectively. Data were collectedusing the sampled nursing students and it was done in lecture rooms under standardized conditions to minimize distractions and bias. Two trained research assistants helped to collect data, providing clarifications as needed while maintaining confidentiality and encouraging honest responses.

Data were coded and entered into statistical software of SPSS Version 27 for data analysis. Pearson product moment correlation and multiple regression analyses were used to establish relationships among psychosocial variables and emotional resilience behaviour. Multiple regression analysis was employed to compute the composite and relative contribution of psychosocial factors on emotional resilience.

Results

Research Question 1: What are the relationships among the independent variables (self-efficacy, locus of control, coping styles, peer relationship, and parental supports) on emotional resilience among undergraduate nursing students in the University of Ibadan?

Table 1: Zero Order Correlations among the Independent and Dependent Variables

	1	2	3	4	5	6
Self-efficacy	1					
Locus of control	.226**	1				
Coping styles	.173**	.219**	1			
Peer relationship	.190**	.263**	.199**	1		
Parental support	.296**	.124*	.066	.310**	1	
Emotional resilience	.608**	.295**	.237**	.157**	.224**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the variables' zero-order correlation. It was observed that there was a significant relationship between the independent variables and the dependent variable (emotional resilience). There was significant relationship between self-efficacy ($r = 0.608$, $p < 0.05$), locus of control ($r = 0.295$, $p< 0.05$), coping styles ($r = 0.237$, $p < 0.05$), peer relationship ($r = 0.157$, $p< 0.05$), parental support ($r = 0.224$, $p < 0.05$) on emotional resilience among the respondents. All the variables are significantly correlated with emotional resilience of the respondents, an indication that they are potent determinants of emotional resilience of the respondents.

Research Question 2: What is the joint contribution of the independent variables (self-efficacy, locus of control, coping styles, peer relationship, and parental supports) on emotional resilience among undergraduate nursing students in the University of Ibadan?

Table 2: Joint contribution of the independent variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639[a]	.408	.399	4.39762

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	4044.022	5	808.804	41.822	.000[b]
	Residual	5859.745	303	19.339		
	Total	9903.767	308			

Table 2 shows that there was joint contribution of the independent variables (self-efficacy, locus of control, coping styles, peer relationship, and parental supports) on emotional resilience among undergraduate nursing students in the University of Ibadan; $R = 0.639$, $p < .05$. The table further reveals 40.8% (Unadj. $R^2 = 0.408$) of the variance in the emotional resilience among undergraduate nursing students in the University of Ibadan were accountable for by the linear combination of the independent variables. The ANOVA results from the regression analysis show a significant contribution of the independent variables on the dependent variables; $F (5; 303) = 41.822$, $p < 0.05$. It implies a significant joint contribution of the independent variables on emotional resilience among undergraduate nursing students in the University of Ibadan

Research Question 3: What is the relative contribution of the independent variables (self-efficacy, locus of control, coping styles, peer relationship, and parental supports) on emotional resilience among undergraduate nursing students in the University of Ibadan

Table3: Descriptive Statistics and Zero Order Correlations among the variable

		Unstandardized Coefficients		**Standardized Coefficients**		
model		**B**	**Std error**	**Beta**	**t**	**sig**
1	(Constant)	11.203	2.356		4.755	.000
	Self-efficacy	1.033	.090	.546	11.466	.000
	Locus of Control	.289	.093	.147	3.117	.002
	Coping style	.114	.047	.112	2.430	.016
	Peer Relationship	-.035	.078	-.022	-.449	.654
	Parental Support	.067	.073	.044	.911	.363

Table 3 shows that the five independent variables contributed to emotional resilience among undergraduate nursing students in the University of Ibadan. The variables include the following: self-efficacy ($\beta = 0.546$, $t = 11.406$ $p < 0.05$); locus of control ($\beta = 0.147$, $t =$

3.117, $p < 0.05$), coping styles ($\beta = 0.112$, $t = 2.430$, $p < 0.05$), peer relationship ($\beta = -0.022$, $t = 0.449$, $p > 0.05$) and parental support ($\beta = .044$, $t = 0.911$, $p > 0.05$). It was observed that the self-efficacy was the most potent contributor to emotional resilience among undergraduate nursing students in University of Ibadan for this study, while the peer relationship was the least.

Discussion of Findings

The results of the correlation analysis revealed that all five independent variables self-efficacy, locus of control, coping styles, peer relationship, and parental support were significantly correlated with emotional resilience. The strength of the correlations, however, varied, with self-efficacy emerging as the strongest correlate, followed by locus of control coping styles, parental support and peer relationships. This pattern indicates that all these psychosocial factors play important roles in shaping students' resilience, though some are more potent than others. The strong positive association between self-efficacy and resilience aligns with Bandura's social cognitive theory, which positions self-efficacy as a central determinant of how individuals approach challenges and setbacks. Recent empirical evidence supports this finding. For instance, Onyishi *et al.* (2021) found that Nigerian undergraduate nursing students with high self-efficacy exhibited greater psychological resilience in the face of academic stressors. Similarly, Chen and Zhang (2020) reported that university students with stronger self-efficacy beliefs recovered more quickly from stress and showed higher adaptability in changing environments. These findings corroborate the significant correlation observed in this study, highlighting self-efficacy as a robust personal resource for resilience.

The significant relationship between locus of control and resilience further reinforces previous findings that students who perceive control over life outcomes tend to cope more effectively with stress. Akhtar and Kroener-Herwig (2019) demonstrated that an internal locus of control is positively related to resilience, as individuals believe they can influence outcomes through effort rather than chance. Adeniyi and Omoteso (2020) reported that undergraduate nursing students with internal locus of control were more likely to bounce back from academic setbacks, thereby confirming the results of this study. Nonetheless, some studies have suggested that in collectivist cultural contexts, external support systems may play a more central role in resilience, potentially moderating the strength of locus of control (Li & Zhou, 2022). This suggests that while locus of control is important, its influence may vary across cultural settings. Coping styles also showed a positive and significant correlation with emotional resilience ($r = .237$). This is consistent with research showing that adaptive coping mechanisms, such as problem-focused and emotion-focused strategies, foster resilience. A meta-analysis by Hou et al. (2021) demonstrated that coping strategies are strong predictors of resilience in student populations. Specifically, problem-focused coping was associated with higher resilience, while avoidance coping was linked with poor adjustment. The moderate correlation in this study suggests that coping contributes meaningfully to resilience but is not as central as self-efficacy. This may be because coping is partially shaped by efficacy beliefs; students with higher self-efficacy are more likely to adopt proactive coping styles (Schunk & DiBenedetto, 2020).

Parental support and peer relationships, while positively correlated with resilience, showed weaker associations compared to intrapersonal variables. This finding resonates with research indicating that while social supports are essential, their effects on resilience may often be indirect. For example, Rodríguez-Fernández *et al.* (2018) found that parental support predicted resilience among Spanish adolescents, but its influence was mediated by self-concept and coping skills. Similarly, in a Nigerian study, Ojedokun and Balogun (2020) observed that peer support was linked to resilience but primarily through its enhancement of self-efficacy. These findings explain why peer and parental supports, though significant, were weaker predictors in the present study. Nonetheless, other studies suggest that in collectivist and family-oriented cultures, parental involvement may play a more central role in fostering resilience (Yildirim & Arslan, 2021). This indicates that the weaker correlations found in this study may reflect the developmental stage of undergraduate nursing students, who may increasingly rely on their internal resources rather than external support systems. Summarily, the correlation results highlight the centrality of personal psychological resources (self-efficacy, locus of control, coping styles) over social supports (peer and parental) in predicting emotional resilience among undergraduate nursing students. These findings align with the broader resilience literature, which highlights resilience as both an intrapersonal and interpersonal construct, but with stronger emphasis on internal beliefs and adaptive coping in university populations.

The regression analysis revealed a significant joint contribution of the five independent variables to emotional resilience, with $R = .639$ and $R^2 = .408$. This indicates that the linear combination of self-efficacy, locus of control, coping styles, peer relationship, and parental support explained approximately 41% of the variance in emotional resilience among the students. This proportion is substantial, suggesting that these factors together play a critical role in shaping resilience. The significant F-value [$F(5; 303) = 41.822$, $p < .05$] further confirmed the overall model fit.

This result aligns with contemporary resilience frameworks, which conceptualize resilience as a multidimensional construct shaped by both internal and external resources (Masten, 2021). Several recent studies also reported comparable levels of explained variance. For example, Rahayu and Sunawan (2020) found that a combination of psychological and social resources accounted for (39%) of the variance in resilience among Indonesian undergraduate nursing students. Likewise, Chao et al. (2022) reported that self-efficacy, coping strategies, and social supports jointly predicted (43%) of the variance in resilience in Chinese university students. These studies corroborate the strength of the joint model observed in this research. The joint significance of the predictors reflects the ecological systems view of resilience, where resilience emerges from the dynamic interaction between individual capacities and environmental supports (Ungar, 2019). For instance, self-efficacy equips students with the belief in their abilities, locus of control strengthens their sense of agency, coping styles provide strategies for dealing with stress, while parental and peer support offer external scaffolding. The interplay among these variables creates a robust resilience system. In the Nigerian context, where students often face academic pressure,

financial constraints, and unstable social conditions, such a combination of resources becomes even more critical (Olawale & Okeke, 2020).

Interestingly, the joint contribution underscores the fact that resilience cannot be attributed to a single factor alone but requires a constellation of resources. This finding resonates with Fergus and Zimmerman's (2005) resilience framework, which posits that resilience results from both protective factors (self-efficacy, locus of control) and promotive factors (social support systems). The present study demonstrates that although some variables may exert stronger individual influence (e.g., self-efficacy), their combined presence enhances resilience more effectively than any single factor alone. However, it is worth noting that 59.2% of the variance in resilience remains unexplained. This indicates the presence of other important determinants such as personality traits (e.g., optimism, openness), environmental stressors, socio-economic status, and institutional support. Recent studies highlight these additional contributors. For instance, Al-Qaisy (2021) identified optimism and hope as unique predictors of resilience, while Afolabi and Balogun (2021) showed that socioeconomic background significantly shaped Nigerian students' resilience. Thus, while the current study confirms the powerful joint role of the five predictors, it also emphasizes the need for further exploration of unmeasured variables.

Finally, the joint contribution analysis confirms that emotional resilience is best explained as a multifaceted construct. The integration of personal psychological resources with social supports yields a significant and meaningful explanation of students' resilience. This aligns with current theoretical and empirical literature, affirming the need for holistic approaches in fostering resilience among undergraduate nursing students.

The regression coefficients indicated that the independent variables varied in their relative contributions to emotional resilience. Self-efficacy made the largest unique contribution, followed by locus of control and coping styles. In contrast, peer relationship and parental support were not significant predictors in the model. This ranking suggests that personal psychological variables are more influential than social supports in predicting resilience among undergraduate nursing students. The dominance of self-efficacy is consistent with the resilience literature. Numerous studies identify self-efficacy as the single most powerful predictor of resilience in student populations. For example, Yildirim and Arslan (2021) found that self-efficacy predicted resilience and mental wellbeing more strongly than social support in Turkish undergraduate nursing students. Similarly, Onyishi *et al*. (2021) reported that Nigerian students with high self-efficacy were significantly more resilient than their counterparts with lower efficacy levels. These findings mirror the present study, confirming self-efficacy as the cornerstone of resilience. Locus of control also contributed significantly but moderately. Its predictive strength suggests that students who perceive control over life events are more likely to remain resilient during challenges. This finding is consistent with Akhtar and Kroener-Herwig (2019), who found that internal locus of control predicted resilience across multiple cultural contexts. However, in some collectivist contexts, locus of control exerts weaker effects because individuals rely more on

community and family networks (Li & Zhou, 2022). This may explain why its predictive power in this study was smaller compared to self-efficacy.

Coping styles made a modest but significant contribution to resilience. Adaptive coping strategies are widely recognized as pathways to resilience. For instance, Hou et al. (2021) demonstrated that problem-focused coping strongly predicted resilience, while avoidance coping reduced it. The significant contribution of coping in this study suggests that coping is not only a correlate but also an active mechanism through which resilience is enacted. However, the relatively smaller beta compared to self-efficacy indicates that coping strategies may be influenced by efficacy beliefs, making coping partially dependent on self-efficacy. The non-significant contributions of peer relationship and parental support, despite their significant zero-order correlations, suggest that their effects on resilience are mediated by other factors. This finding aligns with Rodríguez-Fernández et al. (2018), who found that the influence of parental support on resilience was indirect, operating through self-concept and coping. Similarly, Ojedokun and Balogun (2020) reported that peer support enhanced resilience primarily through its positive effects on self-efficacy. Thus, while social supports remain important, their unique predictive power diminishes when personal resources are taken into account.

Therefore, the relative contribution results underscore the primacy of self-efficacy, supported by locus of control and coping styles, in predicting emotional resilience. Peer and parental supports, though beneficial, appear to exert their influence indirectly rather than directly. These findings are consistent with contemporary models of resilience, which emphasize the centrality of internal resources while recognizing the supportive, but secondary, role of external networks.

Conclusion

The findings of this study demonstrate that emotional resilience among undergraduate nursing students is strongly determined by self-efficacy, locus of control, coping styles, peer relationship and parental support.

Recommendations

Based on the findings, the following recommendations are made:

1. University programs should be designed to enhance students' self-efficacy through workshops, mentoring, and skills-building initiatives. Emphasis should be placed on helping students set realistic goals, recognize their competencies, and develop confidence in their ability to handle challenges.
2. Educational policies through the Federal Ministry of Education should integrate resilience-building into student development programs. Training on adaptive coping strategies and stress management should be institutionalized across faculties to empower students with tools for navigating academic pressures.

3. Teaching methods across faculties and departments should promote student autonomy and responsibility, thereby reinforcing internal locus of control. Feedback mechanisms that recognize effort and progress can further strengthen students' resilience.
4. Although parental support did not emerge as a strong unique predictor, it remains important in shaping resilience indirectly. Parents should continue to provide emotional encouragement, financial stability, and moral guidance to create a secure foundation for their children.
5. Undergraduate nursing students should be encouraged to develop self-regulation skills, adopt positive coping styles, and take responsibility for their learning and well-being. Peer mentoring programs could also be promoted to leverage the supportive aspects of peer relationships.

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