



**RELATIONSHIP BETWEEN PERCEIVED TEACHER SUPPORT AND ACADEMIC
BUOYANCY AMONG ADOLESCENCE STUDENTS**

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We certify that the research work presented in this research project, to the best of my knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

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DEDICATION

This thesis is whole heartedly dedicated to our parents, teachers and friends. Without their constant love and support this thesis wouldn't have been possible. Special thanks to Ma'am Ayesha Umer for her unwavering support, encouragement and belief in us and who guided us every step of the way. Above all to Almighty who gave us the strength, knowledge and wisdom in everything we did.

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Abstract

The present study investigates the relationship between perceived teacher support and academic buoyancy among adolescent students. Academic buoyancy, defined as students' capacity to effectively manage everyday academic challenges, is a critical factor for academic success and psychological well-being. Perceived teacher support—comprising emotional, instrumental, informational, and appraisal dimensions—is considered an important external factor influencing students' academic resilience. The research employed a cross-sectional correlational design and surveyed 285 students aged 15 to 19 years from schools and colleges in Islamabad using the Perceived Teacher Support Scale (PTSS) and the Academic Buoyancy Scale (ABS). Statistical analyses including Pearson correlation, linear regression, and independent samples t-tests revealed a significant positive relationship between perceived teacher support and academic buoyancy. The results also indicated that perceived teacher support was a significant predictor of academic buoyancy, but no significant gender differences were found in either variable. These findings underscore the importance of fostering supportive teacher-student relationships to enhance students' ability to navigate academic pressures. The study provides implications for educators, policymakers, and school environments to prioritize supportive practices that enhance student motivation, engagement, and resilience.

Keywords: Perceived Teacher Support, Academic Buoyancy, Resilience, Education, Adolescents.