



Academic Resilience and Education Development in Higher Education Institutions

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DOI: 10.5281/zenodo.22734222

ARTICLE INFO

Article history:

Received : 01-09-2026

Accepted : 07-09-2026

Available online : 13-09-2026

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Citation: Sam-Kalagbor, V. O. (2026). Academic Resilience and Education Development in Higher Education Institutions. *IKR Journal of Education and Literature (IKRJEL)*, 2(5), 1-9.



ABSTRACT

Original Research Article

The study investigated assessing the relationship between academic resilience and education development in higher education institutions. The study was guided by three objectives from which three research questions and hypotheses were drawn. The correlational research design was adopted in the study, and the population of the study consisted of 97,699 students and 9,440 lecturers, totaling 107,139 respondents in higher institutions in Rivers State. The sampling technique applied in selecting 398 respondents was simple random sampling using the Taro Yamane formula. The instruments used for data collection was a questionnaire titled Academic Resilience Questionnaire (ARQ) and Students Educational Development Questionnaire (SEDQ). The reliability of the questionnaire was estimated using Cronbach's alpha Statistic which gave reliability indices of 0.86, 0.83 and 0.87 for the clusters. The research questions raised were answered using Pearson Product Moment Correlation statistics, while Linear Regression analysis was used to test the null hypotheses at a 0.05 level of significance. The findings of the study revealed among others that there is a moderate positive relationship between students' learning styles and their educational development in higher institutions in Rivers State. It was concluded that the findings of this study indicate significant relationships among learning styles, peer relationships, and time management concerning students' educational development in higher institutions in Rivers State. Base on the findings, it was recommended among others that educational institutions in Rivers State should integrate training on various learning styles into their curriculum. This approach will help students recognize their preferred learning methods and apply them effectively in their studies, thereby enhancing academic performance.

Keywords: Academic Resilience, Educational Development, Higher Education Institutions, Learning Styles, Peer Relationships, Time Management, Student Academic Performance.

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Introduction

There is no doubt that Nigeria is currently facing grave economic difficulties with persistent increases in the price of food items, commodities, and services (inflation at 35%), high youth unemployment rate, devaluation of the Naira (exchange rate at 1,600 to 1 US Dollar), increase cost of transportation, among others (National Bureau of Statistics, 2024). These issues have been further exacerbated by the removal of fuel and electricity subsidies, thus, placing undue pressure on many Nigerians especially students of higher

educational institutions in the country. As a result, students struggle with their desire to achieve academic excellence while facing the daily economic difficulties of making ends meet. Within this context, the concept of academic resilience is an essential factor that determines the ability of students to circumnavigate obstacles in their quest for academic glory.

Academic resilience refers to the ability of students to recover or maintain their focus, motivation, and academic well-being amid difficulties. This requires that students possess coping skills, pivot in negative situations, and remain resolute toward

their academic goals despite obstacles. Academically resilient students can traverse socio-economic challenges and academic hindrances to accomplish high academic performances in their different fields of study. Thus, academically resilient students overcome learning barriers to achieve their academic potential. Indeed, academic resilience is not immunity to challenges but the ability of students to use difficulties as propellants to academic success. This requires the adoption of academic resilient characteristics such as learning styles, peer relationships, and time management, among others (Adeyinka, 2020). Mbadiwe-Woko et al. (2019) found that adequate physical facilities reduced stress for learners in tertiary institutions in Rivers State while improving their concentration, class attendance and overall performance, and this shows that part of what looks like personal resilience is either supported or weakened by the conditions the institution itself provides.

Hence, there is a need for educational stakeholders, policymakers, and higher educational institutions to regularly determine the academic resilience of students. This should be done with the intent of making students take more responsibility for their learning, develop a growth mindset, and cultivate skills required for success especially in a constantly changing world.

Statement of the Problem

In Nigeria, the relevance of academic resilience in higher education cannot be exaggerated as students at this level of education encounter numerous changes and challenges to their studies. Some of these academic trials include high tuition fees, inadequate funding, lack of scholarship opportunities, poor educational infrastructure, poor access to technology, insecurity (cultism, kidnapping, mental health concerns), lecturer-student conflicts, frequent strikes, gender-based discrimination, and limited job opportunities among others. These difficulties can significantly impact the academic performance of students, their mental well-being, and their emotional state of mind before and post-graduation (Adeyemo & Oluwatobi, 2023).

Based on these problems, assessing the relationship between academic resilience and education development in higher education institutions in Rivers State, formed the basis of the research. With the intent to discover new ways for promoting quality higher education for students.

Purpose of the Study

Generally, the purpose of the study is to find out Assessing the Relationship between Academic Resilience and Education Development in Higher Education Institutions in Rivers State. Specifically, the purpose of the study is to find out:

- 1) Ascertain the extent to which learning styles relates to students' educational development in higher educational institutions in Rivers State.

- 2) Determine the extent to which peer relationship relates to students' educational development in higher educational institutions in Rivers State.
- 3) Examine the extent to which time management relates to students' educational development in higher educational institutions in Rivers State.

Research Questions

This research consisted of the following research questions:

- 1) To what extent does learning style correlate students' educational development in higher institutions in Rivers State?
- 2) To what extent does peer relationship correlate students' educational development in higher institutions in Rivers State?
- 3) To what extent does time management correlates students' educational development in higher institutions in Rivers State?

Hypotheses

- 1) The following hypotheses guided the study and were tested at 0.5 level of significance:
- 2) Ho1: There is no significance relationship between learning styles and students' educational development in higher institutions in Rivers State.
- 3) Ho2: There is no significant relationship between peer relationship and students' educational development in higher institutions in Rivers State.
- 4) Ho3: There is no significant relationship between time management and students' educational development in higher institutions in Rivers State.

Literature Review

Theoretical Review

This study is underpinned by Achievement Goal Theory, proposed by McClelland and Atkinson (1989) in Peterson (2023). Achievement motivation is the desire to accomplish a goal and achieve outcomes that show capacity as supposed compared to other people. According to Dweck (1990), achievement-oriented behaviour can follow two global patterns — adaptive or maladaptive behaviour. Adaptive achievement behaviour refers to the voluntary adoption of challenges, self-development and a trend toward progress in developing or sustaining ability skills. In comparison, maladaptive achievement behaviour is evident in situations when the individuals are unable to make progress towards their desired goals. Consequently, Achievement Goal Theory highlights the impact of motivation on a person's purpose for goal success, particularly within educational settings. Achievement goal orientation describes students' generalized dispositions to engage in, approach, and evaluate their public initiatives, progress towards achievement-related goals (ambient contexts) [66].

Achievement goals are considered competence-based goals (Afrakaf & Erica, 2014), in which developing or demonstrating competence is the fundamental aim of a person. This desired state can be conceived as a type of future-oriented cognitive representation that orients behaviour toward an aspect of competence the individual is committed to attaining. Achievement theory involves dimensions such as goal structure, performance approach, and person avoid (Gregory, 2023). At this level, people can be seen in a perspective that classified them as organisms whose activities are oriented towards mastering the development of challenging situations, overcoming the difficulties posed by their environment, integrating their experiences and moving towards realization. This leads to the interpretation of achievement theory as a structure of competence, on the one hand related to personality development, and also with social context including individual characteristics that gives differential motivation type, specifically autonomous motivation, and performance in any domain. In this theory, it is also asserted that individuals have three basic psychological needs: Autonomy, Competence and Relatedness.

Gabriel (2023) defines self-determination as the power of an individual to make their own choices and govern themselves and writes that when people's need for competence, relatedness, and autonomy is satisfied, they act in more self-determined ways. It is within this context that Self Determination Theory provides a model for the antecedents and consequences of human behaviour, motivation and well-being. In its totality, the field theory of this study asserts that academic performance and educational progress rely heavily on personal motivation, endurance, and resilience to achieve desired deeds. As these theoretical perspectives highlight the motivational and behavioural factors that can foster bonds between students and institutions of learning, this approach is thus seen as suitable for this study since fostering such bonds with the institution will ultimately contribute to improved academic performance and development.

Conceptual Review

Academic resilience in students help in maintaining high levels of achievement, motivation and performance despite the presence of stressful activities and conditions that places the students at risks of performing poorly in schools and eventually leaving schools. Boyce (2021) stated that students who have more resilience spirit exceptionally performs well academically and also achieve more in life than those with lower resilience. In the same vein, King (2022) posted that educational development of students is wholly dependent in the level of academic push in that student. Furthermore, Ukaefu and Eze (2020) identified learning style, peer relationship and time management as major resilience factors

to student academic development. In agreement to this, Akola (2023) posted that poor adjustment among first students is attributed to high academic workload, non-supportive lecturers, lack of accommodation within campuses and teachers centered methods used to deliver lectures. Academic resilience and students' development work positively in *pari-passu*, meaning that the other compliment another. peer group and time management are seen to be internal or self-inflicted factors affecting students in the areas of academic development and also, learning style is seen as an external factor which mostly comes from school. Sam-Kalagbor (2025) explained that personalised and adaptive learning pathways strengthen a growth mindset among learners by allowing each person to progress along the route that suits how they learn, and this connects the learning style of the student directly to the resilience with which academic difficulties are approached.

Methodology

A descriptive survey design was adopted for this study. The population of the study comprised of one hundred and seven thousand one hundred and thirty-nine (107,139) students and nine thousand four hundred and forty (9,440) lecturers in higher institutions of learning in Rivers State. A sample of three hundred and ninety-eight (398) respondents was selected from the population using simple random sampling techniques. This is calculated using Taro Yamane's formula for sampling at a confidence level of 0.05 and margin of error of 0.05. The sample size was selected on a proportional basis using stratified proportionate sampling technique; this was necessitated by the fact that the population units in the higher institutions of learning in Rivers State were not homogenous. The research questions were addressed using Academic Resilience Scale (ARS) and Educational Development Scale (EDS). Both scales were face and content validated by two experts from the Department of Educational Management, Rivers State University. The reliability of the items in the research instruments was tested using Cronbach Alpha analysis which yielded 0.86, 0.83 and 0.87 for the respective clusters of related skill sets; this indicates that the research instruments were reliable and consistent enough to use in gathering research data from the study population. Three hundred and ninety-eight (398) questionnaires were administered and three hundred and eighty-five (385) were returned by the respondents through the efforts of two research assistants who met with the respondents at agreed time and date; this represents a 97% response rate. The data gathered from the field were analyzed using Pearson Product-Moment Correlation statistics for the research questions and Linear Regression analysis for the null hypotheses tested at 0.05 alpha level. The analysis was done using Statistical Package for the Social Sciences (SPSS) version 25.

Results

Research Questions 1. To what extent does learning style correlate students' educational development in higher institutions in Rivers State?

Table 4.1: Summary of Pearson's Product Moment Correlation on the extent to which learning style correlate students' educational development in higher institutions in Rivers State.

		Educational Development	Learning Style	Remarks
Educational Development	Pearson Correlation	1	.574	Moderate Positive Relationship
	Sig. (2-tailed)		.002	
	N	385	385	
Learning Style	Pearson Correlation	.574	1	
	Sig. (2-tailed)			
	N	385	385	
. Correlation is significant at the 0.05 level (2-tailed).				

Source: Field Survey (2024)

Table 4.1 reports the relationship between students' learning styles and their educational development in higher institutions in Rivers State, as assessed using the Pearson Product-Moment Correlation statistic. The result produced a correlation coefficient of $r = 0.574$, which indicates a moderate positive association between learning styles and students' educational development. Furthermore, the two-tailed significance value of $p = 0.002$ is below the 0.05 level of significance, demonstrating that the observed relationship is statistically significant. Therefore, the finding provides an answer to Research Question One by establishing that students' learning styles have a moderate positive relationship with their educational development in higher institutions in Rivers State.

Research Questions 2. To what extent does peer relationship correlate students' educational development in higher institutions in Rivers State?

Table 4.2: Summary of Pearson's Product Moment Correlation on the extent to which peer relationship correlate students' educational development in higher institutions in Rivers State.

		Educational Development	Peer Relationship	Remarks
Educational Development	Pearson Correlation	1	.501	Moderate Positive Relationship
	Sig. (2-tailed)		.0001	
	N	385	385	
Peer relationship	Pearson Correlation	.501	1	
	Sig. (2-tailed)			
	N	385	385	

Table 4.2 shows the relationship between peer relationships and students' educational development in higher institutions in Rivers State. The Pearson Product-Moment Correlation analysis yielded a correlation coefficient of $r = 0.501$, indicating a moderate positive association between peer relationships and students' educational development. The corresponding two-tailed significance value of $p = 0.001$ is below the 0.05 significance threshold, indicating that the relationship observed between the variables is statistically significant. Consequently, the result provides an answer to Research Question Two, demonstrating that peer relationships are moderately and positively associated with students' educational development in higher institutions in Rivers State.

Research Questions 3. To what extent does time management correlates students' educational development in higher institutions in Rivers State?

Table 4.3: Summary of Pearson's Product Moment Correlation on the extent to which time management correlates students' educational development in higher institutions in Rivers State.

		Educational Development	Time Management	Remarks
Educational Development	Pearson Correlation	1	.750	Strong Positive Relationship
	Sig. (2-tailed)		.0000	
	N	385	385	
Time Management	Pearson Correlation	.750	1	
	Sig. (2-tailed)			
	N	385	385	

Table 4.3 indicates the relationship between time management and students' educational development in higher institutions in Rivers State. The Pearson Product-Moment Correlation analysis produced a coefficient of $r = 0.750$, which signifies a strong positive association between time management and students' educational development. The analysis further yielded a two-tailed significance value of $p = 0.000$, which is lower than the 0.05 significance level, thereby establishing that the observed relationship is statistically significant. Accordingly, the finding provides an answer to Research Question Three, indicating that time management has a strong positive relationship with students' educational development in higher institutions in Rivers State.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between learning styles and students' educational development in higher institutions in Rivers State.

Table 4.4: Summary of Linear Regression Analysis on the relationship between learning styles and students' educational development in higher institutions in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	95.0% Confidence Interval for B		F-value	r	r ²	p-value
	B	Beta		Lower Bound	Upper Bound					
(Constant)	0.46		5.22	0.29	0.64					
						1161.40	.867 ^a	0.75	.000 ^b	
Educational development	0.88	0.87	34.08	0.83	0.93					

a. Dependent Variable: learning style

Table 4.4 summarizes the linear regression analysis examining the extent to which learning styles predict students' educational development in higher institutions in Rivers State. The unstandardized regression coefficient (B) for educational development is 0.88, while the standardized coefficient (Beta) of 0.87 indicates a strong positive association between the variables. The analysis further reports a t-value of 34.08 for educational development, with a 95% confidence interval ranging from 0.83 to 0.93. In addition, the correlation coefficient of $r = 0.867$ and the coefficient of determination ($r^2 = 0.75$) indicate a strong relationship and show that approximately 75% of the variation in educational development is accounted for by

learning styles. The associated p-value of 0.000 is below the 0.05 significance level, confirming that the regression relationship is statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between learning styles and students' educational development in higher institutions in Rivers State is rejected, leading to the conclusion that learning styles are significantly and positively related to students' educational development in higher institutions in Rivers State.

Hypothesis 2: There is no significant relationship between peer relationship and students' educational development in higher institutions in Rivers State.

Table 4.5: Summary of Linear Regression Analysis on the relationship between peer relationship and students' educational development in higher institutions in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	95.0% Confidence Interval for B		F-value	r	r ²	p-value
	B	SDE	Beta		Lower Bound	Upper Bound				
(Constant)	0.79	0.10		7.85	0.59	0.98				
							662.88	.796 ^a	0.63	.000 ^b
Educational development	0.75	0.03	0.80	25.75	0.69	0.81				

a. Dependent Variable: peer relationship

Table 4.5 presents the summary of the linear regression analysis on the relationship between peer relationships and students' educational development in higher institutions in Rivers State. The table indicates the extent to which peer relationships predict students' educational development.

The unstandardized coefficient (B) for educational development is 0.75, the standardized coefficient (Beta) of 0.80 indicates a strong positive relationship between the variables. The t-value for educational development is 25.75, with a 95% confidence interval ranging from 0.69 to 0.81, indicating the precision of the estimated coefficient. The

correlation coefficient (r) is 0.796, and the coefficient of determination (r^2) is 0.63, meaning that 63% of the variance in students' educational development can be explained by their peer relationships. The p-value of 0.000 is less than the 0.05 significance level, confirming that the relationship is statistically significant.

Therefore, the null hypothesis that there is no significant relationship between peer relationships and students'

educational development in higher institutions in Rivers State is rejected. This indicates that peer relationships have a significant positive relationship with students' educational development in higher institutions in Rivers State.

Ho3: There is no significant relationship between time management and students' educational development in higher institutions in Rivers State.

Table 4.6: Summary of Linear Regression Analysis on the relationship between time management and students' educational development in higher institutions in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	95.0% Confidence Interval for B		F-value	r	r^2	p-value
	B	SDE	Beta		Lower Bound	Upper Bound				
(Constant)	-0.02	0.06		-0.24	-0.14	0.11				
							2855.59	0.94	0.88	.000 ^b
Educational development	1.01	0.02	0.94	53.44	0.97	1.04				
a. Dependent Variable: time management										

Table 4.6 provides the results of the linear regression analysis assessing the relationship between time management and students' educational development in higher institutions in Rivers State, with particular emphasis on the predictive contribution of time management. The analysis shows an unstandardized coefficient (B) of 1.01 for educational development, while the standardized coefficient (Beta) of 0.94 reflects a very strong positive association between the variables. The reported t-value is 53.44, with a 95% confidence interval extending from 0.97 to 1.04. Furthermore, the correlation coefficient ($r = 0.94$) indicates a very strong positive relationship, while the coefficient of determination ($r^2 = 0.88$) suggests that 88% of the variance in students' educational development is explained by their time management practices. The obtained p-value of 0.000 is below the 0.05 significance level, establishing that the relationship is statistically significant. On this basis, the null hypothesis stating that there is no significant relationship between time management and students' educational development in higher institutions in Rivers State is rejected, indicating that effective time management is significantly and positively associated with students' educational development.

Discussion of Findings

Extent Learning Style Correlate Students Educational Development in Higher Institutions in Rivers State

The findings presented in Table 4.4 demonstrate a significant relationship between learning styles and students' educational development in higher institutions in Rivers State.

The t-value of 34.08 emphasizes on the statistical significance of the findings, with a 95% confidence interval ranging from 0.83 to 0.93. This interval, which does not include zero, affirms the reliability of the results, reinforcing that learning styles significantly influence students' educational outcomes.

The correlation coefficient (r) of 0.867 reflects a strong positive correlation, suggesting that as students' alignment with effective learning styles increases, their educational development also rises. This finding resonates with the work of Okafor (2021), who established that tailoring teaching methods to accommodate diverse learning styles enhances students' academic performance. Again, the coefficient of determination (r^2) value of 0.75 indicates that 75% of the variance in students' educational development can be explained by their learning styles. This substantial explanatory power highlights the critical importance of understanding and integrating various learning styles in educational settings. The p-value of 0.000, which is less than the 0.05 significance level, confirms that the observed relationship is statistically significant and unlikely to have occurred by chance.

Concerning Research Question One, the results indicate that there is a positive relationship between students' learning styles and educational development in higher institutions of Rivers State, although the relationship is moderate. This result resonates with the assertion of Nwankwo (2020) that aligning different learning styles into pedagogical practices can increase students' attachment, motivation, and ultimately educational attainment. The rejection of the null hypothesis also implies that the association between learning styles and students' educational development is statistically significant (Obi, 2022). Similarly, Obi (2022) observed that acknowledging various learning styles in instructional practices would improve students' learning experience and educational outcomes. A similar view was advanced by Chukwu (2023), who argued that targeted professional development plans for teachers are critical in promoting learning because it empowers them with the pedagogical skills to execute differentiated instruction. This will ultimately promote academic excellence in higher education and advance a global curriculum of appreciation in Rivers

State. According to Sam-Kalagbor (2021), a positive association exists between students' academic achievement and reading facilities in Rivers State University, although students do not utilise the available facilities. Therefore, it suffices to argue that addressing diverse learning styles in higher education needs proper learning resources alongside effective guidance and encouragement to utilise the resources to actualize educational goals.

Extent Peer Relationship Correlate Students Educational Development in Higher Institutions in Rivers State

The findings from table 4.2 reveal a moderate positive relationship between peer relationships and students' educational development in higher institutions in Rivers State. This finding posited the importance of peer connections in enhancing students' educational experiences. Similar conclusions were drawn by Nnamdi (2021), who argued that effective peer relationships promote collaborative learning, thereby improving academic outcomes. Again, the results from table 4.5 provide perceptions into the predictive power of peer relationships on students' educational development. The unstandardized coefficient ($B = 0.75$) indicates that a one-unit increase in peer relationships corresponds to a 0.75-unit increase in educational development. The standardized coefficient ($Beta = 0.80$) signifies a strong positive relationship, reinforcing the idea that peer interactions are a crucial predictor of academic success. This finding is in line with Chinedu (2020), who highlighted the positive impact of supportive peer networks on academic performance, emphasizing that students learn effectively when they engage in meaningful interactions with their peers. The t -value of 25.75, accompanied by a 95% confidence interval ranging from 0.69 to 0.81, further supports the reliability of the findings. The correlation coefficient ($r = 0.796$) and coefficient of determination ($r^2 = 0.63$) reveal that 63% of the variance in students' educational development can be explained by their peer relationships. This significant explanatory power indicates that peer dynamics play a substantial role in shaping educational outcomes, aligning with the views of Olawale (2022), who noted that supportive peer interactions are critical for students' academic journeys. Given the rejection of the null hypothesis, which posits no significant relationship between peer relationships and educational development, it is clear that these social dynamics are essential for student success in higher education. This aligns with the perspective of Okoro (2023), who advocated for the implementation of structured peer support programs to facilitate positive interactions among students. Such programs can promote collaboration and teamwork, ultimately enhancing educational development. Nwuke (2025) equally found that counselling and support services, together with student engagement initiatives, were used to a high extent in managing the social problems of public universities in Rivers State, although the same study

reported that these services were not helping students to manage stress and academic challenges, and this indicates that the presence of a support structure matters less than whether students actually draw on it when their studies come under pressure.

Extent Time Management Correlate Students Educational Development in Higher Institutions in Rivers State

The findings presented in Table 4.3 demonstrate a strong positive relationship between time management and students' educational development in higher institutions in Rivers State. The Pearson correlation coefficient of ($r = 0.750$) signifies that effective time management practices are closely linked to improved educational outcomes. The statistical significance of this relationship is further emphasized by a significance value of ($p = 0.000$), which is well below the 0.05 threshold. This confirms that time management is a critical factor influencing students' educational development, consistent with the findings of Okwuashi (2022), who noted that students with effective time management skills tend to achieve better academic results.

Again, the linear regression analysis summarized in Table 4.6 provides deeper perceptions into the predictive power of time management on educational development. The unstandardized coefficient ($B = 1.01$) suggests that for every unit increase in time management, there is an expected increase of 1.01 units in educational development. The standardized coefficient ($Beta = 0.94$) indicates a very strong positive relationship, reinforcing the notion that effective time management is paramount for academic success. This finding aligns with the assertions made by Eze (2023), who highlighted the importance of time management in enhancing student productivity and academic performance. The t -value of 53.44, along with a 95% confidence interval ranging from 0.97 to 1.04, indicates the precision of the estimated coefficients and further supports the robustness of the findings. Additionally, the correlation coefficient of ($r = 0.94$) and coefficient of determination ($r^2 = 0.88$) reveal that a remarkable 88% of the variance in students' educational development can be explained by their time management practices. Such a substantial impact indicates that educational institutions should prioritize teaching time management skills as part of their curriculum. This perspective resonates with the work of Ojo (2021), who emphasized that integrating time management training into academic programs significantly enhances students' ability to meet academic demands effectively. Given that the null hypothesis—which posits no significant relationship between time management and students' educational development—has been rejected, it is evident that time management is crucial for enhancing educational outcomes in higher institutions in Rivers State. This is consistent with findings by Adeyemo (2020), who argued that time management skills not only improve

academic performance but also foster overall personal development among students.

Conclusion

The findings of this study indicate significant relationships among learning styles, peer relationships, and time management concerning students' educational development in higher institutions in Rivers State. Specifically, a moderate positive correlation was established between students' learning styles and their educational development, supported by a strong positive correlation between time management practices and educational outcomes. This suggests that adapting teaching strategies to various learning styles can enhance student engagement and performance.

Recommendations

1. Educational institutions in Rivers State should integrate training on various learning styles into their curriculum. This approach will help students recognize their preferred learning methods and apply them effectively in their studies, thereby enhancing academic performance.
2. Universities should establish peer mentoring and support programs to foster positive peer relationships. These initiatives can create a conducive environment for collaboration and knowledge sharing, which is vital for educational development.

Institutions should implement workshops and seminars focused on time management skills for students. This training will equip students with the necessary strategies to balance academic responsibilities and personal commitments, ultimately improving their academic performance.

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