

# The Role of Peer Relationship in the Resilience of Junior High School Students

Lei Huo\*

Tongzhong Central School, Zhumadian, Henan, China

\* Corresponding author: huolei20@126.com

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**Abstract:** Compared with other groups, the emotional fluctuation of junior high school students is relatively large, which has attracted the attention of most scholars. On this basis, this paper developed the following data, such as "Adolescent Resilience Scale", "Peer Relationship Questionnaire" and so on. Three hundred students were selected as the research objects to understand the real relationship between them and their classmates through questionnaires. At the same time, a series of analysis work has been carried out on the basis of psychological resilience. The detailed conclusions are as follows: Most of the subjects' resilience levels are above average. From the perspective of gender, boys and girls have advantages in the following aspects, such as emotional control, interpersonal assistance and so on. The one-child problem has little relevance to this study, so it is not specified. Junior three students rank first in this respect, among which class cadres have strong representativeness. In addition, the relationship between the subjects and their classmates is more harmonious, and the way of dealing with girls is higher than that of boys. It can be seen that job differences, family and other factors have a certain impact on resilience.

**Keywords:** Junior Middle School Students; Resilience; Peer Relationship.

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## 1. Introduction

### 1.1. Research Background

As far as the country is concerned, adolescents occupy the core position and have a direct impact on the development of the country. Therefore, our country must be aware of the importance of this other psychological problem and avoid hindering the progress of individuals and the whole. In all groups of young people, junior high school students have a certain uniqueness, during the life, many factors will restrict their formation. What's more, it can cause a series of psychological problems. It can be seen that the most important thing at present is to formulate reasonable solutions to their psychological problems. Many domestic scholars have also studied it and achieved remarkable results, but only a small part of the theory is related to junior high school students. Psychological research is even less, which hinders the follow-up work.

Nowadays, peer relationship has also attracted the attention of most people in society, and there is a close relationship between peer relationship and student development. With the improvement of the relationship, the child's attitude towards learning will also change positively, but if the relationship deteriorates. It is likely to affect children's communicative ability, undermine their self-confidence in interpersonal communication, and even become a lonely personality. It hinders their healthy growth. Because of the influence of external factors, the solution is called resilience, if its level is in the rising stage. The subject's response is also superior, which can help the child achieve the goal of improving the relationship. In addition, it can also help the subject to establish a correct attitude towards things and prevent psychological problems. Because there are not many scholars who study this kind of problem in our country. Therefore, this paper combines the characteristics of junior high school students to carry out research, and stands on the basis of psychological resilience. In-depth analysis of the actual

situation of peer relationship, at the same time, also discussed the problems. It can provide theoretical basis for the following organizations, such as schools and families. In addition, it can also enhance the comprehensive ability of the group, such as communicative ability, language ability, and so on, to promote its healthy and long-term development. Reduce the possibility of emotional fluctuations [1].

### 1.2. Purpose and Significance of the Study

#### 1.2.1. Purpose of Study

This paper takes junior high school students as the main object to carry out the research, and from multiple perspectives, such as peer relationship and resilience. The emotional fluctuation of this group is analyzed in depth, and the reasons for the birth of related factors are also discussed. It can provide a theoretical basis for related research and has a strong practical significance.

#### 1.2.2. Research Significance

Based on the successful collection of case results, this paper summarizes and classifies the information by using resilience as vocabulary. Relevant survey results show that the psychological problems of junior high school students have been paid attention to by many professionals. However, most of the research contents are one-sided and can not be used as a basis. There is no detailed introduction of whether there is a relationship between peer relationship and subjective emotions. Therefore, this article through the questionnaire survey method launches the research to this, including the companion relations, the psychological resilience and so on. It can help the group to improve their communication skills. In addition, this paper also analyzes the relationship between the two in depth, which can facilitate the follow-up work. According to the actual situation, this paper also formulates reasonable improvement strategies for peer relationship. It can help junior high school students establish a good relationship with their classmates and lay a solid foundation for their healthy growth. Therefore, this article has a strong reference value and can help children build a sound

personality [2].

## 2. Literature Review

### 2.1. Research Review of Resilience

#### 2.1.1. Overview of Resilience

From the perspective of psychology, western scholars have made a detailed explanation of resilience and named it Resilience. However, from the domestic research results, we can see that most scholars have some differences in their concepts. The number of people who use the word "resilience" is large, so this paper also uses the word to discuss.

Yu Xiaoxia (2017), a domestic scholar, has studied this and proposed that resilience consists of the following parts: It represents the positive emotions of the subject in the face of difficulties. Secondly, the ability to overcome difficulties. Finally, it represents the fluctuation of the subject's psychology in the process of dealing with difficult problems. Liu Yaqiong (2017), a Chinese scholar, also elaborated his own idea: If the subject is under great mental pressure, But still can rely on their own ability to maintain emotional stability, the phenomenon is called resilience. Although this idea is quite different from others, on the other hand, the theory covers a lot of content. The introduction is also clear and clear. Zheng Meijuan (2017), a domestic scholar, pointed out that many factors would affect psychological resilience. Firstly, for the subject, only when he encounters difficulties, psychological resilience will emerge. Including mental stress and so on. Secondly, with the implementation of psychological resilience, and under the constant action, their negative emotions will gradually disappear. Until it doesn't exist. In my opinion, once the following problems occur, such as adversity, disaster and so on. The subject can rely on his own ability to deal with and ensure emotional stability, which is called resilience [3].

#### 2.1.2. Research on Resilience

Li Yunqi (2019), a Chinese scholar, proposed that junior high school students should be taken as the object of research. It also analyzes the school use of this group in depth, and at the same time, stands on the position of psychological resilience. The relationship between the two is comprehensively explored. From the results, we can see that compared with girls, boys' ability is more significant; Compared with the lower grades, the ability of the higher grades is more significant, and with the improvement of psychological resilience. The adaptability of schools will also change accordingly. Zhang Wen(2016), a domestic scholar, selected more than 200 people as research objects. From the perspective of demography, the fluctuation of psychological resilience is larger. In addition, it also analyzed the "depressive symptoms", and the results showed that with the increase of psychological resilience. Depressive symptoms show a downward trend, so the relationship between the two is inversely proportional [4]. Chinese scholar Du Beilei et al.(2019) proposed that a total of 305 research objects were selected. The results show that the relationship between them is inversely proportional. It can be seen that with the improvement of psychological elasticity, psychological transfinite will show the opposite change. And it is closely related to learning burnout, so we can use this advantage to improve the current problem of learning burnout. Gao Ruiying (2019), a domestic scholar, took special adolescents as the main object of research and analyzed the following

aspects. Such as parental attitudes, family atmosphere, etc. The results show that the relationship between resilience and parental attitudes is proportional.

### 2.2. Review of Relevant Research on Peer Relationship

#### 2.2.1. Overview of Peer Relationships

At present, many scholars have different definitions of "peer relationship". This phenomenon has also been reflected in the western research results. Western scholar J.Parker (2016) carried out induction work on this aspect, which is mainly divided into groups, interpersonal relationships, individuals and so on. Shan Nan (2017), a domestic scholar, believes that the main representatives of children who do not have a big gap in age should adopt the following methods: Such as cooperation, communication, etc., thus forming a relationship with each other. The half-use relationship is closely related to the following aspects, such as psychological age, actual age, etc. The subject can take an interactive way to increase the connection between the two. Yang Shuyun (2018), a Chinese scholar, also defined this: In the process of communication, The communication relationship caused by the subject's behavior is called peer relationship, in which adolescents have a strong representation. It can not only improve children's communicative ability but also their language ability[5],but also take advantage of this advantage. To lay a good foundation for their subsequent employment and improve their adaptability.

From the above, we can see that for teenagers, peers occupy a key position, whether in psychological or physical aspects. They can't do without the help of their companions. In the case of having peers, it can not only stimulate children's enthusiasm for learning, but also improve their self-confidence. It can also make up for the shortcomings in communication, thus helping children form a sound and complete personality. To prevent their psychological negative impact, what is more, it can also provide help for follow-up employment [6].

#### 2.2.2. Research on Peer Relationship

Compared with China, western countries have studied peer relationship for a long time, and the theory is also very comprehensive. In addition, it also analyzes the role of relevant factors in depth. Western scholar D. Bacchini et al. (2019) investigated this issue. And the results are described in detail: many factors will have a certain impact on children's communicative behavior. These include personality, family atmosphere and so on. From the perspective of gender, compared with girls, boys have stronger psychological endurance. Foreign scholar A. Onoyase (2018) believes that compared with urban children, rural children's communicative competence is more advanced. Domestic scholars Lu Wenyan et al. (2018) also explained that peer relationship has the characteristics of predictability. The prediction objects are divided into the following categories, such as aggressive behavior, self-esteem and so on. If the relationship has a positive impact, it can not only promote the healthy growth of students, but also avoid their negative emotions. In addition, compared with only children, non-only children have stronger communication skills. Liang Hui (2015), a Chinese scholar, believes that in childhood, if young children can get positive peer relationships, they can get positive peer relationships. It will have a positive impact both psychologically and physically [7].

### 2.2.3. Research on the Relationship between Resilience and Peer Relationship

Long Ke (2017), a domestic scholar, took college students as the object of study and put forward in relevant reports. Resilience has the characteristics of predictability, and with the change of its level, peer relationships will also change accordingly. It is also closely related to children's psychology. Chinese scholar Zhang Zhen et al. (2016) believe that from the psychological level, it is directly proportional to the peer relationship. For adolescents, if the time of peer relationship is longer, the behavior is also very different from before. Su Xia (2016), a domestic scholar, also took primary school students as the main body and elaborated on this. Resilience plays a central role and interacts with peer relationships [8].

From the above content, we can see that whether at home or abroad, if we want to improve our children's communication skills, it is bound to be inseparable from the help of psychological resilience, but there are still differences in the results. This kind of research subjects are mainly divided into the following categories, such as primary school students, college students and so on, and do not involve the field of junior high school students. There is no guarantee that it will be applicable to all groups. Therefore, standing on the position of junior high school students, this paper takes their

resilience as the main content to study. And the influence degree of peer relationship is analyzed in depth.

## 2.3. Research Hypothesis

Hypothesis 1: It is based on the following aspects, such as family factors, grade and gender. Analyze whether it will affect their psychological resilience.

Hypothesis 2: From the standpoint of demography, from the following perspectives, such as family factors, grade and gender, etc. Judge whether it will affect their peer relationships.

Hypothesis 3: Is there a relationship between peer relationship and resilience [9].

## 3. Research Methods

### 3.1. Object of Study

This paper takes junior high school students as the main object to carry out the research, and through the way of questionnaire to understand their resilience. A total of 300 students were involved in this study. After the screening work was completed, a total of 285 questionnaires had reference value. Accounting for more than 90% of the total. The details are shown in the table below.

**Table 1.** Sample Survey Information

Variables	Category	Number of people	Percentage (%)
Gender	Male	153	53.68
	Female	132	46.32
Grade	First day of junior high school	85	29.82
	The second day of junior high school	96	33.68
	The third year of junior high school	104	36.50
Whether it is a class cadre	Yes	92	32.28
	No	193	67.72
Whether it is an only child	Yes	123	43.16
	No	162	56.84

## 3.2. Research Tools

### 3.2.1. Research Tools for Peer Relationships

Wo Jianzhong is mainly responsible for the revision and compilation of the independent Peer Relationship Questionnaire. The questionnaire has a total of 40 questions, mainly involving six dimensions. In the case of completing this questionnaire, the degree of understanding of peer relationships can be increased, and the final value is 0.83 by calculation. The 5-point scoring method plays a key role in this questionnaire. And with the increase of the score, the peer relationship will change accordingly.

### 3.2.2. Research Tools for Resilience

This paper also formulates the corresponding "Adolescent Resilience Scale". Gan Yiqun and others are mainly responsible for the revision and compilation of the questionnaire, which has 27 questions, mainly involving five dimensions. In terms of data measurement, the 5-point integration method is chosen. The results of the survey show that as the score increases, there will be a corresponding change in psychological resilience. Through calculation, the final value is 0.83, which has a strong reference value [10].

## 3.3. Research Process

The questionnaire survey of this study is carried out in the form of issuing questionnaires, and ensures that the completion of each questionnaire survey is relatively independent. When the student completes the questionnaire, the distributor needs to collect it. This time, junior high school students in a city were selected as the starting point of the study, and relevant research was carried out with the help of paper-based questionnaires. A total of 300 questionnaires were successfully collected, and such data were entered in IBM SPSS 22.0 to comprehensively analyze the relevant contents of this part of data.

## 3.4. Statistical Analysis Method

The relevant contents of the investigation and research are recorded in the IBM SPSS 22.0 data processing software, and the final conclusion is summarized. Compare with the existing research results. With the help of descriptive statistics, this paper studies the basic situation of peer relationship and resilience. The influence of gender, class cadre and only child on peer relationship and resilience was clarified. All the above studies need to be realized by independent sample t-test. With the help of one-way ANOVA

analysis, it is clear whether grade has an impact on peer relationship and resilience. To explore the relationship between peer relationship and resilience, we need to introduce Pearson product-moment correlation and regression analysis [11].

## 4. Result Analysis

### 4.1. The Basic Situation of Psychological Resilience of Junior High School Students

#### 4.1.1. Descriptive Statistics of Resilience of Junior High School Students

Table 2 below details the statistical information and related explanations between resilience and dimensions for junior high school students, as follows:

**Table 2.** Statistical analysis of resilience description

	n	Min	Max	M±SD
Target focus	285	5	25	17.57±3.46
Emotional control	285	6	30	19.02±4.65
Positive cognition	285	5	20	14.85±2.36
Family support	285	8	30	20.53±4.35
Interpersonal assistance	285	6	30	19.13±4.85
Psychological resilience	285	51	127	91.56±11.95

From the relevant information in the above table, it can be found that the theoretical values of the above indicators are 81, 15, 18, 12, 18 and 18 points respectively. From this, we can see that the psychological resilience and all dimensions at this stage are in the middle and upper level. This also shows that most junior high school students have a good level of

resilience.

#### 4.1.2. The Test of Gender Difference in Resilience.

Table 3 below details the study of resilience of junior high school students with the help of independent sample t, and confirms whether gender affects it. The details are as follows:

**Table 3.** Comparison of gender differences in resilience of junior high school students (M ± SD)

Project	Male (n = 153)	Female (n = 132)	T-value
Target focus	17.56±3.56	17.30±3.06	1.76
Emotional control	19.51±4.23	18.32±4.11	2.49*
Positive cognition	14.51±2.95	14.93±2.71	-1.59
Family support	20.56±4.23	20.88±4.15	-0.08
Interpersonal assistance	18.35±5.23	19.71±4.95	-3.12**
Psychological resilience	91.35±13.56	92.09±13.12	-0.65

Note: \* p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001, the following table is the same.

From the relevant data in the above table, we can see that gender will have a certain impact on the following two dimensions. Including: emotional control, interpersonal assistance and so on, the former is more prominent in men, the latter is women.

#### 4.1.3. Test the Difference of Resilience in Different Grades.

Table 4 below details the form of one-way ANOVA to confirm the resilience of junior high school students. The impact on the grade is determined as follows:

**Table 4.** Difference test of junior middle school students' resilience in different grades (M ± SD)

Project	Junior 1 (n = 85)	Junior 2 (n = 96)	Junior 3 (n = 104)	F
Target focus	17.71±3.45	17.65±3.52	18.45±3.44	0.47
Emotional control	19.04±5.04	18.98±4.35	20.00±4.64	0.11
Positive cognition	15.04±2.48	14.85±2.33	15.76±2.35	0.52
Family support	20.66±4.26	20.35±4.36	21.83±4.51	0.58
Interpersonal assistance	19.67±4.86	19.01±4.65	20.75±4.79	1.24
Psychological resilience	89.35±13.21	90.84±12.45	96.15±12.16	12.75**

From the relevant data in Table 5, it can be seen that the more prominent part of the difference is the total score of

resilience of junior high school students. Therefore, Table 5 below selects multiple dimensions for comparison, as follows:

**Table 5.** Multiple comparisons of grade differences in junior middle school students' resilience

Project	(I) Grade	(J) Grade	Mean Difference (I-J)
Psychological resilience	First day of junior high school	The second day of junior high school	-1.25
	The second day of junior high school	The third year of junior high school	-6.57**
		The third year of junior high school	-5.36**

It can be seen from Table 5 that the higher level of resilience is in the third grade of junior middle school, while

the other two grades are close to each other, and the difference is small.

#### 4.1.4. The Difference Test on Whether to Serve as a Class Cadre.

Table 3 below details the study of resilience of junior high

school students with the help of independent sample t, and confirms whether class cadres will affect it. The details are as follows:

**Table 6.** Difference comparison of junior middle school students' psychological resilience on whether to be class cadres (M ± SD)

Project	Class cadre (n = 92)	Non-class cadre (n = 193)	T-value
Target focus	17.55±3.26	17.39±3.09	0.73
Emotional control	19.26±5.03	18.46±5.02	1.65
Positive cognition	15.53±2.95	14.53±2.71	4.11***
Family support	20.85±4.13	20.62±4.25	0.35
Interpersonal assistance	19.99±5.13	19.03±4.85	1.92
Psychological resilience	93.96±14.56	91.03±12.29	2.45*

From the data in the above table, we can see that class cadres will have a certain impact on resilience and cognitive dimensions. Most of the students who are class cadres have a high level of psychological resilience.

#### 4.1.5. The Difference Test on Whether it is the Only Child or Not.

Table 7 below details the study of resilience of junior high school students with the help of independent sample t. And confirm whether the only child will have an impact on it, as follows:

**Table 7.** Difference comparison of junior middle school students' psychological resilience on whether they are the only child or not (M ± SD)

Project	Only child (n = 123)	Non-only child (n = 162)	T-value
Target focus	16.89±4.11	17.56±3.08	-1.14
Emotional control	19.27±5.33	18.66±5.12	0.65
Positive cognition	14.18±2.97	14.84±2.73	-1.52
Family support	20.19±4.16	20.79±4.23	-0.77
Interpersonal assistance	19.09±4.75	19.33±5.10	-0.22
Psychological resilience	90.27±16.56	91.93±12.56	-0.58

According to the relevant data in the above table, the only child does not have a certain impact on psychological resilience.

## 4.2. The Basic Situation of Peer Relationship among Junior High School Students

### 4.2.1. Descriptive Statistics of Junior High School Students' Peer Relationships

Table 8 below details the specific content of peer relationships among junior high school students:

**Table 8.** Statistical analysis of peer relationship description of junior high school students

	n	Min	Max	M±SD
Acceptance, affirmation and concern	285	8	39	25.25±4.93
Share help and guidance	285	5	25	16.05±4.65
Accompaniment and entertainment	285	6	30	18.85±4.93
Intimate exposure and communication	285	17	43	30.96±4.85
Conflict and competition	285	5	25	15.02±2.85
Conflict resolution strategy	285	11	35	26.20±4.17
Companionship	285	83	179	133.79±16.17

As far as Table 8 is concerned, it can be found that the score of student peer relationship in this survey is 133.79, which is far beyond the median value. This also shows that junior high school students have a good level of peer relationship, and the gap between the maximum value and the minimum value is

large. This also shows that different individuals have different levels of peer relationships.

### 4.2.2. Testing the Differences of Peer Relationships between Different Genders.

**Table 9.** Comparison of gender differences in junior high school students' peer relationships (M ± SD)

Project	Male (n = 153)	Female (n = 132)	T-value
Acceptance, affirmation and concern	24.72±4.86	25.56±4.91	-1.75
Share help and guidance	15.86±3.65	18.43±3.63	-7.65***
Accompaniment and entertainment	19.53±4.75	18.43±4.78	1.51
Intimate exposure and communication	29.89±4.85	31.52±4.69	-3.96***
Conflict and competition	15.08±2.65	15.01±2.98	0.16
Conflict resolution strategy	25.68±4.23	26.56±4.12	-2.05*
Companionship	131.75±15.83	135.39±16.15	-3.16**

Table 9 below details the test results of peer relationships among junior high school students with the help of independent sample t. Determine whether gender affects junior high school students' peer relationships.

Through the data in Table 9, it can be found that compared with boys, the following dimensions are lower for women. Including: acceptance, companionship and conflict competition, the remaining dimension is more prominent, and

there is a more significant gap.

#### 4.2.3. Test the Difference of Peer Relationship in Different Grades.

Table 10 below details the use of the one-way form of variance to determine the effect of grade on the resilience of junior high school students, as follows:

**Table 10.** Difference test of junior high school students' peer relationship in different grades (M ± SD)

Project	Junior 1 (n = 85)	Junior 2 (n = 96)	Junior 3 (n = 104)	F
Acceptance, affirmation and concern	24.41±5.54	24.95±5.00	26.36±4.56	1.15
Share help and guidance	16.53±4.64	16.00±4.55	16.01±4.65	0.92
Accompaniment and entertainment	18.81±4.98	18.76±5.02	19.99±4.93	0.41
Intimate exposure and communication	30.89±4.85	30.99±4.95	31.86±4.76	0.23
Conflict and competition	15.00±2.88	15.09±2.83	16.01±2.84	0.14
Conflict resolution strategy	26.35±4.20	26.21±4.15	27.07±4.16	0.50
Companionship	131.21±16.42	131.62±15.25	138.4±15.96	14.95***

On the basis of a careful study of the relevant data in Table 10, it can be found that grade also has an impact on the level of peer relationship. Because the gap of each dimension of peer relationship in grade is not significant, the actual gap is

reflected in the total score. Therefore, in order to further confirm that the peer relationship of junior high school students is affected by grade, Table 11 shows the comparative information of various dimensions. The details are as follows:

**Table 11.** Multiple comparisons of grade differences in junior middle school students' resilience

Project	(I) Grade	(J) Grade	Mean Difference (I-J)
Companionship	First day of junior high school	The second day of junior high school	-0.65
		The third year of junior high school	-8.69***
	The second day of junior high school	The third year of junior high school	-8.05***

From the relevant data in the above table, it can be seen that junior three students have a higher level of peer relationship, while junior one students have a lower level of peer relationship. The gap between junior two students and junior one students is small.

#### 4.2.4. The Difference Test on Whether to Serve as a Class Cadre.

Table 12 below details the test results of peer relationships among junior high school students with the help of independent sample t. Determine whether the class cadre will affect the peer relationship of junior high school students.

**Table 12.** Comparison of junior high school students' peer relationship on whether to be a class cadre (M ± SD)

Project	Class cadre (n = 92)	Non-class cadre (n = 193)	T-value
Acceptance, affirmation and concern	25.29±4.76	25.21±5.01	0.09
Share help and guidance	18.36±3.45	17.26±4.01	3.13**
Accompaniment and entertainment	19.35±4.65	18.67±4.79	1.41
Intimate exposure and communication	32.15±4.95	30.61±4.78	3.84***
Conflict and competition	14.89±2.86	15.25±2.92	-0.90
Conflict resolution strategy	26.69±4.09	26.08±4.21	1.57
Companionship	135.96±16.01	132.75±16.15	2.48*

From the data in the above table, we can find that the differences in the following parts are more prominent. Include "sharing," "intimate disclosure," and "peer relationships."

#### 4.2.5. The Difference Test on Whether the Only Child Or Not.

Table 13 below details the test results of peer relationships

among junior high school students with the help of independent sample t. Determine whether the only child has an impact on the peer relationship of junior high school students.

**Table 13.** Comparison of junior high school students' peer relationship in only child and non-only child (M ± SD)

Project	Only child (n = 123)	Non-only child (n = 162)	T-value
Acceptance, affirmation and concern	24.75±5.56	25.29±4.87	-0.66
Share help and guidance	16.51±3.46	17.61±3.95	-1.57
Accompaniment and entertainment	19.27±5.21	18.85±4.91	0.49
Intimate exposure and communication	28.81±5.21	31.06±4.67	-2.65**
Conflict and competition	14.51±2.76	15.06±2.95	-1.05
Conflict resolution strategy	24.16±5.17	26.35±4.15	-2.91**
Companionship	127.79±16.51	134.18±16.26	-2.11*

From the data in the table, we can find that compared with the only child, the following contents of the non-only child are more prominent. Including: "peer relationship", "intimate exposure", "conflict resolution strategies" and so on.

### 4.3. Correlation Analysis of Resilience and Peer Relationship

Based on the analysis and study of psychological sigh and

peer relationship, the relevant contents of the following table are summarized, from which we can see that. Resilience is mostly positively correlated with peer relationship, and 0.49 is its correlation coefficient. The following data also show a positive correlation between the two. Including: companionship and entertainment and emotional control dimensions, sharing help and guidance and family support dimensions [12].

**Table 14.** Relationship between factors of resilience and factors of peer relationship

Project	Companion Relationship	Acceptance, affirmation and concern	Share help and guidance	Accompaniment and entertainment	Intimate exposure and communication	Conflict Competition	Conflict resolution strategy
Psychological resilience	0.49**	0.28**	0.24**	0.25**	0.39**	0.31**	0.39**
Target focus	0.40**	0.22**	0.15**	0.23**	0.23**	0.32**	0.38**
Emotional control	0.18**	0.09*	-0.04	0.03	0.29**	0.26**	0.11*
Positive cognition	0.37**	0.21**	0.29**	0.17**	0.20**	0.10**	0.40**
Family support	0.29**	0.23**	0.07	0.09**	0.25**	0.25**	0.23**
Interpersonal assistance	0.35**	0.19**	0.31**	0.24**	0.27**	0.10**	0.21**

## 5. Discussion

### 5.1. The Current Situation of Psychological Resilience of Junior High School Students

#### 5.1.1. The Overall Situation of Resilience of Junior High School Students

According to the relevant data of this survey, the psychological resilience score of junior high school students is over 90, which is in the upper middle level. This conclusion is different from Yu Xiaoxia's. In-depth exploration of the reasons can be found that junior high school students are facing great learning pressure. Parents also generally hope that their children can grow up, so they often compare the performance of other excellent children. As a result, higher requirements are put forward for children, and the physical and mental health of students is deeply affected, which promotes the decline of psychological resilience.

#### 5.1.2. The Difference of Psychological Resilience in Demographic Variables

The survey found that gender does not interfere with resilience. The results of this study are similar to those of the following scholars, including An Zhefeng, Du Beilei and Yang Fuge. From a different point of view, compared with girls, boys can better control the emotional content. Girls are more likely to get help from the outside world. The main reason for this kind of problem is that the development of female physiological characteristics in junior middle school is more obvious. The development of these characteristics will lead to many problems for girls, which will affect their emotions, and even lead to emotional uncontrollability and other phenomena. Most boys do not have such problems [13].

The results of this study show that compared with ordinary students, class cadres have more prominent student cognition. In-depth exploration of the reasons can be found that most students elect members of the class committee in a democratic form. Therefore, it also shows that people trust and like the student very much, and he will naturally become the object of

imitation by other students. Class committees need to trigger many activities of students, and most of them will harvest many forms of exercise from them. Class committee members can also deal with their own problems well, and their views on problems will be different from those of ordinary students. And then lead to a further understanding of things.

Whether it is an only child or not has little impact on psychological resilience, and Li Yunqi's view is the same. In-depth exploration of the reasons can be found that with the rapid rise of modern economy, its educational concept is also constantly improving. Regardless of the number of children in the family, most of their parents will meet their needs, so they will not quarrel over material issues. Children receive mostly the same attention from their parents, so psychological resilience is not affected by whether they are only children or not.

In terms of psychological resilience, the third grade is more prominent, while the first grade is relatively weak. In-depth exploration of the reasons can be found that the students in the first grade of junior middle school have just entered the junior middle school stage. They are not familiar with the learning and living environment, so they have a low level of resilience; For junior three students, their junior high school life is relatively long, and their circle of friends is relatively stable. It is easy to deal with the stress caused by life and study, so the level of psychological resilience is higher.

### 5.2. The Current Situation of Junior High School Students' Peer Relationship

#### 5.2.1. The General Situation of Junior High School Students' Peer Relationship

The peer relationship of junior high school students is still at a high level. The conclusion of this study is similar to that of Shan Nan. In-depth exploration of the reasons can be found: First of all, family factors will have a certain impact on it. The psychology of junior high school students is entering a mature stage, parents can not become their communication object, they are more inclined to communicate with friends. So as to

ensure the stability of their peer relationship. Secondly, junior high school students gradually begin to contact all aspects of society, and their understanding of society is constantly improving. Therefore, they are more eager for peer relationships, and once there are students with similar interests, they will associate with them. So as to form a certain resonance [14].

### 5.2.2. Differences in Demographic Variables in Peer Relationships

The results of relevant studies show that gender is also an important factor affecting peer relationships. The conclusion of this kind of research is the same as that of Zhang Zhen and Guo Boda. In-depth exploration of the reasons can be found that junior high school is an important stage of adolescence for students, and female adolescence is higher. As a result, many problems have arisen among girls, who are more inclined to share their secrets. Therefore, there is often resonance between different individuals, which helps to improve their relationship.

Through this study, we can find that most of the class leaders have good peer relationship level. In-depth exploration of the reasons can be found that most students elect members of the class committee in a democratic form. Therefore, it also shows that people trust and like the student very much, which will inevitably lead to a higher frequency of participation in activities. They are also more likely to integrate into collective life and communicate smoothly with others, thus improving the level of their peer relationships.

In this survey, it is found that the only child will also have a certain impact on the peer relationship. In fact, the peer relationship level of non-only-child is higher. This is not consistent with Su Xia's point of view, and in-depth exploration of the reasons can be found. Most of the non-only-child students tend to communicate with their brothers and sisters, and some of the skills of peaceful coexistence have been basically mastered. Therefore, it can deal with problems in interpersonal relationships in a timely manner; Parents'spoiling often makes the only child pay too much attention to himself and can not properly consider problems from the perspective of others. Therefore, there are often some problems in interpersonal communication, which is the final conclusion of this study.

Through this study, it is found that grade is also an important factor affecting peer relationship. The most prominent peer relationship is the students in the third grade of junior middle school, and the students in the first grade of junior middle school with poor knowledge. Because the students in the first grade of junior middle school have just entered the junior middle school stage, they are not familiar with the learning and living environment, and because they have changed to a new school. The familiar friends around him no longer exist, and the stability of the circle of friends around him can not be guaranteed. Some students in the class are just in contact with each other, and their circle of friends is still in the blank stage, so the level of peer relationship is low; For junior three students, their junior high school life is relatively long, and their circle of friends is relatively stable. Therefore, the level of peer relationship is higher.

### 5.3. The Relationship between Resilience and Peer Relationship of Junior High School Students

In this questionnaire, there is a positive correlation between

resilience and peer relationship. In-depth exploration of the reasons can be found that, first of all, when students have a higher level of psychological resilience, their psychology is more perfect. They also have good psychological quality and relatively rich communication skills. It can deal with the problems arising from the communication links in a timely and rapid manner, and actively change the traditional forms of communication. Ensure the pleasantness of the communication link, so as to achieve the purpose of establishing peer relationship. Secondly, when students have good psychological resilience, once there are problems in interpersonal communication, most of them will inform others. And seek the help of others, so as to actively change their psychological state, effectively avoid the impact of negative emotions on themselves. Actively understand other people's suggestions on interpersonal communication, so as to further improve the efficiency of dealing with interpersonal problems. Help students' peer relationship level rise [15].

## 6. Conclusion

This study selected "resilience" and "peer relationship" as the main forms of research. The actual research results show that the resilience level of junior high school students is mostly stable in the upper middle level. In terms of psychological resilience, compared with boys, girls' interpersonal assistance ability is more prominent. Men are better at emotional control. By comparing with ordinary students, we can find that class cadres are more excellent. For the grade, the third grade has a higher psychological resilience. On the whole, the level of peer relationship is higher, mostly at the upper level, while women are more prominent, and non-only-child is more excellent. Class cadres are better able to handle peer relationships. Resilience is directly proportional to the peer relationship of class cadres, that is to say, with the increase of the level of peer relationship. Their psychological resilience will increase accordingly. To sum up, we should ensure that the peer relationship of junior high school students is handled reasonably and actively promote the establishment of students' self-confidence. Promote the health and stability of their mentality, help junior high school students to form a sense of self-regulation, and establish a good view of frustration. Promote their ability to resist setbacks, so as to further improve their psychological elasticity.

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