

## AN URBAN COLLEGE INVESTIGATES HOW STUDENTS' SOCIAL AND EMOTIONAL CAPACITIES INFLUENCE THEIR RESILIENCE

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### Abstract

Examining how resilience is related to college students' social and emotional abilities is the goal of this quantitative research. To make findings on this link, the research used data obtained from 1,411 students at metropolitan colleges. Students' ability to regulate their emotions, interact with others, and demonstrate social competence are all aspects of resilience that this study seeks to understand more fully. The emotional capacities (such as stress tolerance and emotional awareness) and social capacities (such as empathy and interpersonal skills) were evaluated with a standardised questionnaire that used a five-point Likert scale. To look for similarities or variations across subgroups, they also gathered demographic information such as age, gender, marital status, education level, domicile, and technical competence. The participants' levels of resilience and any significant variations in social and emotional abilities were examined using Analysis of Variance (ANOVA). The findings showed that resilience is positively correlated with emotional and social intelligence. Individuals' ability to handle stress and bounce back from failure was positively correlated with the strength of their social and emotional abilities. Students with stronger social and emotional skills fared better under pressure and were more resilient when setbacks occurred. The results demonstrated a favourable correlation between emotional and social intelligence and resilience. Students with stronger social and emotional skills fared better under pressure and were more resilient when setbacks occurred. While gender and marital status did not affect resilience, educational attainment and environmental factors did. Emotional and social intelligence were shown to be strong predictors of resilience in kids. These results highlight the significance of colleges and universities encouraging the growth of students' social and emotional competencies to improve students' psychological resilience, academic success, and general well-being.

**Keywords:** Psychological Resilience, Academic Success, Stronger Social, Education Level, Domicile.

### 1. Introduction

College students' emotional and psychological health has received a lot of focus from educators, psychologists, and lawmakers considering the present climate's complexity and rapid change. During the first few years of college, a student's social life, mental health, financial status, and academic performance might all take a major downturn. Resilience, defined as "the capacity to recover from adversity with greater strength than before," has become an essential trait that helps students deal with stress, keep their mental health in check, and accomplish their personal and academic goals considering these challenges. Not a single example of perseverance can elude them. A multitude of personal and contextual elements impact it. When people are emotionally and socially intelligent, they are better able to overcome adversity and go on with their life. This broad category includes many different skills, such as being able to recognise and control one's emotions, build meaningful relationships, make good decisions, and resolve conflicts amicably. The ways in which these traits help kids adapt, persevere, and thrive in tough situations have been the subject of more abundant study in recent years. Efforts like CASEL's to spread the SEL paradigm are well-deserved. According to this model, successful students have developed capacities for self-awareness, emotional regulation, social awareness, strong connection skills, and responsible decision-making. All these things help kids become more emotionally intelligent, more optimistic, more capable of asking for assistance when they need it, and more likely to form

supportive networks, which in turn boosts their academic performance and resilience (Uygor et al., 2023). Students in urban colleges must build social and emotional abilities because they are more likely to encounter intense competition, a wide variety of cultures, and a hectic lifestyle. There are a lot of pros and cons to living on campus in downtown areas. Among them, they may find intriguing social ties and a variety of perspectives. However, in addition to the pressures of school, kids may also experience emotions of loneliness and secrecy. Research into the connection between social and emotional capabilities and resilience in this specific context can therefore contribute significantly to the advancement of person-centred therapy (Mu et al., 2024).

## 2. Background of the Study

The purpose of this study is to get a better understanding of the relationship between students' resilience and their social and emotional competences by examining college students from metropolitan institutions. There are several obstacles that modern schoolchildren must overcome, including academic pressure, social pressure to conform, mental health issues, and the need to respond quickly to new situations. A student's emotional health, resilience, and academic performance may be profoundly affected by their current situation. To create effective tactics and surroundings, it is crucial to comprehend how students' social and emotional capacities aid them in handling such obstacles inside the setting of higher education. To what extent do students' emotional intelligence, cognitive talents, self-awareness, empathy, and emotional regulation skills correlate with their resilience and adaptability? That is the fundamental question this research aims to answer (Li et al., 2023). The initiative is also trying to figure out how these skills relate to the kids' shown resilience. To be more precise, the study can look at how factors like peer pressure, residing in an urban area, and access to formal support networks could influence the development and use of these skills. The major emphasis of this conversation can be on students attending a certain school in a particular city. Possible academic solutions, mental health support services, and resilience-promoting student development programs might emerge from this research's results. Research like this has the potential to persuade schools to revamp their curricula and pedagogy to better include kids' social and emotional development. The findings provide light on the importance of students' emotional and social abilities in developing resilience, which might explain why this is the case. By highlighting the importance of emotional and psychological characteristics in relation to academic perseverance and individual development, research aims to enhance understanding of student achievement (Lobo, 2023).

## 3. Purpose of the Research

This research can concentrate on college students in an urban university to ascertain the association between their resilience and their ability to endure stress. The principal aim of this study is to provide a more precise elucidation of the phenomena under examination. The objective of this research is to examine the correlation between students' endurance, management, and adaption abilities about their academic and social contexts. They want to enhance comprehension of the interrelations among these three characteristics and their influence on students' resilience and psychological stability. The previously stated goal is what is motivating this inquiry. To accomplish the objective of acquiring this comprehension, an investigation of this kind is now under progress. The objective of this research is to ascertain if pupils with more stress tolerance exhibit enhanced emotional regulation, improved coping mechanisms in challenging circumstances, and superior emotional and mental well-being. Consequently, ascertaining the veracity of this assertion is the primary impetus for this investigation. The research is being done so that schools may utilise the results. Something like this may happen; it's not impossible. The main purpose of this research is to assist college students become more independent, adaptable, and emotionally and mentally ready to deal with the challenges of city life while they are in school. The ultimate purpose of this investigation is this. To achieve this goal, the study can analyse the elements influencing the development of college students.

#### 4. Literature Review

Resilience and stress tolerance are two psychological notions that are very closely related. There is a significant link between them. The mental health, resilience, and adaptability of college students are influenced by their degrees of stress tolerance and resilience. One way to define stress tolerance is how well a person can keep doing things that assist them do their work even when things are tough. Students in university must deal with a lot of different things while they are there. Some examples of these pressures include duties to society, personal development, academic demands, and hard workloads. Students need to be able to manage stress in a way that works for them to deal with these problems on their own. Being good in this area helps students deal with the tough things that come with going to college, such as managing their emotions, sticking with something even when it's hard, and coming up with new ways to solve issues. Students who are resilient can better handle the stress of schoolwork, stay focused, and get through the problems they face. This is because they are better at dealing with these kinds of events. In theoretical discourse, the notion that an individual's resistance to stress and their capacity to recover from its consequences are intricately connected is generally recognised. This link has been shown to exist. This boosts the chances that people can use healthy ways to deal with stress, be emotionally stable when things get tough, and be confident when they solve difficulties. Students who can handle more stress are more likely to act in these ways. When students establish specific habits, it makes them better able to deal with problems in their academic and social lives. This has a direct influence on how resilient they become (Korkmaz, 2023). This is because these activities have a big effect on how resilience develops. A person's capacity to handle stress is linked to their emotional stability, ability to make decisions, and sense of self-efficacy. The greater a person's ability to handle stress, the stronger this link develops. Being involved in planned academic programs, extracurricular activities, and spending time with peers may help become more tolerant of stress and more resilient. This is important and so is developing these qualities. Teenagers learn to manage their stress levels in response to a wide variety of events and expectations. This helps them develop adaptive mechanisms and emotional maturity. To resist adversity, need to be able to adapt, keep going, and have a constructive attitude towards problem-solving. All these things are formed by these experiences. These experiences may also help people learn to deal with tough situations (Chen et al., 2023).

#### 5. Research Questions

What is the role of stress tolerance in college students' resilience?

#### 6. Research Methodology

##### 6.1 Research Design

The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the strength and direction of the statistical link. The researchers developed a statistically significant criterion at  $p < 0.05$ . A descriptive analysis was performed to determine the key characteristics of the data. Quantitative approaches are often used to evaluate data obtained from surveys, polls, and questionnaires, as well as data modified by computational tools for statistical analysis.

##### 6.2 Sampling

Research participants filled out questionnaires to provide information for the research. The Rao-soft computer calculated a sample size of 1352 from 1460 distributed questionnaires; 1437 were returned, with 26 removed owing to incompleteness. At the conclusion of the investigation, 1411 questionnaires were used.

##### 6.3 Data and Measurement

The primary method of data collection in the research was a questionnaire survey. Part A of the survey asked for basic demographic information, while Part B used a 5-point Likert scale to collect responses on characteristics related to online and offline channels. Many sources, largely online databases, provided the secondary data.

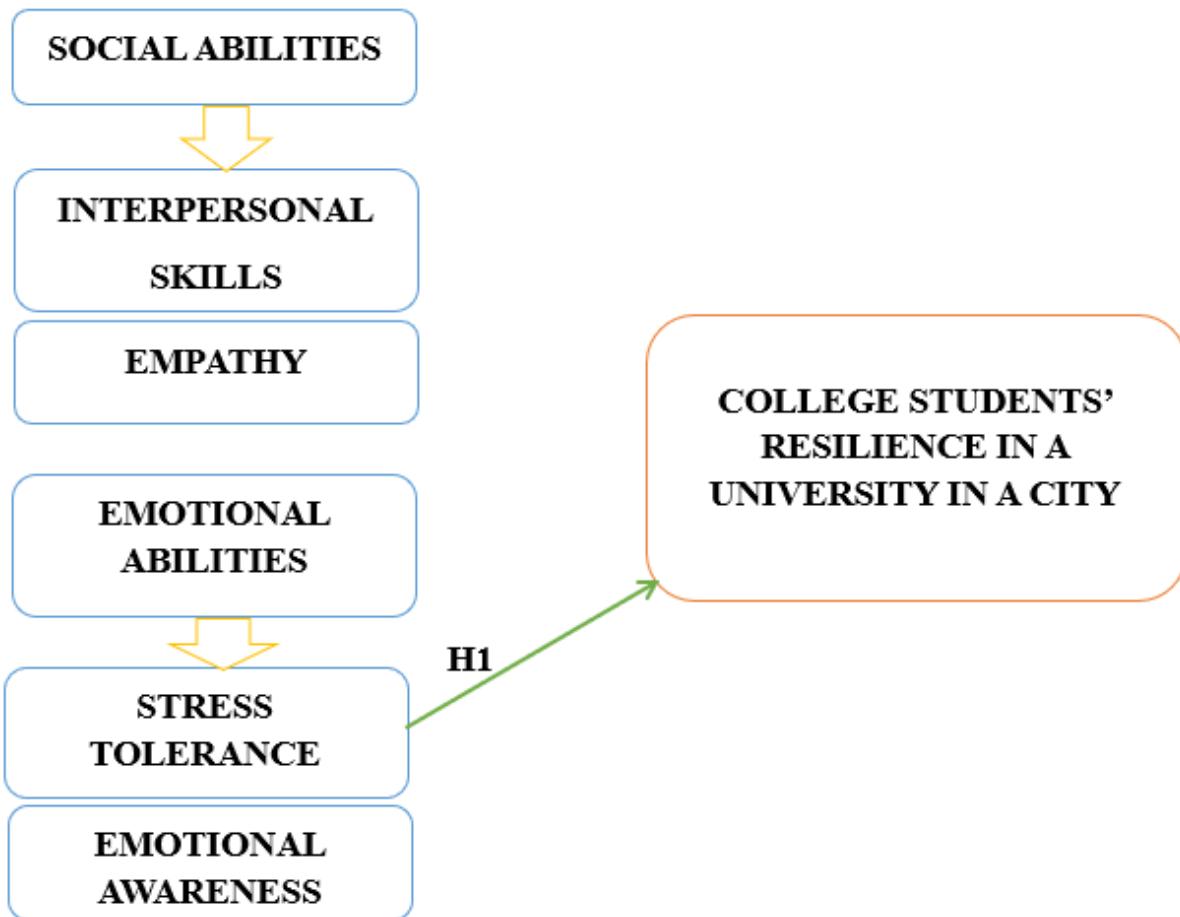
#### 6.4 Statistical Software

With the help of SPSS 25 and MS-Excel, ran the statistical analysis.

#### 6.5 Statistical Tools

Using descriptive analysis, to understand the data on a basic level. The researcher must use ANOVA to analyse the data.

### 7. Conceptual Framework



### 8. Result

#### ❖ Factor Analysis

A common use of Factor Analysis (FA) is to uncover latent variables within observable data. In the absence of definitive visual or diagnostic indicators, it is customary to use regression coefficients for evaluations. In FA, models are crucial for success. The objectives of modeling are to identify errors, intrusions, and discernible correlations. The Kaiser-Meyer-Olkin (KMO) Test is a method for evaluating datasets generated by multiple regression analyses. The model and sample variables are confirmed to be representative. The data indicates redundancy, as seen by the figures. Reduced proportions improve data comprehension. The KMO output is a numerical value ranging from zero to one. A KMO value ranging from 0.8 to 1 indicates a sufficient sample size. The below quantities are considered suitable, according per Kaiser: The subsequent approval standards established by Kaiser are as follows:

A lamentable 0.050 to 0.059, insufficient 0.60 to 0.69

Middle grades often span from 0.70 to 0.79.

Exhibiting a quality point score between 0.80 and 0.89.

They are astonished by the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin statistic: 0.986

The outcomes of Bartlett's test of sphericity are as follows: The degrees of freedom for the chi-square test are around 190, with a significance level of 0.000.

**Table 1: KMO and Bartlett's Test**

KMO and Bartlett's Test <sup>a</sup>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.986
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	7315.249
	<b>df</b>	190
	<b>Sig.</b>	.000
<b>a. Based on Correlations</b>		

This illustrates that claims made for sampling reasons are valid. Researchers used Bartlett's Test of Sphericity to assess the significance of the correlation matrices. A sample is deemed good based on the Kaiser-Meyer-Olkin criteria when the result is 0.986. The p-value derived from Bartlett's sphericity test is 0.00. The correlation matrix is not an identity matrix, as shown by a statistically significant outcome from Bartlett's sphericity test.

❖ **VARIABLE**

- **Independent Variable: Emotional Abilities**

Emotional abilities include awareness of, insight into, expression of, and regulation of one's own emotions in a constructive and healthy way. One of the most important traits that enables one to achieve that is emotional intelligence. The foundation of emotional intelligence is a set of skills that determine how people handle themselves and the relationships in their lives. The foundation of emotional intelligence is these abilities. Emotional intelligence is equally as important as IQ when it comes to success, happiness, and fulfillment in life, even if IQ is more often valued in professional and academic settings. Even though intelligence is often valued more highly, this remains true. From building strong relationships to solving challenges in day-to-day interactions and decisions, these talents impact it all (Brett et al., 2023).

❖ **FACTORS**

- **Stress Tolerance**

The ability to be calm, focused, and productive when faced with adversity is what they mean when they talk about stress tolerance. Management of one's emotional reactions, preservation of mental clarity, and continuing of ordinary activities in the face of hardship are all aspects that this philosophy embraces. Those who have this quality are resilient; they can weather storms of uncertainty and high expectations without succumbing. It demonstrates emotional toughness, self-restraint, and adaptability under challenging situations (Bordbar et al., 2024).

- **Dependent Variable: College Students' Resilience in a University in a City**

The level of resilience that students exhibit in urban institutions is significantly impacted by their social and emotional capacities, among many other interpersonal and environmental aspects. There is often greater social pressure, more competitiveness, and a more frantic way of life in urban schools. A student's already heavy academic load is compounded by the extra stress of living away from home and juggling a part-time job. In times like this, the capacity to bounce back fast and adjust to new conditions is crucial. Compared to their peers,

students with strong resilience are better equipped emotionally, socially, and intellectually after overcoming adversity. Kids who showed resilience exhibited traits like optimism, tenacity, and the ability to ask for help when they really needed it, according to studies conducted in urban school districts. A person's capacity to bounce back from adversity depends on their level of emotional and social intelligence, but resilience isn't always innate; it may be cultivated through experience. A lack of weariness with time is also more common among those who can regulate their emotions. Institutional services like therapy, peer support groups, and skill-building seminars have the potential to help people become more resilient. Educational institutions should provide a welcoming environment where students may build connections and grow emotionally if they want their pupils to succeed in the challenging academic environment of a big city (Berdida, 2023).

- **Relationship between Stress Tolerance and College Students' Resilience in a University in a City**

Interactions between resilience and stress tolerance, two related but distinct ideas, may have substantial implications for how college students manage the stresses of student life. The ability to cope with and overcome stressful situations is known as stress tolerance, while the ability to adapt to and bounce back rapidly from difficult situations is known as resilience. One of the most important aspects of resilience is the ability to handle stress. This skill helps children maintain emotional and mental stability, which is crucial for coping with and recovering from stressful events. Students who have developed healthy coping mechanisms are better equipped to handle both academic and social pressures. Mindfulness, positive self-talk, and efficient time management are all ways that students may learn to cope with stress and keep it from affecting their academic performance. Having this skill makes individuals more resilient since it enhances their chances of getting back on track and being motivated even when things go tough. Students who are adept in stress management are better prepared to handle social and personal challenges. Living in a city while going to college may be challenging due to the many complex social interactions. Flatmate fights, peer pressure, and interpersonal misunderstandings are all instances of such dynamics in action. Students who are skilful in managing their stress levels are more likely to resolve conflicts constructively, reach out for help when they need it, and keep their emotions in check. These traits help students become more resilient people (Abou Hashish et al., 2024).

Based on the above discussion, the researcher formulated the following hypothesis, which analysed the relationship between Stress Tolerance and College Students' Resilience in a University in a City.

***H<sub>01</sub>: There is no significant relationship between Stress Tolerance and College Students' Resilience in a University in a City.***

***H<sub>1</sub>: There is a significant relationship between Stress Tolerance and College Students' Resilience in a University in a City.***

**Table 2: H<sub>1</sub> ANOVA Test**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	70935.809	520	136.415	95.262	.000
<b>Within Groups</b>	1274.832	890	1.432		
<b>Total</b>	72210.641	1410			

The outcome is noteworthy in this investigation. F is 95.262, and the p-value of .000 (below the .05 alpha threshold) indicates statistical significance. This means the ***H<sub>1</sub>: There is a significant relationship between Stress Tolerance and College Students' Resilience in a University in a City*** is accepted and the null hypothesis is rejected.

## 9. Discussion

The results of this research indicate that college students' resilience in confronting environmental obstacles is significantly correlated with their stress coping abilities. This contact is recognised as occurring inside a university atmosphere. Students who can handle stress well are better at dealing with problems in their personal life, social commitments, and schoolwork without becoming too upset. This is occurring because they are better able to handle the stress, they are under. People may bounce back from disappointments and keep their mental health in control when they have resilience, which is the ability to cope with adversity. Resilience is directly related to the ability to cope with problems. This is due to the significant association between stress levels and resilience. One of the most important conclusions is that a kid who can handle a lot of stress is more likely to employ the right coping skills when challenges come up. This discovery is one of the most important ones in history. On the other hand, they stay calm, stay focused on the work at hand, and make decisions based on rationality, even when things become tough. These adaptive activities make more resilient by making it less likely that can feel emotionally depleted, burnt out, or stressed out. They do this by diminishing individuals' sensitivity to these matters. Students can have a better chance of completing their academic objectives if they can stay motivated and keep going through this struggle. Researchers discovered that stress tolerance is a significant determinant in mastering emotional regulation, making it one of the most essential elements to consider. Students who are skilled at handling stress are more likely to handle criticism effectively, deal with disagreements with others successfully, and confront problems with confidence. Students' resilience in the face of hardship is augmented when they believe they can affect their local environment. This not only makes kids feel better about themselves, but it also helps them learn how to act in ways that can help them perform well in school. Stress tolerance may have a beneficial or negative effect on a person's capacity to handle stress, and the opposite is also true. When children can't stay calm under a lot of stress for a long time, it might make them anxious, less motivated, and less able to manage the demands of schoolwork. These difficulties make it more likely that individuals may feel helpless and disconnected, which might make them less resilient. Not having good ways to deal with stress raises the chance of bad results, including lower grades and mental suffering, because of the long-term repercussions of stress. This is due to stress's domino effect, which becomes stronger over time. Adding salt to the wound, the results show that the work environment has a big effect on how well people can handle stress and bounce back from it. Giving students a range of helpful services, such as therapy, peer mentorship, and training to help them manage their time better, might greatly improve their ability to handle stress.

## 10. Conclusion

Results from this research indicate that the stress tolerance of college students is a critical determinant in their development of resilience, essential for flourishing in a university-like setting. Students' capacity to deal with problems, their ability to manage social concerns, and their ability to take care of their own duties are all signs of their resilience and emotional stability. There is no doubt that the two are connected. There is no way to dispute that these two things are clearly related. People who can handle stress well are usually better at dealing with change, controlling their emotions, and sticking with things when they become difficult. This is because they deal with stress better. This is because they are more prone to demonstrate behaviours that are strong. Students absolutely need to be able to bounce back. This study's findings suggest that a key characteristic of resilience is the capacity to endure stress. It is important because it helps people develop in areas like confidence, emotional maturity, and the ability to solve problems. This is the key reason why it is needed. On the other hand, a poor tolerance for stress may make it harder to deal with the obligations of higher education, lower academic motivation, and more emotional strain. Colleges and universities and their teachers play a big role in helping students learn how to deal with stress and build resilience. Encouraging students to take part in group activities, skill-building programs, and healthy lifestyle choices that they choose on their own may help them become ready mentally for school even more. Here is a plan for one way may be able to attain the goal. Because of this, students may be able to improve their mental health skills, it's easy to

see how important it is for kids to grow in all areas of their lives. As children seek to develop these traits, they not only enhance their chances of doing well in school, but they also learn abilities that can be useful for the rest of their lives. Everyone wins here. Students who can handle a lot of stress are more resilient, better able to keep their mental health, and more prepared to do well in a wide range of academic and professional situations beyond college.

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