

Original Research Article

The Impact Of Social And Emotional Abilities On The Resilience Of College Students—An Investigation Conducted Among Students At A University In A City

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ABSTRACT

This study explores the impact of social and emotional abilities on the resilience of college students, with the use of quantitative methods, this research examines data from a sample of 1,411 urban university students to determine how social, and emotional talents affect their resilience. This study explores the relationship between students' emotional control, interpersonal skills, and social competence and their resilience, which is crucial for overcoming academic, personal, and social obstacles. To gauge emotional capacities (such as stress tolerance and emotional awareness) and social capacities (such as empathy and interpersonal skills), a five-point Likert scale was used in a structured questionnaire. To further investigate any variations or trends between subgroups, also gathered demographic data including gender, age, marital status, educational attainment, living arrangement, and technical abilities. Participants' levels of resilience were compared using Analysis of Variance (ANOVA) to identify any statistically significant variations in social and emotional competency. The findings showed that resilience is positively correlated with emotional and social intelligence. Students who were better able to control their emotions and interact with others were more able to deal with stress and bounce back from failure. Notably, students who demonstrated stronger emotional regulation and interpersonal skills were more resilient in managing stress and overcoming setbacks. Differences in resilience were also observed across demographic categories, particularly educational level and living situation, though gender and marital status showed minimal variation. The study concludes that social and emotional abilities are critical predictors of student resilience. These results highlight the significance of colleges and universities fostering students' emotional and social skill development to improve their mental health, academic resilience, and general psychological robustness....

Keywords: Mental Health, Academic Resilience, Psychological Robustness, Social Intelligence, Educational Attainment...

remain resilient. The capacity to understand and manage one's emotions, form meaningful relationships, make sound choices, and mediate conflicts are all part of this category. There has been an uptick in research on how these traits aid children's ability to adapt, persist, and flourish when faced with hardship in recent years. Organisations like the Collaborative for Academic, Social, and Emotional Learning (CASEL) endorse the Social and Emotional Learning (SEL) paradigm, which identifies five critical competences: self-awareness, selfmanagement, social awareness, relational skills, and responsible decision-making. Both the academic success and psychological resilience of students are bolstered by these factors, which allow them to better control their emotions, maintain an optimistic outlook, ask for help when they need it, and build networks of helpful people (Renati et al., 2023). The cultivation of social and emotional competencies is crucial in metropolitan university settings, where students often face heightened

1. INTRODUCTION:

Educators, psychologists, and legislators in today's complicated and quickly evolving society have focused a great deal of emphasis on the psychological and overall welfare of college students. A student's academic performance, social life, emotional health, and financial situation may all take a nosedive during their four years of college, a formative developmental stage. Considering these difficulties, resilience—the ability to bounce back stronger than before—has been recognised as a crucial personality trait that helps students deal with stress, maintain mental health, and achieve their personal and academic goals. They cannot discover a single example of perseverance. Quite a few personal and contextual factors influence it. A person's social and emotional capacities are among the most crucial personal traits that help them

levels of competitiveness, cultural variety, and a hectic way of life. Life in an urban university is generally characterised by a multitude of pros and cons. Some of these factors include the availability of diverse viewpoints and lively social interactions; others include the prevalence of emotions of anonymity and isolation and the weight of academic pressure. As a result, studies investigating the link between social and emotional capacities and resilience in this context can provide valuable insights for the creation of person-centred treatments (Peng et al., 2024).

1. BACKGROUND OF THE STUDY

The overarching goal of this study is to learn more about how students' social and emotional competencies affect their resilience, specifically looking at university students in institutions in metropolitan areas. Academic pressure, societal expectations, mental health issues, and the need to adapt to changing circumstances are just a few of the many challenges that students in today's educational system face. The student's mental health, ability to endure through adversity, and academic achievement may all be significantly affected by the circumstances they are under. It is crucial to have a firm grasp of how students' social and emotional skills help them cope with such challenges to construct supportive strategies and environments within higher education. The study's overarching goal is to learn how students' EQ, CS, selfawareness, empathy, and regulation abilities correlate with their resilience and adaptability in the face of adversity. It also seeks to establish connections and patterns between the children's shown resilience and these abilities. Additionally, the project can investigate the potential effects of urban living conditions, peer interactions, and institutional support systems on the acquisition and use of these skills. Students attending a certain university in a specific city can be the primary emphasis here (Nguyen et al., 2023). The project's overarching goal is to provide data that may inform the creation of academic solutions, mental health support services, and resilience-building student development initiatives. The findings may encourage schools to include social and emotional learning into their curricula and pedagogical practices. This is because the results highlight the role of students' social and emotional competencies in building resilience. At the end of the day, study aims to add to knowledge of student accomplishment by drawing attention to the role that emotional and psychological traits play in academic persistence and individual growth (Min et al., 2024).

2. PURPOSE OF THE RESEARCH

The primary objective of this study is to investigate the correlation between college students' interpersonal communication abilities and their levels of resilience at an urban institution. Most of the study can focus on the interrelationship between these two elements. This research seeks to evaluate the influence of students' communication, empathy, and social connection abilities on their learning, and therefore, their resilience in confronting academic, social, and personal problems. This study aims to provide educational institutions with valuable insights to develop programs and treatments that enhance college students' psychological resilience and interpersonal skills. This study seeks to provide these institutions with the necessary knowledge to attain that

goal. Examining the possible connections between the two subjects can assist us in attaining this objective. Over time, the impacts may assist children' general health, schoolwork, and social skills when they move to college or another school.

3. LITERATURE REVIEW

To do well in school and in life, college students need to show leadership skills including being able to connect with people and keep going when things become tough. Courses on interpersonal communication teach a lot of useful skills, such as how to convey thoughts clearly and concisely, how to see things from someone else's point of view, ~~how to get along with people, and how to develop rapport~~. Students that exhibit these traits are more likely to get along with their classmates, teachers, and the community. The students themselves may profit from these encounters. This attempt to make the classroom an inviting place can help both the students' grades and their mental health. Students may learn to be strong in many different areas of college life (Liu et al., 2024). Some examples of these areas include handling emotional or mental stress, keeping a healthy balance between school and social life, and completing the academic requirements that come with it. In general, students who are more resilient are better able to deal with the changes and stressors that come with going to college on their own. They are also more self-motivated and independent. Being able to connect with people and being strong are two sides of the same coin when it comes to a strong connection. Kids who are skilled at talking to other people are better equipped to do things like ask for help when they need it, express their problems, and maintain crucial connections. This talent is improved for kids who have features. Having these social ties, which act as a buffer, helps people stay emotionally stable and learn how to cope with stress in a healthy way. When children have classmates and instructors who encourage them, they often feel better about themselves and their ability to manage tough circumstances. This is because they are feeling more confident within themselves. Group projects, cooperative learning, and collaborative learning are all ways for kids to improve their resilience and social skills in the classroom. Students develop emotional resilience by learning to empathise with others and resolve conflicts via several types of engagement and communication throughout their education. But when individuals don't feel like they belong, they may feel lonely, stressed out, and do poorly in school. A likely reason for these unpleasant results is that a person can't make meaningful connections with others. The current research indicates that a student's degree of success is profoundly influenced by their resilience and interpersonal skills. This is due to the strong connection between these two traits. When students concentrate on their social skills, they feel more confident and ready to face problems. This makes youngsters stronger over time, which in turn makes them better at talking to other people and making friends. In theory, schools may play a big role by adding classes on social and emotional intelligence to

the regular curriculum. This is done to keep the pupils healthy, which makes them more resilient and enhances their general health (Hussain et al., 2023).

4. RESEARCH QUESTIONS

What is the effect of interpersonal skills on college students' resilience?

5. 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.

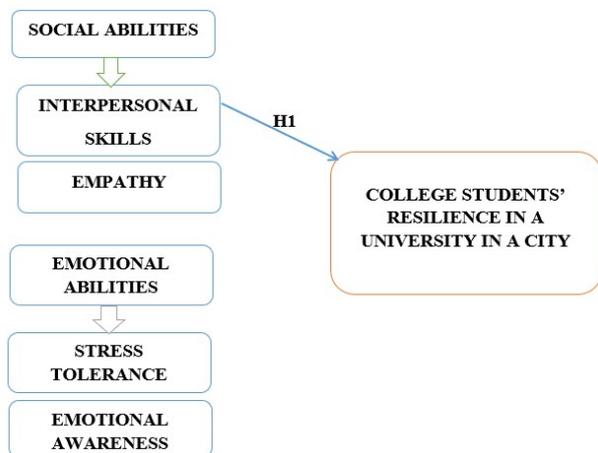
6.3 Data and Measurement:

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 5point 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.

6. 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 modelling 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*		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.986
Bartlett's Test of Sphericity	Approx. Chi-Square	7315.249
	df	190
	Sig.	.000
a. Based on Correlations		

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: Social Abilities** Social skills are crucial for college students to manage stress, which is particularly vital in large cities with plenty of competition and variety. Ability to communicate, collaborate, solve issues, and maintain relationships in a variety of contexts are all examples of these skills. In most cases, students at a major institution in a major city would hail from a wide range of socioeconomic and cultural backgrounds. Making new acquaintances becomes both easy and difficult because of this. The ability to make friends is a crucial skill for students because it allows them to better communicate with their peers, ask for assistance when they need it, and discover friends who can support them emotionally and academically. Students may find relief from school-related stress, loneliness, and fatigue via these relationships. Another benefit of having strong social skills is that it increases the likelihood that a student would participate in extracurricular activities, find a mentor, and join campus clubs. Members of this

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community find solace and strength in one another during challenging times. Children who are socially adept tend to have less anxiety and more satisfaction in their academic and personal life, according to research. Conversely, students' mental health and academic performance may suffer if they are socially isolated since they are more likely to experience loneliness. Therefore, helping college students create friends is a crucial approach to support them in overcoming obstacles and continuing to perform well in school (Gavín-Chocano et al., 2023).

‡ **FACTORS**

- **Interpersonal Skills**

Fostering resilience in college students, especially in an urban university context with its complex and demanding social landscape, is facilitated by interpersonal skills. Among these abilities are the following: the capacity to communicate, listen, empathise, bargain, and work well with others from diverse cultural and ethnic backgrounds. It is common for students at large urban universities to interact with peers from a variety of cultural backgrounds

and linguistic abilities. This necessitates excellent social skills so that they may easily connect with others and form friendships. Having strong social skills increases a student's likelihood of making friends, seeking assistance when needed, and contributing to group projects both in and out of the classroom. In addition to easing the agony of disagreements and misunderstandings with friends, these skills teach individuals to deal with situations in a healthy manner. Students who are naturally outgoing also tend to have an easier time expressing their needs and wants to teachers, guidance counsellors, and friends. When things go wrong in their lives, whether at school or elsewhere, it's crucial that they can stand up for themselves. Children who are good at interacting with others are more likely to be happy and successful in school, according to the research. Additionally, students may be able to avoid the usual college town mental health issues of loneliness, anxiety, and depression by forming friendships with other individuals (Fang et al., 2025).

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

Many interpersonal and environmental factors influence college students' resilience at urban institutions; nonetheless, social and emotional competences play an especially important role. There is often greater social pressure, more competitiveness, and a hectic lifestyle for students attending schools in major cities. In addition to the stress of school, many students often must manage living away from home and working part-time. Resilience and adaptability are crucial in these types of circumstances. Extremely resilient students can persevere through adversity and emerge stronger academically, emotionally, and socially. Children that are resilient tend to be optimistic, persistent, and able to ask for help when they need it, according to studies done in urban school settings. Although it may not be present at birth, resilience may be developed with practice, especially in the areas of social and emotional intelligence. Those who can regulate their emotions also report feeling less fatigued over time. People may strengthen their resilience with the use of institutional supports such as counselling services, peer support groups, and skill-building seminars. For students to thrive in the challenging academic climate of a large metropolis, it is essential that universities provide an inclusive community where they may make friends and develop emotionally (Arslan, 2023).

• **Relationship between Interpersonal Skills and College Students' Resilience in a University in a City**

As college students, it's important to learn about how individuals deal with stress and to appreciate and embrace the notion of resilience. College students need to be very resilient to cope with the problems they face, such as schoolwork, changes in their social lives, and personal issues. University students often have this type of issue. Kids can't learn how to be strong unless they can communicate to others, understand their emotions, find solutions to issues, and work together. College students must cope with a lot of mental stress in addition to doing

a lot of socially demanding things. This emphasises the essential association between resilience and interpersonal skills for university students. A lot of the research on this subject looks at how kids' social skills may assist them cope with the problems they confront at school and how they can go beyond these problems (Awais et al., 2024). Based on the above discussion, the researcher formulated the following hypothesis, which analysed the relationship between Interpersonal Skills and College Students' Resilience in a University in a City.

H₀: There is no significant relationship between Interpersonal Skills and College Students' Resilience in a University in a City.

H₁: There is a significant relationship between Interpersonal Skills and College Students' Resilience in a University in a City.

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	70349.680	454	154.955	108.512	.000
Within Groups	1365.297	956	1.428		
Total	71714.977	1410			

This investigation yields remarkable results. The F value is 108.512, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the “***H₁: There is a significant relationship between Interpersonal Skills and College Students' Resilience in a University in a City***” is accepted and the null hypothesis is rejected.”

9. DISCUSSION

Research indicates a substantial correlation between college students' resilience and their ability to participate in social interactions with communicative peers. Students face unique hurdles in academically and socially demanding contexts, but those who are good at getting along with others are better able to handle these problems, control their emotions, and deal with stress. This is true even when the weather is bad. Interpersonal skills, such as communication, empathy, collaboration, and conflict management, have a big impact on how well a student can handle stress and learn healthy ways to deal with it. All these abilities help a kid be strong and able to deal with problems. One of the most important things to learn from this research is that having good people skills makes more mentally robust and improves the quality of social interactions. This study has yielded several significant discoveries, including this one. Students who can talk to others, seek for assistance when they need it, and are part of solid peer groups are better able to deal with the issues they experience and still do well. The objectives of fostering a feeling of belonging and augmenting resilience amid adversity may alone be achieved via significant interactions with instructors, peers, and mentors. Strong connections with peers may help to reach these goals. This indicates that it might be helpful when needed some emotional support. Researchers have shown that students' resilience is not static; it develops over time due to their experiences in demanding social contexts. It

is important to think about this since resilience is not a unique quality. Kids may gain confidence and self-efficacy via the power of human contact by doing things like group discussions, collaborative learning, and extracurricular activities. The reason is that they can't perform any of these things until they talk to other people. People can better regulate their emotions, handle conflict, and stay motivated even when things are rough because of this development. Also, they stay good at all these things even when they are under a lot of time pressure. Also, the topic points out that a lack of interpersonal connection or poor communication skills may make it much harder for kids to deal with their emotions. This point is made throughout the conversation. Not being able to talk to and engage with other people might make them feel alone, worried, and that don't have any worth. If they are feeling any of these things, it may be tougher for them to get back on track after a setback. It's not altogether crazy to think that these folks might feel this way. People require help with their interpersonal skills to improve their mental health and academic perseverance. It's important because of this. Schools and instructors need to make sure that their classrooms are friendly and help students make friends. This is the responsibility that arises from a fundamentally pragmatic perspective. Some programs that students may join to improve their interpersonal skills and resilience include collaboration, communication training, peer mentorship, and counselling. These programs are available all around the world. Schools can better help students get through the tough times of completing their education by using these programs in both academic and fun activities. This good outcome has the potential to improve the overall educational experience.

10. CONCLUSION

Research shows that helping college students develop their social skills is a crucial aspect of helping them become more resilient while they are in school. The study's examination validated these results. A student's capacity to communicate well, understand other people's feelings, and make connections that can help them in the

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long term has a big impact on how well they can handle academic and emotional obstacles. When kids are well-prepared and have good social skills, they are better able to deal with stress, ask for help, and stay positive when things go tough. Resilience is a feature that may change and helps pupils go through tough times and stay motivated in school. These kids are strong when things go tough. Learning how to make and keep friends is a direct help in this process. This support is available via the development of self-confidence, emotional stability, and a sense of belonging within the social network of the academic community. Enhancing interpersonal skills enables the delivery of such help. Conversely, a lack of limited interpersonal competence may lead to problems such as social isolation, ineffective coping strategies, and mental health disorders. None of these findings are good. This occurs because it makes the person's social abilities worse, which makes it tougher for them to connect with other people. Schools and colleges need to understand how persistence and resilience are connected to human interactions. This is very important. This is the case because this is genuinely the case. By putting in place programs that stress the need of working together, talking to one other, and being emotionally intelligent, it is possible to create an environment that supports personal growth and academic success. Because of this, people may reach their personal and academic goals. By putting these traits first and emphasising on them, schools may help children become more resilient, confident, and able to thrive in a world that is always changing and full of challenges. The reason is that they are in the best position to help their students develop these attributes. This may be accomplished if educational institutions emphasise the preservation of these attributes. A well-rounded education is important, as is the capacity to bounce back from tough times and communicate well. This is clear since people know that these two talents are connected. Students who focus on developing these traits not only improve their chances of doing well in school, but they also build skills that can help them face future challenges with confidence and determination. This regulation is going to help kids a lot...

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