

## A City-Based University Takes A Look At The Effects Of Social And Emotional Ability On The Resistance Of Its Students

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### ABSTRACT

The purpose of this quantitative study is to investigate the relationship between college students' social and emotional skills and their resilience. The study uses data collected from 1,411 students from urban universities to draw conclusions about this relationship. Resilience is essential for students to overcome personal, social, and academic challenges; this research investigates how students' emotional regulation, interpersonal skills, and social competence relate to resilience. Using a five-point Likert scale, a structured questionnaire was administered to assess emotional capabilities (including stress tolerance and emotional awareness) and social capacities (including empathy and interpersonal skills). They further collected demographic information such as age, gender, marital status, level of education, place of residence, and technical ability to investigate any differences or patterns between subgroups. Analysis of Variance (ANOVA) was used to examine the resilience levels of the participants and find any significant differences in social and emotional skills. 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. 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. There was no change in resilience based on gender or marital status, but there were differences based on education level and living environment. Researchers found that students' emotional and social intelligence significantly predicted their resilience. To increase students' mental health, academic resilience, and overall psychological robustness, these findings emphasise the importance of colleges and universities promoting the development of students' emotional and social skills....

**Keywords:** *Overcome Personal, Social, Emotional Regulation, Interpersonal Skills, Social Competence...*

Ability to recognise and control one's emotions, build meaningful relationships, make good decisions, and resolve disagreements amicably all fall under this umbrella. Research on the ways these characteristics help kids adapt, persevere, and thrive in tough times has been on the rise recently. Groups like CASEL support the SEL paradigm, which states that students need to be able to: be self-aware; be able to regulate their emotions and behaviours; be socially aware; have strong relationship skills; and be able to make responsible decisions. These variables enhance students' emotional regulation, optimism, ability to seek for assistance when needed, and capacity to form supportive networks, all of which contribute to their academic performance and psychological resilience. In urban university environments, where students often encounter intense competition, many cultures, and a fast-paced lifestyle, it is essential to develop social and emotional competences (Brett et al., 2023). Many advantages and disadvantages describe university life in an urban setting. Among them, they might find a variety of perspectives and engaging social contacts; on the other hand, they can find feelings

### 1. INTRODUCTION:

College students' mental health and well-being have received a lot of attention from educators, psychologists, and lawmakers in today's complex and rapidly changing environment. During the formative years of college, a student's social life, emotional health, financial status, and academic achievement may all take a plunge. Considering these challenges, resilience, defined as "the capacity to recover from adversity with greater strength than before," has emerged as an essential character attribute that aids students in managing stress, preserving mental health, and accomplishing both academic and personal objectives. Not a single example of tenacity can they find. It is affected by several individual and environmental variables. Some of the most important characteristics that enable people to bounce back from adversity are their emotional and social intelligence.

of isolation and anonymity common, as well as academic pressure. Consequently, person-centred therapy development may benefit greatly from research exploring the connection between social and emotional capabilities and resilience in this setting (Duque Oliva & SánchezTorres, 2023).

## 1. BACKGROUND OF THE STUDY

This research aims to better understand the relationship between students' resilience and their social and emotional competences by focussing on college students at urban institutions. Students in today's school system confront several obstacles, including academic pressure, social expectations, mental health difficulties, and the need to adjust to changing conditions. The student's emotional health, resilience, and academic performance may all be profoundly impacted by their current situation. To create helpful techniques and settings in higher education, it is essential to understand how students' social and emotional abilities assist them in coping with such obstacles. The main objective of the research is to discover the relationship between students' resilience and adaptability and their EQ, CS, self-awareness, empathy, and regulating skills. Also, the program is trying to figure out how these skills relate to the children's shown resilience. The study can also look at how learning and using these skills might be impacted by urban living situations, relationships with peers, and institutional support structures (dos Santos Barbosa da Silva & Kasseboehmer, 2023). The major focus here can be on students at a certain institution in a particular city. Academic solutions, mental health support services, and student development programs that foster resilience may all be informed by the data provided by this study. The results can persuade educational institutions to upgrade their instructional strategies and curriculum to include social and emotional learning. The findings stress the significance of students' emotional and social competences in developing resilience, which explains why this is the case. Research ultimately seeks to strengthen understanding of student achievement by highlighting the significance of emotional and psychological characteristics in academic tenacity and personal development (Fernández, 2024).

## 2. PURPOSE OF THE RESEARCH

The main purpose of this study is to look at how empathy and resilience are related among college students in cities. The objective of this study is to investigate the potential impact of college students' emotional intelligence, social awareness, and ability to understand and empathise with the emotions of others on their resilience in confronting the many problems they encounter both individually and collectively. The researchers are particularly interested in determining the relationship between the two issues. This research can examine the relationship between empathy and students' psychological well-being, adaptive coping abilities, and emotional regulation. Schools and colleges may be able to use the results of this research to help them create counselling services, peer support groups, and

advising programs that teach students to be kind and strong. Schools may have these sorts of activities and programs. Maybe these ideas can be useful. The goal of this research is to assist college students become people who can do well in school and in social situations that are hard. The primary objective of this research is to cultivate college students with elevated emotional intelligence, social awareness, and mental resilience.

## 3. LITERATURE REVIEW

Two important notions that have a big impact on how college students think, feel, and relate to others are resilience and empathy. These concepts profoundly influence the personal development of college students. This essay offers a thorough examination and discourse on both concepts. Empathy is when they care about ~~someone else in this way. To react correctly to the~~ sensations and experiences of people own age, they need to have both cognitive and emotional abilities. The reason is that it's important for them to be able to respond accurately. Students might benefit from cultivating empathy as a resource since it helps them communicate better, make stronger relationships, and build peer networks that are important in a university setting. On the other hand, resilience is the ability to get back up after a setback, adapt to tough conditions, and be mentally stable when things get tough. Resilience is one of the most crucial traits for college students to have because it helps them deal with the personal issues they face, the academic challenges they face, and the changes in their social lives (Krueger-Henney, 2023). This is because it gives them the tools, they need to deal with all these things. Children who are more resilient can better control their emotions, are more motivated, and stick with things when things go tough. There is increasing theoretical evidence that college students' ability to empathise enhances their resilience. This is an extremely popular issue in the United States for some reason. People who are very empathetic are more likely to ask others for help, talk about their feelings in a good manner, and work through conflicts in a positive way. These behaviours help people make friends, feel less alone, and learn how to deal with their emotions, all of which are important for building resilience. They assist individuals get over emotions of being alone and cut off from others. A simple rule is that kids who are empathic are more likely to get along with their friends. This, in turn, helps individuals feel like they belong, which is good for their mental health and makes them more flexible. Studies have shown that people may develop empathy and resilience via participation in activities such as group work, collaborative learning, and peer support initiatives. Students learn to understand how others feel and how to react to their problems in a caring way when they work together in groups. This happens because people create shared experiences. This process helps they become more mature, more aware of yourself, and more confident, all of which help they learn how to solve problems. One outcome of this process is the enhancement of a more stable mental state. The opposite is also true: students who have trouble empathising may find it harder to get over stressful events because they

avoid social settings, misread other people's signals, and worry too much (Nicol & Higgins, 2025).

#### 4. RESEARCH QUESTIONS

How does empathy affect 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.

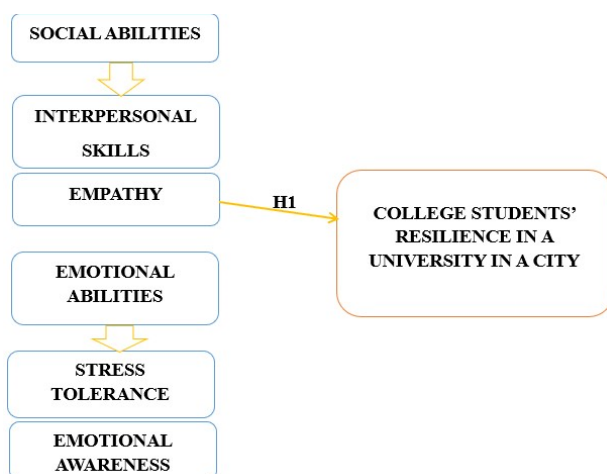
##### 6.3 Data and Measurement:

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 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*		
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

College students, especially those residing in big cities where there is a lot of competition and variation, need strong social skills to cope with stress. Some examples of these abilities include the following: the capacity to communicate, work with others, resolve problems, and maintain relationships in different settings. Students at a large university in a big city often represent a diverse variety of ethnicities and socioeconomic statuses. As a result, meeting new people is both effortless and challenging. For students, the capacity to form friendships is fundamental, as it paves the way for more effective peer communication, the ability to reach out for help when needed, and the discovery of friends who can provide emotional and intellectual support. These interactions may be a great way for students to alleviate

some of the stress, loneliness, and exhaustion that comes with education. A further benefit of good social skills is that they boost a student's chances of joining groups, finding a mentor, and participating in extracurricular activities. In times of need, members of this community lean on and support one another. Research shows that academic and personal success, as well as reduced anxiety, are more common among children who are socially competent. Isolation, on the other hand, increases the risk of loneliness, which may have a negative impact on students' mental health and their ability to learn. To help college students overcome challenges and maintain high academic performance, it is essential to assist them in making friends (Pathania et al., 2023).

#### ✦ FACTORS

- **Empathy**

Having the ability to perceive, comprehend, and experience what another person is going through from their perspective is about empathy. It entails establishing an emotional connection with other people by developing an awareness of their emotions, ideas, or situations without necessarily agreeing with them or giving options. An understanding of other people's feelings, sensitivity to their circumstances, and a willingness to react with care and compassion are all essential parts of this idea. Having pity isn't enough to really understand another person's



plight; one must also strive to connect with their experiences and feelings to truly empathise. It is crucial for building trust, strengthening connections, and gaining understanding in both personal and professional situations (Robles, 2023).

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

Students' social and emotional competencies have a disproportionately large impact on their resilience in urban institutions, among many other interpersonal and contextual variables. Schoolchildren in big cities often face more social pressure, more rivalry, and a more frantic way of life. Living away from home and juggling a parttime job adds another layer of stress to a student's already heavy academic load. In times like this, the capacity to bounce back and change with the wind is paramount. Students with high resilience can overcome challenges and come out on the other side more equipped emotionally, socially, and intellectually. Researchers in urban school districts found that resilient children exhibited traits such as optimism, persistence, and the ability to seek assistance when needed. Resilience isn't always there when you're born, but it is something they can work on, particularly if they lack emotional and social intelligence. People who can control their emotions also tend to experience less weariness as time goes on. Institutional resources, such as therapy, peer support groups, and skill-building seminars, may help people become more resilient. Universities must provide a welcoming environment where students may build friendships and emotionally mature if they want their pupils to succeed in the rigorous academic environment of a big city (Sara et al., 2025).

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

The ability to see, understand, and identify with the emotions of another person is sometimes defined as empathy. Compassion is more than just having pity for another person; it involves actively listening, trying to understand their perspective, and letting yourself be emotionally invested. Emotional support, both giving and receiving, is a key component of resilience, and students who can empathise with others are better equipped to do just that. One definition of resilience is the ability to see when one needs assistance and accept it, rather than trying to overcome adversity alone. One of the most crucial components of resilience is the ability to empathise with others. College students are more likely to draw on their social and emotional resources when times go tough if they develop supportive relationships with their classmates, teachers, and support personnel. A sense of community and mutual support may mitigate the negative impacts of stress and improve resilience in the face of adversity. Another benefit of teaching children to empathise is the ability it gives them to connect with others who share their experiences. People from all walks of life and all corners of the globe may be found on campus at large urban universities. This could cause them to feel disoriented or lonely. Adopting an empathetic mindset may help students bridge these gaps and get a

better understanding of other perspectives. For people's emotional well-being and ability to bounce back from adversity, this might lead to a stronger sense of community belonging (Verbruggen, 2025).

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

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

***H<sub>1</sub>: There is a significant relationship between Empathy 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.
Between Groups	70429.763	463	152.116	102.712	.000
Within Groups	1402.251	947	1.481		
Total	71832.014	1410			

In this study, the result is significant. The value of F is 102.712, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the ***H<sub>1</sub>: "There is a significant relationship between Empathy and College Students' Resilience in a University in a City"*** is accepted and the null hypothesis is rejected.

## 9. DISCUSSION

The findings of this research indicate that college students now situated in an environment akin to a university exhibit more resilience in circumstances requiring empathy. Students that are more sympathetic seem to be better able to deal with problems in the areas of social support, schoolwork, and working with other students. Because of this, it's important to educate students how to empathise. People who are very empathetic may easily place themselves in someone else's position, comprehend and talk about their own experiences, and make great relationships with others. People that are sympathetic may also be able to comprehend and experience what other people are going through. There are numerous reasons why it's crucial to have connections with individuals who support each other, but the most important one is that it helps they develop resilience and stay mentally stable. A significant finding from the data indicates that students exhibiting elevated levels of empathy are more inclined to seek and get social assistance during times of difficulty. This is one of the many amazing things that the findings showed. One of the most interesting things that can be learnt from the data is that it shows that one thing stands out as extremely interesting. They can read and react to emotional signals, which helps them build social networks that help them deal with stress. Because of this skill, they can get along well with others their own age. Making these relationships might help they feel less alone, learn to handle emotions better, and feel like they belong. All these advantages happen at the same time. For this reason,

students feel surer in their ability to handle problems in both their personal and academic life. Furthermore, by cultivating a greater awareness of their own emotions, students improve their capacity to manage their feelings via the practice of empathy. The potential is augmented due to the increased awareness of emotions. This outcome may be because the learner is better able to understand and deal with their own feelings. People generally have a better knowledge of their own emotional reactions when they can recognise and comprehend how other people feel. Higher degrees of self-awareness are connected to all three of these dimensions of resilience: making better decisions, handling conflict better, and being more flexible. There is a connection between these three things. So, empathy helps people understand each other better, but it also helps them develop as people and become more emotionally mature. This is because people who have empathy can understand each other better. People with lower levels of empathy may be more likely to run across problems that make it harder for them to be resilient than people with higher levels of empathy. Students who struggle to understand how others feel or to communicate their own emotions accurately may have negative effects such as increased stress, misunderstandings with others, and retreat from social situations. Because of these problems, academic pressure may rise, motivation may drop, and persistence may run out. Any of these things may happen. It becomes even more complicated since individuals who are emotionally detached may not have many people they can turn to for help. This may make it harder for them to handle circumstances that might be hard. From the university's point of view, the results show how important it is for students to actively focus on developing empathy in the campus environment. Programs that include mentoring, peer cooperation, and emotional intelligence training may help people become more resilient and understanding. Through group activities, community service, and counselling services, students have additional opportunity to practice these skills in real-life situations outside of class. They are allowed to use these chances. If colleges and universities work on helping their students become more emotionally competent, they may be able to help them achieve better in school and in life. Emotional intelligence may help they reach this aim.

## 10. CONCLUSION

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The findings of this research indicate that college students' capacity for empathy is a significant determinant in their development of resilience when confronted with obstacles typical of the academic environment. Being able to notice and react to how other people are feeling is an important part of building better relationships with them. A few other features help people create better relationships. On the other hand, students who are having a hard time in their personal, social, or academic lives may find the emotional support they need in these relationships, which helps them get through these trying times. People who are more empathetic are better able to deal with problems, have more self-control, talk to others in a more helpful way, and ask for assistance when they need it. When people start practicing these diverse activities, it changes how they deal with stress and their mental health. These improvements have good benefits. Resilience is an important part of student success because it helps people get through hard times, stay motivated, and deal with the challenges of higher education. One of the most critical qualities for doing well in school is being able to get back up after a setback. The results of this research support the notion that empathy enhances resilience. Why? It helps people make friends, feel less alone, and feel like they belong in the classroom. On the other hand, a lack of empathy might be a factor in the development of emotional illnesses, the inability to seek assistance when necessary, and the challenges of adapting to stressful situations. Schools and instructors may be able to assist discover a solution by putting greater emphasis on programs that educate kids how to be more emotionally knowledgeable, kind communicators, and good team players. This is necessary to find one. Some of the things that could help youngsters develop empathy and resilience include peer mentoring, group activities, and counselling services. Helping the individual may help them reach their goal. Schools may help kids grow emotionally, socially, and mentally by include these things in both their academic and extracurricular activities. The link between empathy and resilience shows how important it is for the learner to grow. Learning these things helps children with their schoolwork and gives them important skills for life. These skills can be helpful no matter what they do. Students who often show empathy are better able to handle their emotions, are more resilient, and are better prepared to do well in many different professional and social situations outside of school...

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