

A UNIVERSITY IN AN URBAN SETTING STUDY THE RELATIONSHIP BETWEEN STUDENTS' EMOTIONAL AND SOCIAL RESILIENCE

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ABSTRACT

The goal of this quantitative research is to find out how resilience is related to college students' social and emotional skills. Findings about this association were derived from data acquired from 1,411 students enrolled in urban universities. This study aims to get a better knowledge of the many components of resilience, such as students' ability to manage their emotions, engage with others, and demonstrate social competence. Using a standardised questionnaire with a five-point Likert scale, evaluated emotional capabilities (including stress tolerance and emotional awareness) and social capacities (including empathy and interpersonal skills). Their demographic data collection includes details such as sex, age, marital status, education, place of residence, and technical proficiency. The goal was to see whether there were any commonalities or distinctions among the various groupings. Researchers looked for statistically significant variations in the individuals' social and emotional talents and resilience levels using an analysis of variance (ANOVA). The results show that resilience is positively correlated with emotional and social intelligence. The results showed that resilience is positively correlated with emotional and social intelligence. Students' ability to handle stress and persevere in the face of adversity was positively correlated with their social and emotional intelligence. Gender and marital status had no bearing on resilience, although environmental factors and educational attainment did. Emotional and social intelligence are key indicators of resilience in youngsters, according to research. These results highlight the importance of higher education institutions encouraging students to build their social and emotional competencies. The purpose of this is to improve students' mental health, academic performance, and general happiness.

KEYWORDS: Mental Health, Academic Performance, Technical Proficiency, General Happiness, Demonstrate Social Competence.

1. INTRODUCTION

Given the complexity and rapidity of environmental change, educators, psychologists, and legislators have recently focused on the mental and emotional health of college students. The first two or three years of a four-year university degree may be a challenging time for a student's personal life, emotional well-being, financial stability, and academic achievement. Having resilience, which is defined as "the capacity to recover from adversity with greater strength than before," is an important quality for students to have because it helps them deal with stress, keep their mental health in check, and continue to work towards their goals as individuals and as students. They can't possibly overlook even one example of doggedness. It is influenced by several individual and contextual variables. People who are emotionally and socially intelligent are more likely to be able to overcome obstacles and move on with their life. Abilities like as self-awareness and emotional regulation, building and maintaining meaningful relationships, making reasonable decisions, and peacefully resolving conflicts are all part of this broad group. A growing body of research in recent years has examined how these traits help kids learn to persevere through tough times and emerge stronger on the other side. The dissemination of the SEL paradigm via initiatives like CASEL's is praiseworthy. According to this concept, kids who do well in school are able to recognise and manage their emotions, understand others, form meaningful relationships, and make responsible choices (Yamamoto et al., 2023). The significance of being socially conscious is also highlighted by the model. Academic success and resilience are boosted when children develop higher levels of emotional intelligence, optimism, the capacity to ask for help when they need it, and the likelihood of forming supportive networks. Since college students in cities are more likely to experience intense competition, a wide variety of cultures, and a hectic lifestyle, it is imperative that they cultivate their social and emotional abilities. There can be a lot of pros and cons to living on campus in a downtown area. They may find a diverse group of people with interesting social connections and a lot of different viewpoints. However, kids may also experience emotions of loneliness and a need to keep their emotions hidden due to the demands of school. Thus, person-centred therapy might benefit greatly from studies investigating the connection between social and emotional capabilities and resilience in this specific context (Zhang et al., 2023).

2. BACKGROUND OF THE STUDY

The purpose of this study is to delve more into the relationship between students' resilience and their social and emotional competences by analysing college students in urban institutions. Academic pressure, societal norm adherence, mental health issues, and the need to respond quickly to new situations are just a few of the difficulties that today's youth must overcome. There is a strong correlation between a student's current situation and their mental health, resilience, and academic performance (Valverde-Janer et al., 2023). Knowing how students' social and emotional capacities help them overcome obstacles in higher education is crucial for creating effective tactics and settings. How strongly do students' resilience and adaptability correspond with their emotional intelligence, cognitive talents, self-awareness, empathy, and emotional regulation skills? This investigation can start so that may address this fundamental question. In addition, the program is trying to figure out how these skills relate to the kids' resilience. To get to the bottom of things, the study can look at how factors like urban life, peer pressure, and access to institutional support networks might affect the growth and use of these skills. The major emphasis of this debate can be on the students attending a certain school in a particular city. Academic solutions, mental health support services, and resilience-promoting student development programs might all be born out of this study's conclusions. Such studies have the potential to persuade educational institutions to rethink their curricula and pedagogical approaches to better include students' social and emotional growth. Maybe this is because the findings highlight the importance of kids' emotional and social skills in developing resilience, which might explain its persistence. To deepen understanding of student achievement, this research aims to highlight the role of emotional and psychological traits in relation to academic perseverance and personal development (Shang et al., 2025).

3. PURPOSE OF THE RESEARCH

The primary objective of this research is to enhance the understanding of the interplay between the emotional intelligence and resilience of college students inside an urban academic institution. The primary objective of this research is to analyse students' self-awareness, emotional intelligence, and emotional regulation abilities in connection to their resilience when confronted with academic obstacles, social pressures, and personal concerns. The primary objective of this research is to get insights into the interactions among these three elements. The objective of this research is to examine if elevated emotional awareness among college students correlates with enhanced emotional regulation, improved coping strategies, and more psychological stability. The investigation can specifically concentrate on those of college age. To achieve this objective, investigate the correlation between the two components. Schools can probably utilise the findings of this research to help them make decisions about how to assist students, how to spend money, and how to apply therapies that improve emotional intelligence and resilience. For example, schools could find the results of this research valuable. Some people would say that this might truly happen. The main purpose of this research is to assist students become more emotionally intelligent, self-aware, and strong so they may do well in cities while still dealing with the hardships of higher education. The goal of this study is to do this.

4. LITERATURE REVIEW

A student's emotional awareness and resilience are strongly linked to how well they can handle the personal, social, and academic challenges of university life. Why? The extent to which a student can recognise and accept these responsibilities is inversely related to their ability to adjust to them. Both major psychological aspects have a big effect on how well a learner can adapt to new situations. In this sense, "emotional awareness" is being able to see, name, and judge to own and other people's emotional states. Someone may learn to manage their emotions in a healthy way by being aware of how they feel, figuring out what makes them feel that way, and practicing self-awareness. There are several phases in this procedure. Emotionally intelligent college students can stay calm under pressure, make judgements based on facts, and handle group dynamics. This might be because they can better regulate their emotions. Another way to define resilience is the capacity to bounce back quickly from setbacks, adapt to new situations, and keep mental health in control when things become tough. There are many benefits to having emotional intelligence. One of them is that it helps young people talk about how they feel and seek for assistance when they need it. This specific possibility is among the several benefits of possessing elevated emotional intelligence. Emotional transparency and self-expression are two of the many ways that might help with this growth. There are several other options. There are also other options to think about. This can help them become more resilient. Building real connections could make this process simpler. Group lectures, guided therapy, and mentoring programs are all strategies to help become more emotionally aware and strong. This group does a lot more than just run a mentorship program. Using these customised controlled experiences, students may analyse and react to emotionally charged situations in a positive way (Rashidfarokhi & Danivska, 2023). Students are exposed to varied emotional viewpoints via these encounters, which gives them a chance to learn how to deal with them. Long-term exposure to this is connected to emotional growth, better coping skills, and resilience. Because of this, youngsters must learn to look at the world through a narrow emotional lens. If a kid doesn't have good emotional intelligence, they may not be able to detect whether they or someone else is stressed. Emotional disorder may lead to higher levels of worry, lower levels of motivation, and trouble concentrating. There are other bad things that may happen because of emotional misunderstanding, however. Young people who have trouble recognising and expressing their feelings may become emotionally exhausted and socially withdrawn (Qin et al., 2023).

5. RESEARCH QUESTIONS

How does emotional awareness affect 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.

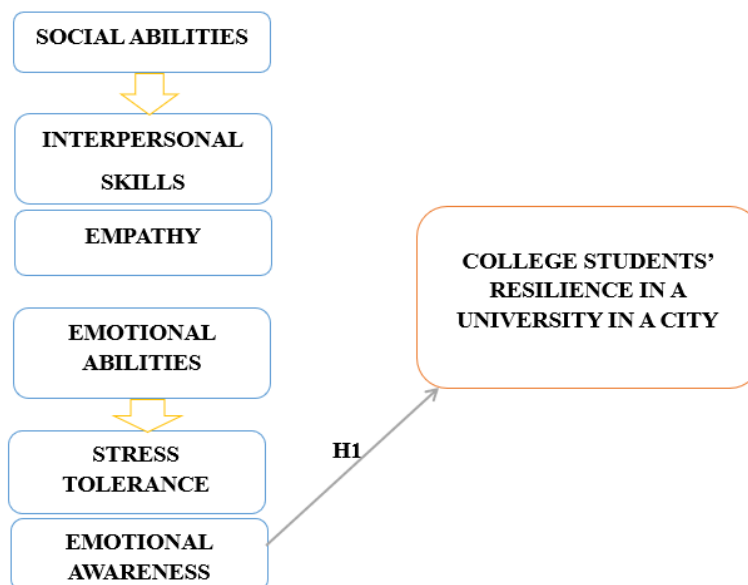
6.4 STATISTICAL SOFTWARE:

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 ^a		
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: EMOTIONAL ABILITIES

Among a person's emotional abilities are their self-awareness, emotional literacy, and the capacity to constructively and healthily manage their emotions. One of the most important traits that may be acquired to do that is emotional intelligence. The capacity to manage one's own life and the relationships in it is the bedrock upon which emotional intelligence rests. Emotional intelligence rests on these strengths. An essential component of emotional intelligence is the capacity to do these tasks. Although IQ is more often acknowledged in professional and academic contexts, emotional intelligence is as important for attaining success, joy, and fulfilment in life. This remains true even though intelligence is often seen as more important. These skills impact all aspect of lives, from forming meaningful connections to handling problems that crop up in regular interactions and decisions (Fu & Zhang, 2024).

❖ FACTORS

• EMOTIONAL AWARENESS

An emotionally intelligent person may see their experiences as internal, like whirling shadows in their mind, and understand them as such. People who are in tune with their emotions have this quality. Being mindful of one's emotions—whether they are joy, sorrow, anger, or tranquilly—without trying to understand or solve them is one way to calmly experience these states. Feelings may be experienced fully, unencumbered by resistance or judgement, because to the movement's fluidity and delicacy, which is reminiscent of wind through leaves. This is because the motion is subtle and supple. Because of this, there's space for a calm environment where emotions can just be, and people may share what they know about their own inner lives. In this environment, emotions may live freely (Brett et al., 2023).

• DEPENDENT VARIABLE: COLLEGE STUDENTS' RESILIENCE IN A UNIVERSITY IN A CITY

The level of resilience shown by students at urban institutions is significantly impacted by a multitude of interpersonal and environmental variables. Their emotional and social capacities are just two of many characteristics that fall under this category. Greater social pressure, more intense competitiveness, and a more frenetic way of life are commonplace in urban schools. Living away from home and juggling a part-time job adds even more stress to an already heavy course load. The capacity to bounce back fast from failures and adjust to changing conditions is crucial in these kinds of scenarios. When faced with adversity, children who are resilient are more equipped psychologically, socially, and intellectually than their classmates. Research conducted in urban school districts found that resilient students exhibited traits including optimism, perseverance, and the ability to ask for help when they really needed it. The capacity to bounce back from hardship is associated with one's level of emotional and social intelligence. But resilience isn't always innate; it may be honed by adversity. People who are good at managing their emotions also tend to be less prone to become tired over time. Some institutional programs that may help people become more resilient include therapy, peer support groups, and seminars on skill development. Schools in big cities need to provide a welcoming community where children may make friends and develop emotionally if they want their pupils to thrive academically in such environments (Alkaissi et al., 2023).

• RELATIONSHIP BETWEEN EMOTIONAL AWARENESS AND COLLEGE STUDENTS' RESILIENCE IN A UNIVERSITY IN A CITY

Emotional awareness is a crucial part of being emotionally intelligent. Put simply, it is being able to recognise, understand, and express their emotions in a healthy way. Higher education students, particularly those in metropolitan settings where juggling academics, social life, and personal growth may be somewhat challenging, would do well to prioritise emotional intelligence training. Consequently, individuals have a higher chance of developing resilience, which is the ability to deal with, overcome, and ultimately prosper in the face of adversity. It could be rather demanding to work in a city university. There is a lot of academic work for students to do, on top of dealing with social expectations, money problems, and the challenges of living in a fast-paced metropolis. Consequently, the ability to recognise and manage one's emotions is a vital skill that equips youngsters to face these difficulties in a way that enhances their resilience. This study aims to examine college students from metropolitan areas, specifically looking at male and female students, and how emotional awareness relates to resilience (Awais et al., 2024).

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

- H_{01} : There is no significant relationship between Emotional Awareness and College Students' Resilience in a University in a City.
- H_{11} : There is a significant relationship between Emotional Awareness and College Students' Resilience in a University in a City.

Table 2: ANOVA H₁ Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	71177.639	483	147.366	100.867	.000
Within Groups	1354.783	927	1.461		
Total	72532.422	1410			

In this study, the result is significant. The value of F is 100.867, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the *H₁*: ***“There is a significant relationship between Emotional Awareness and College Students' Resilience in a University in a City”*** is accepted and the null hypothesis is rejected.

8. DISCUSSION

The results of this study indicate a significant correlation between emotional intelligence and the ability to surmount challenges in a conventional institutional context. This research suggests that the association in issue is likely genuine. Students who are better at managing and thinking about their own feelings tend to do better in scenarios that require them to do so, as well as in stressful and other difficult situations. One of these duties is learning how to deal with their feelings when things are tough. Students may recover from setbacks and maintain their emotional stability if they can identify and regulate their emotions. This skill is strongly linked to the growth of resilience since it helps pupils get back on their feet after a setback and stay mentally stable. If kids can do this exercise, they can probably stay mentally stable. Research shows that students are better able to control their emotions when they are more aware of themselves. There's little question that this is a big deal. This is without a doubt an important discovery. When people pay attention to their feelings in different situations, they can better change what they do, manage their urges, and stay cool when things become tough. This is because individuals who practise emotional awareness are aware of the feelings that come up in every situation. Studies indicate that children who use these adaptive reflexes are more adept at cultivating emotionally robust and resilient attitudes. Two potential strategies to achieve this objective are reducing children's exposure to emotional excess and instructing them to tackle challenges from a methodical and balanced perspective. Another area that requires further exploration is how important it is to be conscious of feelings to make good interactions with other people. When kids can detect and talk about their emotions, they are more inclined to talk to their peers, instructors, and role models. They are also more likely to ask the folks named above for aid. These supportive connections help students be more resilient by protecting them from the scenario's potential to make them feel alone. These interactions operate as buffers, which is why they have such a big influence. This is because they protect, which makes it happen. Resilience is made up of a lot of things, being confident in yourself, being able to solve problems, and being emotionally stable. A strong sense of belonging may help to feel more emotionally stable, stronger when things go wrong, and more confident in yourself. One important part of resilience is the capacity to keep going when things become tough. On the other hand, if a person isn't emotionally aware, their resilience might suffer, which could have terrible effects. Students who have trouble figuring out what they're feeling and saying it may have a lot of bad effects, such as confusion, higher stress levels, and trouble controlling their conduct. Kids who have problems figuring out what they're feeling or saying what they're feeling have this opportunity, and they could really take it. When students can't control their emotional triggers, they could choose harmful ways to deal with them, cut themselves off from other people, or worry excessively. All these things may happen. If these issues keep happening, they may not be able to manage their schoolwork as well. Additionally, kids may have less resilience as a direct result of the adversities they are facing. The study's findings indicate that comprehending one's emotional condition correlates with the advancement of reflective thinking. The evidence shows that this association is important. When students write about their emotions and reflect about how those events have changed them, they are more likely to learn from them and find healthy ways to deal with them. This is because they are more likely to locate chances to obtain knowledge when things are tough. If someone thinks about their own experiences in this way, they may be better able to handle future problems and grow as a person. This may happen. On the other hand, universities, as educational institutions, may have a big impact on the growth of emotional awareness from an institutional point of view. The reason for this is because organisations could provide therapy, mentorship, and training programs that teach people how to be emotionally intelligent. Activities that encourage self-reflection, mindfulness, and structured peer interactions may enhance emotional awareness and resilience. Doing these things is supposed to help people think about themselves and become more aware. Taking part in these activities might make the kids healthier and happier, and it could also help them do better in school. One potential result is better grades in school.

9. CONCLUSION

Researchers found that one of the best things college students can do to be more resilient while they are in school is to be mindful of their feelings. This is an important part, to put it simply. Students with higher emotional intelligence are better able to deal with the stress of school, social pressure, and personal shortcomings in a healthy way. This circumstance happens because they are better able to respond to these occurrences in a manner that is in line with their values. Improving

emotional intelligence may help to bounce back from hard times more easily. This, in turn, can help to handle emotions better, communicate better, and build stronger relationships with others. Another big plus is that it helps people build deep ties with each other. Each of these parts can help to become more resilient, which is the goal. The results also suggest that children with lower emotional intelligence may be more susceptible to stress, emotional ambiguity, and difficulties in using appropriate coping strategies. These youngsters are likely to become too emotional, for one reason. Over time, these factors might make the child less strong. To assist college students become more stable, confident, and flexible, emotional awareness training must be a big part of the process. This is because being emotionally aware means taking care of feelings. Colleges and universities are urged to take an active part in establishing programs and facilities that promote good mental health, self-awareness, and emotional intelligence. This is something that colleges should really do. It would be great if universities and other educational institutions could become involved. When schools focus on helping children become more aware of their emotions, they may help them become more resilient, do better in school, and feel better about themselves in general. This is because they may help students stay healthy in general. One of the main reasons for this is that they can help students learn and improve these skills. Taking care of own mental health is one of the most important things can do to be a strong student. This is one of the most important parts of the notion of resilience. Children already can accomplish this on their own, without help.

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