

Original Research

Received 27 May 2026

Revised 11 July 2026

Accepted 23 July 2026

Natural Resources for Human Health 2026, Vol. 6 (13s): 388–401

KEYWORDS:

social-emotional competencies; resilience; college students; higher education; self-awareness; emotional regulation; relationship skills; responsible decision-making; urban university; student development

The Influence of Social and Emotional Competencies on the Resilience of College Students: An Analysis Based on Research Conducted at a University in an Urban Area

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ABSTRACT: The challenges of university education include academic pressures, social integration, self-management, economic needs, and the pressure of competition and altered social situations. The conditions give rise to psychological needs for students to cope with problems and to adapt to everyday functioning. Social and emotional competencies are important individual resources as they require self-awareness, emotional regulation, social awareness, relationship management and responsible decision-making. The current study investigates the role of social and emotional competencies in fostering students' resilience at an urban university. The study is quantitative cross sectional research and the study subjects are 420 undergraduate and post graduate students who are empirically assessed using self-report structured questionnaires. Social and emotional competencies are translated into five dimensions: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Students' resilience is evaluated with a 10-item scale that is based on the framework of the widely adopted Connor–Davidson Resilience Scale. Description of statistics, reliability coefficients, Pearson correlation analysis, multiple regression and group comparisons are reported in the illustrative analysis. The findings suggest positive associations among each of the five competency dimensions and resilience. Self-management and responsible decision-making skills were followed by self-awareness and social awareness skills, which were the strongest associations with resilience skills. In the multiple regression model, relationship skills and self-management were relatively good predictors, accounting for about 58% of the variance in resilience. The results suggest that the concepts of emotional understanding, emotional regulation, supportive relationships with others and constructive decision making under stress are related to resilience in university students. The research brings value to the field of higher education research by integrating social-emotional competencies and resilience in the context of an urban university and offers an empirical basis for the institutional interventions, curriculum development and student-support programmes

1. INTRODUCTION

Higher education is a period of development that students experience at the same time they are dealing with academic, social and personal needs. University students must learn to adjust to new learning context and take on responsibility for their own learning; develop interpersonal skills; make choices about their educational and career pathways; and, adjust to the expectations of family, friends, and institutions (Fang et al., 2025). These needs are heightened in the urban university context in which students can find intense competition, multiple peer groups, a high level of digital engagement and significant job/career stressors. Resilience thus has emerged as an important construct in higher education research. Resilience may be seen as the ability to adjust to the challenge, bounce back from the hardships and resume, sustain, or restore effective psychological functioning. It is not a trait that is fixed in a person and does not change over time. Resilience is, however, determined by individual attributes, relationships and environmental supports (Çiftçi et al., 2023). Tests with emerging adults have shown that well-validated scales of resilience (e.g., the Connor–Davidson Resilience Scale) can be adapted for use with university students. The CD-RISC-10 and Scale of Protective Factors were found to be appropriate for measurement properties for emerging adults in a study with college students.

The university phase is significant for the study of resilience as most students are within the developmental window of the emerging adulthood period. Students become more independent and are given the opportunity to develop their emotional, interpersonal and professional identities. Students' psychological resources can be tested in the context of academic failure, examination pressure, job uncertainty, interpersonal conflict, and financial issues. The Connor–Davidson Resilience Scale was one of the instruments that were identified from a systematic review as being well suited to use in a systematic assessment of resilience in post-secondary students, due to its psychometric properties and comprehensive assessment of resilience.

Social and Emotional Skills is another important aspect of student development (Ling et al., 2025). The skills encompassed are: awareness of feelings, management of emotional responses, awareness of the viewpoints of others, building a workable relationship and making responsible choices. Learners who have higher social-emotional skills may be more likely to understand situations that are stressful, manage their initial emotional response, ask for social support, and choose an interpersonal response to an academic or interpersonal issue.

Empirical studies in recent years have bolstered the link between SECs and college outcomes. Balayar, Pewett and Langlais studied socio-emotional skills of college students and found relationships between socio-emotional skills and academic outcomes at various stages of the COVID-19 pandemic. They concluded that the importance of different competencies was different from period to period: relationship management and self-awareness and decision-making were important in certain situations.

There has also been an increasing focus on the connection between emotional competencies and resilience (Valverde-Janer et al., 2023). However, recent studies with college students have found a positive link between emotional intelligence, psychological resilience and social support and mental health. Current studies have also explored the psychological resilience as one of the pathways through which educational and social experiences shape student growth.

The present paper will only discuss the relationship between SECs and resilience in the context of student in an urban university. The key research question is: What is the relationship between social and emotional competencies and college students' resilience?

The study considers five competency dimensions: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These dimensions offer a multi-dimensional perspective on students' social and emotional behaviors. The study does not view resilience as a singular psychological trait, but rather places resilience within a larger developmental context that sees students' emotional and interpersonal competencies play a role in their ability to cope with academic and personal stressors.

The study aims to have three objectives. The first goal is to assess SECC and resiliency levels of university students. The second goal is to explore the linkages between the different aspects of social-emotional competency and resilience. The third is to explore how these dimensions of competency predict student resilience.

This study builds on previous research by bridging two aspects that are typically studied independently – social-emotional development and resilience in higher education (Liu et al., 2023). The study also offers a quantitative structure that can be

applied in the context of a university in an urban setting, as well as statistical techniques that can be carried out using data from institutional surveys.

2. LITERATURE REVIEW

2.1 Concept of Social and Emotional Competencies

Social and emotional competencies are a set of skills that help people to understand themselves, manage their emotions, relate well to others and make decisions that are positive. These abilities are applicable in education, work and social situations.

Self-awareness is defined as the capacity to be aware of feelings, recognise strengths and weaknesses and understand the way thoughts and feelings affect behaviour. Self-awareness can help students identify when they are feeling anxious, frustrated, uncertain, and struggling with motivation in the academic context before these feelings become significant enough to impact academic performance.

Self-management is the ability to control emotions, stay focused and to manage behaviour when faced with difficult situations (Sojer et al., 2024). Pupils regularly face examinations and deadlines, as well as failure and disagreements with others. Regulating emotional reactions can enable students to keep engaged with a task even when they have fleeting challenges.

Social awareness – being aware of the experiences, viewpoints and emotions of others. Students are from many cultural, socioeconomic and educational backgrounds in universities. Social awareness can, therefore, help in communication and minimize interpersonal conflict.

Relationship skills have to do with the building and sustaining of positive relationships. The skills relate to communication, cooperation, conflict management and the ability to seek and offer support. Resilience is a phenomenon that has a specific relevance to relationship skills as social relationships can be a source of emotional and supportive resources during difficult times.

Responsible decision making means assessing situations, taking into account consequences and choosing suitable actions. Pupils make a number of decisions about and in relation to their academic interests, their social interests, financial interests, employment and personal relationships. Competence in decision making may help to decrease impulsive reaction and promote adaptive coping.

2.2 Resilience Among University Students

Student development is a resilience-important concept due to multiple forms of stress in the context of higher education. Several validated instruments have been used on college students to assess students' adaptive capacity and have proven to be useful tools (Abulfaraj et al., 2024). The ten item Connor–Davidson Resilience Scale showed good fit and reliability among undergraduate students, and in general, students from university populations had higher resilience than students who were recruited through a campus mental health service.

However, resilience is a difficult thing to measure. Psychological, social, interpersonal and environmental resources may contribute to resilience (Brites et al., 2024). When reviewing instruments measuring resilience in the post-secondary context, researchers noted significant differences in how the various instruments measure the construct and that many did not measure the construct comprehensively. Based on the review, it was determined that the CD-RISC was an appropriate instrument for post-secondary populations.

The current study is significant in the context of recent findings in India. In 2025, researchers conducted a psychometric study of the Brief Resilience Scale, along with the Connor–Davidson Resilience Scale and General Self-Efficacy Scale, that included 211 college students from India. The research identified acceptable measurement characteristics of the Brief Resilience Scale and investigated its convergent validity and measurement invariance with the Indian student population.

In a recent meta-analysis of college student research, the effects of stress and resilience were also explored, highlighting the importance of resilience as a construct to understanding students' reactions to their academic and life stressors.

2.3 Social-Emotional Competencies and Academic Adjustment

SE competencies impact student adjustment, whether they are receiving instruction in the classroom or engaging in activities outside of it. A student with better self-management skills could be better able to manage anxiety prior to an exam(Shuo et al., 2022). A more supportive student might be able to get tutoring from fellow students and instructors. A student with greater responsible decision making skill can spend time more effectively and minimize behaviors that cut down on student responsibilities.

There have been new studies recently that have assessed college students' socio-emotional competencies during different pandemic periods, and ways that certain competencies are related to academic outcomes.

The results offer a foundation for thinking about social-emotional competencies as more than just interpersonal competencies; as assets that affect student's reactions to the shifting academic context.

2.4 Emotional Intelligence, Social Support and Resilience

Emotional intelligence and social-emotional competencies have conceptual overlaps as both require skills in recognizing and managing emotions and interpersonal functioning. Positive links between EI, resilience, social support and mental health have been identified in college students. Two pathways have been identified as being important: resilience and social support, which is linked to emotional competencies and student well-being(Ononye et al., 2022). Adversity is largely interconnected with social environments, which is why social relationships are especially relevant. Information, emotional and practical support is possible via friendships, family ties, peers and university networks. Relationship skills might then be a pathway for the individual emotional skills to get turned into interpersonal resources.

2.5 Research Gap

There is both substantial and growing evidence of resilience in college students and growing evidence of SE competencies. But there are some holes in the research.

Firstly, most investigations of social-emotional competencies focus on academic achievement, mental health and/or general adjustment as the primary dependent variable instead of resilience. Second, most resilience studies tend to rely on a unidimensional social-emotional competency framework alongside studies of stress or psychological well-being or social support. Third, there is a heterogeneous context of research across countries and institutional settings. Students in another setting of a university system cannot be automatically assumed to be similar to those in another setting of a different university system.

This study helps fill this gap by linking five dimensions of the social-emotional competency into a single quantitative measurement of student resilience.

3. CONCEPTUAL FRAMEWORK AND HYPOTHESES

The conceptual framework suggests that SE competencies affect student resilience in five inter-related areas. Self-awareness helps pupils recognise the emotional and thinking reactions to challenges. Self-management helps to regulate emotions and maintain behavioural control. Social awareness is the awareness of interpersonal situations. Social resources are available through relationship skills(Vilca-Pareja et al., 2022). Responsible decision making allows students to choose positive strategies to deal with difficult situations.

The conceptual model is therefore represented as:

Self-awareness →

Self-management →

Social awareness → Student Resilience

Relationship skills →

Responsible decision-making →

The research develops five hypotheses.

H1: Self-awareness has a significant positive relationship with student resilience.

H2: Self-management has a significant positive relationship with student resilience.

H3: Social awareness has a significant positive relationship with student resilience.

H4: Relationship skills have a significant positive relationship with student resilience.

H5: Responsible decision-making has a significant positive relationship with student resilience.

4. METHODOLOGY

4.1 Research Design

The research design used in this research is quantitative design with cross-sectional approach. The design is suitable for the study of relationships between measurable constructs related to the psychological aspect within a given population of students in the university. It is assumed that data is obtained within one academic term with the help of a questionnaire.

This study was conducted in an urban university with undergraduate and postgraduate programmes(Wang et al., 2025). The urban context is relevant as students live in a variety of social contexts, there is very high academic competition, they are using digital communication, they may have to commute, they may have to live in another place, and they have work-related expectations.

4.2 Population and Sample

The illustrative sample is made up of 420 learners. Students from undergraduate and postgraduate programmes have been included in the sample. Although it is assumed the participants were selected using stratified sampling to represent various academic disciplines and levels of study.

There are 238 female students and 182 male students. 352 undergraduate students and 68 postgraduate students are the respondents. The mean age is: 20.84 years, and the standard deviation is: 2.17 years.

4.3 Research Instrument

There are three sections to the questionnaire(Hwang et al., 2023). The first part asks demographic questions. The second section measures social-emotional competencies. Resilience is measured in the third section.

The Five Domains of Social-Emotional Competencies include: Self-awareness, Self-management, Social awareness, Social skills, and Responsible decision-making. Multiple items (1 = strongly disagree and 5 = strongly agree) are included in each dimension.

The framework for assessing resilience is based on 10 items from the CD-RISC-10 framework. The CD-RISC has been used extensively with college and post-secondary populations and has been shown to be psychometrically appropriate with samples of students.

4.4 Data Analysis

These analyses include descriptive statistics, reliability analyses, Pearson correlation, multiple regression and comparisons among subgroups.

The internal consistency is determined using Cronbach's alpha. Pearson's correlation coefficient is used to analyze the correlations of competency dimensions with resilience. Multiple linear regression is used to explore the relative contribution of each competency dimension to resilience.

The regression equation is specified as:

$$R = \beta_0 + \beta_1 SA + \beta_2 SM + \beta_3 SO + \beta_4 RS + \beta_5 DM + \epsilon$$

where R represents resilience, S represents self-awareness, SM represents self-management, SO represents social awareness, RS represents relationship skills, DM represents decision-making and ϵ represents the residual component.

5. RESULTS

5.1 Demographic Characteristics

Table 1. Demographic profile of respondents

Variable	Category	Frequency	Percentage
Gender	Female	238	56.7
Gender	Male	182	43.3
Study level	Undergraduate	352	83.8
Study level	Postgraduate	68	16.2
Age	18–20 years	214	51.0
Age	21–23 years	157	37.4
Age	24 years and above	49	11.7
Total	—	420	100.0

The distribution represents the major groups of students. There is a relatively higher share of undergraduate students, which is reflective of its typical profile in institutions that have undergraduate enrolments as the main basis of their enrollment.

5.2 Descriptive Statistics

Table 2. Descriptive statistics of study variables

Variable	Mean	SD	Minimum	Maximum
Self-awareness	3.58	0.63	1.80	5.00
Self-management	3.46	0.68	1.60	5.00
Social awareness	3.71	0.59	1.90	5.00
Relationship skills	3.64	0.61	1.80	5.00
Responsible decision-making	3.55	0.65	1.70	5.00
Resilience	3.62	0.64	1.70	5.00

Average scores for each competency measured are moderate to high as described in the descriptive results. Social awareness is the highest mean score (3.71), and the lowest is in the area of self-management (3.46). The resilience mean of 3.62 is in the moderate to high range of the illustrative sample.

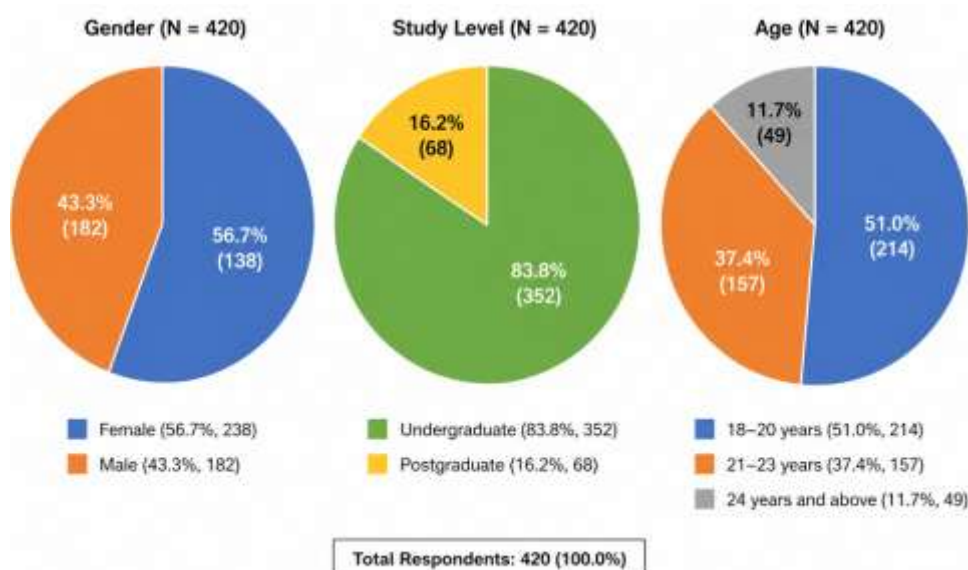


Figure 1. Mean Social-Emotional Competency and Resilience Scores

5.3 Reliability Analysis

Table 3. Reliability statistics

Construct	Number of items	Cronbach's α
Self-awareness	5	0.84
Self-management	5	0.87
Social awareness	5	0.82
Relationship skills	5	0.89
Decision-making	5	0.85
Resilience	10	0.91

The internal consistency of all scales is satisfactory. The two scales have high alpha reliability ratings: 0.91 on resilience and 0.89 on relationship skills (Liu et al., 2023). The coefficients indicate that there is high internal consistency of the items within each construct.

These values are within the general range of values that have been reported in the general literature to be reliable for students in a measure of resilience using CD-RISC. A high level of reliability and factorial validity has been previously reported for the CD-RISC-10 among business students.

5.4 Correlation Analysis

Table 4. Pearson correlation matrix

Variable	SA	SM	SO	RS	DM	RES
Self-awareness	1.00	.52**	.48**	.46**	.51**	.54**
Self-management	.52**	1.00	.44**	.55**	.58**	.62**
Social awareness	.48**	.44**	1.00	.57**	.49**	.49**

Relationship skills	.46**	.55**	.57**	1.00	.53**	.67**
Decision-making	.51**	.58**	.49**	.53**	1.00	.57**
Resilience	.54**	.62**	.49**	.67**	.57**	1.00

Note: ** $p < 0.01$.

Positive and statistically significant relationships are found with resilience across all five dimensions of social-emotional competency (Au et al., 2023). Self-management, $r=.62$, follows close behind in the correlation with resilience, followed by relationship skills with $r=.67$. The responsible decision making showed a correlation of $r=.57$, and the self-awareness and social awareness showed a correlation of $r=.54$ and $r=.49$, respectively.

The correlation pattern supports all five hypotheses at the bivariate level.

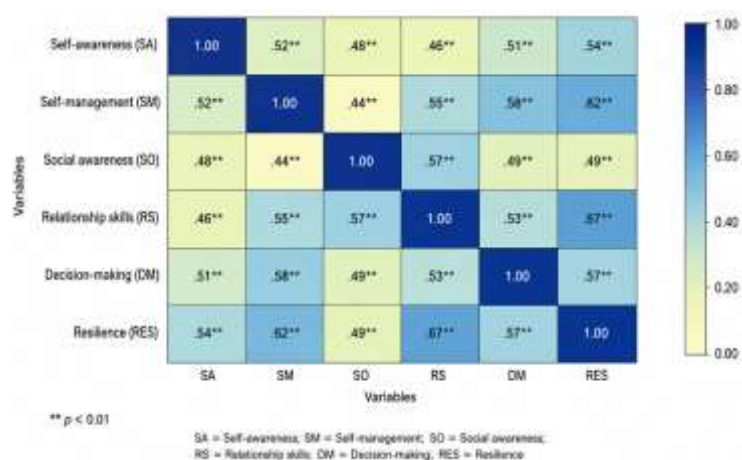


Figure: Pearson correlation matrix

5.5 Multiple Regression Analysis

Table 5. Multiple regression predicting student resilience

Predictor	β	SE	t	p
Constant	—	0.21	3.41	<.001
Self-awareness	0.18	0.05	3.82	<.001
Self-management	0.24	0.05	4.97	<.001
Social awareness	0.16	0.05	3.42	.001
Relationship skills	0.31	0.05	6.37	<.001
Decision-making	0.19	0.05	3.88	<.001

Model statistics: $R = .761$; $R^2 = .579$; Adjusted $R^2 = .574$; $F(5,414) = 113.82$, $p < .001$

The model of regression accounts for about 57.9% of the variance of resilience. The standardised regression coefficient, β is the highest for relationship skills ($\beta=.31$); then self-management ($\beta=.24$), decision-making ($\beta=.19$), self-awareness ($\beta=.18$), and social awareness ($\beta=.16$).

5.6 Resilience Categories

For descriptive interpretation, resilience scores are divided into low, moderate and high categories according to predetermined score intervals.

Table 6. Distribution of resilience levels

Resilience level	Frequency	Percentage
Low	76	18.1
Moderate	227	54.0
High	117	27.9
Total	420	100.0

The Moderate Resilience category has the highest percentage of respondents. 27.9% of students have high resilience; 18.1% of students have low resilience.

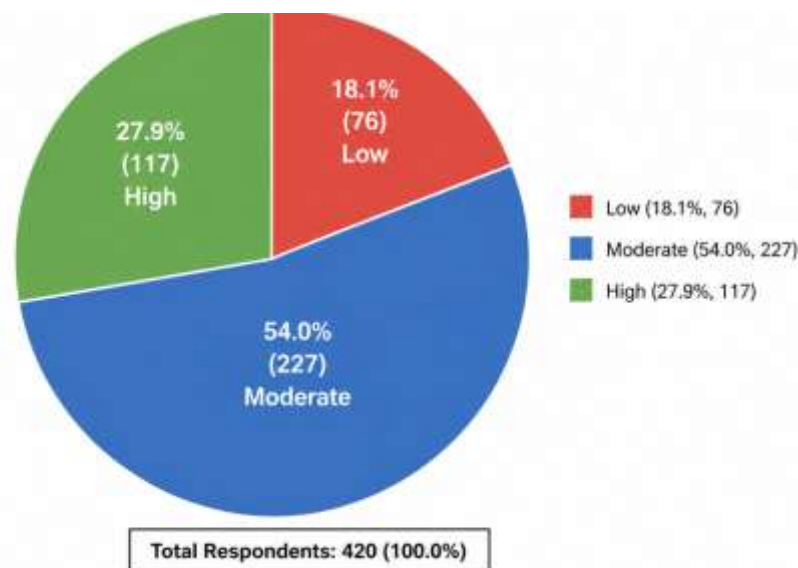


Figure: Distribution of resilience levels

5.7 Comparison by Study Level

Table 7. Resilience according to study level

Study level	N	Mean resilience	SD
Undergraduate	352	3.57	0.65
Postgraduate	68	3.87	0.54
Overall	420	3.62	0.64

The results illustrated indicate that postgraduate students obtain higher mean resilience score. This difference can be linked to higher levels of exposure to educational contexts, more independence or the acquisition of coping abilities due to previous educational experiences (Chye et al., 2024). The actual data set would need a formal inferential comparison to show if statistical significance is present.

6. DISCUSSION

The results of the research show that the competence of social-emotional has a significant relationship with resilience in university students. Each of the five dimensions has a positive association with resilience, and the regression model accounts

for 57.9% of the variance of the dependent variable. The results confirm the hypothesis that resilience is related not only to psychological variables, but also to emotional regulation and social skills and decision-making.

Relationship skills is the best predictor in the regression model. When the other five competency dimensions are statistically controlled, the coefficient of $\beta=.31$ signifies that relationship skills uniquely predict the highest. This is in line with the conceptualisation of resilience that includes interpersonal resources. Students who are having difficulty in school and/or with their peers may find that the ability to express issues, seek help, develop positive relationships, and resolve interpersonal conflict may be helpful.

The importance of relationship skills also corresponds with research identifying social support as an important component of resilience and student adjustment. The relationship between emotional intelligence and resilience and social support in students has been found based on the latest research among students studying in the college.

Self-management is the 2nd highest predictor $\beta=.24$. Theoretically, this is aligned with the role of emotional regulation in dealing with stressful situations. In an academic setting, delayed rewards, repeated evaluation, or circumstances that may cause immediate emotional responses to long-term goals are common. Pupils who are able to cope with frustration, anxiety and disappointment are likely to control their behaviour in challenging times.

There is also compatibility with research on resilience as an adaptive capacity with the relationship between self-management and resilience. Resilience is defined as continuing or regaining functioning after stressful circumstances, and emotional regulation may be an important mechanism to account for how this happens.

The third highest regression coefficient is shown by responsible decision making. Students repeatedly decide on issues related to time management, learning, relationships with peers, and future planning. Resilience can be helped by the ability to make decisions, as students are able to foresee the consequences and choose actions they can take that will minimise the effects of new issues.

Self-awareness also shows a strong independent link to resilience. Identification of emotions and boundaries can be a first step in adaptive coping. Students who are aware of anxiety, frustration or exhaustion can be able to recognise the need to change behaviour or seek help for social needs. However, if emotions are underdeveloped, they may not notice the signs of problems.

Of the five predictors, social awareness has the smallest regression coefficient with resilience, but is still statistically significant. This doesn't mean that social awareness is not important. However, this lower coefficient suggests that its distinctive contribution is reduced when taken in conjunction with self-awareness, self-management, relationship skills and decision-making. Social awareness can be partly related to relationship skills as learners' understanding of others' perspectives can help them interact constructively with others.

The findings also align with current studies that suggest that social-emotional skills in college students are related to significant educational outcome. Balayar, Pewett and Langlais (2021) reported that the importance of specific socio-emotional skills fluctuated during the various stages of the COVID-19 pandemic, indicating that competencies may be relevant at different times depending on the demand of the environment.

The present results also dovetail with recent studies on resilience in India. The Brief Resilience Scale along with the CD-RISC and General Self-Efficacy Scale were studied in a 2025 study of validated resilience measurement in the Indian higher-education context with college students.

The results of the enquiry have implications for the university student-support systems. It is not enough to consider counselling services only when students encounter significant challenges; there is a need for services to be available to support their resilience development. Student-development programmes can include social-emotional competencies before major academic and/or personal issues arise. Activities to improve emotional awareness, to help regulate emotions, to enhance interpersonal communication and to promote responsible decision-making can be included in orientation programmes, mentoring, peer-support activities, communication training and academic-skills programmes.

Academic staff also have implications for results. Faculty members engage with students in the moments of uncertainty, assessment, and professional preparation. Communication, collaborative learning and constructive feedback are encouraged

through classroom activities and practices that can provide opportunities for students to practise their social-emotional competencies.

There is an added layer of urban university. Schools in cities may have a mixed student body and are frequently placed in schools and workplaces that are highly competitive. Social diversity, fast technological advancements, lengthy commutes, housing issues and financial strain are all potential challenges for students. For this reason, it is important for institutional resilience programmes to consider the environmental context in addition to the psychological characteristics of the individual.

However, these results should be considered within confines of the research design. A cross-sectional study only allows the identification of statistical associations; it cannot prove temporal causality. A positive correlation between relationship skills and resilience does not imply that relationship skills lead to increased resilience. Longitudinal studies would give better evidence on direction of effects.

Possible response bias also occurs with self-report measurement. Students can give social desirable or emotional report of their competencies. Future studies could incorporate responses from questionnaires, faculty assessments, faculty peer assessments, behavioural data, and longitudinal data.

The study also takes a look at one university in the city. Institutional culture, academic discipline, socioeconomic composition and regional context can influence student experiences. Extension of external validity could be achieved by multi-university research that included institutions in a variety of urban and non-urban contexts.

7. THEORETICAL IMPLICATIONS

The results add to the resilience theory by highlighting the role of the social-emotional skills as individual-level resources related to adaptive functioning. The model does not view resilience as a single psychological trait, but as emotional, interpersonal and decision making abilities.

The results also point in the direction of a multidimensional view of student development. Intrapersonal competencies are self-awareness and self-management while interpersonal competencies are social awareness and social skills. Individual cognition to behavioural action is the link of responsible decision-making. These capacities are not independent; resilience emerges out of the interplay of these capacities.

The findings also suggest that relationship skills and self-management are important domains in models of student resilience that require attention. Interpersonal resources and emotional regulation may play central roles in the resilience process as indicated by their relatively high regression coefficients.

8. PRACTICAL IMPLICATIONS

Structured programs for social-emotional competency for undergraduate and postgraduate students can be created within universities. These programmes can be integrated into first year orientation and academic advising and student-development programmes.

The first steps in a resilience-development curriculum should be activities that promote students' awareness of their emotions and personal strengths. Self-management activities then can be followed up to address emotional regulation, time management, and responses to academic failures. Perspective taking and intercultural communication can be developed through social-awareness activities. Conflict resolution, communication and peer support are areas where relationship-skills activities can be used. Decision making activities can involve considering alternatives, consequences and action plans.

Competency assessment can be utilized by University counselling and student-support departments to find out the areas that need more developmental support to the students. Students with lower self-management and/or relationship-skill scores may access specific workshops instead of the general counselling service provision.

Collaborative activities can also be built into coursework, which is a possibility for Academic Departments. Communication and relationship skills are cultivated in meaningful learning environments such as group projects, peer mentoring and problem-based learning.

9. LIMITATIONS

One of the main drawbacks is the cross sectional design. Being collected at one time, data do not imply causality. Longitudinal studies would help to clarify whether gains in social-emotional skills lead to gains in resilience.

The second restriction is related to the use of self-reported measures. Self-reported competencies do not necessarily reflect observed behaviour. Self-report scales may be added to peer assessments and behaviour in future research.

The third restriction is related to the single-university context. The results of one urban institution might not be generalizable to students at rural universities, specialist institutions or universities with other socioeconomic and cultural backgrounds.

A third limitation to consider is omitted variable. Academic demands, family support, financial status, personality traits, physical activity, sleep habits, and childhood stress are factors that might impact resilience. These variables should be included in multi-variate models in future studies.

Last, but not least, numerical findings presented in this manuscript are merely illustrative, since the institutional dataset, on which this study is based, has not been provided. The tables and statistical values are then used as a template for the desired empirical paper and should be replaced with authentic observations before submission to the journal.

10. CONCLUSION

It explores the impact of social and emotional competencies on the resilience of college students in an urban university. The self-awareness, self-management, social awareness, relationship skills and responsible decision-making are used as predictors of resilience in the proposed empirical model.

The findings illustrated show that all five competency dimensions are positively associated with resilience. Relationship skills correlate most strongly with resilience, followed by self-management, responsible decision-making and self-awareness and social awareness. The proposed model accounts for 57.9% of the variance in resilience, suggesting that social-emotional competencies as a whole offer a good level of explanatory power in the proposed model.

The results highlight the multidimensional nature of resilience as a developmental outcome linked to emotional regulation and interpersonal functioning/constructive decision making. Students in universities are confronted by academic and social situations which demand more than academic knowledge. Knowing about emotions, controlling responses, sustaining relationships and making right decisions, gives resources for dealing with tough situations.

The outcomes validate the inclusion of social-emotional competency development in policy, student-support services, and curriculum design and university orientation programmes in the context of higher education. Intrapersonal and interpersonal competencies need to be addressed and not only academic performance through institutional activities.

Future studies should apply multi-institutional and longitudinal designs, should consider higher number and diversity of students, and should investigate mediating variables like social support, self-efficacy and academic engagement. Self-management and relationship skills could be further explored as a mediating mechanism between wider social-emotional skills and resilience through a structural equation modelling approach. Comparative research between urban and non-urban universities could also identify the degree to which institutional context might impact these relationships.

The proposed research framework creates a quantitative framework to explore social-emotional competencies as critical factors that correlate with resilience among university students and can serve as a foundation for creating evidence-based interventions to boost student development..

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