

THE RELATIONSHIP OF STUDENTS' SOCIAL AND EMOTIONAL COMPETENCE AND ACADEMIC COPING STRATEGIES WITH THEIR RESILIENCE AT MYANMAR COLLEGES CONSORTIUM

¹Thu Mar ²Orlando González

^{1, 2}Graduate School of Human Sciences, Assumption University, Thailand

Corresponding Author E-mail: thumarroser@gmail.com

Article Received: May 25, 2026. Revised: September 23, 2026. Accepted: September 26, 2026.

Abstract

The purpose of the current study was to examine whether there was a significant relationship between students' social and emotional competence and academic coping strategies with their resilience at the four institutions comprising the Myanmar Colleges Consortium (MCC): Level Up College, Cherry Myay College, Toung La' Yat Community College, and Pinnya Tagar College. A population sample of 277 students, enrolled in the target MCC institutions during the academic year 2025-2026, was chosen for this study. For data collection, the Social and Emotional Competence Assessment Battery for Adults, the Academic Coping Strategies Scale and the Adult Resilience Measure-Revised were used.

From performing descriptive statistics on the collected data, it was found that the overall level of social and emotional competence among participants across MCC was high, the overall level of academic coping strategies across MCC was moderate, and the overall level of resilience was high. From a correlational analysis, it was found that the combination of MCC students' social and emotional competence and academic coping strategies was significantly but weakly correlated with their resilience, explaining just 7.5% of it ($R^2 = .075$). Based on the research findings, recommendations for MCC students, teachers, school administrators, and future researchers are provided.

Keywords: Social and Emotional Competence, Academic Coping Strategies, Resilience, Community College Students, Myanmar Colleges Consortium

Introduction

Education in Myanmar has faced many challenges due to ongoing political instability, armed conflict, and the impact of the COVID-19 pandemic on human activity, which have directly impacted the quality of education, students' well-being and academic continuity (Karen Human Rights Group [KHRG], 2024). These disruptions have increased students'

academic pressure, emotional distress, and uncertainty about their educational future (Myanmar Education Cluster, 2025; No, 2024). In response, it is necessary to integrate social-emotional wellbeing, mental health, and psychosocial support into educational programs, to help students to cope with trauma, stress, and uncertainty while improving academic performance and resilience (Myanmar Education Cluster, 2025).

Social and emotional competence (SEC) refers to the set of skills that students have to effectively manage their intrapersonal and interpersonal emotions and behaviors in real-life academic and social contexts, including self-awareness, self-regulation, conflict management, positive relationship skills, and responsible decision-making (Martinsone et al., 2022; Oliveira et al., 2023). Research shows that students with strong SEC are more likely to achieve higher academic performance, improved mental health, and reduced behavioral problems (Khongsankham et al., 2024; Martinsone et al., 2022).

Academic coping skills are the specific cognitive, emotional and behavioral methods that students use to handle academic stress and challenges (Sullivan, 2010). These skills are categorized into three types: approach coping (i.e., strategies to address academic challenges by trying to understand the problem, find solutions, and take steps to deal with it effectively); avoidance coping (i.e., strategies to disengage from stressors or ignore them); and social support coping (i.e., strategies to seek emotional, informational, or practical support from peers, teachers, or family members). In the challenging educational contexts like Myanmar, it is important to understand students' academic coping strategies for designing supportive systems that promote persistence and academic success (No, 2024).

Resilience is defined as the capacity to bounce back, adapt positively and recover when facing problems, stress, or trauma. Resilience is not just an individual trait: involves the interaction between students and the social, cultural, and physical resources available in their environment (Ungar, 2011). In Myanmar education setting, resilience helps students to remain engaged, motivated and psychologically healthy, even when things are difficult (No, 2024).

Previous research has highlighted the interconnected relationships among SEC, academic coping strategies, and resilience. SEC provides foundation skills that enable students to manage emotions, seek support and respond positively to stress, thereby influencing the types of coping strategies they adopt (OECD, 2023). Moreover, students with higher levels of SEC have been found to have higher levels of resilience and ability to employ adaptive coping strategies (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2022). Similarly, students with higher levels of SEC are more likely to overcome academic challenges and maintain their psychological well-being (Eriksen & Bru, 2022; Martinsone et al., 2022).

The Myanmar Colleges Consortium (MCC) is a multi-institutional alliance providing education services in regions under ongoing socio-political instability, such as Karenni State

(Level Up College), Shan State (Cherry Myay College), Kayin State (Toung La' Yat Community College), and Kachin State (Pinnya Tagar College). From the first author's experience of more than six years teaching at Level Up College, some students seem to experience challenges in managing stressors such as political unrest, displacement, family loss and financial hardship, which can be indicators of a low level of SEC (Eriksen & Bru, 2022). Other students often use avoidance coping strategies such as ignoring problems or avoiding thinking about difficulties, which can be indicators of a low level of academic coping strategies (Sullivan, 2010). Some students seem to rarely reach out to peers or family for support when under stress, which can be an indicator of a low level of resilience (Ungar, 2011). These observations were supported by interviewing three experienced educators in the MCC network.

For the aforementioned reasons, the researchers decided to conduct a quantitative study with the purpose of determining whether there was a significant relationship between MCC students' social and emotional competence, academic coping strategies, and resilience, to explore how these variables interact within their educational and sociocultural context.

Objectives of this Research

The following were the specific research objectives addressed in this study.

1. To determine the level of social and emotional competence of students at Myanmar Colleges Consortium (MCC).
2. To determine the level of academic coping strategies of students at MCC.
3. To determine the level of resilience of students at MCC.
4. To determine whether there is a significant relationship of students' social and emotional competence and academic coping strategies with their resilience at MCC.

Research Methodology

In this section, details on the research design, population and sample, research tools, data collection, data analysis, ethical considerations, and research validity are provided.

1. Research Design

A correlational research design in order to examine the relationship between students' social and emotional competence and academic coping strategies (serving as independent variables) with their resilience (serving as dependent variable) at MCC.

2. Population and Sample

A population sample of all 277 students enrolled in MCC institutions during the academic year 2025-2026 participated in this study. The sample of participants was distributed as follows: 77 students from Level Up College, 67 students from Cherry Myay College, 68 students from Toung La' Yat Community College, and 65 students from Pinnya Tagar College.

3. Research Tools

This study was conducted using the Social and Emotional Competence Assessment Battery for Adults (SECAB-A; Oliveira et al., 2023), the Academic Coping Strategies Scale (ACSS; Sullivan, 2010), and the Adult Resilience Measure-Revised (ARM-R; Ungar, 2011).

3.1 Social and Emotional Competence Assessment Battery for Adults (SECAB-A). This instrument, developed by Oliveira et al. (2023), consisted of 37 items measuring the five subscales comprising social and emotional competence (see Table 2): self-awareness (Items 1-7), self-regulation (Items 8-15), conflict management (Items 16-23), positive relationship skills (Items 24-31), and responsible decision-making (Item 32-37). All items were rated on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree). The scale mean scores were interpreted using a continuum from 1.00 (very low level) to 5.00 (very high level).

3.2 Academic Coping Strategies Scale (ACSS). This instrument, developed by Sullivan (2010), consisted of 34 items measuring the three subscales comprising academic coping strategies (see Table 3): approach coping strategies (Items 1-15), avoidance coping strategies (Items 16-26), and social support coping strategies (Items 27-34). The items were rated using a 5-point Likert-type scale (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = almost always). The scale mean scores were interpreted using a continuum from 1.00 (very low level) to 5.00 (very high level).

3.3 Adult Resilience Measure-Revised (ARM-R). This instrument, developed by Ungar (2011), consisted of 17 items to measure the participants' level of resilience (see Table 4). All items were rated using a 5-point Likert-type scale (1 = not at all, 2 = a little, 3 = somewhat, 4 = quite a bit, 5 = a lot). The scale mean scores were interpreted using a continuum from 1.00 (very low level) to 5.00 (very high level).

4. Data Collection

The researchers administered the SECAB-A, the ACSS, and the ARM-R to the participants in December 2025, using Google Forms. A total of 269 out of 277 students returned the completed questionnaires (77 out of 77 students from Level Up College; 64 out of 67 from Cherry Myay College; 63 out of 65 students from Pinnya Tagar College; and 65 out of 68 students from Toun La' Yat Community College), resulting in a response rate of 97.1%.

5. Data Analysis

Before hypothesis testing, a reliability analysis was conducted on the data collected from each of the three research instruments, by computing the Cronbach's alpha coefficient. Cronbach's alphas ranged from .65 to .87 for the whole scales and their subscales (see Table 1), indicating that the SECAB-A, ACSS and ARM-R were reliably measuring participants' levels of social and emotional competence, academic coping strategies, and resilience, respectively.

Table 1 Reliability Coefficients of the SECAB-A, ACSS and ARM-R for the Current Study

Dimension	Cronbach's α
Social and Emotional Competence Assessment Battery for Adults (SECAB-A)	
Self-awareness	.70
Self-regulation	.75
Conflict management	.69
Positive relationship skills	.65
Responsible decision-making	.66
Overall questionnaire (Social and emotional competence)	.87
Academic Coping Strategies Scale (ACSS)	
Approach coping strategies	.87
Avoidance coping strategies	.79
Social Support coping strategies	.79
Overall questionnaire (Academic coping strategies)	.85
Adult Resilience Measure-Revised (ARM-R)	
Overall questionnaire (Resilience)	.83

After the reliability of the research instruments was established, the collected data were analyzed using descriptive statistics (means and standard deviations) and correlational analysis (multiple correlation coefficient), with the support of a statistical software package.

6. Ethical Considerations

Before conducting the study, the researchers got the appropriate permissions from the MCC authorities. Before joining the study, all the participants were informed that their participation was voluntary, and they were free to withdraw from the study at any time, for whatever reason, without any adverse consequences. Moreover, the purpose and objectives of the research were explained to all participants prior to the data collection. Participants were also informed that the research results were going to be used only for the purpose of this study, and all their identities were going to be kept anonymous and confidential.

7. Research Validity

7.1 Social and Emotional Competence Assessment Battery for Adults (SECAB-A). Oliveira et al. (2023) validated the five-factor structure of the scale using confirmatory factor analysis with a sample of 796 Portuguese adults aged from 18 to 84 years old. The results showed a good model fit, indicating good construct validity for each SECAB-A factor.

7.2 Academic Coping Strategies Scale (ACSS). Kirikkanat and Kali Soyer (2016) validated the construct of the scale using exploratory and confirmatory factor analyses on 555 undergraduate students, aged 19 to 25 years, from Istanbul, Turkey. Sinring et al. (2022) also established the ACSS's construct validity through confirmatory factor analysis, using data from 518 high school students, aged 16 to 18 years, from Sulawesi Selatan Province, Indonesia.

7.3 Adult Resilience Measure-Revised (ARM-R). Wedysawari et al. (2024) established the construct validity of the instrument using exploratory and confirmatory factor

analyses, which showed good model fit and acceptable item-factor loadings on a sample of 837 participants (aged 18-40 years) in Indonesia, indicating ARM-R's good construct validity.

Research Results

The research findings obtained from the data collection and analysis follows, presented by research objectives.

1. Findings from Research Objective 1

The mean scores, standard deviations, and interpretations of the participants' answers to all 37 items comprising the SECAB-A are shown in Table 2.

Table 2 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the SECAB-A

Item N ^o	Item statement	M	SD	Interpretation
Self-Awareness				
1	In my daily life, I am able to identify and name my emotions when they occur.	3.78	0.63	High
2	In my daily life, I recognize my emotional reactions (e.g., physiological, cognitive, behavioral) at the moment.	3.82	0.62	High
3	I am aware of how I feel about other people or everyday situations.	3.76	0.73	High
4	I have an accurate perception of my limitations.	3.68	0.71	High
5	I know how my feelings impact my behavior (e.g., toward other people or situations.)	4.05	0.72	High
6	I know how my personal characteristics (e.g., needs, biases, values, beliefs) affect the decisions I make.	3.94	0.73	High
7	I understand how other people's behavior (positive or negative) affects my emotions and behaviors.	3.93	0.70	High
1-7	Overall (Self-Awareness)	3.85	0.69	High
Self-Regulation				
8	I am able to effectively regulate my emotions.	3.61	0.81	High
9	In stressful moments, I can stay calm.	3.31	0.97	Moderate
10	I properly establish my goals (e.g., concrete, measurable, achievable).	3.56	0.80	High
11	I monitor my progress toward achieving my goals.	3.71	0.66	High
12	I believe that I am capable of dealing with unexpected challenges/obstacles.	3.66	0.70	High
13	I can adapt (e.g., thinking differently) in response to new information or situations.	3.80	0.69	High
14	I try to identify positive aspects even in negative situations.	3.77	0.71	High
15	I can respond to different tasks without losing focus.	3.23	0.84	Moderate
8-15	Overall (Self-Regulation)	3.58	0.78	High
Conflict Management				
16	I am able to create an emotionally safe and engaging environment for the people I interact with.	3.70	0.67	High
17	I am open and authentic with others about my personal characteristics (e.g., values, beliefs, goals, guiding principles).	3.74	0.72	High
18	I can say 'no' when asked to do something I don't agree	3.43	0.82	Moderate

	with/goes against what I believe.			
19	I can openly tell other people what their actions make me feel (good or bad).	3.37	0.90	Moderate
20	I give appropriate feedback (e.g., timely, constructive).	3.65	0.75	High
21	I am able to understand others' feelings through the way they communicate (e.g., verbal communication, non-verbal communication).	3.90	0.68	High
22	I understand the values and implicit rules that are present in social interactions.	3.78	0.65	High
23	I try to work in a team, collaboratively, to solve problems.	3.91	0.78	High
16-23	Overall (Conflict Management)	3.68	0.75	High
Positive Relationship Skills				
24	I have difficulty in understanding perspectives other than mine.	3.33	0.88	Moderate
25	I try to understand others' perspectives and experiences before offering suggestions.	3.97	0.66	High
26	I am able to show genuine empathy even when I don't identify with the other person's problem.	3.68	0.74	High
27	I find it difficult to openly admit my mistakes to other people.	3.22	0.92	Moderate
28	During an argument, I can admit that the other person is right.	3.49	0.84	Moderate
29	I am able to let go of resentments to better resolve a conflict.	3.53	0.81	High
30	In the face of a conflict with someone I know, I am able to listen carefully to what that person is saying to me rather than trying to 'read' their mind.	3.68	0.73	High
31	I am able to solve a problem with someone without resorting to global accusations (e.g., "you always do this", "you never do this").	3.23	0.79	Moderate
24-31	Overall (Positive Relationship Skills)	3.52	0.80	High
Responsible Decision-Making				
32	When I have a problem, I can think of alternative solutions.	3.75	0.68	High
33	Faced with alternative solutions to a problem, I am able to anticipate the outcomes before deciding.	3.57	0.62	High
34	In the presence of a problem that also affects other people, I try to involve all parties to find a common solution.	3.64	0.76	High
35	Even when it comes to making decisions that may not be popular, I find respectful ways to overcome barriers.	3.74	0.64	High
36	I create opportunities for reflection (e.g., self- reflection, group reflection) to monitor progress toward established goals.	3.71	0.73	High
37	I treat other people the way I would like to be treated.	3.81	0.86	High
32-37	Overall (Responsible Decision-Making)	3.70	0.72	High
1-37	Overall (Social and Emotional Competence)	3.66	0.75	High

2. Findings from Research Objective 2

The mean scores, standard deviations, and interpretations of the participants' answers to all 34 items comprising the ACSS are shown in Table 3.

Table 3 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the ACSS

Item N ^o	Item statement	M	SD	Interpretation
Approach Coping Strategies				
1	Trying to find out what you did wrong.	3.76	0.82	High
2	Trying to gain control over the problem.	3.64	0.84	High
3	Drawing on your past experience to help you solve the problem.	3.51	0.98	High
4	Thinking positively about the problem.	3.73	0.87	High
5	Brainstorming a variety of possible solutions to the problem.	3.70	0.85	High
6	Gathering additional information about the problem, finding out more about the problem.	3.36	0.90	Moderate
7	Trying to learn something from the experience	4.11	0.78	High
8	Putting forth more effort into developing skills to master the problem.	3.43	0.87	Moderate
9	Trying to learn from your mistakes.	4.18	0.81	High
10	Trying to think about the problem carefully before acting.	3.74	0.86	High
11	Being persistent in trying to solve or fix the problem.	3.42	0.81	Moderate
12	Setting specific goals for solving the problem.	3.39	0.92	Moderate
13	Creating a specific plan of action for solving the problem.	3.31	0.96	Moderate
14	Working hard to solve the problem.	3.66	0.92	High
15	Asking questions about the problem.	3.64	0.96	High
1-15	Overall (Approach Coping Strategies)	3.63	0.88	High
Avoidance Coping Strategies				
16	Leaving the problem situation altogether.	2.48	0.94	Low
17	Wishing you were more capable of dealing with the problem situation.	3.46	0.96	Moderate
18	Telling yourself the problem isn't that important	2.92	1.01	Moderate
19	Ignoring the problem.	2.32	0.96	Low
20	Withdrawing from other people.	2.74	0.91	Moderate
21	Engaging in activities to distract you from the problem (reading, watching a movie, watching TV, listening to music).	3.58	1.01	High
22	Denying that the problem exists.	2.77	0.86	Moderate
23	Doing nothing about the problem.	2.24	1.05	Low
24	Hoping the problem will fix itself.	2.83	1.03	Moderate
25	Trying to avoid thinking about the problem.	2.59	1.03	Moderate
26	Accepting that you can't do anything about the problem.	2.46	0.95	Low
16-26	Overall (Avoidance Coping Strategies)	2.76	0.93	Moderate
Social Support Coping Strategies				
27	Talking to another student for emotional support.	3.08	0.99	Moderate
28	Getting other peoples' perspective of the problem	3.17	0.86	Moderate
29	Talking to a friend from outside school, or a family member, for specific advice on how to solve the problem.	2.97	1.09	Moderate
30	Expressing your emotions to someone.	2.96	1.02	Moderate
31	Talking to a friend from outside school, or a family member, for emotional support.	2.92	1.06	Moderate
32	Expressing your emotions by crying.	2.48	1.17	Low
33	Talking to a professor/supervisor for emotional Support.	2.26	0.96	Low
34	Talking to another student for specific advice on how to solve the problem.	2.95	0.92	Moderate
27-34	Overall (Social Support Coping Strategies)	2.85	1.01	Moderate

1-34	Overall (Academic Coping Strategies)	3.17	0.94	Moderate
------	--------------------------------------	------	------	----------

3. Findings from Research Objective 3

The mean scores, standard deviations, and interpretations of the participants' answers to all 17 items comprising the ARM-R are shown in Table 4.

Table 4 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the ARM-R

Item N ^o	Item statement	M	SD	Interpretation
1	I get along with people around me.	3.52	1.08	High
2	Getting and improving qualifications or skills is important to me.	4.33	0.80	High
3	I know how to behave in different social situations (such as at work, home, or other public places).	4.00	0.87	High
4	My family is supportive towards me.	4.15	1.04	High
5	My family knows a lot about me (for example, who my friends are, what I like to do).	3.35	1.13	Moderate
6	If I am hungry, I can usually get enough food to eat.	3.52	1.07	High
7	People like to spend time with me.	3.07	0.97	Moderate
8	I talk to my family/partner about how I feel (for example, when I am sad or concerned).	3.22	1.27	Moderate
9	I feel supported by my friends.	3.28	0.98	Moderate
10	I feel that I belong in my community.	3.62	0.93	High
11	My family/partner stands by me when times are hard (for example, when I am ill or in trouble).	3.91	1.06	High
12	My friend cares about me when times are hard (for example, when I am ill or in trouble).	3.36	0.98	Moderate
13	I am treated fairly in my community.	3.51	0.88	High
14	I have opportunities to show others that I can act responsibly.	3.57	0.90	High
15	I feel secure when I am with my family/partner.	4.08	0.96	High
16	I have opportunities to apply my abilities in life (like using skills, working at a job, or caring for others).	3.73	0.89	High
17	I like my family's/partner's culture and the way my family celebrates things (like holidays or learning about my culture).	4.03	0.95	High
1-17	Overall (Resilience)	3.66	0.99	High

4. Findings from Research Objective 4

Table 5 shows the results from the correlational analysis used to examine the relationship between the independent variables (i.e., students' SEC and academic coping strategies) and the dependent variable (i.e., students' resilience) at MCC.

Table 5 Results of the Correlational Analysis Between the Students’ Social and Emotional Competence, Academic Coping Strategies, and Resilience at MCC

Variable	1	2	3
1. Students’ social and emotional competence	—		
2. Academic coping strategies	.29* ($< .001$)	—	
3. Resilience	.22* ($< .001$)	.22* ($< .001$)	—
R	.28* ($< .001$)		
R ² × 100%	7.5%		

Note. p-values appear within parentheses below the correlation coefficients.

* denotes a significant relationship (significance level set at $p = .05$, two-tailed).

The results shown in Table 5 revealed that the combination of students’ social and emotional competence and academic coping strategies was significantly and weakly correlated to their resilience ($R = .28$, $p < .001$), explaining 7.5% of its resilience behavior ($R^2 = .075$).

Research Discussion

In this section, a discussion of the findings from the current study is provided.

MCC Students’ Social and Emotional Competence

The study results revealed high overall levels of SEC among MCC students. This finding is in line with Oliveira et al. (2023) and Naseem et al. (2024), who also found high levels of SEC in adult samples in Portugal and Pakistan, respectively. A possible explanation can be students’ learning environments helping them develop their SEC through reflective learning, peer learning and community-based activities (CASEL, 2022; Khongsankham et al., 2024).

MCC Students’ Academic Coping Strategies

The study results revealed moderate overall levels of academic coping strategies among students at MCC. This finding is in line with Sullivan (2010), who found a high level of approach coping strategies and moderate levels of avoidance coping and social support coping in undergraduate students in the United States. This could be due to a high study workload or assessment pressure, that can push students toward short-term avoidance, minimal social support use, or inconsistent use of effective coping strategies (Sinring et al., 2022).

MCC Students’ Resilience

The study results revealed a high overall level of resilience among MCC students. This result is in line with the findings reported by van Rensburg et al. (2019), who found high levels of resilience among adolescent students in South Africa. This could be due to the existence of supportive social and learning environments that help students develop their resilience (Masten, 2014; Ungar, 2011).

The Relationship of MCC Students' Social and Emotional Competence and Academic Coping Strategies With Their Resilience

The study results revealed a significant and weak correlation between the combination of students' social and emotional competence and academic coping strategies with their resilience. Therefore, it can be concluded that the combination of the study's independent variables had a significant and weak explanatory and predictive power for the dependent variable. This significant and weak explanatory and predictive power of the combination of the independent variables over the dependent variable could be due to the learning experiences and academic environment of the students within the MCC. The interaction between participants' high level of social and emotional competence with a moderate level of academic coping strategies could weaken the role of emotional regulation, interpersonal skills, and problem-focused coping in helping students adapt to academic pressures, maintain psychological well-being, manage academic stress, and enhance resilience (CASEL, 2022; Masten, 2014; Naseem et al., 2024; Oliveira et al., 2023; Sinring et al., 2022).

Research Body of Knowledge

From the study results, the combination of MCC students' social and emotional competence and academic coping strategies was found to be significantly and weakly related to their resilience, explaining 7.5% of it. Thus, the remaining 92.5% could be explained by other variables not considered in this study, that may significantly influence student resilience, which were identified from a literature review conducted for this study (see Figure 1).

Figure 1 shows the factors that have been reported to be either significantly related or potentially influencing student resilience: individual characteristics such as gender, self-esteem, and problem-solving skills (Sheng et al., 2025), academic factors such as academic achievement, learning goal orientation, self-efficacy, and motivation for learning (Kirikkanat & Kali Soyer, 2016; Naseem et al., 2024; Sullivan, 2010), psychological factors such as positive affect, cognitive reappraisal, and psychological capital (Oliveira et al., 2023; Sinring et al., 2022), and broader socio-cultural factors such as spiritual support, school engagement, cultural resources, and emotional regulation (van Rensburg et al., 2019). Considering these factors may help guide future studies to better understand students' resilience in academic contexts.

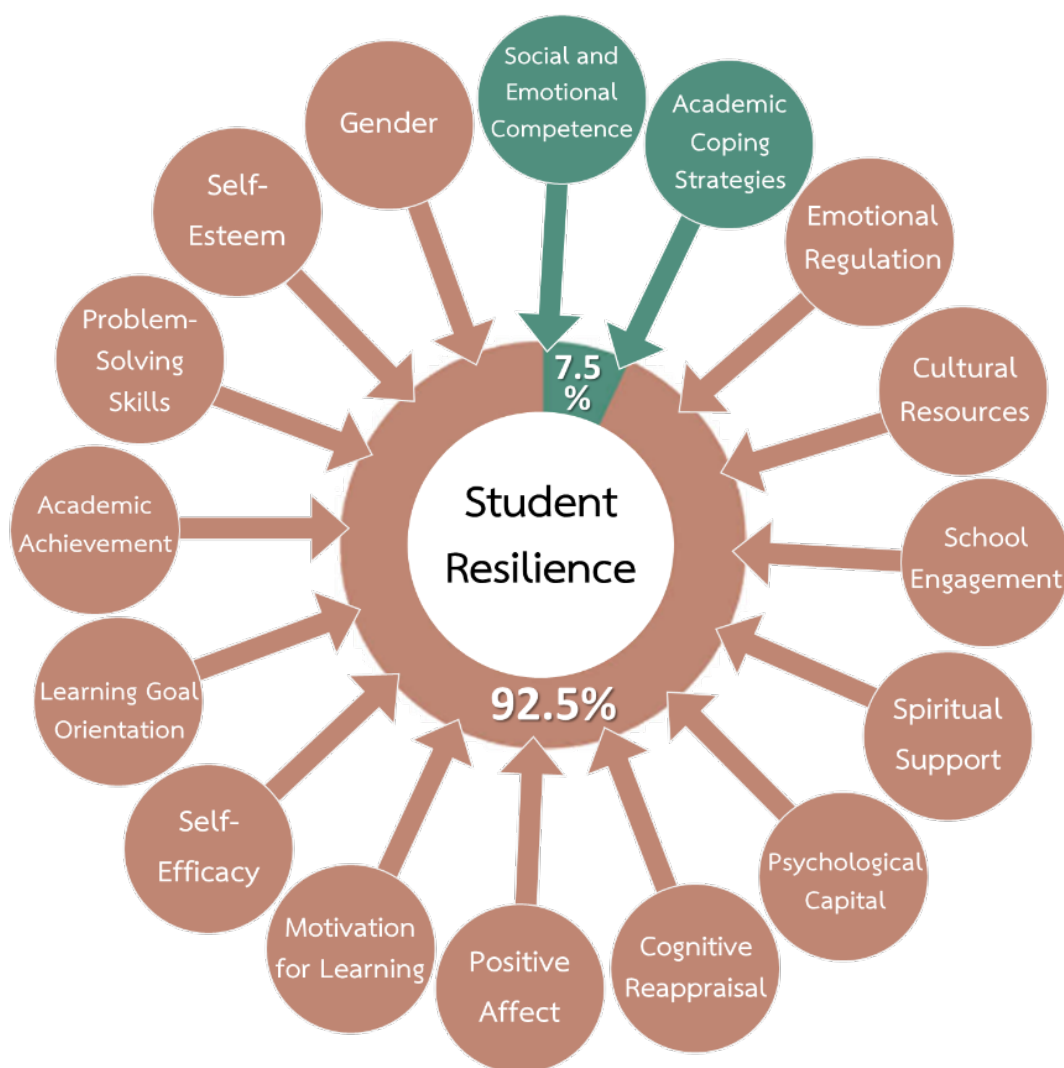


Figure 1 Body of Knowledge Regarding MCC Students' Resilience

Research Suggestions

1. Suggestions in Practice

1.1 The study findings showed that SECAB-A Items 9, 15, 18, 19, 24, 27, 28 and 31 (see Table 2) were consistently rated with the lowest mean scores among participants. Therefore, the researchers suggest teachers should include and strengthen social-emotional learning activities in their classes, such as group discussions, mindfulness practices, and empathy-building exercises, to help students regulate and express their feelings appropriately, and build positive relationships with others (Oliveira et al., 2023; Sinring et al., 2022).

1.2 The study findings showed that ACSS Items 6, 8, 11, 12, 13, 21, 27, 28, 29, 30, 31, 32, 33, and 34 (see Table 3) were consistently rated with the lowest mean score among participants from MCC. Therefore, the researchers suggest that teachers should guide students in setting goals, managing study time, solving academic problems, and seeking help from peers

or teachers when facing learning difficulties (Sinring et al., 2022).

1.3 The study findings showed that ARM-R Items 5, 7, 8, 9, and 12 (see Table 4) were consistently rated with the lowest mean score among participants across MCC. Thus, the researchers suggest that teachers should create supportive classroom environments by promoting open communication, encouraging positive peer relationships, and providing emotional support to help strengthen students' resilience (Brown et al., 2025).

2. Suggestions for Research

2.1 Future researchers may conduct studies on larger samples from more diverse educational institutions (e.g., universities, private colleges, TVET institutions, and ethnic or monastic education systems) and regions in Myanmar, to obtain more generalizable results.

2.2 In this study, the combination of independent variables (i.e., students' social and emotional competence and academic coping strategies) were found to explain just 7.5% of the behavior of the dependent variable (i.e., resilience). Therefore, it is suggested that future researchers include other variables reported to have a significant impact on resilience, such as individual factors (e.g., gender; Sheng et al., 2025), academic factors (e.g., academic achievement; Kirikkanat & Kali Soyer, 2016), psychological factors (psychological capital; Sinring et al., 2022), and socio-cultural factors (spiritual support; van Rensburg et al., 2019).

2.3 Future studies may consider a mixed-method approach, including interviews or focus group discussions with students, to gain a deeper understanding of the factors influencing their social and emotional competence, coping strategies, and resilience.

References

- Brown, C., Douthwaite, A., Donnelly, M. and Olaniyan, Y. (2025). Resilience through belonging: Schools' role in promoting the mental health and well-being of children and young people. *Behavioral Sciences*, 15(10), Article 1421. <https://doi.org/10.3390/bs15101421>.
- Collaborative for Academic, Social, and Emotional Learning. (2022). *Fundamentals of SEL*. CASEL.org.
- Eriksen, E. V., and Bru, E. (2022). Investigating the links of social-emotional competencies: Emotional well-being and academic engagement among adolescents. *Scandinavian Journal of Educational Research*, 67(3), 1-15. <https://doi.org/10.1080/00313831.2021.2021441>.
- Khongsankham, W., Pianthaisong, Y., Meedindam, R., Niyomves, B. and Jedaman, P. (2024). Fostering emotional intelligence and social competence: A comprehensive review of social-emotional learning (SEL) in education. *Journal of Education and Learning Reviews*, 1(1), 17-28. <https://doi.org/10.60027/jelr.2024.764>.

- Kirikkanat, B. and Kali Soyer, M. (2016). Adaptation of the Academic Coping Strategies Scale in Turkey: A study with undergraduates. *International Journal of Teaching and Education*, 4(1), 23-36. <https://doi.org/10.20472/TE.2016.4.1.003>.
- Martinsone, B., Stokenberga, I., Damberg, I., Supe, I., Simões, C., Lebre, P., Canha, L., Santos, M., Santos, A. C., Fonseca, A. M., Santos, D., Gaspar de Matos, M., Conte, E., Agliati, A., Cavioni, V., Gandellini, S., Grazzani, I., Ornaghi, V. and Camilleri, L. (2022). Adolescent social emotional skills, resilience and behavioral problems during the COVID-19 pandemic: A longitudinal study in three European countries. *Frontiers in Psychiatry*, 13, Article 942692. <https://doi.org/10.3389/fpsyt.2022.942692>.
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford Publications.
- Myanmar Education Cluster. (2025). *Myanmar Education Cluster Strategy 2022-2025*. Myanmar Information Management Unit (MIMU).
- Naseem, S., Naseer, D. N. and Rahim, M. (2024). Testing the CASEL model: Exploring relationship between social emotional competencies and academic performance of distance learners. *The Critical Review of Social Sciences Studies*, 2(2), 370-383. <https://doi.org/10.59075/3am7tr30>.
- No, L. (2024). From conflict to classroom: Understanding school-community-family partnerships in conflict-affect Myanmar. *SSRN Electronic Journal*, 8(3), 1-15. <https://doi.org/10.2139/ssrn.5018925>.
- OECD. (2023). *Nurturing social and emotional learning across the globe: Findings from the OECD survey on social and emotional skills 2023*. OECD Publishing.
- Oliveira, S., Roberto, M. S., Veiga-Simão, A. M. and Marques-Pinto, A. (2023). Development of the social and emotional competence assessment battery for adults. *Assessment*, 30(6), 1848-1869. <https://doi.org/10.1177/10731911221127922>.
- Sheng, J., Ng, K., Tian, P. and Zheng, Z. (2025). University students' resilience in post-pandemic period: A socio-ecological perspective. *Frontiers in Psychology*, 16, Article 1574153. <https://doi.org/10.3389/fpsyg.2025.1574153>.
- Sinring, A., Aryani, F. and Umar, N. F. (2022). Examining the effect of self-regulation and psychological capital on the students' academic coping strategies during the COVID-19 pandemic. *International Journal of Instruction*, 15(2), 487-500. <https://doi.org/10.29333/iji.2022.15227a>.
- Sullivan, J. R. (2010). *Academic coping strategies scale*. APA PsycTests Database. <https://doi.org/10.1037/t02916-000>.
- Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *The American Journal of Orthopsychiatry*, 81(1), 1-17. <https://doi.org/10.1111/j.1939-0025.2010.01067.x>.

- Van Rensburg, A., Theron, L. and Rothmann, S. (2019). A social ecological modeled explanation of the resilience processes of a sample of Black Sesotho-speaking adolescents. *Psychological Reports*, 122(4), 1211-1234. <https://doi.org/10.1177/0033294118784538>.
- Wedyaswari, M., Jefferies, P., Cahyadi, S. and Hinduan, Z. R. (2024). Measuring psycho-social-ecological resilience: Validation in an Indonesian population. *TPM-Testing, Psychometrics, Methodology in Applied Psychology*, 31(1), 59-80. <https://doi.org/10.4473/TPM31.1.4>.