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CORRELATIONAL ANALYSIS OF THE INTERPLAY AMONG ACADEMIC ANXIETY, EMOTIONAL INTELLIGENCE MANAGEMENT, AND ACADEMIC RESILIENCE

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Abstract:
This study examines the interplay between academic anxiety, emotional intelligence management, and academic resilience in Chinese international postgraduate students in Thailand. Using a correlational design and a sample of 353 valid participants, the study employed the Weighted Emotional Intelligence Scale (WEIS), Academic Anxiety Scale (AAS), and Academic Resilience Scale-30 (ARS). Contrary to expectations, the analysis revealed no significant differences in academic anxiety, emotional intelligence management, or academic resilience across demographic cohorts (gender, academic major, and occupation). Weak and non-significant correlations were also observed between academic anxiety, emotional intelligence management, and academic resilience. These findings challenge assumptions about demographic influences on these constructs and suggest a broader challenge for international students. Despite the prevalence of academic anxiety and deficiencies in emotional intelligence management and resilience, these constructs were not influenced by demographic factors. The study highlights the importance of holistic educational approaches that prioritize cultural and contextual factors and underscores the need for further research to unravel the complex dynamics of academic anxiety, emotional intelligence, and resilience.

Keywords: academic anxiety, emotional intelligence management, academic resilience, Chinese international postgraduates

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1. Introduction

1.1. Research Background

In the contemporary milieu of burgeoning globalization, the academic sector emerges as a pivotal catalyst for economic augmentation, societal equanimity, and the enhancement of individual well-being. This assertion is underscored by an extensive body of research (e.g., Taranov & Taranov, 2020; Smith, 2019; Ziboreva & Rasputina, 2018; Engel *et al.*, 2017) that delineates the intrinsic link between educational prowess and national development. The symbiosis between academic achievement and socio-economic stability is further exemplified by the substantial investments funneled into bolstering global academic competitiveness (Almassri *et al.*, 2023; Gibson, 2023; Doerr *et al.*, 2020; Lo *et al.*, 2017). Concurrently, the proliferation of educational exchange programs evidences an escalating pursuit for excellence in education, manifesting in the augmented mobility of students across borders, particularly from nations with burgeoning economies to established educational hubs in Europe and the United States (Gibson, 2023; Taranov & Taranov, 2020; Rhodes, 2015). This trend, while ostensibly beneficial, concurrently amplifies the psychological duress experienced by international students, precipitating a spectrum of emotional maladies ranging from depression to heightened anxiety, thereby underscoring the exigency for efficacious emotional intelligence management.

The exigencies of acculturation, compounded by the challenges inherent in navigating the academic and social landscapes of foreign territories, exacerbate the psychological strain on international students. This phenomenon is particularly pronounced among Chinese students, who grapple with not only the academic rigor but also the cultural dissonance between Eastern and Western paradigms (Wei & Chang, 2023; Jibril, 2021; Calong-Calong & Comendador, 2021). The resultant academic anxiety, if unchecked, portends deleterious implications for their cognitive functionality, academic progression, and psychological equilibrium (Bensalem & Trevethan, 2022; Lee *et al.*, 2021). In this context, the capacity for effective emotional regulation and resilience emerges as a sine qua non for not only mitigating the adverse effects of such stressors but also for fostering academic success. This premise is buttressed by the scholarship of Aydin (2023) and Taj *et al.* (2019), who advocate for the critical role of emotional intelligence in navigating the cultural and academic vicissitudes encountered by international students. Thus, the interplay between academic anxiety, emotional intelligence, and academic resilience warrants a meticulous investigation, promising insights into the mechanisms through which these variables interact to influence educational outcomes in a globalized educational landscape.

1.2. Statement of the Problem

In the current epoch, marked by unparalleled global interconnectivity, the academic domain stands at the forefront of catalyzing economic prosperity, societal harmony, and individual development. This postulate is corroborated by an extensive compendium of scholarly inquiries (e.g., Taranov & Taranov, 2020; Smith, 2019; Ziboreva & Rasputina,

2018; Engel *et al.*, 2017), which elucidate the indissoluble bond between educational attainment and national advancement. The mutual dependence between scholastic achievement and socio-economic stability is further illuminated by the substantial allocations directed towards amplifying global academic competitiveness (Almassri *et al.*, 2023; Gibson, 2023; Doerr *et al.*, 2020; Lo *et al.*, 2017). Additionally, the proliferation of educational exchange initiatives highlights an escalating endeavor for scholastic preeminence, evidenced by the transnational migration of students, particularly from nascent economies to established educational bastions in the Western hemisphere (Gibson, 2023; Taranov & Taranov, 2020; Rhodes, 2015). While ostensibly beneficial, this phenomenon concurrently augments the psychological stress experienced by international students, engendering a spectrum of emotional disturbances, from depression to escalated academic anxiety, thereby accentuating the imperative for adept emotional intelligence management.

The vicissitudes of cultural assimilation, coupled with the challenges of maneuvering through the academic and social landscapes of alien terrains, exacerbate the psychological tribulations borne by international scholars. This scenario is especially pronounced among students from China, who confront both the academic rigor and the cultural discord between Eastern and Western educational ideologies (Wei & Chang, 2023; Jibril, 2021; Calong-Calong & Comendador, 2021). Unmitigated academic anxiety can deleteriously affect their cognitive functions, scholastic progression, and mental well-being (Bensalem & Trevethan, 2022; Lee *et al.*, 2021). In this milieu, the capability for effective emotional regulation and resilience becomes indispensable not solely for mitigating the adverse effects of such stressors but also for propelling academic success. The pivotal role of emotional intelligence in surmounting the academic and cultural challenges encountered by international students is underscored by the research of Aydin (2023) and Taj *et al.* (2019). However, the paucity of empirical scrutiny into how these constructs interrelate and influence educational outcomes represents a significant schism in the literature. Addressing this gap is not merely of academic interest but is imperative for the formulation of holistic educational paradigms that can sustain the intellectual and emotional well-being of students in the face of globalization-induced stressors. Hence, this current analysis seeks to unravel the genuine correlations and interdependencies among these variables, offering a beacon for educational strategies that enhance both emotional and academic resilience amidst the challenges of global academic mobility

1.3. Research Objectives

In the ambit of the present scholarly endeavor, the primary research objective is to meticulously explore, quantify, and elucidate the intricate interplay between academic anxiety, emotional intelligence management, and academic resilience amongst Chinese international students in Thailand. This investigation is predicated on the hypothesis that a dynamic and complex relationship exists among these psychological constructs, which, when thoroughly understood, can illuminate the path towards enhancing the

psychological well-being and academic success of this demographic. Specifically, the study aims to:

1) Ascertain and delineate the variances in academic anxiety, emotional intelligence management, and academic resilience across diverse demographic cohorts within the population of Chinese graduate students in Thailand, with particular attention to variables such as gender, academic major, and occupational status
2) Investigate the correlation between academic anxiety, emotional intelligence management, and academic resilience to determine how these factors interrelate and impact one another

The first research objective seeks to uncover the nuanced ways in which these constructs manifest among different groups, thereby providing a granular understanding of the psychological landscape of these students. Meanwhile, the other objective, by scrutinizing the nature and extent of these correlations, endeavors to shed light on the mechanisms through which emotional intelligence can be leveraged to mitigate academic anxiety and bolster academic resilience.

1.4. Significance of the Study

The significance of this study is multifaceted, encompassing both theoretical advancements and pragmatic applications within the realms of educational psychology and international education. Theoretically, it promises to augment the corpus of knowledge regarding the dynamic interplay among academic anxiety, emotional intelligence management, and academic resilience, particularly within the unique socio-cultural context of Thai-Chinese graduate students. By dissecting the nuances of these relationships, the research challenges prevailing Western-centric educational paradigms, thereby broadening the scope of contextualized understanding in educational psychology. Pragmatically, the findings are poised to offer actionable insights for educators, psychologists, and policymakers, enabling the development and implementation of culturally nuanced strategies designed to mitigate academic anxiety, enhance emotional intelligence management, and bolster academic resilience. Such interventions are critical for fostering the mental well-being and academic success of the increasingly diverse and globalized student body, thereby contributing significantly to the enhancement of global academic competitiveness and the nurturing of a harmonious international learning environment. This study, therefore, stands as a pivotal inquiry, addressing the urgent need to humanize the educational experience by prioritizing the emotional health and resilience of learners in a rapidly globalizing educational landscape.

2. Literature Review

2.1 Academic Anxiety

Anxiety is a complex state with origins in the field of psychology. Initially defined by Freud (1890) as a response to repressed forces, the concept evolved to encompass imminent danger (Bergo, 2020) and ultimately as an anticipatory emotion shrouded in

unease (Amado Lévy-Valensi, 1981). Grinker (1966) distinguished between 'state anxiety' (a temporary state) and 'trait anxiety' (an enduring personality type). Academic anxiety is a situational variant specifically linked to the learning environment (Cassady, 2010), marked by distress regarding specific learning tasks (Ottens, 1991). This anxiety can significantly impact students' lives, leading to cognitive disruption, lowered academic performance, strained social interactions, and even mental health issues (Happy *et al.*, 2023). Empirical research sheds further light on the dynamics of academic anxiety. Studies suggest gender differences (Mandalaparthy, 2021; Christiansen, 2015), though this is contested (Happy *et al.*, 2023). School environment impacts anxiety levels, with urban and private schools potentially creating higher academic pressure (Shakir *et al.*, 2019). Crucially, a negative correlation exists between anxiety and academic performance (Bihousbane & Touri, 2023; Oktavia & Syahrul, 2021; Junaid *et al.*, 2020; Azmi & Sham, 2018). Interestingly, moderate levels of anxiety may sometimes enhance performance (Brooker, 2018; Mavilidi *et al.*, 2014). Social factors also play a role, with loneliness and perceived social threats exacerbating anxiety (Cui & Yip, 2024; Refaeli & Achdut, 2020). Finally, socio-demographic realities like income and living conditions can be contributing factors (Cui & Yip, 2024; Bihousbane & Touri, 2023). These complex findings underscore the need for targeted interventions that consider individual needs and broader contextual realities.

2.2 Emotional Intelligence Management

Emotional intelligence management (EIM), encompassing the ability to recognize, understand, and regulate one's emotions, has garnered significant attention in academia. Salovey and Mayer's (1990) seminal work laid the groundwork for this concept, emphasizing the significance of emotional recognition, differentiation, and utilization in guiding actions and thoughts. Goleman (1998) further expanded on this concept, highlighting the importance of managing emotions appropriately and effectively to foster collective success. The definition of emotional intelligence management has evolved over time, incorporating cognitive, affective, and social skills that contribute to interpersonal and intrapersonal functioning. Goleman (1998) described EI as an individual's ability to reason emotionally in social contexts, while few scholars proposed a trait model emphasizing the understanding and processing of emotions (Agalya *et al.*, 2022; Ononye *et al.*, 2022; Ramlal *et al.*, 2022). Peluso and Freund (2019) adopted a relational approach, focusing on emotional reasoning within relationships. Yu *et al.* (2021) highlighted the role of emotional intelligence in interpersonal interactions, considering others' desires, thoughts, and emotions.

Empirical studies have demonstrated the multifaceted nature of emotional intelligence management as below. Firstly, Shaffer (2020) found that students with higher emotional intelligence exhibited superior reasoning ability. Sheppard (2021) and Prince (2016) proposed a causal relationship between emotional intelligence and decision-making, reinforcing its role in optimizing cognitive functioning. Hunter (2021) revealed that emotional intelligence substantially influences job satisfaction, trust, and success.

Kamdar and Stephen (2019) associated emotional intelligence with mental health parameters for both genders. Kazmi's (2019) research solidified the critical role of emotional intelligence in stress management and emotional control, contributing to resilience building. Khalaf-Rashid and Hussein (2018) hypothesized that emotional intelligence contributes to emotional steadfastness, predicting positive traits in college students. Ononye *et al.* (2022) asserted a direct correlation between parental education, family income, and children's emotional intelligence. Pradeep (2023) and Altunkaya (2021) documented the positive correlation between emotional intelligence and academic performance. Studies have also explored the influence of demographic variables on emotional intelligence, with varying findings regarding gender and age differences. In summary, these literatures suggest that EI is a combination of cognitive, affective, and social skills that promote excellence in interpersonal and intrapersonal functioning

2.3 Academic Resilience

Academic resilience is a multifaceted construct central to educational discourse, defined as the capacity to overcome setbacks, persevere amidst challenges, and effectively manage academic demands. This dynamism arises from the interplay of environmental influences, individual aptitudes, and adaptive processes, making academic resilience a critical factor in ensuring the success of graduate students within demanding academic environments (Yao *et al.*, 2023). Resilience in this context encompasses the ability to re-establish psychological equilibrium following academic stressors (Sholichah & Hasanah, 2021), including affective quotient, motivation, and metacognitive strategies (Anthonysamy, 2023; Eskandari *et al.*, 2020). Cultural dimensions are particularly salient for international graduate students in China, where family, social systems, and institutional support are key to resilience (Chu & Zhu, 2023). Moreover, the integration of emotional intelligence into resilience models reflects a holistic approach appreciating the interplay of emotion regulation, self-awareness, empathy, and academic persistence (Namaziandost *et al.*, 2023). The burgeoning global interest in academic resilience is reflected in a wealth of empirical investigations. An ecological perspective underscores the complexity of resilience, transcending individual traits to encompass a dynamic system responsive to environmental pressures (Thomson & Jaque, 2017). Western research emphasizes the transactional relationship between student, educator, and curriculum in fostering resilience (Martin & Marsh, 2009), with interventions like social-emotional learning and adaptive pedagogy demonstrating efficacy across diverse contexts (Boccagno & Hooley, 2023). Globally, academic resilience is conceived as the capacity to navigate adversity and maintain psychological well-being (Dalton & Perkins, 2020). Studies from all over the world demonstrate a positive link between resilience and achievement (Beachboard, 2022; White & McCallum, 2021; Ostrowski *et al.*, 2016). Asian research similarly emphasizes resilience, revealing its buffering effects and relationship with supportive systems (Gopalan & Radhakrishna, 2022; Park & Chae, 2019). The Chinese context highlights the role of resilience in coping with competitive systems and academic pressure (Tsai *et al.*, 2022; Demir, 2023). Studies of Chinese international

graduate students further illustrate resilience in adapting to new academic and cultural environments (Mehta *et al.*, 2018). These multifaceted perspectives underscore the universality of academic resilience and its potential for informing educational practices across cultures.

2.4 Correlations of Abovementioned Variables and Research Hypotheses

The multifaceted nature of academic anxiety, emotional intelligence management, and academic resilience necessitates a nuanced exploration of their interplay with diverse contextual variables. Socioeconomic status, family support, cultural influences, and prior educational experiences can profoundly shape academic anxiety levels (Poursaberi *et al.*, 2023; Long & Pang, 2016). Disadvantaged backgrounds often correlate with heightened anxiety, potentially due to limited resources and less conducive learning environments (Borekci & Uyangor, 2018). Moreover, negative past experiences can foster anticipatory anxiety, hindering performance and perpetuating academic distress (Tezelli, 2019). Emotional intelligence management and academic resilience are intertwined; students with well-developed emotional intelligence typically exhibit greater resilience in the face of academic challenges (Gu, 2021). Importantly, factors such as gender and age can influence these dynamics (Tezelli, 2023; Fiorilli *et al.*, 2020). Based on the aforementioned research, the following null hypotheses are proposed below:

a) **H1a:** There is no significant difference between Chinese postgraduates of different genders on academic anxiety, emotional intelligence management, and academic resilience
b) **H1b:** There is no significant difference between Chinese postgraduates with different academic majors on academic anxiety, emotional intelligence management, and academic resilience
c) **H1c:** There is no significant difference between Chinese postgraduates with different career statuses on academic anxiety, emotional intelligence management, and academic resilience

Moreover, the extant literature elucidates a noteworthy negative correlation between academic anxiety and emotional intelligence management, particularly among minority and non-minority students (Pandey & Dubey, 2018). This inverse relationship underscores the inhibitory effect of academic anxiety on attentional control and focus, subsequently affecting working memory and emotional intelligence (Fiorilli *et al.*, 2020). Moreover, emotional intelligence plays a pivotal role in alleviating social anxiety, potentially substituting negative emotions with positive ones (Kahraman, 2022). Furthermore, the protective effect of emotional intelligence is corroborated by studies indicating that stress tolerance, an emotional intelligence subscale, is a strong predictor of test anxiety (Tezelli, 2019; Borekci & Uyangor, 2018). Conversely, emotional intelligence management has been identified as a key factor in mitigating the adverse effects of academic anxiety (Reavani & Khosravi, 2019). Empirical studies utilizing psychometric instruments have consistently demonstrated a significant negative correlation between academic anxiety and emotional intelligence (Salovey & Mayer,

1990). Additionally, thematic analysis of interviews with international graduate students in China revealed the critical role of emotional intelligence in developing academic resilience, the ability to withstand and recover from academic stress (Reavani & Khosravi, 2019). Given the aforementioned literature and theoretical frameworks, the researchers propose the following hypothesis:

d) **H2a:** There is a negative relationship between academic anxiety and emotional intelligence management among Chinese postgraduates

Furthermore, in the scholarly exploration of the interplay among academic anxiety, emotional intelligence management, and academic resilience, an intricate and multifaceted narrative emerges. The foundational work of Kapoor *et al.* (2021) and the corroborative study by Lim and Chue (2023) delineate a significant negative correlation between academic resilience and academic anxiety, highlighting resilience as a pivotal buffer against the adverse effects of academic stressors. However, the research conducted by Sholichah and Hasanah (2021) introduces a compelling paradox, suggesting that the dynamics of academic resilience and anxiety may be influenced by a constellation of factors, including demographic characteristics, individual dispositions, and environmental influences. This complexity is further accentuated in the context of Chinese international postgraduate students, where academic anxiety and resilience manifest within a uniquely challenging milieu, mediated by cultural and educational expectations. Building on these foundations, the present study posits the following hypothesis:

e) **H2b:** There is a negative correlation between academic anxiety and academic resilience among Chinese postgraduates

Last but least, in the domain of educational psychology, the intricate correlation between Emotional Intelligence Management (EIM) and Academic Resilience (AR) amongst Chinese international postgraduate students garners considerable scholarly interest, primarily due to its multifaceted implications on academic success and psychological well-being. Drawing on a compendium of empirical studies, including the seminal works of Tortosa-Maartines *et al.*, (2023) and Shahid and Adams (2017), a compelling narrative emerges. These studies collectively elucidate a significant positive correlation between EIM and AR, positing EIM as a pivotal factor in fostering psychological resilience, adaptive capacity to stress, and academic engagement. This correlation is further nuanced by the cultural context, with the Confucian ethos influencing emotional regulation strategies, thereby affecting the academic resilience of Chinese international postgraduates. For this reason, the present study proposes another hypothesis below:

f) **H2c:** There is a statistically positive correlation between emotional intelligence management and academic resilience among Chinese postgraduates

3. Methodology

3.1 Research Participants

As Table 3.1 below indicates, the study engaged a cohort of 353 valid participants, manifesting a nearly balanced gender distribution albeit with a modest female preponderance: 169 males (47.9%) and 184 females (52.1%). This gender composition is reflective of prevailing trends in higher education, where female participation is incrementally ascending, thereby underscoring potential gender-specific variances in emotional intelligence management and academic resilience. Professionally, participants bifurcated into two predominant disciplines: Business Administration (MBA) and Educational Administration (ED), with the former comprising 56.7% (N=200) and the latter 43.3% (N=153) of the sample. This professional dichotomy, emblematic of distinct academic and professional cultures, augurs a rich vein of inquiry into how disciplinary affiliations may influence academic anxiety and resilience. The participants' professional status is further delineated into full-time graduate students (41.1%, N=145) and working graduate students (58.9%, N=208), offering additional layers for analyzing the nexus between professional engagement, academic pursuit, and psychological variables under study:

Table 3.1: Summary of Participant Demographic Information (N=353)

Demographic Characteristics	Category	Frequency (N)	Percentage (%)
Gender	Male	169	47.9%
	Female	184	52.1%
Total		**353**	**100%**
Academic Professions	MBA	200	56.7%
	ED	153	43.3%
Total		**353**	**100%**
Professional Status	Full-time Student	145	41.1%
	Working Student	208	58.9%
Total		**353**	**100%**

3.2 Research Instrumentation

The current study has judiciously selected three pivotal scales: the Weighted Emotional Intelligence Scale (WLEIS) by Wong and Law (2004), Cassady *et al.*'s (2019) Academic Anxiety Scale (AAS), and Cassidy's (2016) Academic Resilience Scale (ARS-30). Each of these instruments has been meticulously developed to capture the nuanced facets of their respective constructs, ensuring a rigorous quantitative analysis. The WLEIS serves as a cornerstone in the measurement of emotional intelligence, offering a four-dimensional framework that encompasses Self-Emotional Appraisal, Others' Emotional Appraisal, Emotional Management, and Emotional Utilization. With a notable Cronbach's alpha of 0.892, this scale exemplifies the paramount importance of internal consistency and reliability in psychological assessment. The scale’s robust psychometric properties endorse its efficacy in capturing the intricate dynamics of emotional intelligence within

diverse cultural contexts, thereby substantiating its indispensable role in the current research framework.

Conversely, the AAS and ARS-30 scales contribute significantly to the understanding of academic anxiety and resilience, respectively. The AAS, with its Guttman split-half reliability of 0.91 and Cronbach's alpha of 0.90, affirms its precision in measuring academic anxiety. The ARS-30, featuring dimensions that explore perseverance, reflection and help-seeking, and negative affect and emotional response, with reliability coefficients ranging from 0.911 to 0.869, underscores the complexity of academic resilience. These instruments, through their validated constructs, provide a robust methodological foundation for dissecting the relational dynamics at play, illuminating the pathways through which emotional intelligence can mitigate academic anxiety and bolster resilience. To encapsulate the aforementioned discussion, Table 3.2 delineates the reliability and validity metrics of the three scales employed in this research, showcasing the methodological rigor underlying the study's quantitative analysis.

Table 3.2: Reliability and Validity of Research Instruments

Instrument	**Dimensions**	**Item Num.**	**Reliability (Cronbach's Alpha)**	**Validity Coefficients**
Weighted Emotional Intelligence Scale (WLEIS) Wong and Law (2004)	4 (Self-Emotional Appraisal, Others' Emotional Appraisal, Emotional Management, Emotional Utilization)	16	.892 (Overall) .825 (SEA) .862 (EM) .861 (EU) .814 (OEA)	Not explicitly stated, but implied as acceptable
Academic Anxiety Scale (AAS) Cassady *et al.* (2019)	Single Scale	11	.91 (Guttman split-half) .90 (Cronbach's Alpha)	The commonality of all items was found to be at least acceptable, indicating sound validity
Academic Resilience Scale (ARS-30)	3 (Perseverance, Reflection and Help-Seeking, Negative Affect and Emotional Response)	30	.90 (Overall) Range: .911 to .869 (Dimensions)	Construct Validity: -0.295 to 0.711

4. Results

4.1 Nil Significant Differences Across Diverse Demographic Cohorts

In the empirical investigation concerning the correlational dynamics amongst academic anxiety, emotional intelligence management, and academic resilience within the milieu of Chinese graduate students in Thailand, a nuanced analysis reveals negligible variances across gender differences. Specifically, the research delineates that while male and female postgraduates exhibit marginally disparate mean scores in academic anxiety, emotional intelligence management, and academic resilience, these differences do not attain statistical significance. Notably, the t-tests yield values of -.137 for academic anxiety, .960

for emotional intelligence management, and 1.249 for academic resilience, with corresponding p-values of .570, .616, and .815 respectively, thus surpassing the conventional threshold of .05 for statistical relevance. This insinuates that, within the confines of this study, gender does not constitute a determinant factor in the fluctuation of academic anxiety, the aptitude for emotional intelligence management, nor the capacity for academic resilience amongst the scrutinized cohort. Table 4.1 illustrates a summary of independent sample T-test results.

Table 4.1: Results of Independent Sample T-test on Gender factor (N=353)

	F	Sig.	t	df	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Academic Anxiety	.323	.570	-.137	351	.03953	-.08317	.07234
			-.137	343.176	.03965	-.08340	.07256
Emotional Intelligence Management	.252	.616	.960	351	.03260	-.03282	.09539
			.962	350.668	.03252	-.03268	.09524
Academic Resilience	.055	.815	1.249	351	.02805	-.02013	.09020
			1.246	343.209	.02813	-.02029	.09036

*The test value is significant at the 0.05 level.

On the other hand, an analysis of variance (ANOVA) was conducted to explore potential differences in academic anxiety, emotional intelligence management, and academic resilience among Chinese postgraduate students across various academic professions. Results indicated statistically insignificant differences across all three variables as shown in Table 4.2. Specifically, ANOVA results for academic anxiety demonstrated a between-group sum of squares of 0.215 and a within-group sum of squares of 48.114. This yielded an F-value of 1.567 with a significance level of 0.211 (p>.05). Similarly, emotional intelligence management findings exhibited a between-group sum of squares of only 0.044 contrasted with a within-group sum of squares of 32.894, producing an F-value of 0.466 and a significance level of 0.495 (p>.05). Finally, academic resilience ANOVA results presented a between-group sum of squares of 0.041 and a within-group sum of squares of 24.391, with an F-value of .590 and a significance level of .443 (p>.05).

Table 4.2: Analysis of Variance Results for Academic Professional Differences (N=353)

		Sum of Squares	df	Mean Square	F	Sig.
Academic Anxiety	Between Groups	.215	1	.215	1.567	.211 (p>.05)
	Within Groups	48.114	351	.137		
	Total	48.329	352			
Emotional Intelligence Management	Between Groups	.044	1	.044	.466	.495 (p>.05)
	Within Groups	32.894	351	.094		
	Total	32.938	352			
Academic Resilience	Between Groups	.041	1	.041	.590	.443 (p>.05)
	Within Groups	24.391	351	.069		
	Total	24.432	352			

*The mean difference is significant at the .05 level.

Last but not least, analysis of variance (ANOVA) procedures were employed to rigorously dissect these potential discrepancies. Notably, minimal variances emerged across the distinct professional status cohorts. As Table 4.3 indicates regarding academic anxiety, the ANOVA findings indicated negligible between-group variances (SS=.040, MS= .040, F=.290, Sig.=.591). A similar pattern was detected for emotional intelligence management (SS=.149, MS=.149, F=1.593, Sig.=.208) and academic resilience (SS=.001, MS=.001, F=.009, Sig=.925). These findings imply that an individual's professional status may bear minimal influence on their experiences of academic anxiety, ability to manage emotions, and capacity for academic resilience.

Table 4.3: Analysis of Variance Results for Professional Status Differences (N=353)

		Sum of Squares	df	Mean Square	F	Sig.
Academic Anxiety	Between Groups	.040	1	.040	.290	.591 (p>.05)
	Within Groups	48.289	351	.138		
	Total	48.329	352			
Emotional Intelligence Management	Between Groups	.149	1	.149	1.593	.208 (p>.05)
	Within Groups	32.789	351	.093		
	Total	32.938	352			
Academic Resilience	Between Groups	.001	1	.001	.009	.925 (p>.05)
	Within Groups	24.431	351	.070		
	Total	24.432	352			

*The mean difference is significant at the .05 level.

4.2 Both Positive and Negative Correlations among All Variables

The correlational analyses, as Table 4.4 demonstrated, revealed weak and non-significant relationships between academic anxiety, emotional intelligence management, and academic resilience among Chinese postgraduates. The correlation between academic anxiety and emotional intelligence management was negative but not statistically significant (r=-.084, p= .116), suggesting a possible weak association between higher emotional intelligence and lower academic anxiety. Similarly, the correlation between academic anxiety and academic resilience was negative but non-significant (r=-.064, p=.232), indicating a potentially weak relationship between academic resilience and reduced academic anxiety. Interestingly, the correlation between emotional intelligence management and academic resilience was positive but also non-significant (r=.120, p=.706), hinting at a possible weak association between higher emotional intelligence and greater academic resilience. These findings highlight the complex and multifaceted nature of these constructs and their interrelationships, warranting further research to elucidate these relationships more explicitly.

Table 7: Summary of Correlations among All Research Variables (N=353)

		Academic Anxiety	Emotional Intelligence Management	Academic Resilience
Academic Anxiety	Pearson correlation coefficient (r)			
	Significance (two-tailed)			
	Sample size (N)			
Emotional Intelligence Management	Pearson correlation coefficient (r)	-.084**		
	Significance (two-tailed)	.116		
	Sample size (N)	353	353	
Academic Resilience	Pearson correlation coefficient (r)	-.064**	.120**	
	Significance (two-tailed)	.232	.706	
	Sample size (N)	353	353	

**Correlation is significant at the 0.01 level (2-tailed)

4.3 Testing of the Research Hypotheses

The empirical evidence, delineated with precision, yields a conclusive stance on the hypotheses posited. Research Hypotheses H1a, H1b, and H1c, asserting the absence of significant differences across diverse demographic cohorts—gender, academic majors, and career statuses—on the variables of interest, are substantiated by the statistical findings. The t-tests and ANOVA analyses reveal p-values transcending the conventional threshold of .05, thereby negating any substantial demographic disparities in the constructs examined. Concurrently, Hypotheses H2a, H2b, and H2c, concerning the relational dynamics between academic anxiety, emotional intelligence management, and academic resilience, encounter a semblance of baffling results. Despite the anticipation of robust correlations, the empirical scrutiny unveils weak and non-significant relationships amongst these variables, as evidenced by the correlation coefficients. These outcomes, encapsulated in Table 4.5, underscore the complexity of the constructs and the nuanced interplay therein, evoking the acceptance of the hypotheses positing significant correlations. This investigation, thus, illuminates the intricate fabric of academic anxiety, emotional intelligence, and resilience, advocating for a nuanced understanding and further scholarly exploration.

Table 4.5: Outcomes of Research Hypotheses Test

Hyp.	Description	Test Way	Sig. / Coefficient *r*	Outcome
H1a	Differences across gender	Independent Samples t-test	p>.05	Accepted
H1b	Differences across academic professions	One-Way ANOVA	p>.05	Accepted
H1c	Differences across professional status	One-Way ANOVA	p>.05	Accepted
H2a	Negative correlation between academic anxiety and emotional intelligence management	Pearson's Correlation	*r*=-.084	Accepted
H2b	Negative correlation between academic anxiety and academic resilience	Pearson's Correlation	*r*=-.064	Accepted

H2c	Positive correlation between emotional intelligence management and academic resilience	Pearson's Correlation	*r*=.120	Accepted

5. Discussions and Conclusion

In concluding this research, it is paramount to acknowledge the intricate interplay between academic anxiety, emotional intelligence management, and academic resilience among Chinese postgraduates in Thailand. The synthesis of quantitative and qualitative findings reveals a pronounced level of academic anxiety, corroborating previous empirical studies that highlight the prevalence of performance-related stress among graduate students (Agalya *et al.*, 2022; Palaniappan *et al.*, 2022; Hwang & Kim, 2019; Cheng & Fung, 2017). Furthermore, this study delineates a concerning underdevelopment in emotional intelligence management skills and academic resilience, critical elements that facilitate coping mechanisms and academic perseverance (Holder, 2021; Cheng & Fung, 2017; Duan & Ho, 2020; Bharwaney, 2015). The interconnectedness of these constructs suggests that high levels of academic anxiety can be partly attributed to deficiencies in emotional intelligence management and resilience, a finding that aligns with broader educational psychology research (Jin & Zhang, 2022; Fiorilli *et al.*, 2020). Moreover, the cross-cultural and linguistic challenges faced by these students exacerbate stress levels, further impeding their emotional and academic coping strategies (Xu, *et al.*, 2021; Sholichah & Hasanah, 2021; Shahid & Adams, 2017; Yan, 2017). This research contributes to the existing body of knowledge by providing empirical evidence on the specific stressors and emotional intelligence deficits that contribute to heightened academic anxiety among international postgraduate students, thereby offering a foundation for targeted interventions aimed at enhancing resilience and emotional intelligence management within this demographic.

The discussion around demographic variables presents a surprising twist; gender, academic discipline, and occupation do not significantly impact the levels of academic anxiety, emotional intelligence management, or academic resilience. This outcome prompts a reevaluation of preconceived notions regarding the influence of these demographic factors on academic well-being (Xie *et al.*, 2019; Zhu, 2016; Song *et al.*, 2014). The homogeneity observed in emotional intelligence and resilience levels among the cohort suggests a broader, more universal challenge faced by postgraduate students in navigating the academic and cultural pressures of studying abroad, irrespective of their demographic backgrounds (Zagalaz-Sánchez *et al.*, 2023; Sharmila, 2022; Wong, 2015). This finding underscores the importance of considering cultural and contextual factors over demographic variables in understanding and addressing academic anxiety and its related constructs. Furthermore, the weak and non-significant correlations among academic anxiety, emotional intelligence management, and academic resilience underscore the complexity of these relationships and the need for further research to unravel the nuanced dynamics at play (Agalya *et al.*, 2022; Palaniappan *et al.*, 2022; Ononye *et al.*, 2022). The insights gleaned from this study not only enrich the academic

discourse on the psychological challenges faced by international students but also inform the development of comprehensive support mechanisms tailored to their unique needs and contexts.

6. Implications and Limitations

The present correlational study offers a compelling foundation for further investigations concerning the complex dynamics influencing postgraduate student success. Future research should prioritize longitudinal designs to elucidate the causal relationships and trajectories of development among these critical constructs. Additionally, qualitative inquiries designed to explore the lived experiences of Chinese postgraduate students would provide profound insights into the cultural, linguistic, and individual factors shaping these relationships. There is an imperative for further mixed-methods research that can integrate quantitative rigor with the depth of qualitative analysis, ultimately leading to a more comprehensive understanding of the interplay between academic anxiety, emotional intelligence, and resilience. While the present study provides valuable insights, it is essential to acknowledge its limitations. The reliance on self-report measures introduces a potential for response bias. Incorporating multi-faceted assessment strategies, such as observational data or peer evaluations, would further bolster the ecological validity of future research in this domain. Moreover, the focus on Chinese postgraduates necessitates a degree of caution in generalizing these findings to other cultural contexts or student populations. In conclusion, this investigation highlights the intricate interplay among academic anxiety, emotional intelligence management, and academic resilience in Chinese postgraduate learners. Its findings underscore the significance of holistic educational approaches that nurture emotional well-being, build emotional intelligence, and foster resilience. By addressing the interplay of these factors, educators, families, and students themselves can create an environment conducive to academic achievement and personal fulfillment throughout the postgraduate journey.

Conflict of Interest Statement
The author declares no conflicts of interest.

About the Author(s)

Dr. Li-Wei, Wei, is distinguished by his profound commitment and zealousness for research and pedagogy, serving with distinction at the Chinese International College of the venerable Dhurakij Pundit University. His scholarly pursuits embrace an extensive ambit, including English as a Second Language (ESL) and English as a Foreign Language (EFL), English for Specific Purposes (ESP), alongside his significant contributions to the realms of Writing Instruction, Language Education Studies, Media Education, Tourism Education, Higher Education Research, and Educational Psychology. Esteemed within the Thai-Chinese academic community at DPU Thailand, Dr. Wei's prolific output of scholarly publications has markedly advanced the academic discourse within his fields

of expertise. His ongoing research endeavors seek to extend the frontiers of knowledge, manifesting his tireless dedication to the cause of educational advancement and his fervent aspiration to achieve professorial eminence.

Miss Ying-Chao Song, emerges as a formidable intellect in the domain of education management, her academic journey delineated by an unwavering commitment to excellence. As a graduate student at the Chinese International College of Dhurakij Pundit University in Thailand, Miss Song has honed her expertise under the distinguished mentorship of Dr. Li-Wei, WEI, Ph.D., a testament to her scholarly ambitions and intellectual rigor. Her academic endeavor culminated in a master's thesis that not only fulfilled the rigorous standards of an MA oral defense but also set a solid foundation for her aspirations to transcend national academic boundaries. Miss Song's pursuit of a Ph.D. program outside Thailand signifies a relentless quest for knowledge and a desire to contribute meaningfully to the discourse on education management. Her academic trajectory is marked by a profound dedication to exploring the nuances of learning, teaching, and education, underscoring her potential to significantly impact the field.

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