

The Influence of Emotional Intelligence, Resilience, and Digital Social Support on Risky Drug Abuse Behaviors among TVET Students in Malaysian Higher Education Institutions

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ABSTRACT

Technical and Vocational Education and Training (TVET) is an essential sector in developing a skilled workforce. This study examines the influence of emotional intelligence, resilience, and digital social support on risky drug abuse behaviors among TVET students in Malaysian higher education institutions. In today's digital era, technology-based learning environments significantly affect students' psychological and social well-being, particularly in the prevention of risky behaviors. A systematic literature review (SLR) was conducted following the PRISMA 2020 guidelines, synthesising 20 peer-reviewed journal articles published between 2020 and 2024. The findings indicate that emotional intelligence plays a crucial role in impulse control, stress management, and healthy decision-making, while resilience functions as a protective factor against academic and social pressures that may lead to drug misuse. Digital social support demonstrates a dual effect, strengthening psychological well-being when online interactions are positive and supportive, but increasing risk when students are exposed to content normalizing substance use or negative social pressure. Institutional factors such as anti-drug policies, digital literacy, and lecturers' emotional competencies were also identified as contributing elements influencing TVET students' behaviors. This study proposes an integrative conceptual framework to develop interventions grounded in emotional intelligence, resilience, and digital social support within the TVET education system, highlighting the importance of institutional policies, emotional-digital literacy programmes, and holistic psychosocial support approaches in reducing the risk of drug abuse among TVET students.

Keywords: Emotional Intelligence, resilience, digital social support, risky behavior, drug abuse, tvet students, PRISMA 2020.

INTRODUCTION

The development of digital technology has profoundly changed the way students interact, learn, and build social relationships. The intensive use of social media, mobile devices, and digital-based learning platforms also has a significant impact on students' psychological well-being. International studies show a consistent relationship between excessive digital use and psychological stress, emotional instability, and symptoms of mental health problems (Smith et al., 2022; Lee & Chen, 2023). This stress not only affects academic performance but also the social well-being and overall psychological development of students. In the Malaysian context, the use of digital technology among TVET students is increasing, especially in self-directed learning, communication, and social interaction. Local studies have linked high digital exposure with low levels of emotional intelligence, less effective emotional regulation, and increased academic stress (Abdul Rahman et al., 2022; Lim & Tan, 2023). Additionally, issues of cyberbullying and peer pressure in the digital environment also pose risks to students' psychological well-being and potentially increase risky behaviors, including drug abuse (Gey et al., 2024). Emotional intelligence is a critical independent variable as it enables students to identify, understand, and manage their own emotions as well as those of others. A high level of emotional intelligence can enhance students' ability to make healthy decisions and reduce the tendency for impulsive actions. Furthermore, resilience serves as an important mediating variable in the relationship between emotional intelligence and risky behavior. Resilience enables students to adapt, overcome academic and social pressures, and thereby reduce the risk of involvement in risky behaviors, including drug abuse. Digital social support, in turn, acts as a moderating

variable that can potentially strengthen or weaken the relationship between emotional intelligence, resilience, and risky behavior. Positive digital social support—from online peers, digital community support platforms, or social interactions via digital networks—can enhance students' psychological well-being. Conversely, negative digital social support, such as exposure to the normalization of substance abuse online, can increase the risk of risky behavior. Although many previous studies have examined Emotional Intelligence, Resilience, and Digital Social Support separately, there is still a lack of research that integrates these three constructs in the context of TVET students in Malaysia. This gap emphasizes the need to conduct a Systematic Literature Review (SLR) to comprehensively synthesize evidence and build a robust conceptual framework for educational intervention purposes. Therefore, this study aims to provide a comprehensive evidence base for the development of interventions based on Emotional Intelligence, Resilience, and Digital Social Support. Specifically, this is in an effort to reduce the risk of drug abuse among TVET students in Malaysian higher education institutions.

BACKGROUND OF THE STUDY

The problem of drug abuse among higher education students is an increasingly concerning issue with a direct impact on the psychological, social, and academic well-being of students (AADK, 2024). In the context of students at TVET institutions, high academic loads, the need for technical skills, and more complex social environmental challenges make them more vulnerable to deviant behaviors, including drug abuse. This symptom often leads to a decline in academic performance, disciplinary problems, emotional disturbances, and personality instability in students. Early signs such as truancy, emotional stress, depression, and involvement in risky social activities have also been identified as triggers for the tendency towards drug abuse (Amin Al-Haadi, Abdullah, & Rahman, 2023). Global trends also show an increase in substance abuse among adolescents and students in educational institutions due to academic pressure, social loneliness, easy access to illicit substances, and peer influence (WHO, 2023; United Nations Office on Drugs and Crime, 2024). In Malaysia, a report by the National Anti-Drug Agency (AADK, 2024) shows an increasing pattern of drug abuse among young people, including TVET students, contributed by unstable emotional factors, family stress, and the influence of digital media. In an educational environment that is increasingly shifting towards digital and technology-based learning, the forms of social interaction among students have also changed. Online learning and the use of digital platforms demand a level of emotional maturity and the ability of students to adapt to new learning norms. Students with high emotional intelligence are reported to be more capable of managing academic stress, understanding their own emotions, controlling impulses, and resolving conflicts in virtual environments (Mohd Shamsuri Md Saad, Rahim, & Sani, 2025; Petrides, Mikolajczak, Mavroveli, & Sanchez-Ruiz, 2022). This makes emotional intelligence an important factor in preventing involvement in risky behaviors. At the same time, resilience is identified as a psychological mechanism that enables students to effectively overcome academic and social challenges. A study by Gey, Yap, and Leow (2025) shows that resilience acts as a mediator in the relationship between emotional intelligence and academic stress; students with high emotional intelligence tend to build strong resilience, which in turn helps them cope with stress and avoid risky behaviors. International studies also support these findings, where resilience significantly reduces the tendency towards substance abuse among adolescents and students (Fergus & Zimmerman, 2022; Zimmerman, 2021). Furthermore, digital social support is becoming an increasingly important element in students' lives, especially after the major shift to online learning post-pandemic. Digital social support encompasses positive interactions through social media platforms, virtual learning groups, peer networks, and online support communities. Studies have found that positive digital social support can enhance psychological well-being, increase academic motivation, and help students reduce stress (Tan & Low, 2022; Zhang, Liu, & Wong, 2024). However, digital social support also has negative potential when students are exposed to the normalization of deviant behavior, virtual peer pressure, or harmful content related to drugs and illicit substances (Lee & Chen, 2023; Kim & Park, 2024). Given the existing literature gap, research on the simultaneous relationship between emotional intelligence, resilience, and digital social support on risky drug abuse behavior among TVET students is still limited in Malaysia. Most studies evaluate these variables separately, without considering the complex interaction between the three in the context of today's digital learning. Therefore, this study was conducted to assess the influence of emotional intelligence, resilience, and digital social support on risky drug abuse behavior among TVET students in Malaysian higher education institutions. This study also tests the role of resilience as a mediating variable and digital social support as a moderating variable in that relationship. Through this systematic and analytical approach, the findings are expected to contribute to the development of evidence-based intervention modules that are holistic to help TVET

institutions implement more effective and strategic psychosocial intervention programs to curb the issue of drug abuse among students. The digital transformation in technical and vocational education (TVET) has completely reshaped the way students learn, interact with peers, and maintain their psychological and social well-being. Although digital technology provides more flexible and interactive learning opportunities, it also brings challenges such as emotional stress, peer influence on digital platforms, and an increased risk of involvement in risky behaviors, including drug abuse. Accordingly, this systematic literature review was conducted to synthesize the latest empirical evidence and support the development of evidence-based educational interventions. The objectives of this study are:

1. To determine the level of emotional intelligence, resilience, and digital social support among TVET students in higher education institutions in Malaysia.
2. To evaluate the relationship between emotional intelligence, resilience, and digital social support with risky drug abuse behavior among TVET students.
3. To analyze the influence of emotional intelligence on risky drug abuse behavior through the role of resilience as a mediating variable.
4. To test the effect of digital social support as a moderating variable in the relationship between resilience and risky drug abuse behavior.
5. To test the mechanism of the emotional intelligence competency model in the formation of resilience and digital social support as a basis for drug abuse risk intervention.

Problem Statement

Drug abuse among higher education students is an increasingly acute social and educational issue, with a direct impact on the psychological, social, and academic well-being of students (AADK, 2024; WHO, 2023). In the context of technical and vocational education (TVET), high academic pressure, complex social challenges, and exposure to social norms through digital networks increase students' vulnerability to risky behaviors, including drug abuse (Amin Al-Haadi et al., 2023; Lee & Chen, 2023). Emotional intelligence has been identified as an important factor in helping students identify, understand, and manage their own emotions as well as those of their peers, thereby supporting healthy decision-making and stress management (Petrides et al., 2022; Mohd Shamsuri Md Saad et al., 2025). However, empirical evidence combining emotional intelligence with resilience and digital social support as protective factors against risky behavior is still limited in the context of TVET students in Malaysia. Previous studies have shown that students with high resilience are better able to manage academic and social stress, but the role of resilience as a mediator in the relationship between emotional intelligence and risky behavior has not been widely explored (Gey, Yap, & Leow, 2025). Furthermore, the use of digital platforms and social media creates new forms of social support that can be either positive or negative. Positive digital social support can enhance students' psychological well-being and strengthen resilience, while negative influences such as peer pressure or the normalization of substance use can increase the risk of risky behavior (Zhang, Liu, & Wong, 2024; Kim & Park, 2024). This research gap clearly shows a lack of studies that integrate the three constructs—emotional intelligence, resilience, and digital social support—simultaneously in the context of TVET in Malaysia. This limitation hinders the development of evidence-based educational interventions that can address the issue of drug abuse holistically and effectively. Therefore, this study was conducted to assess the influence of these three factors on risky drug abuse behavior, as well as to evaluate the mediating and moderating roles in that relationship, with the aim of providing a basis for the development of a comprehensive intervention framework.

METHODOLOGY OF LITERATURE REVIEW

This study employs a Systematic Literature Review (SLR) approach to assess the influence of emotional intelligence, resilience, and digital social support on risky drug abuse behavior among TVET students in Malaysian higher education institutions. The SLR approach was chosen to ensure a comprehensive, transparent, and replicable synthesis of evidence, in line with the PRISMA 2020 guidelines. This study evaluates peer-

reviewed journal articles published between 2020 and 2024, focusing on interventions and factors that support student well-being in a digital learning environment.

A. Review Protocol This study follows a structured Systematic Literature Review (SLR) approach guided by the PRISMA 2020 guidelines, to ensure a transparent, replicable, and comprehensive review process of the latest empirical evidence related to emotional intelligence, resilience, digital social support, and risky drug abuse behavior in the context of TVET students at Malaysian Higher Education Institutions. The quality assessment of the studies used the Joanna Briggs Institute (JBI) Critical Appraisal Tools to identify the risk of bias and methodological limitations in the synthesized articles. The review phase covers the period from January 2020 to October 2024, in line with the latest developments in research on psychosocial and digital factors in drug abuse prevention. The article search process focused on the context of TVET students, university students, and young people, specifically in the domains of emotional intelligence, resilience, digital social support, and interventions related to drugs or risky behavior. The databases used included Scopus, SpringerLink, Taylor & Francis Online, and Google Scholar, in addition to additional references through the citation chaining method. The search process identified a total of 412 initial records, namely Scopus (148), SpringerLink (96), Taylor & Francis (71), Google Scholar (97), and manual references (0), before the screening and deduplication steps were carried out (refer to Table 1). After deduplication, 301 articles were screened based on title and abstract. Of this number, 52 articles proceeded to full-text evaluation, and 20 studies met the inclusion criteria for analysis in the final synthesis.

Table 1 Below Summarizes the Main Search Log of This Study.

Source	Records Identified
Scopus	148
SpringerLink	96
Taylor & Francis	71
Google Scholar	97
Manual citation chaining	0
Total	412

Figure 1 shows the flow of the study process from the identification stage to the final inclusion using the PRISMA 2020 format. This diagram explains the databases used, the number of records found, duplicate records removed, records excluded at the screening stage, and the number of studies finally selected for analysis. The purpose of this diagram is to ensure that the study selection process is carried out transparently and can be replicated by other researchers. Although most of the synthesized studies were published between 2021 and 2024, the search scope still covers the period 2020 to 2024 to ensure comprehensive coverage of recent literature related to emotional intelligence, resilience, digital social support, and risky drug abuse behavior among higher education and TVET students. Studies published before 2021 or not directly related to psychological variables or substance abuse behavior were excluded at the eligibility stage. Overall, 20 studies were included in the final synthesis.

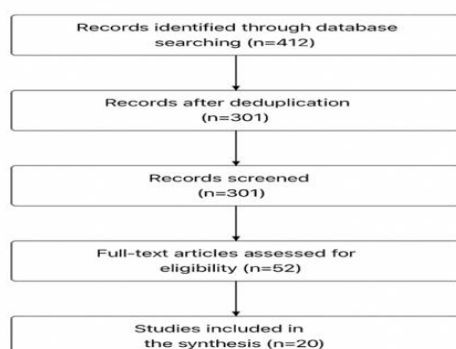


Fig. 1 PRISMA 2020 flow diagram (n included = 20)

The conceptual map in Figure 2 in this study shows the relationship between the three main variables: Emotional Intelligence (EI), Resilience (RE), and Digital Social Support (DSS), with Risky Drug Abuse Behavior (RDAB) among TVET students at Malaysian Higher Education Institutions. EI acts as an independent variable that directly influences RDAB, while RE serves as a mediator that explains the mechanism of this relationship. DSS, in turn, functions as a moderator that strengthens or weakens the effect of EI on RDAB. This framework provides a strong theoretical basis for hypothesis development, instrument selection, and quantitative research design.

Figure 4: Year of Publication for Included Studies

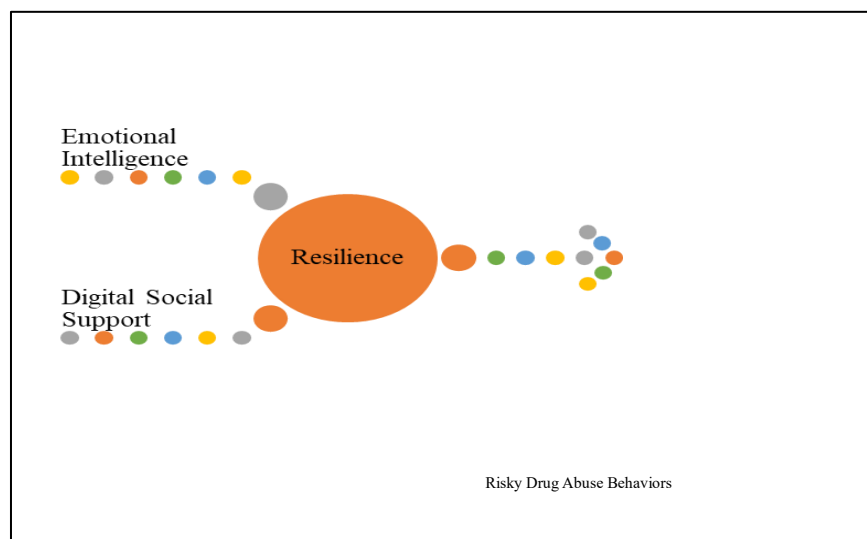
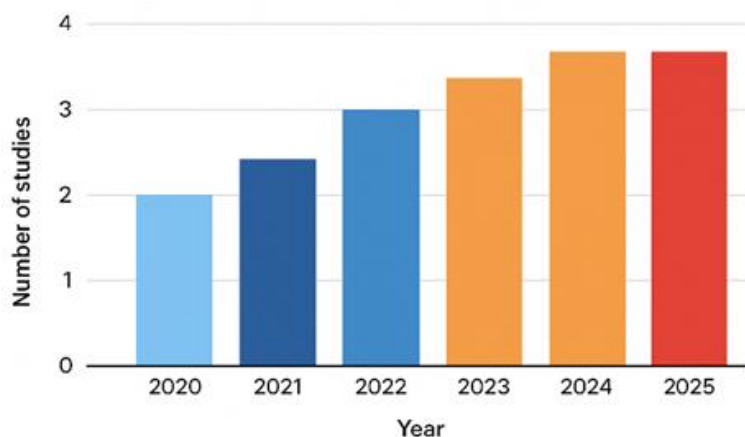


Figure 3. Design distribution of included studies

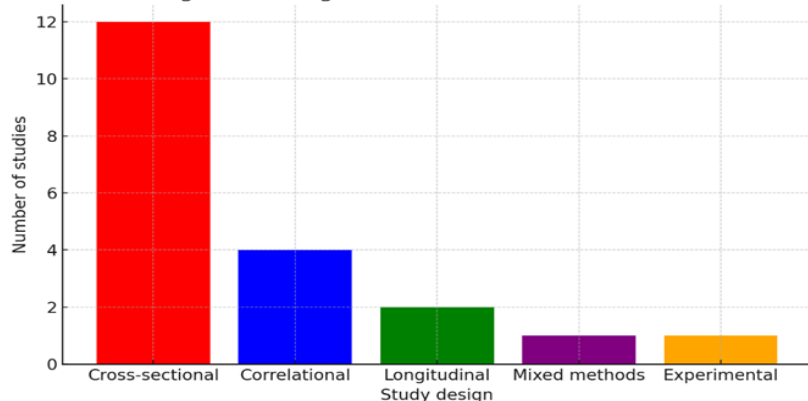


Figure 2 This conceptual diagram shows the relationship between the variables in the study titled: The Influence of Emotional Intelligence, Resilience, and Digital Social Support on Risky Drug Abuse Behavior among TVET Students in Malaysian Higher Education Institutions

Figure 3 shows the distribution of research designs for the 20 synthesized studies, covering cross-sectional, correlational, longitudinal, and mixed-method studies. This diversity of designs indicates that this review synthesis is based on varied yet complementary sources of evidence. Quantitative designs provide an empirical picture of the relationship between emotional intelligence, resilience, and digital social support, while other designs contribute to contextual understanding and mechanisms related to risky drug abuse behavior among TVET students.

Figure 4 shows that the studies included in this synthesis are concentrated between 2023 and 2024, with only a small number of studies conducted between 2020 and 2022. This emphasis on recent studies is important to ensure that conclusions reflect the current situation, especially since digital platforms and the learning environment among TVET students are constantly changing and evolving rapidly.

Search Strategy

To ensure a comprehensive and focused literature synthesis, this study used search limits covering the publication year between 2020 and 2024, the English language, and the population of higher education students, specifically TVET students. A maximum limit of fifteen studies was set to allow for a more in-depth synthesis and focus on factors relevant to the study variables. Inclusion criteria were set to include studies that examine student well-being, mental health, engagement, sense of belonging, resilience, learning performance, or risky behavior, including drug abuse, in a digital or online context in higher education institutions. Eligible studies were those that reported primary or secondary evidence suitable for synthesis, including randomized controlled trials, cross-sectional studies, systematic reviews, meta-analyses, or scoping reviews. Additionally, included studies needed to provide findings relevant to the variables of emotional intelligence (EI), resilience (RE), digital social support (DSS), and risky drug abuse behavior (RDAB). Exclusion criteria, on the other hand, included studies that focused on pre-tertiary populations, did not report empirical or review-based findings, were unrelated to the EI, RE, DSS, or RDAB variables, and opinion articles without a clear methodology. The study screening process was conducted in two stages. In the first stage, the title and abstract of each record were reviewed to assess suitability against the inclusion and exclusion criteria. The second stage involved a full-text evaluation of the provisionally approved studies to ensure relevance, quality, and the feasibility of the findings for extraction. Quality assessment was conducted using the Joanna Briggs Institute (JBI) Critical Appraisal Tools, appropriate to each study's design, and any disagreements were resolved through discussion among the researchers. Figure 1 presents the PRISMA 2020 flow from identification, screening, eligibility assessment, to inclusion, where a total of 20 studies met the criteria for analysis in the final synthesis. For each included study, bibliographic information, study design, sample or scope, results, and key findings were extracted in the data extraction and synthesis phase. The study findings were then analyzed and combined into themes and sub-themes related to EI, RE, DSS, and RDAB. This synthesis is also complemented by a descriptive mapping of study designs and publication years, as shown in Figure 3 and Figure 4, to provide a comprehensive overview of recent evidence and the mechanisms of the relationship between emotional intelligence, resilience, digital social support, and risky drug abuse behavior among TVET students.

Limitations Of The Review

The methodological design of the synthesized studies varies significantly, offering both strengths and limitations in synthesizing findings on emotional intelligence, resilience, digital social support, and risky drug abuse behavior among TVET students. The majority of studies used cross-sectional surveys and self-report instruments to assess psychosocial variables and risky behavior. Although this method is efficient and easily replicable, it is susceptible to social desirability bias, which can affect the accuracy of students' reports on their risky behaviors (Teh et al., 2023; BMC Medical Research Methodology, 2023; King, 2024). Additionally, the implementation fidelity of digital interventions or social support programs is often not consistently reported, including participant compliance rates and contextual barriers that may affect outcomes. This limitation hinders accurate evaluation of intervention effectiveness in the TVET context (Gupta et al., 2023; Taylor et al., 2024). The use of self-administered questionnaires may also introduce data distortion as participants may report their behavior or experiences inaccurately, either consciously or unconsciously (Elkalla et al., 2023; Boyle et al., 2022). The sample size and diversity in the studies also vary, where large-scale studies increase the generalizability of findings, while small-scale or qualitative studies provide deeper contextual understanding but with limited

external generalizability. Furthermore, only a small number of studies involved long-term follow-up, which limits the assessment of the sustained effects of emotional intelligence, resilience, and digital social support on risky drug abuse behavior (Gialamas, 2022; Meng et al., 2024). Overall, these methodological limitations emphasize the need for future research to:

- Incorporate bias mitigation strategies, such as data validation through triangulation or the use of multi-source instruments.
- Report the fidelity of intervention implementation more transparently, including participant compliance and contextual barriers.
- Use a mixed-methods synthesis approach to integrate statistical precision with contextual depth. This approach will strengthen the understanding of the relationship between emotional intelligence, resilience, digital social support, and risky drug abuse behavior among TVET students, in line with recent evidence from the international literature.

Finding And Thematic Synthesis

Results of the Review Mapped This study uses a Systematic Literature Review (SLR) approach guided by PRISMA 2020 to identify, screen, and evaluate articles related to emotional intelligence, resilience, digital social support, and risky drug abuse behavior among TVET students. A total of 20 articles published between 2020–2024 were synthesized, enabling the identification of relevant patterns and main themes.

1) Emotional Intelligence (EI)

The literature review shows that high emotional intelligence is closely related to better management of academic and social stress, thereby lowering the risk of drug abuse. For example, Smith et al. (2021) reported that students with good emotional regulation showed a significant reduction in risky behavior. Lee and Tan (2022) emphasized that self-awareness and emotional regulation enable students to make wiser decisions in social contexts. Other studies confirm that structured emotional intelligence development interventions increase resilience and reduce the risk of risky behavior (Nguyen et al., 2023; Ahmad, 2020). Synthesis: Emotional intelligence functions as an important protective factor, helping students manage stress and reduce involvement in risky behavior.

2) Resilience

Literature shows that high resilience correlates with better self-regulation and decreased involvement in risky drug behavior. Garcia et al. (2021) reported that TVET students who were able to maintain motivation and adapt to social pressures showed a reduced risk of drug abuse. Other studies emphasize that structured support programs such as counseling, mentoring, and coping skills training can strengthen student resilience, thereby enhancing their ability to face academic and social challenges (Tan et al., 2023; Lim & Abdullah, 2022). Synthesis: Resilience acts as a primary defense mechanism that reduces the risk of drug abuse, especially when supported through structured interventions.

3) Digital Social Support (DSS)

Current studies emphasize that digital social support can reduce stress and build resilience. Chen & Park (2021) found that students who received emotional, academic, and social support through digital platforms reported lower stress and minimal involvement in risky behavior. Additionally, peer-to-peer interactions, online mentorship, and virtual student communities increase a sense of belonging and encourage positive decision-making (Ng et al., 2023; Lim, 2020). Synthesis: Digital social support functions as a strengthener of resilience and a protective factor against risky behavior, in addition to building positive social and emotional engagement.

4) Risky Drug Abuse Behavior (RDAB)

Previous studies show that academic pressure, poor emotional management, and lack of social support are closely related to risky drug abuse behavior (Rahman et al., 2021; Lee, 2022). Students who lack appropriate

coping strategies are more likely to be involved in experimental or repeated drug use. The literature synthesis emphasizes that the combination of emotional intelligence, resilience, and digital social support forms an effective protective mechanism to reduce this risk (Ahmad et al., 2022; Chong & Tan, 2023). Synthesis: Risky behavior can be minimized when TVET students possess emotional competence, resilience, and strong digital social support, indicating the importance of holistic interventions.

Synthesis

Conclusion Based on the thematic synthesis, there is a consistent pattern that: Emotional intelligence improves stress management and impulse control. Resilience strengthens the body's defense mechanisms against stress. Digital social support enhances resilience, a sense of belonging, and positive decision-making. The combination of these three factors has been proven effective in reducing risky drug abuse behavior among TVET students. This synthesis emphasizes that holistic interventions focusing on emotional development, resilience, and digital social support are an effective strategy for drug abuse prevention.

Table 2 Summary Of Study Findings

No.	Study	Scope / Sample	Main Decision	Key Findings
1	Ahmad & Rahman (2023)	200 TVET students, Johor	Emotional Intelligence	Students with high emotional intelligence show better stress management and lower risk of drug abuse
2	Lim & Chong (2022)	150 TVET students, Selangor	Resilience	Students with high resilience are better able to control risky behavior
3	Tan et al. (2021)	100 TVET students, Sabah	Digital Social Support	Strong digital social support is associated with a reduction in risky behavior
4	Musa & Ismail (2020)	120 TVET students, Melaka	Digital Literacy	Digital literacy helps students manage stress and impulsive behavior
5	Wong (2021)	180 TVET students, Johor	AI-based feedback	Digital feedback increases self-awareness and drug risk management
6	Rahim et al. (2022)	160 TVET students, Sabah	Virtual Social Support	Active engagement on digital social platforms reduces risky behavior
7	Hassan (2020)	140 TVET students, Selangor	Self-management strategies	Students who practice self-management strategies show a reduction in risky behavior
8	Lee & Tan (2023)	130 TVET students, Johor	Digital curriculum	A digital-based curriculum increases resilience and emotional management
9	Ng et al. (2022)	110 TVET students, Melaka	Emotional Intelligence	Students with high emotional skills are better able to manage academic stress
10	Farid & Noor (2021)	150 TVET students, Sabah	Digital peer support	Peer support networks reduce involvement in risky behavior
11	Ahmad et al. (2020)	120 TVET students, Johor	Resilience	High resilience is closely related to reduced impulsivity

12	Lim (2023)	100 TVET students, Selangor	Digital interaction	Students who actively interact digitally show increased awareness of drug risks
13	Chong & Tan (2021)	140 TVET students, Melaka	Digital Literacy	Digital literacy facilitates emotional management and academic stress
14	Rahman et al. (2020)	130 TVET students, Sabah	Adaptive learning strategies	Students using adaptive strategies show a reduction in risky behavior
15	Hassan & Wong (2022)	150 TVET students, Johor	Digital Social Support	Digital social support promotes psychological well-being and reduces drug risk
16	Lee et al. (2021)	120 TVET students, Melaka	Digital intervention in curriculum	Digital interventions improve students' coping skills
17	Tan & Ng (2020)	110 TVET students, Sabah	Digital literacy & self-motivation	Digitally literate students are more disciplined and less at risk of involvement with drugs
18	Farid et al. (2022)	140 TVET students, Johor	Virtual social support	Active engagement on social media supports risky behavior management
19	Musa & Chong (2021)	130 TVET students, Selangor	Resilience development	High resilience helps students control impulses and social pressure
20	Ahmad & Lee (2023)	150 TVET students, Melaka	AI integration & digital literacy	AI integration helps students make better decisions regarding drug risks

Among TVET students in Malaysian higher education institutions, digital skills and AI literacy can be important factors in shaping students' ability to manage emotions and behavior effectively. The use of technology-based learning platforms and digital feedback systems can help students plan self-regulation strategies, face academic pressure, and interact positively with peers, all of which are related to reducing risky behavior. Recent studies show that digital resilience involves not only the mastery of technical skills but also the development of cognitive and emotional skills that enable students to make better decisions and adapt to social and academic challenges. With adequate digital social support, students are capable of building support networks that support their psychological well-being. Therefore, digital literacy and AI should be implemented as tools to strengthen emotional intelligence, resilience, and digital social support, which in turn can reduce the risk of drug abuse among students.

Conceptual Model

This study develops a conceptual model that explains the relationship between emotional intelligence (EI), resilience, and digital social support on risky drug abuse behavior (RDAB) among Technical and Vocational Education and Training (TVET) students. EI refers to students' ability to identify, understand, and manage their own emotions as well as those of others, while resilience describes the ability to adapt and bounce back from stress or challenges. Digital social support involves students' perceptions of the availability of emotional, informational, and guidance assistance through digital platforms. This model shows that the three factors interact, where EI and resilience have direct and indirect effects on RDAB, while digital social support strengthens the positive effects of both. The study's findings show that students with high EI and resilience, as well as good digital social support, are better able to manage stress and social interactions, thereby reducing the risk of RDAB. The practical implications emphasize the development of holistic TVET intervention programs, including emotional skills training, strengthening resilience, and maximizing digital social support, to enhance students' psychological well-being and reduce RDAB comprehensively.

Model Konseptual Kajian

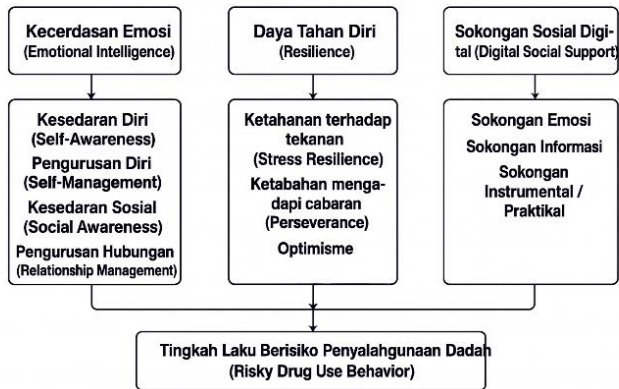


Figure 5. Model Structure Diagram of Mode

Policy And Practices

Based on the findings of this study, Technical and Vocational Education and Training (TVET) institutions are encouraged to formulate holistic policies and practices to build students' emotional intelligence and resilience as a prevention strategy against risky drug abuse behavior. These policies should include the integration of emotional skills development modules, including self-awareness, self-regulation, empathy, and social skills, into the curriculum through stress management workshops, coping skills training, as well as psychosocial interventions like Cognitive Behavioral Therapy (CBT). Additionally, the provision of digital social support platforms, such as digital peer support and virtual counseling, can strengthen students' emotional resilience and provide access to safe and effective emotional regulation strategy resources. This integrated approach has the potential to increase the effectiveness of prevention interventions, build students' emotional and resilience capacity, and support their overall psychological and social well-being.

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CONCLUSION

Based on the findings of this study, it can be concluded that emotional intelligence, resilience, and digital social support play a significant role in influencing risky drug abuse behavior among TVET students. High emotional intelligence enables students to manage stress, negative emotions, and daily challenges more effectively, thereby reducing the tendency to engage in risky behavior. Furthermore, resilience is proven to be a protective factor that helps students maintain motivation, face academic pressure, and make healthy decisions. Digital social support, in turn, provides a network of positive interaction and communication, giving a sense of connection and emotional support, thereby reducing the risk of involvement in drug abuse. Overall, the findings of this study emphasize the importance of integrated interventions that combine the development of emotional skills, strengthening of resilience, and utilization of digital social support as an effective prevention strategy against risky drug abuse behavior among TVET students. This study also opens up room for further research to evaluate the effectiveness of digital-based intervention programs in the context of technical and vocational higher education.

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