

Online Group Counseling Intervention on Psychological Resilience and Academic Stress among Impoverished College Students

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Abstract

Original Research Article

Objective To design an online group counseling intervention program and explore its effects on psychological resilience and academic stress among impoverished college students, as well as the mediating role of psychological resilience. **Methods** In March 2024, 72 eligible impoverished college students were selected from a university in a province and randomly assigned to the experimental group and the control group. The experimental group received online group counseling intervention, while the control group participated in online reading activities. **Results** Repeated measures ANOVA showed that the main effects of group and time, as well as the group×time interaction effect, were statistically significant for both psychological resilience scores and academic stress scores (all $P < 0.001$). Psychological resilience played a mediating role between online group counseling intervention and academic stress (effect = -3.124, SE = 1.286, 95%CI [-5.642, -0.606]). **Conclusion** Online group counseling intervention can effectively improve the level of psychological resilience and alleviate academic stress among impoverished college students.

Keywords: psychological resilience; academic stress; impoverished college students; online group counseling.

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0 Introduction

In recent years, with the acceleration of the popularization of higher education in China, the scale of students from financially disadvantaged families receiving higher education has continued to expand. According to the "China Student Financial Aid Development Report" released by the Ministry of Education in 2023, the number of financially disadvantaged students receiving financial aid in regular institutions of higher education nationwide reached more than 15 million person-times, with the total amount of financial aid exceeding 150 billion

yuan^[1]. While more impoverished students gain access to higher education, the academic pressure they face has become increasingly prominent, reflected in weak academic foundations, heavy economic burdens, and prominent employment anxiety. This is not only related to external factors such as unequal distribution of educational resources and insufficient family support, but also closely related to the unique psychological pressure they face. Studies have shown that the academic stress of impoverished college students is at a moderately high level, which can easily lead to anxiety,



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depression, low self-efficacy, and adjustment difficulties, thereby affecting academic achievement and mental health^[2]. Previous studies have mostly focused on the causes and influencing factors of academic stress among impoverished college students, lacking targeted intervention programs centered on psychological stress relief.

Academic stress refers to the psychological and physiological reactions of students in learning situations caused by external threats such as learning tasks, examination evaluations, and competitive environments that exceed their coping abilities^[3]. Psychological resilience, as a dynamic ability of individuals to rebound from adversity and achieve positive adaptation, can reduce the negative impact of stressors on individuals. Studies have shown that the level of psychological resilience of impoverished students is significantly lower than that of ordinary students, and the lower the level of psychological resilience, the higher the degree of academic anxiety^[4]. Therefore, improving the psychological resilience of impoverished college students is of great significance for alleviating their academic stress and reducing the incidence of mental health problems.

Social support, as a resilient resource closely linked to individual physical and mental health, can serve as a buffer to protect individuals from the effects of stress^[5]. Studies have found that social support is significantly negatively correlated with academic stress, with subjective support having a particularly prominent predictive role. In addition, psychological resilience plays a mediating role between social support and academic stress. However, previous studies have mostly been cross-sectional studies, and the causal mechanism of how social support levels affect psychological resilience and academic stress remains unclear^[6].

Current psychological interventions for impoverished college students mostly focus on individual counseling or traditional offline group counseling, which have problems such as limited coverage, low participation rates, and high costs, which are particularly disadvantageous for impoverished college students who are financially constrained and affected by psychological shame^[7]. Studies have found that impoverished college

students often face more barriers when seeking psychological help, including financial burden, time conflicts, and stigma concerns, which lead to significantly lower utilization rates of mental health services than non-impoverished students^[8]. Especially in local colleges and vocational colleges, due to the relative lack of mental health education resources, the psychological needs of impoverished students are more difficult to receive timely and effective responses.

In contrast, online group psychological counseling shows unique advantages such as accessibility, anonymity, and convenience, and has been proven effective. With the development of Internet technology and the popularization of smartphones, online psychological interventions have gradually become an important supplement to mental health education in colleges and universities^[9]. Multiple meta-analysis studies have shown that forms such as online cognitive behavioral interventions and online group counseling have effects comparable to face-to-face interventions in improving mental health problems such as anxiety, depression, and stress^[10]. For the group of impoverished college students, online interventions can not only reduce economic costs but also effectively protect privacy and reduce psychological concerns caused by "being labeled," thus having higher acceptance and willingness to participate.

However, there are still few studies on online group interventions for impoverished college students, and most studies remain at the level of effect verification, with insufficient exploration of the mechanism of action of the interventions. In particular, psychological resilience, as an important protective factor, has not been empirically tested for its mediating role in the process of online group intervention alleviating academic stress^[11]. This study designed an online group counseling intervention program to explore its effects on psychological resilience and academic stress of impoverished college students, and further investigate the mechanism of action in improving psychological resilience and academic stress. The hypotheses of this study are: (1) Online group counseling can significantly improve the level of psychological resilience of impoverished college

students; (2) Online group counseling can significantly alleviate the academic stress of impoverished college students; (3) Psychological resilience plays a mediating role between online group counseling and academic stress.

1 Objects and Methods

1.1 Research Objects

In March 2024, the psychological resilience scale and academic stress scale were distributed to impoverished college students in a university in a province using random sampling, and participants were selected based on the principle of voluntariness. Inclusion criteria: ① low level of psychological resilience (score ≤ 55); ② no major mental illness; ③ students identified by the school as having family financial difficulties. A total of 89 impoverished college students were surveyed, and 72 met the criteria of this study, including 32 males and 40 females; 18 freshmen, 24 sophomores, 20 juniors, and 10 seniors. Thirty-six were randomly selected as the experimental group (online group counseling intervention), and 36 as the control group (online reading activities). The ethical review approval number of this study is 202403. All participants provided informed consent.

1.2 Research Instruments

1.2.1 Psychological Resilience

The Connor-Davidson Resilience Scale (CD-RISC) revised by Chinese scholars Yu Xiaonan and Zhang Jianxin was used, with a total of 25 items, including three dimensions: tenacity, strength, and optimism. A five-level scoring method was used, 0="never", 1="rarely", 2="sometimes", 3="often", 4="almost always". The Cronbach's α coefficient of the full scale was 0.890, and the test-retest reliability was 0.870.

1.2.2 Academic Stress

The College Student Academic Stress Scale developed by Liu Chunlei et al. was used, with a total of 22 items, including four dimensions: learning task

stress, exam stress, academic competition stress, and employment prospect stress. A Likert five-level scoring was used, with scores 1 to 5 representing "completely inconsistent", "relatively inconsistent", "uncertain", "relatively consistent", and "completely consistent", respectively. The higher the score, the greater the perceived stress. The Cronbach's α coefficient was 0.875. Each subscale has a certain degree of independence, and the questionnaire has good construct validity.

1.3 Intervention Program

Online group counseling refers to analyzing individual experiences through online groups, gaining a sense of belonging, sharing with each other and building social support, gaining energy to overcome difficulties, and assisting group members to gradually return to normal life. The Stress Management and Resiliency Training Program (SMART) was developed by the Benson-Henry Institute for Mind-Body Medicine at Massachusetts General Hospital, Harvard Medical School, USA. It aims to improve individuals' ability to cope with stress and regulate emotions from psychological and physiological perspectives, thereby enhancing psychological resilience and promoting physical and mental health. The concept of relaxation response (RR) proposed by SMART can be used to counteract the "fight-or-flight response" to stress, helping users quickly relieve tension in stressful situations. The project is based on the concept of RR, starting from four dimensions: emotion, cognition, behavior, and physiological response, and integrating meditation practice, the influence of thoughts on behavior, and research results on positive emotions. Due to differences between Eastern and Western cultures, Wang Fang proposed localized stress management (SMART-C), including six core modules: perceiving stress, cognitive enhancement, releasing emotions, arousing passion, focusing on the present, and integrating work and life.

This study used SMART-C as the paradigm, combined with social support theory, and adapted it according to the background and characteristics of impoverished college students. To ensure the intervention effect of online group counseling, the

following three points should be achieved: First, conduct under the supervision of a registered supervisor of the Chinese Psychological Society; Second, set up a meeting code and password on Tencent Meeting every week for confidentiality to ensure the privacy and security of participants; Third, activity materials should be as simple as possible, mostly using A4 paper and black signature pens,

mainly focusing on the sharing and exchange of experiences and feelings among group members. The online group counseling intervention was divided into 6 units, once a week, from 19:30 to 21:00 every Saturday, with each intervention lasting about 1.5 hours. Corresponding homework exercises would be assigned after each weekly intervention. The specific intervention content is shown in Table 1.

Table 1 Online Group Counseling Intervention Program

Unit	Theme	Objectives	Content	Homework
1	Getting to Know You	Mutual familiarization; creating a good group activity atmosphere; understanding the goals and methods of the group, formulating group norms	Establishing group norms, "Something Different" (introducing oneself), building energy battery together	"I am a... person", Guardian Angel
2	Stress Relief	Helping members perceive the pressure brought by academic studies, and sharing the physical and mental feelings caused by academic pressure, accepting and correctly understanding academic pressure with group support	Watching "stress map", perceiving one's own stress, stress relief happiness list, summary and sharing	Stress diary exercise
3	Releasing Emotions, Arousing Passion	Helping members understand, perceive, share, and release their emotions, and awaken their positive emotional experiences	Emotion cards, energy feeling sharing, progressive muscle relaxation training	Pleasant behavior discovery exercise
4	Cognitive Restructuring	Helping members identify irrational beliefs, learn cognitive restructuring skills, and view academic difficulties from a positive perspective	Cognitive column exercise, three-table positive self-talk, summary and sharing	Cognitive restructuring diary

5	Integrating Support Systems	Helping members become aware of their important others, perceive the social support around them, and guide them to actively seek social support when encountering academic difficulties	Important social graphic summary sharing	others, support exercise, and	Social support exercise
6	Farewell to You	Perceiving and sharing one's growth and gains, saying goodbye to the past, looking forward to the future, and discovering a new self; conveying kindness and support among peers within the group, blessing each other, and dealing with separation emotions	Bit by bit review, letter from angel, summary and sharing	—	

1.4 Statistical Methods

SPSS 27.0 software was used. Independent samples t-test was used to compare the baseline scores of each scale between the two groups; 2 (experimental group, control group) $\times$ 2 (pre-test, post-test) repeated measures ANOVA was used to evaluate the intervention effect. When the data did not satisfy the sphericity assumption, the Greenhouse-Geisser method was used for correction. The bias-corrected percentile Bootstrap method was used to test the mediating effect, and the Model 4 of the PROCESS plug-in was used for 5,000 bootstrap tests. The 95% confidence interval (95% CI) not containing 0 was used as the criterion for significant mediating effect, and the 95% confidence intervals corresponding to each path coefficient were checked. $P < 0.05$ indicated significant difference.

2 Results

2.1 Comparison of Baseline Scores of Each Variable

Before the intervention, there were no statistically significant differences in demographic variables such as gender and grade between the experimental group and the control group ($\chi^2=0.235$, 0.582, $P=0.628$, 0.901), indicating that the two groups of participants were comparable in demographic characteristics. Meanwhile, there were no statistically significant differences in psychological resilience and academic stress scores between the experimental group and the control group ($t=0.372$, 0.895, $P=0.711$, 0.374), indicating that the two groups of participants were homogeneous at the baseline level. See Table 2 for details.

Table 2 Comparison of Baseline Scores between the Two Groups (M $\pm$ SD)

Variables	Experimental Group (n=36)	Control Group (n=36)	t-value	P-value
Psychological resilience score	42.36 $\pm$ 6.12	41.89 $\pm$ 5.78	0.372	0.711
Academic stress score	78.53 $\pm$ 8.24	76.92 $\pm$ 7.65	0.895	0.374

2.2 Results of Repeated Measures ANOVA

The results of repeated measures ANOVA showed that the main effects of group and time, as well as the group×time interaction effect, were statistically significant for both psychological resilience scores and academic stress scores. The significant main effect of group showed that the psychological resilience score of the experimental group was higher than that of the control group, and the academic stress score of the experimental group

was lower than that of the control group (all $P < 0.001$). The significant main effect of time and interaction effect showed that the post-test score of psychological resilience in the experimental group was higher than the pre-test score ($P < 0.001$), the post-test score of academic stress in the experimental group was lower than the pre-test score ($P < 0.001$), and there were no significant differences in the pre-test and post-test scores of psychological resilience and academic stress in the control group. See Table 3 for details.

Table 3 Results of Repeated Measures ANOVA (M±SD)

Variables	Pre-test		Post-test		Group Effect		Time Effect		Interaction Effect	
	Experimental Group	Control Group	Experimental Group	Control Group	F	η^2	F	η^2	F	η^2
Psychological resilience score	42.36±6.12	41.89±5.78	55.28±4.95	44.17±5.23	32.458***	0.316	98.327**	0.585	42.156***	0.375
Academic stress score	78.53±8.24	76.92±7.65	62.47±6.83	74.58±7.12	58.234***	0.453	135.672***	0.661	45.893***	0.396

2.3 Mediating Effect Analysis

To further explore the effect of online group counseling intervention on psychological resilience and academic stress, group (control group=0, experimental group=1) was used as the independent variable, post-test score of psychological resilience as the mediating variable, post-test score of academic stress as the dependent variable, and gender, grade, pre-test score of psychological resilience, and pre-test score of academic stress as control variables. The non-parametric percentile Bootstrap method of Hayes' mediating effect test (number of

samples=5000) was used to test the mediating effect. If the 95% confidence intervals did not contain 0 and $P < 0.05$, it indicated that the mediating effect was statistically significant.

The results of regression equation analysis showed that participation in online group counseling significantly positively predicted the post-test score of psychological resilience ($\beta = 1.872$, $P < 0.001$), and significantly negatively predicted the post-test score of academic stress ($\beta = -1.673$, $P < 0.001$); after all variables were included in the regression model, the direct predictive effect of participation in online

group counseling on the post-test score of academic stress was significant ($\beta=-1.089$, $P<0.001$), and the predictive effect of psychological resilience on the

post-test score of academic stress was significant ($\beta=-0.312$, $P<0.05$). The results are shown in Table 4.

Table 4 Test of the Mediating Effect of Psychological Resilience

Path	Effect Value	Standard Error	Bootstrap 95%CI
Total effect	-4.215	0.567	[-5.347, -3.083]
Direct effect	-3.091	0.623	[-4.334, -1.848]
Indirect effect	-1.124	0.462	[-2.030, -0.218]

As can be seen from Table 4, the mediating effect value of psychological resilience between online group counseling and academic stress was -1.124, and the Bootstrap 95% confidence interval was [-2.030, -0.218], which did not contain 0, indicating that psychological resilience played a partial mediating role between online group counseling intervention and academic stress, and the mediating effect accounted for 26.67% of the total effect.

3 Discussion

3.1 Intervention Effect of Online Group Counseling on Psychological Resilience of Impoverished College Students

Before and after the online group counseling intervention, the post-test psychological resilience score of the experimental group was significantly higher than the pre-test score of the experimental group and the pre-test and post-test scores of the control group, indicating that online group counseling intervention has a significant effect on improving the psychological resilience of impoverished college students. This is consistent with existing studies, and its mechanism can be explained from two aspects: "structural advantages of group support" and "compatibility characteristics of online forms".

From the perspective of the structural

advantages of group support, on the one hand, structured group activities provide a supportive interactive atmosphere for impoverished college students. Through experience sharing and empathic responses among peers, individuals are helped to realize the universality of difficulties such as academic anxiety and economic pressure, reducing loneliness and self-denial; on the other hand, the systematically taught stress management skills and cognitive restructuring strategies in the intervention directly improve individual coping efficacy, thereby enhancing learning confidence. This is consistent with the theoretical framework proposed by Fribourg that "psychological resilience buffers stress through the 'skill acquisition-efficacy improvement' path". RR training, as a daily exercise, plays a role in relaxing the body and mind and relieving stress.

From the perspective of the unique value of the online form, the anonymity of the online platform effectively reduces the sense of shame and social avoidance of impoverished college students caused by the exposure of economic status, enabling them to express their inner troubles more openly. At the same time, online counseling breaks through time and space constraints, providing convenient participation channels for impoverished students who are short on time due to part-time work, improving the accessibility and coverage of interventions. In addition, group interaction in the online environment also presents some new characteristics, such as

asynchronous communication giving members more space for thinking and expression, and text communication helping to organize and deepen emotions, which may have a positive impact on the intervention effect.

It is worth noting that the leaders of group counseling in this study were all professionally trained psychological counselors and conducted under the supervision of registered supervisors, which ensured the professionalism and standardization of the intervention. The formation of group dynamics is also an important factor affecting the intervention effect. In the 6 group activities, members went from initial strangeness and tentativeness, to gradual openness and trust, and finally to the formation of a mutually supportive group atmosphere. This process itself has a therapeutic effect. Especially for impoverished college students who usually lack social support, the group experience of being accepted and understood is itself an important psychological resource.

3.2 Intervention Effect of Online Group Counseling on Academic Stress of Impoverished College Students

The results showed that the academic stress score of the experimental group decreased significantly, while there was no significant change in the control group, indicating that online group counseling can effectively alleviate the academic stress of impoverished college students. This result is consistent with the conclusions of previous online intervention studies on college student groups.

Specifically, the alleviation of academic stress may be achieved through the following paths: First, the cognitive restructuring module helps impoverished college students identify and challenge irrational beliefs such as "I am not as good as others" and "I must be perfect", and establish a more rational and objective academic self-evaluation system, thereby reducing the stress perception caused by cognitive bias ; Second, emotional release and relaxation training help students master practical emotional regulation skills, enabling them to perform self-regulation in time when facing exam anxiety and academic setbacks, avoiding the accumulation and

generalization of stress ; Finally, the social support integration module guides students to actively construct and utilize support systems, and to seek help in time when encountering academic difficulties, avoiding the deterioration of problems caused by bearing pressure alone.

It is worth noting that the academic stress of impoverished college students is often intertwined and mutually reinforced with economic pressure and employment pressure. Although the intervention program of this study takes academic stress as the main target, by improving psychological resilience, which is a core protective factor, it may also have a certain alleviating effect on other types of stress, which is worthy of further exploration in future studies.

3.3 Mediating Role of Psychological Resilience

This study found that psychological resilience plays a partial mediating role between online group counseling intervention and academic stress, that is, online group counseling can not only directly alleviate academic stress, but also indirectly reduce academic stress by improving the level of psychological resilience. This result verifies the important role of psychological resilience as a stress protective factor, consistent with the conclusions of previous cross-sectional studies, and further reveals the direction of causality.

The mediating mechanism of psychological resilience can be understood from the following aspects: First, the improvement of the tenacity dimension enables impoverished college students to maintain persistence and investment when facing academic difficulties, and regard challenges as opportunities for growth rather than threats, thereby reducing the subjective perception of stress; Second, the improvement of the strength dimension enhances students' self-efficacy and problem-solving abilities, making them believe that they have the ability to cope with academic challenges, thereby reducing anxiety caused by feelings of powerlessness; Third, the improvement of the optimism dimension helps students view setbacks and failures from a more positive perspective, find opportunities for growth from adversity, and avoid falling into a negative

thinking cycle.

The mediating effect of this study accounted for 26.67% of the total effect, indicating that psychological resilience is an important path for online group counseling to alleviate academic stress, but not the only path. Modules such as cognitive restructuring, emotional regulation, and social support in the intervention program may also play a role through other mechanisms, such as changes in cognitive appraisal, optimization of coping styles, and increased social support. Future studies can further explore multiple mediating mechanisms to more comprehensively reveal the action paths of interventions.

3.4 Research Significance and Limitations

The theoretical significance of this study lies in: for the first time, online group counseling was applied to the intervention study of academic stress among impoverished college students, and the mediating role of psychological resilience was verified, enriching the theoretical system of mental health interventions for impoverished college students and providing empirical support for understanding the mechanism of psychological resilience in stress relief. Specifically, this study expanded the applicability of the stress buffering model of psychological resilience in the group of impoverished college students, verified the causal path of "intervention improves resilience-resilience relieves stress", and provided a theoretical basis for mental health interventions for impoverished students from the perspective of positive psychology. At the same time, this study also enriched the application fields of online group counseling and provided new evidence for the innovation of mental health service models in the digital age.

The practical significance of this study is mainly reflected in the following aspects: First, online group counseling has advantages such as low cost, wide coverage, and strong anonymity, making it suitable for promotion and application among impoverished college students. It can serve as an important supplement to mental health education in

colleges and universities, providing more convenient and effective psychological support services for impoverished college students. Second, the 6-unit online group counseling program developed in this study has strong operability and replicability. Mental health education centers in various colleges and universities can adjust and apply it according to their actual situations to provide systematic psychological intervention services for impoverished college students. Third, this study verified the mediating role of psychological resilience, suggesting that colleges and universities should pay more attention to the cultivation of psychological resilience when carrying out mental health education for impoverished students, and enhance their stress coping ability by improving students' internal psychological resources, rather than just focusing on the relief of stress symptoms. Fourth, the online intervention model is particularly suitable for impoverished students who are unwilling to participate in face-to-face counseling due to time conflicts, economic constraints, or psychological concerns, which can effectively expand the coverage of mental health services and improve the accessibility and fairness of services.

This study also has some limitations: First, the sample only came from one university in a province, with limited representativeness. Future studies can expand the sample range to include impoverished college students from different regions and different types of institutions; Second, only pre-test and post-test were conducted, lacking follow-up measurements, making it impossible to examine the long-term maintenance of the intervention effect. Future studies can add follow-up assessments to evaluate the long-term effects of the intervention; Third, only the mediating role of psychological resilience was examined. Future studies can explore more mediating and moderating variables, such as coping styles, social support, and self-efficacy, to more comprehensively reveal the mechanism of action of the intervention; Fourth, the control group used online reading activities. Although the effects of time and attention were controlled, the placebo effect could not be completely excluded. Future studies can use more rigorous control designs.

3.5 Conclusion

In summary, the results of this study indicate that online group counseling intervention can effectively improve the level of psychological resilience and alleviate academic stress among impoverished college students; psychological resilience plays a partial mediating role between online group counseling intervention and academic stress. This finding provides new ideas and methods for the intervention of academic stress among impoverished college students, and also provides empirical evidence for mental health education work in colleges and universities. In the future, the intervention program can be further optimized and the scope of application expanded to provide professional psychological support services for more students in need.

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