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Psychological Resilience in Master's Students: Analysis and Enhancement

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Abstract: *The pivotal role of psychological fortitude greatly influences the holistic advancement of postgraduate scholars. Employing a meticulously designed survey for gauging the psychological robustness of these individuals, we analysed the prevailing status among a population of 517 postgraduates. The findings reveal that the collective psychological fortitude of the participants surmounts the median level, with familial support scaling the highest, whereas stability ranks the least. Further, noteworthy variances exist in the psychological fortitude among the postgraduates, segmented across six parameters: gender, geographical roots, receipt of accolades, prior leadership experience as student representatives, the presence of discrepancy in master's qualifications, and familial classifications. Stemming from these findings, we propose pertinent recommendations to augment the psychological resilience among postgraduate scholars.*

Keywords: *Psychological resilience; Master's degree students; Current situation investigation*

1. Introduction

Psychological resilience encapsulates an individual's capacity to promptly recuperate from adversities, tribulations, and challenges, instigating positive adjustments. [1] Originating from scholarly pursuits in invulnerability, vulnerability, coping, and stress resilience, the concept of psychological resilience unfolded. [2] Within these explorations, it was observed that some individuals are predisposed to emotional turmoil, while others adeptly adapt to comparable stress-inducing circumstances. In a quest to discern the underpinnings of this divergence, academia embarked upon unraveling the enigma of psychological resilience. A comprehensive exploration of terms such as "psychological resilience" across prominent academic platforms, like CNKI and Web of Science, indicates that the inception of resilience studies dates back to mid-20th century, primarily focusing on susceptible demographics with survival risks. For instance, Werner embarked on a longitudinal examination of the developmental trajectories of multi-ethnic children subjected to perinatal stress, prolonged poverty, and sustained familial discord. During his investigation, Werner identified several protective constituents, facilitating the transition of these high-risk children into competent, compassionate adults.[3]

Subsequently, attention has been turned to the cultivation value of psychological resilience and the factors of difference. For example, researchers such as Odin Hjemdal chose three urban high schools and two rural high schools in Norway as sample sites, drawing a total of 425 teenagers. They utilized a self-developed questionnaire for measuring adolescent psychological resilience, and they found that the level of psychological resilience exhibited gender differences [4]. The study of psychological resilience in China started in the early 21st century. It is a localized research that systematically introduces foreign psychological resilience theories and practice results. The relevant literature can be divided into two categories. One category is the investigation of the relationship between psychological resilience and other elements. For instance, in her thesis *Study on the Relationship among Korean Elementary School Teachers' Occupational Stress, Psychological Resilience, and Subjective Well-being*, Zhang Gueyue found that there is a significant positive correlation between the psychological resilience and subjective well-being of Korean elementary school teachers. [5] The stronger the teachers' psychological resilience, the stronger their sense of subjective well-being. The other category investigates the current status of psychological resilience in certain groups. For example, Liu Xiazhu conducted a questionnaire survey on 1308 vocational students from three cities in S province and found that the level of psychological

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resilience in male students was significantly higher than that in female students. [6] In summary, although domestic research on the role, factors of difference, and cultivation value of psychological resilience has yielded fruitful results, China's research on psychological resilience started relatively late and is mainly guided by foreign research results. Therefore, the number of literature is limited, and the systematic, comprehensive, and localized level of related research needs to be improved. Moreover, the scope of the research objects should also be expanded.

Postgraduates, as elite intellectual assets nurtured by the nation, hold an instrumental role in national advancement. China's strategic blueprint, *The 13th Five-Year Plan for Degree and Postgraduate Education*, underscores a commitment to 'service demand and quality improvement' as the crux of its developmental trajectory, highlighting the paramount importance of educational quality.[7] Psychological resilience is a dynamic process whereby individuals harness their inherent capabilities amidst adversity, facilitating psychological recuperation, and enhancing resilience. Individuals imbued with robust resilience are adept at discerning efficacious solutions during adverse events, gaining invaluable life experience and capabilities therein. [8] Fortitude enhances postgraduates' risk mitigation and problem-solving, supporting quality training. Given society's fast-paced change and rising postgraduate enrollment, students face diverse pressures, leading to mental health issues. Unfortunately, these pressures often cause postgraduates to abandon their education due to psychological difficulties. [9] Severe psychological issues might even culminate in tragic outcomes, including suicide and criminal activities, causing profound detriment to students, families, institutions, and society at large. Psychological resilience can temper the adverse impact of risk factors, fostering a positive and healthy disposition, bolstering personal happiness, and positively influencing both physical and mental wellbeing.[10]

2. Research Design

2.1. Research Subjects

In this investigation, the psychological resilience of 517 postgraduates was assessed through a random sampling methodology. Utilizing an electronic questionnaire, generated via the questionnaire website and accessed through a QR code, The basic information is shown in Table 1.

Table 1: Statistical table of basic information of formal questionnaire survey objects

Variable	Category	Counts	Percentage
Gender	Male	73	14.1
	Female	444	85.9
Discipline	Humanities and Social Sciences	462	89.4
	Science and Engineering	55	10.6
Degree Type	Professional Master	441	85.3
	Academic Master	76	14.7
Freshman or not	Yes	359	69.4
	No	158	30.6
Place of origin	Cities and towns	205	39.7
	Rural	312	60.3
Only child or not	Yes	191	36.9
	No	326	63.1
Family type	Democratic type	400	77.4
	Authoritarian type	31	6.0
	Permissive type	72	13.9
	Ignoring type	14	2.7
Marriage	Married	5	1.0
	In a relationship	210	40.6
	Single person	293	56.7
	Other	9	1.7
Student origin	First-class college	22	4.3
	General undergraduate institutions	493	95.4
	Equivalent academic ability	2	0.4

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Whether (have) served as student leaders	Yes	361	69.8
	No	156	30.2
Have received honors	Yes	469	90.7
	No	48	9.3
Interdisciplinary or not	Yes	271	52.4
	No	246	47.6
Have work experience	Yes	169	32.7
	No	348	67.3
Acceptance method	Guaranteed Graduate Students	46	8.9
	First Choice	351	67.9
	Transfer	120	23.2
Is there any difference between undergraduate and master's degree	With difference	499	96.5
	No difference	18	3.5
Does the difference cause trouble	Yes	301	58.2
	No	198	38.3
Career development goals	Further study or further education	45	8.7
	Take a civil service examination	433	83.8
	Freelance work	13	2.5
	Other	26	5.0

2.2. Research Tools

Given the unique characteristics of postgraduate students, existing resilience measures struggle to capture their psychological resilience accurately. Consequently, this study, informed by extant resilience research and referring to the Connor-Davidson Resilience Scale (CD-RISC),[11] Localized Resilience Scale, [12] and Adult Resilience Scale (RAS),[13] amalgamated dimensions and specific items from each scale. Complemented by Chinese postgraduates' distinct attributes, we designed a preliminary, locally-specific questionnaire gauging postgraduate psychological resilience. After conducting a pilot test on this initial questionnaire, we analyzed its reliability and exploratory factors. Any unrepresentative items or those with high loadings across multiple factors were omitted, culminating in a comprehensive questionnaire assessing postgraduate psychological resilience. The finalized questionnaire comprises two segments: basic information and formal questions. The former contains 17 items probing subjects' demographics such as gender, academic field, and geographical origin, while safeguarding their information security. The formal questions, encompassing six dimensions: tenacity, self-efficacy, stability, problem-solving, family support, and social support. These six dimensions contain 24 items. Empirical analysis of the formal questionnaire indicated strong reliability and validity, with a Cronbach's α value of 0.884 and a KMO value of 0.906. Rickett's five-point scoring method, ranging from "strongly disagree" to "strongly agree," was utilized, assigning scores from 1 to 5. Reverse scoring was applied to reverse-scored questions in the scale, followed by a subsequent data recalculation.

3. Research results and analysis

3.1. Analysis of the overall psychological resilience of master's students

Data analysis reveals an overall average psychological resilience score of 3.7917 among 517 postgraduates, indicating a moderately high resilience level. However, an examination of individual dimensional averages presents a disparity in scores. Primarily, the family support dimension yielded the highest average score of 4.2195, followed by self-efficacy with a score of 3.9444. Stability garnered the lowest average score of 3.2654, almost a full point behind the family support dimension, while the problem-solving ability, with an average score of 3.6331, only surpassed stability. Specific information is shown in Table 2. In summation, the majority of postgraduates in this study perceive strong familial support, possess significant confidence in their abilities and strengths, but exhibit underdeveloped problem-solving skills, deficient emotional stability, and heightened susceptibility to instability. Furthermore, the tenacity and social support dimensions revealed nearly identical average scores and were positioned at the higher-middle level in comparison with other dimensions. This suggests that the majority of postgraduates display resilience in their personality traits and enjoy substantial social support.

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Table 2: Statistical table of the overall level of psychological resilience of postgraduates

Dimension	N-value	Minimum value	Maximum value	Average value	Standard deviation
Tough	517	2.00	5.00	3.8926	.63229
Self-efficacy	517	1.00	5.00	3.9444	.64507
Stability	517	1.20	5.00	3.2654	.79950
Problem-solving	517	2.33	5.00	3.6331	.51522
Family support	517	1.50	5.00	4.2195	.66466
Social support	517	1.75	5.00	3.8873	.67305
Overall	517	2.42	5.00	3.7917	.45516

3.2. Analysis of the overall psychological resilience of master's students

3.2.1. Differences between gender-specific data

To ascertain the overall degree of postgraduate psychological resilience, and discern potential gender disparities across six subsidiary dimensions, this study employed an independent sample T-test for analysis. Results indicated no significant variances in overall psychological resilience between male and female postgraduate students (P > 0.502), nor any substantial differences in the five dimensions of tenacity, self-efficacy, stability, problem-solving, and social support. However, the significance level of family support (P=0.025) fell below 0.05, suggesting a pronounced distinction in the family support dimension between genders. Specific information is shown in Table 3. Perceived social support embodies the subjective experience of an individual, constituting their emotional satisfaction derived from understanding, support, and respect within their social milieu. [14] Female postgraduate students scored considerably higher in the family support domain compared to their male counterparts, thus implying their heightened ability to interpret social support and perceive familial care. Zhang Shupeng, et al., in their meta-analysis on gender differences in comprehending social support, ascertained that females significantly outperformed males in understanding social support, family support, friend support, and significant others' support. [15] This affirms the survey results concerning gender differences in psychological resilience.

Table 3: Statistical table of psychological resilience differences of postgraduates of different genders

Dimension	Male(N=73)		Female(N=444)		T-value	Significance level
	Average deviation	Standard deviation	Average deviation	Standard deviation		
Tough	3.9281	0.68399	3.8868	0.62401	0.516	0.606
Self-efficacy	3.9384	0.74859	3.9454	0.62737	-0.076	0.940
Stability	3.2411	0.78454	3.2694	0.80274	-0.28	0.780
Problem-solving	3.5708	0.62232	3.6434	0.49549	-0.95	0.345
Family support	4.0582	0.77675	4.2461	0.64150	-2.246	0.025
Social support	3.8973	0.68444	3.8857	0.67193	0.136	0.892
Overall	3.7586	0.51902	3.7972	0.44420	-0.672	0.502

3.2.2. Differences in students' places of origin

Manifest differences exist in educational conditions, opportunities, and quality between urban and rural areas. To bolster educational equity and enhance the educational caliber of rural students, academic circles have increasingly focused on the disparities between urban and rural students. To explore potential variances in postgraduate psychological resilience, this study employed an independent sample T-test. Results indicated a significant discrepancy in psychological resilience between urban and rural postgraduates (p > 0.025), with urban postgraduates manifesting significantly higher resilience levels than their rural counterparts. Additionally, on an individual dimension, a significant difference (P > 0.029) was observed in problem-solving abilities between urban and rural master's students. Specific information is shown in Table 4. The basis for this variation may be traced back to the comprehensive advantages urban students possess in terms of family background, foundational education, and

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environmental exposure.[16] Urban families generally have better education, vision, and educational concepts than rural ones, enabling more resources for their children. Disparities between rural and urban schools, like teacher quality and resources, are significant, with rural schools suffering "brain drain" due to better opportunities in cities. Urban locales also provide exposure to diverse cultural experiences, fostering a broader worldview in students.This assertion is further corroborated by Xue Ping's comparative analysis of Zhejiang Province's urban and rural students' abilities through PISA2009 test results, which found urban students exhibiting pronounced advantages in acquisition and retrieval, integration and interpretation, reflection, and evaluation.[17] Thus, the observed superior problem-solving ability of urban master students as compared to rural master students aligns with these findings.

Table 4: Statistical table of psychological resilience differences of postgraduates from different places of origin

Dimension	Towns(N=205)		Rural(N=312)		T-value	Significance level
	Average deviation	Standard deviation	Average deviation	Standard deviation		
Tough	3.9524	0.62612	3.8534	0.63424	1.746	0.081
Self-efficacy	4.0012	0.66259	3.9071	0.63158	1.626	0.104
Stability	3.3034	0.81134	3.2404	0.79194	0.877	0.381
Problem-solving	3.6943	0.55109	3.5929	0.48696	2.196	0.029
Family support	4.2695	0.67491	4.1867	0.65686	1.387	0.166
Social support	3.9585	0.70371	3.8405	0.64903	1.955	0.051
Overall	3.8470	0.44374	3.7555	0.45961	2.244	0.025

3.2.3. Difference in honour experience

Self-efficacy, a person's belief in their capacity to achieve, directly affects motivation. Success strengthens self-efficacy, while failure weakens it. Honors symbolize success, potentially boosting psychological resilience.[18] Our independent sample T-test revealed significant differences in overall psychological resilience between postgraduates with and without honors ($P > 0.016$), with honor recipients scoring 0.167 higher. Further, disparities were found in tenacity ($P > 0.005$) and self-efficacy ($P > 0.021$) dimensions among honor recipients.Specific information is shown in Table 5. These individuals demonstrated greater tenacity and self-efficacy compared to those without such accolades. In their research, Liu Chengke and colleagues discovered that experiences such as attending domestic and international academic conferences and presenting papers significantly boosted doctoral students' research self-efficacy, thereby reinforcing the notion that successful experiences can amplify individual self-efficacy.[19] Since self-efficacy has a positive correlation with tenacity, [20] and forms an integral component of psychological resilience, this suggests that successful and honor experiences can indeed strengthen individual self-efficacy, subsequently augmenting psychological resilience and tenacity.

Table 5: Statistical table of psychological resilience difference of postgraduates with or without honor experience

Dimension	Yes(N=469)		No(N=48)		T-value	Significance level
	Average deviation	Standard deviation	Average deviation	Standard deviation		
Tough	3.9174	0.62144	3.6510	0.69140	2.798	0.005
Self-efficacy	3.9728	0.61144	3.6667	0.87113	2.376	0.021
Stability	3.2742	0.79547	3.1792	0.84172	0.784	0.433
Problem-solving	3.6404	0.51013	3.5625	0.56349	0.997	0.319
Family support	4.2319	0.66682	4.0990	0.63736	1.321	0.187
Social support	3.8982	0.67436	3.7813	0.65766	1.147	0.252
Overall	3.8072	0.45124	3.6406	0.47036	2.427	0.016

3.2.4. Difference in the experience of student cadres

Through a comprehensive evaluation of the job market, it emerges that certain occupations, such as university counselors and select graduates, favor applicants with student leader experience. Beyond specific job requirements, this condition underscores the employment market's endorsement of the capabilities developed through student leadership roles. It is therefore intriguing to explore in which specific areas student leader experience enhances students' personal abilities, and whether it impacts their psychological resilience and internal dimensions. Consequently, an independent sample T-test was

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deployed to investigate potential differences in psychological resilience among postgraduates with and without student leadership experience. The findings suggest that there are no significant differences in the overall level of psychological resilience between postgraduates with student leadership experience and those without (P > 0.116). However, upon examining individual dimensions internally, it transpires that postgraduates with student leadership experience significantly outperform their non-leadership counterparts in the tenacity dimension (P > 0.011), scoring on average 0.154 points higher. Additionally, significant disparities emerge in the self-efficacy dimension among students with or without student leadership experience (P > 0.002), with student leaders scoring on average 0.2 points higher in the self-efficacy dimension. Specific information is shown in Table 6. Research by Duan Haiyan et al. illustrates that students with leadership experience demonstrate significantly higher resilience, social support, and subjective well-being than their non-leader peers. The continuous engagement with communication and problem-solving activities undertaken by student leaders considerably bolsters their resilience levels. Furthermore, the successful experiences accumulated by student leaders, through participation in activities and problem-solving, often culminate in positive emotional experiences.[21] This research thus corroborates the notion that student leadership experience can foster an enhancement in students' resilience and self-efficacy.

Table 6: Statistical table of psychological resilience difference of postgraduates with or without student cadre experience

Dimension	Yes(N=361)		No(N=156)		T-value	Significance level
	Average deviation	Standard deviation	Average deviation	Standard deviation		
Tough	3.9391	0.62646	3.7853	0.63465	2.552	0.011
Self-efficacy	4.0048	0.60737	3.8045	0.70727	3.081	0.002
Stability	3.2382	0.81130	3.3282	0.77040	-1.175	0.241
Problem-solving	3.6510	0.50863	3.5919	0.52952	1.197	0.232
Family support	4.2299	0.66701	4.1955	0.66070	0.540	0.590
Social support	3.9148	0.68276	3.8237	0.64771	1.414	0.158
Overall	3.8124	0.44850	3.7439	0.46818	1.575	0.116

3.2.5. Whether it is troubled by the differences in this master's degree

Graduate education represents a higher tier of professional education, building upon undergraduate knowledge. It calls for a pronounced focus on discipline-specific hierarchy and cutting-edge developments. Furthermore, traditional teaching methodologies become less prevalent at the master's level, ceding space to discussion-based, experimental, and reading-guided methods, all to varying degrees.[22] Given the shift in teaching content and approaches, the ability of students to adjust to these master's degree nuances and their level of adaptability are pivotal to the program's continuity and the quality of personnel training. Psychological resilience encompasses dimensions such as emotional stability, self-efficacy, and problem-solving abilities. To an extent, the level of psychological resilience mirrors students' adaptability within a master's program. The question "whether you are troubled by the difference between undergraduate and master's degree" elucidates students' adaptability, where students expressing no troubles exhibit good adaptability and vice versa. Therefore, in the design of the basic information questionnaire, a jump question was incorporated. The item "whether you are troubled by the difference between undergraduate and master's degree" was presented to 499 subjects who perceived differences within various facets of the master's program. An independent sample T-test was employed to probe potential differences in the psychological resilience of master's degree students.

The findings indicate a significant difference in the overall level of psychological resilience between students who find the differences in their master's degree troublesome and those who do not (P > 0.000). Specific information is shown in Table 7. Furthermore, except for the family support dimension, the average scores of five internal dimensions, namely tenacity, self-efficacy, stability, problem-solving, and social support, were notably lower for poorly-adapted master's students compared to well-adapted ones. It is thus evident that the differences inherent in a master's degree can significantly impact an individual's level of psychological resilience. The capacity to effectively adapt to the variations of a master's degree can bolster an individual's psychological resilience, while a failure to do so can diminish it. Research by Jiang Yuxian et al. found that the psychological resilience of master's students is inferior to that of undergraduates,[23] further corroborating that the differences within a master's degree can influence an

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individual's level of psychological resilience.

Table 7: Statistical table of psychological resilience difference of postgraduates who are troubled by the difference between master and master

Dimension	Yes(N=301)		No(N=198)		T-value	Significance level
	Average deviation	Standard deviation	Average deviation	Standard deviation		
Tough	3.8040	0.60741	4.0227	0.63585	-3.863	0.000
Self-efficacy	3.8571	0.60617	4.0758	0.66307	-3.796	0.000
Stability	3.0870	0.75877	3.5333	0.78488	-6.341	0.000
Problem-solving	3.5748	0.49819	3.7306	0.51525	-3.373	0.001
Family support	4.1736	0.64257	4.2803	0.68641	-1.766	0.078
Social support	3.8098	0.66908	4.0215	0.66013	-3.476	0.001
Overall	3.6974	0.44113	3.9358	0.43576	-5.935	0.000

3.2.6. Differences between different family types

Table 8: Statistical table of psychological resilience differences of postgraduates from different family types

Dimension	Democratic type (N=400)	Authoritarian type (N=31)	Permissive type (N=72)	Ignoring type (N=14)	F-value	Significance level
Tough	3.9375	3.6694	3.7326	3.9286	3.564	0.014
Self-efficacy	3.9856	3.9032	3.7674	3.7679	2.772	0.041
Stability	3.3010	3.2452	3.0889	3.2000	1.476	0.220
Problem-solving	3.6542	3.6022	3.5324	3.6190	1.182	0.316
Family support	4.3625	3.8306	3.7986	3.1607	37.854	0.000
Social support	3.9406	3.7581	3.7118	3.5536	4.068	0.007
Overall	3.9406	3.6532	3.5868	3.5208	10.080	0.000

In alignment with Bronfenbrenner's Ecological Systems Theory, individuals in development are situated within interconnected environmental systems, where these systems engage with individuals and shape their development.[24] The family, being a microsystem with which individuals directly interact, significantly impacts a person's lifelong development. Various studies indicate that different parenting styles can positively or negatively affect individual development. A one-way ANOVA test was conducted to ascertain whether varying family types influence postgraduates' levels of psychological resilience. The findings reveal significant disparities in the overall levels of psychological resilience among postgraduates from differing family backgrounds ($P > 0.000$). Postgraduates from democratic families exhibited the highest overall average score in psychological resilience, while those from neglectful families registered the lowest scores.In examining the internal dimensions, it was found that different family types have no notable impact on stability ($P < 0.220$) and problem-solving abilities ($P < 0.316$) of postgraduates. However, they significantly influence individual tenacity ($P > 0.014$), self-efficacy ($P > 0.041$), family support ($P > 0.000$), and social support ($P > 0.007$). Specific information is shown in Table 8. The average scores for all dimensions and the overall level of psychological resilience are higher for postgraduates from democratic families than those from other family types, indicating that democratic families have a positive predictive influence on individual psychological resilience. Supporting this, research conducted by Miao Chunxia et al. asserts that students from democratic families tend to receive a higher level of social support and experience a superior quality of life,[25] further substantiating the positive predictive role of democratic families on individual psychological resilience.

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4. Research conclusions and Suggestions

4.1. Research conclusions

The survey suggests postgraduates have above-average psychological resilience with room for improvement, particularly in stability and problem-solving abilities. Significant differences in psychological resilience were found concerning gender, place of origin, honors, cadre experience, transition difficulty from undergraduate to postgraduate studies, and family types. Females showed higher family support, indicating perceived social support can enhance resilience. Urban students demonstrated superior overall resilience and problem-solving skills compared to rural counterparts. Honor-receiving students showed greater resilience, tenacity, and self-efficacy. Students with cadre experience displayed increased tenacity and self-efficacy, although overall resilience remained unaffected. Those not troubled by the undergraduate-postgraduate transition demonstrated significantly higher overall resilience, tenacity, self-efficacy, stability, problem-solving, and social support. Postgraduates from democratic families exhibited the highest resilience, especially in tenacity, self-efficacy, family, and social support.

4.2. Suggestions

4.2.1. Cultivate emotional regulation and improve students' emotional stability

The analysis shows that postgraduate students often display low stability, a crucial aspect of psychological resilience. Emotional regulation, which entails controlling internal experiences and physiological reactions to meet situational demands, is key to this stability. Research links emotional regulation to family rearing styles and school peer relationships, suggesting that democratic parenting and healthy interpersonal relationships enhance students' abilities to regulate emotions. Therefore, recommendations include fostering a democratic family atmosphere and improving interpersonal relationships in schools. Furthermore, the difficulty of transitioning from undergraduate to postgraduate studies affects emotional stability, requiring attention and psychological counseling from schools, tutors, and families. These efforts should aim to aid students in this transition, thereby increasing emotional adjustment abilities and overall psychological resilience.

4.2.2. Promote the collaborative support between home and school and raise the level of social support

The above analysis highlights the role of social support, particularly family support, in promoting psychological resilience. Perceived social support is crucial, suggesting that increasing the ability to perceive such support can enhance resilience in master's students. Both family and school, as direct microsystems, play significant roles in individual development, necessitating harmonious, positive relationships. Recommendations include enhanced home-school communication to promptly address students' needs and the use of platforms such as Tencent Conference, WeChat, and TikTok to better comprehend students' life situations and mental health. Considering individual differences is essential, as is focusing on gender disparities in psychological resilience levels. Emphasis should be on improving the emotional connections of male master students with their families and leveraging schools' educational advantages to facilitate closer, scientifically-informed familial relationships.

4.2.3. Emphasize the support of tutors and improve students' self-efficacy

The survey results underscore self-efficacy as a key factor in students' psychological resilience. Advisors significantly impact this through their mentoring style and advisor self-support. Self-supportive advisors, who offer independent, respectful, and encouraging guidance while considering students' unique needs, cultivate students' happiness and self-motivation. Accordingly, it is recommended that advisors employ a tailored self-supportive guidance approach, recognizing and addressing individual student variances and needs. For example, they should provide more opportunities for students lacking honor and leadership experiences to boost their self-confidence and broaden their perception of success. Moreover, advisors should formally recognize successful students, offering further studies, resources, or rewards to enhance self-efficacy and, ultimately, psychological resilience.

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