

The Impact Of Subjective Well-Being And Interpersonal Distress On College Students: The Mediating Role Of Resilience

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Abstract:

To analyze the impact of subjective well-being and resilience on college students' interpersonal relationship distress, this study randomly selected 742 college students for measurement. The results showed: (1) In terms of gender, there were significant differences in resilience, social interaction and friendship distress, and cross-gender friendship dimension distress among college students. (2) In terms of grade, there was only a significant difference in the interpersonal dealing dimension distress. Among them, the sophomore grade had the highest interpersonal dealing distress, followed by the senior grade. (3) The intensity of subjective well-being was positively correlated with the level of resilience, and there was a positive linear correlation between interpersonal relationship distress and its factors. Interpersonal relationship distress and its various factors were negatively correlated with the total score of resilience and the total score of subjective well-being. (4) Subjective well-being partly influenced interpersonal distress through the mediating variable of resilience. Therefore, the following suggestions are proposed: (1) Pay attention to gender differences and gender expectations; (2) Pay attention to the stage of interpersonal development; (3) Strive to enhance subjective well-being; (4) Strive to improve individual resilience.

Key Word: College students(students); Subjective well-being (SWB); Interpersonal relationship distress(IRD); Resilience; Mediating effect.

Date of Submission: 22-01-2024

Date of Acceptance: 02-02-2024

I. Introduction

Interpersonal relationships are the connections that form between individuals through their interactions, reflecting the psychological distance between them. The closer the relationship between two individuals, the smaller the psychological distance, indicating a state of satisfaction for both individual psychological and social needs. College students (students) naturally develop interpersonal relationships as they interact with classmates, friends, teachers, and strangers (Li & Zhao, 2004). The quality of these relationships has a significant impact on their physical and mental health, and may even affect their growth and future prospects. Some research suggests that students, who are in a period of rapid self-awareness development, may experience more pronounced interpersonal relationship difficulties, which can affect their mental health (Li., et al, 2023). Tense interpersonal relationships are one of the main challenges faced by students in their growth and development (Li, 2002). If students have harmonious interpersonal relationships, their mood will be pleasant, and they will be more efficient in their daily studies and work. Otherwise, negative emotions such as tension, depression, and anxiety caused by poor interpersonal relationships will inevitably arise, affecting their academic and social state. For many current students, college life is the beginning of independent living. Although the interpersonal interaction environment in schools is simpler than in society, for students with little experience in interpersonal communication, interpersonal relationships still trouble most of them. Interpersonal relationship difficulties are very common among students and are one of the important reasons affecting their physical and mental health (Wang, 2020). The state of students' interpersonal relationships is concerning; among students, only 60% have strong interpersonal communication abilities, 27.8% have interpersonal communication difficulties, and 3.4% have interpersonal communication disorders (Feng,2004). The proportion of students with interpersonal relationship difficulties reaches as high as 46.09%, mainly manifesting as timidity, shyness, withdrawal, poor expression, and non-conformity (Zhu., et al, 2013). If students have interpersonal relationship distress (IRD), it will affect their emotional state and thereby affect their interpersonal relationships (Zhan, 2010). The results of research on interpersonal relationship difficulties among students vary greatly with demographic variables such as gender and grade. Specifically, male students have higher levels of IRD than female students, and older

students have higher levels of IDR than younger students (Wan., et al, 2013). In contrast, there is no difference in interpersonal relationships across grades (Li., et al, 2010).

Factors influencing the interpersonal relationships of students are multifaceted, encompassing both external objective factors and internal subjective factors. Subjective well-being (SWB) is one such intrinsic factor and is a key focus of positive psychology research. SWB represents an individual's overall assessment of their quality of life based on personal internal criteria, reflecting the individual's subjective experience of life quality. Research findings on students' SWB are varied, with some studies indicating that students can clearly perceive their own SWB (Wang., et al, 2017), while others suggest that the level of SWB among Chinese college students is moderate (Ma & Huang, 2022). Overall, students' well-being is reported to be positive (Lin., et al, 2023), and compared to factors such as money, health, or even love, students place a higher value on SWB (Diener., et al, 2015). SWB has been found to influence an individual's cognition, prosocial behaviors, and emotional state (Hou., et al, 2020). The relationship between students' SWB and interpersonal relationships is complex. An individual's interpersonal interactions are directly influenced by their SWB. There is a linear positive correlation between adolescent family relationships and psychological well-being (Taylor., et al, 2016). Students may experience stress in interpersonal interactions, which can affect their SWB. IDR has been found to significantly predict lower SWB (Zhou, 2011), with a negative association between the total score of IDR and the total score of intrinsic SWB. The higher the level of IDR, the weaker the individual's intrinsic SWB, whereas positive interpersonal interactions can enhance one's SWB. Conversely, individuals with stronger intrinsic SWB tend to experience lower levels of IDR, and SWB can also improve an individual's interpersonal interactions (Zhang & He, 2016).

Resilience, also known as psychological toughness or psychological recovery force, primarily refers to an individual's ability and quality to re-adjust their mindset and adapt to life positively and optimistically after experiencing difficulties and setbacks (Zhu., et al, 2022). As a positive trait, resilience can mitigate the impact of external negative factors on an individual's psychological development, maintaining a high level of mental health (Yin., et al, 2018). To date, research on resilience among students has yielded some results. For instance, the higher an individual's level of resilience, the higher their mental health level, and the less frequent occurrence of mental health issues (Yang, 2016); male students exhibit superior resilience compared to females (Zou., et al, 2023). SWB also shares a certain relationship with resilience. Resilience can positively predict SWB (Wang., et al, 2010), and there is a significant positive correlation between resilience and the dimensions of life satisfaction and positive emotions within SWB, while a significant negative correlation is found with the negative emotion dimension. It is believed that resilience has a positive effect on SWB (Heng, 2012), and resilience and its dimensions are also positively correlated with SWB, with resilience influencing individual SWB through its impact on cognitive processes (Xie & Ge, 2019). Resilience also has a certain relationship with interpersonal relationships. There is a linear negative correlation between resilience and social anxiety (Liang., et al, 2019), and positive interpersonal relationships can positively predict resilience (Nie., et al, 2015). Individuals with good resilience also possess strong interpersonal communication skills, enabling them to handle various interpersonal relationships effectively (Faber., et al, 2000).

In summary, previous research on the relationship between students' interpersonal relationships and SWB has primarily focused on how interpersonal relationships influence SWB. The research conclusions are largely consistent, indicating that the quality of interpersonal relationships directly affects an individual's level of SWB, with better relationships corresponding to higher levels of SWB. According to cognitive-behavioral theory, the processes of cognition, emotion, and volitional action are interlinked, with cognition serving as the foundation. Emotions arise from cognition, and actions are driven by emotions. The behavior an individual exhibits in a particular environment is determined by their cognition. From this perspective, researchers have sought to address the following questions: Is SWB, as an individual's subjective overall evaluation, influenced by empathy, tolerance, and positive emotions, which in turn affect interpersonal relationships? If so, what is the extent of this influence? The literature suggests that resilience is indeed related to interpersonal relationships. For an individual, resilience is a crucial ability and quality, characterized by a proactive and positive response to negative experiences and a flexible adaptation to changes in the external environment. Does a higher level of SWB imply a more proactive and positive attitude in the face of interpersonal setbacks, stronger resilience, and thus an impact on interpersonal relationships? In other words, does SWB among students influence interpersonal relationships through resilience? Considering this, the current study aims to explore the current status of SWB and interpersonal relationships among students, investigate the value of resilience in SWB and interpersonal relationships, and reveal the mechanism of SWB's effects. The goal is to provide theoretical support for students to better manage interpersonal relationships and ultimately enhance individual mental and SWB.

II. Methodology

Participants

This study randomly selected students from Lingnan Normal University (students) as the research subjects. The questionnaire survey was conducted through the Internet platform of Questionnaire Star, and a total of 760 students participated in the survey. After excluding 18 questionnaires that were not filled out seriously or completely, the results of 742 students' questionnaires were valid, resulting in a high response rate of 98%. Among them, there were 323 males, accounting for 43.5%, and 419 females, accounting for 56.5%; 201 first-year students, accounting for 27.1%, 182 second-year students, accounting for 24.5%, 171 third-year students, accounting for 23.1%, and 188 fourth-year students, accounting for 25.3%.

Research Instruments

General Well-being Scale (GWB) (Chinese Version): This scale is a revised version of the scale developed by Fazio in 1977 to evaluate individual well-being by Jian Hua Duan. It consists of 18 items, with 9 items being reversely scored. The lower the total score of all items, the weaker the SWB is perceived to be. It is structured into 6 dimensions: items 6 and 11 correspond to the satisfaction and interest in life; items 10 and 15 correspond to concerns about health; items 1, 9, 14, and 17 correspond to energy levels; items 4, 12, and 18 correspond to melancholic or pleasant mood states; items 3, 7, and 13 correspond to emotional and behavioral control; and items 2, 5, 8, and 16 correspond to relaxation and tension (Duan, 1996). In this study, the internal consistency coefficient of this assessment tool was 0.818.

Connor-Davidson Resilience Scale (CD-RISC): This scale is a revised version by Xiao Nan Yu, consisting of 25 items and covering 3 dimensions: tenacity, self-improvement, and optimism. The scale has good reliability and validity. It uses a Likert 5-point scoring method, with "never" scored as 1, "rarely" as 2, "sometimes" as 3, "often" as 4, and "almost always" as 5. The total score is the average of all item scores, and the subscale scores are the average of the item scores for their respective subscales (Yu, 2007). In this study, the internal consistency coefficient of this assessment tool was 0.937.

Comprehensive Interpersonal Relationship Diagnosis Scale: This test scale was developed by Richang Zheng and others in 1999 and consists of 28 items, covering 4 distress dimensions: Dimension 1 is communication distress, Dimension 2 is social interaction and friendship Distress (SIFD), Dimension 3 is interpersonal dealing distress (IDD), and Dimension 4 is Cross-Gender Friendship Distress (C-GFD), with 7 items in each distress dimension. The scale uses a Likert 2-point scoring method, with "yes" scored as 1 and "no" scored as 0. All items are scored positively, so the higher the total score or the score in the four dimensions, the greater the distress and the lower the ability (Zheng, 1999). In this study, the internal consistency coefficient of this assessment tool was 0.9.

III. Result

Exploring the Factors Associated with SWB, Resilience and IRD

The distribution of SWB levels, resilience scores, and IRD scores among students is uneven. The total SWB score is 75.43, with a maximum score of 111 and a minimum score of 38. The majority of students have a decent level of SWB, and some have a high level, indicating a high sense of happiness. However, there are still some students with very low levels of SWB, experiencing no sense of happiness. The total resilience score is 3.3439, with a maximum score of 5.0 and a minimum score of 0.188. The majority of students have moderate levels of resilience, and some have very high scores. However, there are still some students with poor resilience. The total IRD score is 8.69, with a standard deviation of 6.266, ranging from 0 to 7.0, showing a large gap. The scores for communication distress are 2.42, ranging from 0 to 7.0, indicating a significant difference. The scores for SIFD are 3.05, ranging from 0 to 7.0, showing a large gap. The scores for IDD are 1.2, ranging from 0 to 7.0, showing a significant difference. The scores for C-GFD are 2.02, ranging from 0 to 7.0, indicating a large gap. From these data, it can be seen that whether it is the overall score of IRD or the scores in specific dimensions, there are some difficulties in the interpersonal relationships of students.

Demographic Analysis of SWB, Resilience and IRD and Their Factors

Using gender as the independent variable and SWB, resilience, total IRD scores, and the scores of the four factors as dependent variables, an independent samples t-test was conducted. Using grade as the independent variable, one-way ANOVA tests were conducted on the total scores of SWB, resilience, and IRD, as well as the scores of the four dimensions. The results are presented in **Table 1**. It can be seen that in terms of gender, there are extremely significant differences in resilience scores ($p < 0.001$) and significant differences in the scores of SIFD ($p < 0.05$) and C-GFD ($p < 0.05$). There are no differences in SWB, IRD, and other factors. Male students have significantly better resilience than female students. Female students experience more severe distress in SIFD, while male students have more severe distress in C-GFD. In terms of grade, there is a significant difference only in the scores of IDD ($p < 0.05$), with no significant differences in IRD and the other

three dimensions. The grade with the highest level of distress in dealing with people and situations is sophomore, followed by senior, freshman, and junior.

Table 1 : Comparative Analysis of IRD Differences among Students by Gender

Variable	Categories	SWB	Resilience	IRD	CD	SIFD	IDD	C-GFD
		M±SD	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD
Gender	Male	76.41±11.89	3.40±0.57	8.81±6.77	2.48±2.11	2.84±2.22	1.29±1.54	2.19±1.89
	Female	74.67±10.88	3.30±0.48	8.59±5.89	2.37±1.92	3.21±2.17	1.13±1.29	1.88±1.68
	t	2.074	2.472***	0.457	0.769	-2.315*	1.577	2.315*
Grade	Freshman	75.94±10.09	3.38±0.50	8.74±5.74	2.5±1.93	3.17±2.11	1.09±1.28	1.98±1.65
	Sophomore	75.09±12.32	3.31±0.55	9.41±6.64	2.46±2.09	3.27±2.28	1.45±1.49	2.24±1.82
	Junior	75.71±11.81	3.33±0.52	8.26±6.09	2.37±1.97	2.82±2.15	1.02±1.32	2.01±1.79
	Senior	74.95±11.31	3.35±0.51	8.32±6.57	2.34±2.03	2.89±2.24	1.23±1.50	1.86±1.86
	F	0.332	0.666	1.302	0.261	1.633	3.194*	1.471
	Multiple Comparison					Sophomore > Freshman (p=0.014)		Sophomore > Junior (p=0.005)

PS: Subjective well-being (SWB); Interpersonal Relationship Distress (IRD) ; Communication Distress (CD) ; Social Interaction and Friendship Distress (SIFD) ; Interpersonal Dealing Distress (IDD) ; Cross-Gender Friendship Distress (C-

Note: *p < 0.05, **p < 0.01, ***p < 0.001

Correlation Analysis between SWB, Resilience IRD and Its Factors

The results of the correlation analysis between students' SWB, resilience, IRD, and its factors, as explored in this study, are presented in detail in **Table 2**. As indicated in Table 2, there is a significant positive linear correlation between the total scores of SWB and resilience (p < 0.01). Additionally, there are significant positive linear correlations among the factors of IRD (p < 0.01). Furthermore, there are significant negative linear correlations between the total scores of IRD and its factors and the total scores of resilience and SWB (p < 0.01 for both).

Table 2: Correlation between SWB, Resilience and IRD among Students

Variables	SWB	Resilience	IRD	CD	SIFD	IDD	C-GFD
SWB	1	0.621**	-0.496**	-0.482**	-0.457**	-0.401**	-0.321**
Resilience		1	-0.442**	-0.411**	-0.439**	-0.264**	-0.342**
IRD			1	0.894**	0.903**	0.763**	0.798**
CD				1	0.759**	0.601**	0.609**
SIFD					1	0.607**	0.609**
IDD						1	0.469**
C-GFD							1

Note: *p<0.05, **p<0.01, ***p<0.001

The Mediating Role of Resilience in SWB's Effect on IRD

Based on the analysis of the correlation between the three factors, it is evident that SWB may indirectly affect students' IRD through resilience. In other words, SWB can use resilience as a mediating variable to influence IRD. The method used to test the mediating effect of resilience in this study is the sequential testing method proposed by Wen and others (Wen., et al, 2004). A total of four one-way linear regression analyses were conducted, involving the independent variables, dependent variables, and all regression results are detailed in **Table 3**. Since all four t-test results were significant, the mediating effect of resilience was significant. As shown in Table 4, the fifth t-test result was also significant, indicating that the mediating effect of resilience was partial, meaning that part of the impact of students' SWB on their IRD was achieved through resilience. The degree of IRD was directly affected by the total score of SWB. In interpersonal interactions, the increase in SWB would reduce the level of IRD. Moreover, after adding the resilience variable, the impact on the degree of IRD was significantly enhanced, indicating that part of SWB affects IRD through the mediating variable of resilience. The mediation effect model is shown in **Figure 1**. As the research progresses, to further prove the mediating effect of resilience in the process of SWB affecting IRD among students, this study continued to use Bootstrap for further testing. The results showed that, with a 95% confidence interval, the mediation effect test result did not include 0 (LLCI=-0.3081, ULCI=-0.2390), indicating that the mediating effect of resilience between SWB and IRD was significant, and the size of the mediation effect was -0.2735. At the same time, after

controlling for resilience, the impact of SWB on IRD also did not include 0 (LLCI=-0.2423, ULCI=-0.1557), indicating that SWB has a direct effect on IRD.

Table 3: Mediating Effect of Resilience on SWB and IRD in Students

Step	Independent Variable	Dependent Variable	β	R^2	F	t
Step 1	SWB	IRD	-0.496***	0.245	241.237***	15.532***
Step 2	SWB	Resilience	0.621***	0.385	465.332***	21.572***
Step 3	Resilience	IRD	-0.442***	0.194	179.312***	-13.391***
Step 4	Resilience	IRD	-0.218***	0.273	140.09***	-5.442***
	SWB		-0.361***			-9.022***

Note: *p < 0.05, **p < 0.01, ***p < 0.001

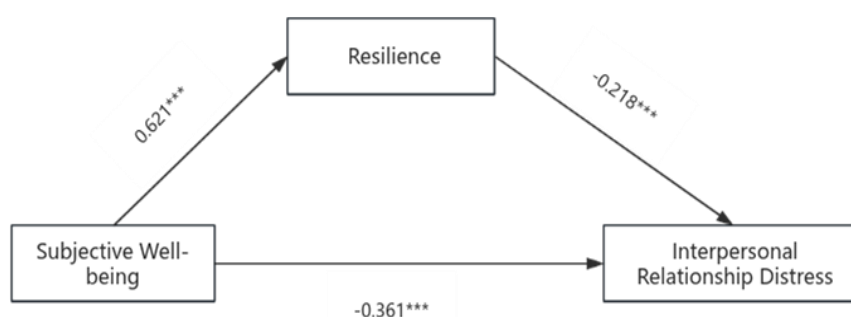


Figure 1: Mediation Effect Model of Resilience between SWB and IRD

IV. Discussion

Discussion on the Status of SWB, Resilience and IRD

The academic and life planning, academic pressure, and social support during the four years of college are important factors affecting students' levels of happiness. Reasonable academic and life planning, progress towards goals set by the planning, can lead to greater satisfaction. Excessive academic pressure may cause individuals to focus more on stressors, leading to decreased academic performance and affecting their assessment of well-being. Conversely, too little pressure may result in a sense of aimlessness and confusion, affecting one's experience of happiness. The more comprehensive a student's social support system, the easier it is to overcome difficulties and face setbacks, maintain an optimistic and positive attitude towards life, and experience higher levels of happiness. Self-regulation abilities, growth environment, and personality all influence resilience. For instance, individuals with strong self-regulation abilities are more adept at coping with setbacks and enhancing their resilience. The more complex an individual's growth environment, the better their resilience, as they have already experienced and learned to cope with hardships and setbacks in that environment. Students have strong interpersonal needs, but due to a lack of social skills and an inability to create positive social relationships, these needs are often not well met. This is directly related to the fact that, in their past lives, students have paid little attention to interpersonal relationships, besides academics, and lack relevant knowledge.

Comparative Analysis of IRD Differences among Different Groups of Students

The broader social engagement of males from childhood to adulthood, despite current societal emphasis on gender equality, often leads to an unconscious secondary positioning of females in real life. This situation significantly constrains the social activity range of females and undermines their enthusiasm, which may contribute to the better resilience observed in male students. The differences in SIFD among students can be attributed to the personality traits of female students. Female students are generally more sensitive, reserved, and passive compared to male students, and they have a stronger perception of changes in interpersonal relationships. Under the influence of these personality traits, female students typically exhibit more sensitive reactions in dormitory relationships and require more outlets for expression and communication when faced with IRD. When such opportunities for communication are lacking, their interpersonal needs go unmet, leading to stronger feelings of distress. Differences in cross-gender interactions among students arise from the distinct ways of thinking between male and female students. Male students often interpret the thoughts and actions of the opposite sex through a "straight man" mindset, failing to understand the hidden intentions behind the language expressed by female students. As a result, their words and actions are often not accepted by female

students, leading to confusion and uncertainty during the course of their interactions. The experiences at different stages of life and the life tasks faced by students of different grades determine their differences in how they treat others and interact with the world.

Correlation Analysis of SWB, Resilience and IRD

The stronger the SWB of students, the better their internal experience, the more positive and extroverted their emotions, and the more positive their view of the surrounding environment. When faced with setbacks and difficulties, driven by positive and pleasant emotions, they are more likely to adopt a positive attitude for psychological construction, quickly recover from setbacks or find successful coping methods. SWB is an individual's judgment and feeling about themselves, while interpersonal relationships are the relationships formed between people in their interactions, representing an individual's social adaptability. The better a student's subjective psychological experience, the more they can face various social challenges with a positive and calm attitude, and the stronger their social adaptability. They can apply the methods learned from solving complex problems to their interpersonal interactions, improving their interpersonal communication skills and reducing IRD. The higher the level of resilience among students, the stronger and more resilient they will be in the face of setbacks and adversity in interpersonal interactions. They can actively cope with and resolve issues, and through self-regulation of their behavior, demonstrate resilience in the face of interpersonal difficulties, reducing emotional distress and pressure. Consequently, IRD will be reduced.

Discussion on the Role of Resilience in the Influence of SWB on IRD

Individuals with high SWB are less affected by external influences, maintaining a positive self-perception and not readily dismissing their internal subjective experiences. They optimistically perceive and actively cope with life's challenges, including negative events, which fosters the development of resilience. This resilience enhances interpersonal communication abilities and attitudes, and positively affects resilience. Individuals with high resilience exhibit greater recovery and coping abilities from threatening situations, with higher self-worth and identity. These positive qualities are consistently demonstrated in interpersonal interactions, enabling effective handling of complex relationships and resulting in lower IRD. Conversely, individuals with low SWB easily negate their internal subjective experiences, diminishing self-identification and resilience. In interpersonal challenges, they often doubt themselves, struggling to use rational problem-solving strategies. This can lead to increased IRD. In summary, the stronger the perceived well-being of students, the better their resilience, reducing IRD. Conversely, the less satisfied individuals feel, the less resilient they are, making them more susceptible to IRD. Analysis shows that college students' SWB can directly predict lower IRD, and also indirectly predict distress through the mediation of resilience.

V. Conclusion and Recommendations

The results of the variance analysis with gender and grade as independent variables revealed that significant differences exist between genders in the domains of resilience, SIFD, as well as C-GFD. No significant differences were observed in other factors, IRD, or SWB. When considering grade level, significant differences were only found in the dimension of IDD, with no significant differences noted in other dimensions, IRD, resilience, or SWB. Among the grades, the highest level of IDD was found in sophomores, followed by seniors. Correlation analysis between SWB, resilience, and interpersonal relationship difficulties and their factors among students showed a linear positive correlation between the intensity of SWB and the level of resilience. There was also a linear positive correlation among the factors of IRD. Additionally, there was a linear negative correlation between the total scores of IRD and their factors with the total scores of resilience and SWB. Based on these correlation relationships, further mediation testing indicated that a portion of students' SWB is influenced by resilience as a mediating variable on IRD. Drawing from these findings, the following insights and recommendations are proposed.

Emphasis on Gender Differences and Gender Expectations

Efforts should be made to promote awareness and understanding of gender differences through education, advocacy, and public campaigns, aiming to reduce gender biases and eliminate restrictions on individual choices and development due to gender. In strengthening gender education, the integration of gender concepts into teaching and learning is essential to cultivate correct gender attitudes, ensuring individuals possess the consciousness and ability to respect and treat genders equally. This will assist individuals in establishing positive gender identities and modes of expression. The promotion of gender equality should be intensified through various channels such as media and advertising, encouraging societal attention to gender differences and expectations, thereby generating broader concern and discussion. Governments, schools, social organizations, and enterprises should be urged to provide equitable opportunities in education, employment, and leadership, ensuring that everyone can access education and employment opportunities regardless of their

gender. Providing positive role models and encouragement will help eliminate restrictions on gender behaviors and expressions, allowing everyone to genuinely express themselves.

Emphasis on the Stages of Interpersonal Development

Research and comprehension of interpersonal development theories should be deepened to continuously enhance individuals' knowledge and experience, while respecting the regularity and the various developmental stages of individuals in interpersonal relationships. It's crucial to understand that individuals have different needs and priorities at each stage of their interpersonal development. By learning to address specific issues through a stage-appropriate lens, individuals can develop the skills to confront and resolve social challenges within their relationships. In practice, actively seeking the right kind of help, support, and guidance can help individuals navigate through obstacles in their interpersonal growth. By finding appropriate opportunities and settings, individuals can continually apply and refine their knowledge and skills in managing interpersonal relationships.

Striving to Enhance Students' SWB

Efforts should be made to guide individuals to focus on their own physical and mental health, and to master effective emotional and stress management techniques. Encouraging individuals to actively cultivate hobbies and passions helps them better understand their intrinsic needs and develop their psychological literacy. Promoting participation in mental health education activities establishes confidence in overcoming difficulties and facing challenges, fostering a positive and optimistic attitude towards life. Encouraging involvement in social activities expands the circle of harmonious, supportive, and friendly interpersonal relationships, and helps individuals set meaningful life goals. A multi-method and proactive approach should be adopted, encompassing a variety of measures.

Working to Improve Individual Resilience

Through positive self-affirmation and encouragement, individuals can develop a healthy mindset and self-awareness, fostering trust and confidence in their own abilities to cope with difficulties, and recognizing their self-worth. Training individuals in flexible and creative thinking and behavioral patterns allows for quick and adaptable adjustments in response to adversity, learning to accept and adapt to changes, and actively seeking problem-solving methods, thereby enhancing the ability to deal with stress and adaptive thinking. Learning emotional regulation techniques and strategies for emotional management helps individuals understand and manage their emotional reactions, improving their coping abilities and emotional management skills in times of difficulty. Seeking professional psychological assistance provides comprehensive and in-depth support for better psychological guidance and support.

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