

# Strategies for Enhancing Employability of Local University Students from the Perspective of Resilience

Huang Yukai<sup>1</sup>, Ding Luxuan<sup>1</sup>, Shen Liqin<sup>1</sup>, Zhou Mengyao<sup>1</sup> & Shi Wangting<sup>1</sup>

<sup>1</sup> College of Teacher Education, Quzhou University, China

Correspondence: Huang Yukai, College of Teacher Education, Quzhou University, Quzhou, Zhejiang, 324003, China.

Received: October 2, 2025; Accepted: October 15, 2025; Published: October 16, 2025

*Funding: This project is sponsored by the College Student Innovation and Entrepreneurship Training Program (Grant No. Q25X041).*

## Abstract

This study examines the current status of psychological resilience among local-university undergraduates in the employment context, so as to provide a theoretical basis for enhancing their employability. Using a questionnaire survey, 160 students from Quzhou University were assessed on three dimensions of resilience. The results reveal a moderate overall level of resilience. Specifically, for the sub-dimension “future positive orientation”, scores decline progressively from lower- to higher-grade students and also decline from provincial-capital cities through county seats to townships. Likewise, for the sub-dimension “interest diversity”, scores decrease stepwise along the same urban–rural origin gradient. Corresponding strategies are proposed to support the employment-related psychological and competence development of local-university students.

**Keywords:** local-university employment, psychological resilience, university-student employment, employability

## 1. Research Significance and Objectives

Since the 21st century, China's higher education system has undergone continuous reforms, with the vigorous advancement of the "enrollment expansion" policy leading to sustained and rapid growth in the number of graduates. In 2001, China had only 1.03 million new college graduates, but by 2024, this number had surged to 11.79 million—an increase of nearly tenfold. As the number of college graduates has risen rapidly, the job market for students has become increasingly competitive. In 2024, the employment rate for Chinese college graduates was only 55.5% [1]. When faced with fierce employment competition, students often experience multiple pressures from society, family, and their own expectations, resulting in a growing number of mental health issues. According to a survey by Lü Wenxuan [2], 70.7% of college students exhibit varying degrees of anxiety during the job search process, reflecting the significant impact of employment challenges on their psychological well-being.

In China, the student population in local universities is considerably larger. Zhu Shiyi [3] found that there is an asymmetry in the employment resources accessible to students from local universities compared to those from key universities. Market demand information is not fully reflected in local universities, leaving their students unable to clearly understand employer requirements and placing them at an informational disadvantage. Constrained by both the large number of competitors and limited institutional resources, they often face more severe employment challenges. The resulting employment anxiety has become a prevalent psychological distress, not only eroding students' mental health but also potentially hindering their career development. Fan Junqiang, Huang Yuxin, et al. [4] argue that employment anxiety can lead to low mood among college students, and even cause lack of confidence in job seeking, avoidance of employment, and similar phenomena.

Consequently, employment-related psychological issues are particularly prominent among students in local universities. A survey of 458 students at Pearl River College of South China Agricultural University by Wu Minzhi [5] revealed that 88% of students "feel stressed at the thought of finding a job." A study by Ma Tingting [6] involving 356 graduates from several local universities showed that 89.33% of respondents reported low self-efficacy in career selection, making them prone to feelings of inferiority. Research by Zhai Yamin, Zuo Xunya, and Xie Weishi [7] on 1,706 graduates from Hefei Vocational and Technical College found that 92.7% of students exhibited subjective anxiety regarding employment. The long-term persistence of such stress, inferiority, and

anxiety not only affects students' academic and daily lives but may also lead to psychological disorders like depression and anxiety. These psychological distresses often manifest as behavioral deviations during the employment process. Liu Tiantian [8] noted that some graduates, due to inadequate psychological resilience, tend to choose escape when encountering setbacks in job hunting. Shan Xuemin [9] also highlighted that some students, realizing the gap between their acquired knowledge and market demands, feel confused about their career direction and passively opt for "slow employment." Therefore, the key to addressing the psychological and behavioral deviations caused by employment-related psychological issues lies in helping college students enhance their psychological resilience during the employment process.

For students in local universities, this ability not only helps them maintain a positive mindset and persevere in their efforts when facing employment setbacks, but also assists them in finding suitable career paths. Zhang Weiqing and Jin Shenghua [10] found in their research that college students with strong psychological resilience can view encountered difficulties positively, believing that these challenges do not hinder their employment but rather help them find jobs that suit them. Compared to students from key universities, their disadvantage in resources makes strong psychological resilience even more crucial, highlighting the significance of enhancing this capability.

Strong psychological resilience not only enables students in local universities to effectively cope with current difficulties but also signifies their capacity for personal growth after experiencing setbacks, thereby allowing them to better adapt to the current employment environment. Karoly and Ruchman [11] noted that psychological resilience is a phenomenon developed through encountering setbacks or adversity in the process of individual psychological growth. As a core strength for facing challenges and fostering personal development, enhancing psychological resilience will not only improve the adaptability of local university students in the job market but also provide enduring momentum for their long-term career growth.

The term "resilience" originates from the Latin word "resilience," which initially referred to a concept in physics describing an object's ability to recover its original shape after being deformed by external forces. Later, it acquired multi-layered meanings in fields such as psychology, sociology, and engineering. There are several translated versions of the term in Chinese, such as "restorative capacity" "adversity resistance", and "psychological flexibility". The first translation of "resilience" as "tenacity" in China appeared in the research by Yu Xiaonan and Zhang Jianxin [12], who pointed out that "resilience" refers to an inherent quality of human beings. Hu Yueqin and Gan Yiqun [13] described psychological resilience as an individual's ability to psychologically "bounce back" from adversity, stress, pain, stressful events, experiences, and setbacks in social life. Wang Yong [14] further indicated that psychological resilience is a relatively stable psychological characteristic demonstrated when people face adversity and pressure, enabling them to utilize their positive psychological resources to maintain and enhance their healthy development. Internationally, research on "resilience" was advanced by Tugade and Fredrickson [15] in the United States, who defined resilience as the effective coping and adaptation exhibited by individuals when confronting loss, difficulties, or adversity.

By integrating previous studies, its definitions can be summarized into three main types: ability-oriented definition, outcome-oriented definition, and process-oriented definition.

From the ability perspective, this definition was proposed successively by Lock & Kremen [16], Blocks [17], and Lazarus [18]. They argued that psychological resilience, manifested as a personality trait, is a relatively stable ability to overcome or conquer difficulties and recover in a timely manner.

From the outcome perspective, Qiu Ting and Tan Wen [19] believed that psychological resilience refers to an individual's good adaptability to outcomes when interacting with the environment.

From the process perspective, Luthar [20] held that psychological resilience is a process in which an individual can quickly adjust their mindset and respond positively when facing trauma or adversity. This viewpoint emphasizes the process of an individual's psychological development during an event.

In summary, although scholars have not yet reached a consistent definition of "resilience" in recent years, there are commonalities in many aspects. Generally speaking, resilience can be defined as an individual's psychological self-regulation ability to achieve state adaptation, recovery, and growth through internal adjustment when facing setbacks, trauma, or adversity.

Second, against the backdrop of the current society, the continuous rise in employment pressure has already affected the physical and mental development of college students, and the regulatory role of resilience has become increasingly prominent. However, there have been inconsistent findings regarding the influencing factors of psychological resilience among students in local universities across different previous studies.

Some studies have pointed out that there is no significant gender difference in psychological resilience, but female students demonstrate stronger ability to control and regulate negative emotions; in terms of grade, freshmen differ from students in other grades across various dimensions [21]. In contrast, other studies have indicated that male students have a higher level of psychological resilience than female students, and in terms of grade, sophomores score the highest on average in psychological resilience, while seniors and above score the lowest on average [22].

It can be seen from the above that existing research findings have rarely focused on the three dimensions of positive orientation toward the future, individual emotional regulation ability, and diversity of interests. Therefore, further investigation and analysis of psychological resilience among local university students from the perspective of employment are needed. Such research can serve as an important basis for universities to optimize career guidance courses and provide personalized career counseling. It helps local university students enhance their psychological adjustment ability during job hunting, offers a deeper approach to self-awareness, thereby improving their employability. Additionally, it enables them to better regulate their emotions while planning their career development paths more rationally, laying a foundation for career planning and development and further improving the quality of employment.

In conclusion, against the backdrop of the continuous rise in employment pressure in current society, college students—especially those from local universities—have been significantly impacted in terms of their physical and mental health as well as their future career planning.

This study aims to analyze the current status of psychological resilience among local university students from the perspective of employment, further understand their level of psychological resilience, and propose strategies to enhance psychological resilience. Ultimately, it intends to provide a theoretical basis for local universities to optimize their career guidance courses and support local university students in their career planning.

## 2. Research Methods and Results

### 2.1 Research Methods

This study explores and analyzes the basic status of psychological resilience among students in local universities. An online questionnaire survey was conducted among students of a university in Quzhou City: questionnaires were distributed via the Wenjuanxing APP from March 19 to May 2025, and data were collected over a two-month period. A total of 160 valid questionnaires were finally collected and used for the analysis in this study.

The characteristics of the research subjects are shown in Table 1. Among them, there were 66 males, accounting for 41.2%, and 94 females, accounting for 58.8%. In terms of grade, 74 students were in lower grades (Freshman and Sophomore years), accounting for 45.0%, and 88 students were in upper grades (Junior and Senior years), accounting for 55.0%. By major type, 93 students majored in humanities and social sciences, accounting for 58.1%, and 67 students majored in natural sciences, accounting for 41.9%. In terms of family location, 28 students were from provincial capital cities, accounting for 17.5%; 44 students were from prefecture-level city proper, accounting for 27.5%; and 88 students were from county seats and other towns, accounting for 55.0%.

Table 1. Background Characteristics of Research Subjects

component		count	ratio
gender	male	66	41.3
	female	94	58.8
grade	lower grades (Freshman and Sophomore years)	74	45.0
	upper grades (Junior and Senior years)	88	55.0
major type	humanities and social sciences	93	58.1
	natural sciences	67	41.9
family location	provincial capital city	28	17.5
	prefecture-level city proper	44	27.5
	county seats and other towns	88	55.0
total		160	100%

Second, to measure psychological resilience in this study, the instrument developed by Park (2016) was adopted. Each item was measured using a 5-point Likert scale, and the instrument consists of 18 items. The factor composition and reliability of the instrument are presented in Table 2, with an overall Cronbach's  $\alpha$  coefficient of 0.957.

The instrument comprises three factors: positive orientation toward the future, individual emotional regulation ability, and diversity of interests.

Positive orientation toward the future includes 6 items, with a Cronbach's  $\alpha$  coefficient of 0.927. Sample items are "I believe good things will definitely happen in the future," "I think the future is bright," and "I have hope for my future."

Individual emotional regulation ability consists of 6 items, with a Cronbach's  $\alpha$  coefficient of 0.903. Examples of these items are "I can control my emotions well," "I can stay calm even in difficult situations," and "I do not get bored easily."

Diversity of interests contains 6 items, with a Cronbach's  $\alpha$  coefficient of 0.902. Representative items include "I enjoy challenging myself with various experiences," "I like new or unique things," and "I am interested in and care about various aspects of things."

Finally, the collected data were analyzed using the SPSS 26.0 software. Frequency analysis was conducted to understand the general statistical characteristics of the research subjects, and frequencies and percentages were calculated. Additionally, the Cronbach's  $\alpha$  coefficient was computed to verify the reliability of the measurement instrument, and descriptive statistical analysis and difference analysis were also performed.

Table 2. Factor Composition and Reliability of the Measurement Instrument

factor	item	number of items	Cronbach $\alpha$
psychological resilience	positive orientation toward the future	3,6,10,14,15,17	0.927
	individual emotional regulation ability	2,5,7,9,11,13	0.903
	diversity of interests	1,4,8,12,16,18	0.902
		6 18 6 6	0.957

## 2.2 Research Results

The overall status of psychological resilience was as follows: mean (M) = 3.42, standard deviation (SD) = 0.66, skewness = 0.046, and kurtosis = 1.313.

In the difference test (as shown in Table 3), first, regarding positive orientation toward the future (a sub-factor of psychological resilience), there were significant differences in terms of grade and family location ( $t = 2.006$ ;  $F = 3.267$ ), while no statistically significant differences were found in terms of gender or major. For grade, the positive orientation toward the future of students in lower grades (M = 3.63) was better than that of students in upper grades (M = 3.39). For family location, the mean scores in descending order were: provincial capital cities (M = 3.79), prefecture-level city proper (M = 3.55), and county seats and other towns (M = 3.37).

Regarding diversity of interests, no significant differences were observed in terms of gender, grade, or major type, but there was a significant difference in terms of family location ( $F = 4.522$ ). Among the groups, students from provincial capital cities had the highest mean score (M = 3.74), followed by those from prefecture-level city proper (M = 3.44) and county seats and other towns (M = 3.30).

However, in the difference test for the individual emotional regulation ability dimension, no statistically significant differences were found among the demographic variables in this factor.

Table 3. Difference Test of Psychological Resilience

component		psychological resilience			
		positive orientation toward the future (M $\pm$ SD)	individual emotional regulation ability (M $\pm$ SD)	diversity of interests (M $\pm$ SD)	
gender	男 (N=66)	3.43 $\pm$ 0.76	3.46 $\pm$ 0.73	3.43 $\pm$ 0.74	
	女 (N= 94)	3.55 $\pm$ 0.80	3.29 $\pm$ 0.64	3.41 $\pm$ 0.68	
	t	-0.961	1.607	0.229	
	p	0.338	0.110	0.819	
grade	lower grades (N=72)	3.63 $\pm$ 0.74	3.47 $\pm$ 0.67	3.51 $\pm$ 0.66	

	upper grades (N=88)	3.39±0.81	3.28±0.69	3.34±0.73
	t	2.006	1.748	1.558
	p	0.047	0.082	0.121
major type	humanities and social sciences (N=93)	3.46±0.78	3.34±0.66	3.35±0.68
	natural sciences (N=67)	3.55±0.79	3.40±0.72	3.51±0.72
	t	-0.742	-0.573	-1.358
	p	0.459	0.568	0.176
family location	provincial capital city (N=28)	3.79±0.79	3.57±0.76	3.74±0.73
	prefecture-level city proper (N=44)	3.55±0.75	3.39±0.69	3.44±0.67
	county seats and other towns (N=88)	3.37±0.79	3.28±0.65	3.30±0.68
	F	3.267	1.897	4.522
	p	0.041	0.153	0.012

### 3. Conclusion

This study aimed to explore the current status of psychological resilience among local university students from the perspective of employment, and to provide a theoretical basis for enhancing the capabilities of these students. A questionnaire survey was conducted among 160 local university students, and analysis was carried out from three dimensions of psychological resilience, namely positive orientation toward the future, emotional regulation ability, and diversity of interests. The key conclusions are as follows:

The study found that the overall level of psychological resilience was generally moderate. Specifically, regarding the sub-dimension of positive orientation toward the future, lower-grade students showed significantly more positive attitudes than upper-grade students.

This can be attributed to the fact that lower-grade students, having just enrolled in university, hold positive expectations and interest in their major fields. This aligns with the research by Yu Binqian and Ying Wanwan [23], who argued that lower-grade students' learning in their majors is driven by interest and aspiration. Meanwhile, employment is temporally distant for lower-grade students, which reduces their sense of urgency and practical pressure—a finding also reflected in Yang Jiangtao's [24] study. Yang noted that compared to upper-grade students, lower-grade students have a longer time before they need to enter the job market; they pay less attention to employment and remain optimistic about the employment situation, as the temporal distance eases their pressure. Additionally, lower-grade students primarily access macro-level, positive, and even overly idealized information about their major's prospects, lacking in-depth understanding of the industry. This leads them to hold more positive attitudes toward future employment. Qin Yiming and Li Guang [25] shared similar views, pointing out that lower-grade students—especially freshmen—develop a strong sense of identification with their majors and a sense of belonging to their academic identity shortly after enrollment. Their lack of awareness of potential real-world challenges makes them highly optimistic about future career prospects.

In contrast, upper-grade students face imminent employment tasks. Confronted with numerous career options and significant pressure in making career decisions, they tend to experience confusion, anxiety, and other negative emotions. This is consistent with Guo Zhifang and Li Qiang's [26] research, which found that graduates often encounter setbacks during job hunting due to insufficient career sensitivity, leading to anxiety. At the same time, upper-grade students continuously submit resumes and search for jobs, but frequently receive immediate negative feedback due to factors such as limited personal capabilities and the relatively weak reputation of local universities. Wu Qiang [27] also argued that local universities lack the influence and prestige of key or prestigious universities, making it difficult for their graduates to gain favor from employers. Furthermore, as graduation approaches, the pressure from family and society to "find a good job" increases significantly, turning external pressure into internal anxiety. Wang Aixia and Xu Huajun's [28] study similarly noted that although university education has entered the popularization stage, many parents have not updated their mindset to keep pace with the times. They set overly high employment goals and hold excessive expectations for their children, artificially increasing the pressure and intensity of their children's job search. All these factors contribute to the weaker positive orientation toward the future among upper-grade students.

Meanwhile, as the family location of local university students shifts from provincial capital cities to prefecture-level city proper, and further to county seats and other towns, their positive orientation toward employment shows a significant gradual decline.

The causes of this phenomenon are as follows: First, there is an uneven distribution of regional resources. Students living in provincial capital cities have greater access to advanced and abundant employment information, while such access decreases progressively for students in prefecture-level city proper, county seats, and towns. Liu Chang [29] also noted in his research that, overall, students from provincial capitals or municipalities have more advantages in accessing employment information resources compared to those from county seats and towns. Second, students from grassroots areas (county seats and towns) are more likely to face implicit discrimination during job hunting—for instance, their resumes often lack "outstanding" internship experiences or relevant certificates. Repeated setbacks lead to a gap in self-efficacy and reduced enthusiasm for employment. Guo Liying [30] mentioned in her study that students from grassroots areas are vulnerable to discrimination in job hunting, and one of the reasons is that they generally have fewer internship experiences than students from provincial capitals or municipalities. Third, the existing barriers to talent mobility are another key factor contributing to the low employment enthusiasm of students from grassroots areas. For example, higher living costs (such as rent) in provincial capital cities limit the job options of grassroots students—a point also reflected in Guo Liying's research, which found that many grassroots university students are forced to leave cities due to excessive living pressure, resulting in unemployment.

Regarding diversity of interests, a similar significant gradual decline was observed as the family location of students shifted from provincial capital cities to prefecture-level cities, and further to county seats and towns.

This phenomenon may be attributed to differences in the richness of social resources across these regions. Provincial capital cities have more resources to provide diverse support for individual development—a view consistent with the research by Liu Jilai and Liu Yansui [31], who noted that the pattern of living space resources expands in small-scale, point-like forms from major provincial capitals to surrounding cities. In contrast, many county seats and towns are relatively lacking in such cultural resources, with a limited variety of activities available. Students living in these areas have relatively narrow access to interest-related fields, which is unfavorable for the development of diverse interests. Zhang Baifa and Li Jingjing [32] also held similar views, arguing that when classified by administrative region type, the development of provincial capital cities far surpasses that of county seats and towns. Compared to provincial capitals, county seats and towns suffer from inadequate infrastructure and scarce cultural resources—and the richer the resources, the higher the likelihood of students developing diverse interests [33].

Additionally, the speed of information dissemination varies from provincial capital cities to county seats and towns. Due to their status, provincial capital cities have faster information dissemination and more channels; students living there can access emerging domestic and international interest trends through various channels. In contrast, county seats and towns, with lower administrative ranks, have more limited access to information and fewer channels compared to higher-ranked cities like provincial capitals—this restricts students' exposure to diverse interests. Gao Hongying and Luo Hong [34] also reflected this in their research, stating that cities have far more information resources than county seats and towns, as urban media are more developed and offer more channels. Such abundant resources further promote the development of students' diverse interests [33].

To address the phenomenon that lower-grade students exhibit a significantly stronger positive orientation toward future employment than upper-grade students, local universities can take the following measures:

Offer major-specific career guidance courses to guide students in developing their future career plans from the moment they enroll, ensuring their academic efforts are not aimless.

Provide employment-related psychological counseling for graduates to alleviate their mental stress associated with job hunting.

Use online platforms (e.g., campus websites or apps) to share detailed information about the employment prospects of their majors and in-depth insights into relevant industries, offering practical references for students' job searches.

To resolve the gradual decline in positive orientation toward employment among students from provincial capital cities, prefecture-level city proper, and county seats/towns (in descending order), universities can implement dual-channel (online and offline) employment services:

For offline services: Increase the frequency of job fairs and attract high-quality enterprises that match students' majors, thereby enriching employment resources available to students.

For online services: Use campus network platforms to provide students with abundant and up-to-date employment information, mitigating the imbalance in access to employment resources caused by uneven regional resource distribution.

Additionally, allocate 6 to 12 months of standardized internship opportunities to help students gain practical work experience and facilitate a smooth transition from campus to the workplace.

To tackle the gradual decline in interest diversity among students from the aforementioned regions (provincial capitals → prefecture-level cities → county seats/towns), local universities can:

Encourage students to participate in extracurricular clubs to foster their diverse interests, and provide necessary support for interest development (e.g., purchasing equipment required for club activities).

Offer interest-based elective courses and use academic credits as an incentive to motivate students to engage in diverse interest-related activities, thereby enhancing their interest diversity.

Furthermore, this study further found that senior female students majoring in humanities and social sciences, with family locations in county seats and towns, scored the lowest across all indicators—which also indicates that this group has the weakest psychological resilience. To enhance the psychological resilience of this group and improve their employability, local universities can take the following measures:

Establish dedicated psychological counselor positions to address the employment anxiety of senior students, with a focus on high-risk groups (e.g., the aforementioned group).

Offer elective courses covering other academic fields, allowing students to choose based on their individual needs and thereby enhancing their employability.

Collaborate with high-quality enterprises in students' hometown regions to provide them with premium internship resources.

This study attempted to introduce the specific subgroup of "local university students" (a distinctive subset of college students) as the research object. It provided a new perspective of "psychological resilience" for enhancing the employability of local university students, thereby expanding the scope of relevant research. However, the study has several limitations: First, it only adopted a cross-sectional design. Second, the sample scope was relatively narrow, which may have affected the generalizability of the study results. Future research could expand the survey scope and incorporate observational methods to obtain more accurate data on psychological resilience, thereby proposing more practical strategies to promote the development of local university students.

## References

- [1] Zhaopin.com. (2024). *2024 survey report on college-student employability*. Information Center, Ministry of Human Resources and Social Security.
- [2] Lü, W. (2017). *Social-work intervention in employment anxiety of impoverished college students* [Master's thesis, Zhengzhou University].
- [3] Zhu, S. (2011). *Research on the employment status and countermeasures of local undergraduate-university students* [Doctoral dissertation, Hebei Normal University].
- [4] Fan, J., Huang, Y., Xu, Y., & Zhao, Y. (2022). Employment anxiety: Psychological pressure faced by pre-graduation students and its alleviation. *Education Research Monthly*, (09), 75–82.
- [5] Wu, M. (2016). *Research on employment problems and countermeasures for students in private colleges* [Master's thesis, Jilin University].
- [6] Ma, T. (2022). Investigation and analysis of employment anxiety among university graduates. *Heilongjiang Science*, 13(18), 134–136.
- [7] Zhai, Y., Zuo, X., & Xie, W. (2023). Analysis of employment-anxiety status and countermeasures of college graduates: A case study of Hefei Vocational & Technical College. *China University Students Career*, (04), 42–48.
- [8] Liu, T. (2012). *Research on college students' psychological stress in employment* [Master's thesis, Liaoning University].
- [9] Shan, X. (2025). Exploration of the "slow-employment" mentality and coping strategies of college graduates. *Learning Weekly*, (16), 150–153.
- [10] Zhang, W., & Jin, S. (2010). Relationship between subjective employment barriers and psychological resilience of college students. *Chinese Journal of Clinical Psychology*, 18(04), 490–491, 489.

- [11] Karoly, P., & Ruchman, L. S. (2006). Psychological "resilience" and its correlates in chronic pain: Findings from a national community sample. *Pain, 123*(1-2), 90–97. <https://doi.org/10.1016/j.pain.2006.02.014>
- [12] Yu, X., & Zhang, J. (2005). Resilience: The psychological mechanism of recovery and growth under stress. *Advances in Psychological Science, (05)*, 658–665.
- [13] Hu, Y., & Gan, Y. (2008). Development and validation of the Adolescent Psychological Resilience Scale. *Acta Psychologica Sinica, (08)*, 902–912. <https://doi.org/10.3724/SP.J.1041.2008.00902>
- [14] Wang, Y., & Wang, Z. (2013). College students' psychological resilience and its relationship with positive emotions and well-being. *Psychological Development and Education, 29*(01), 94–100.
- [15] Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology, 86*(2), 320–333. <https://doi.org/10.1037/0022-3514.86.2.320>
- [16] Luthar, S. S., & Zelazo, L. B. (2003). Research on resilience: An integrative review. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511615788>
- [17] Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review, 6*(3), 185–207. <https://doi.org/10.1016/j.edurev.2011.09.001>
- [18] Wosnitza, M., Peixoto, F., Beltman, S., & Carrapatoso, T. (Eds.). (2018). *Resilience in education: Concepts, contexts and connections*. Springer. <https://doi.org/10.1007/978-3-319-76690-4>
- [19] Qiu, T., & Tan, W. (2012). Literature review of psychological resilience. *Social Psychological Science, 27*(4), 6.
- [20] Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*(3), 543–562. <https://doi.org/10.1111/1467-8624.00164>
- [21] Sun, J. (2021). Investigation and research on resilience status of normal-university students. *Jilin Education, (26)*, 6–8.
- [22] Ding, M., & Su, T. (2023). Investigation on resilience status of post-00s college students and improvement strategies. *Beijing Education (Moral Education), (05)*, 81–85.
- [23] Yu, B., Ying, W., & Yao, Q. (2012). Investigation on differences in social-practice methods among college students of different grades: A case study of Zhejiang Normal University students. *Enterprise Herald, (15)*, 228.
- [24] Yang, J. (2010). Investigation and analysis of college students' employment expectations and influencing factors. *Journal of Central South University (Social Science Edition), 16*(04), 40–44.
- [25] Qin, Y., & Li, G. (2025). Realistic picture and optimisation path of professional development for government-funded normal-college students: Based on a nationwide survey of 20,599 such students. *Research in Educational Development, 45*(07), 38–46.
- [26] Guo, Z., & Li, Q. (2025). The mediating role of job-search self-efficacy between individual factors and employment anxiety. *Journal of Henan University (Social Science Edition), 65*(03), 122–127, 155.
- [27] Wu, Q. (2010). Research on employment difficulties of graduates from local universities. *Education Exploration, (06)*, 145–147.
- [28] Wang, A., & Xu, J. (2010). Review of research on college students' employment pressure and countermeasures. *Journal of Huangshan University, 12*(06), 101–104.
- [29] Liu, C. (2015). Exploration of employment dilemmas and countermeasures for disadvantaged groups of college students in the new era. *Heilongjiang Researches on Higher Education, (01)*, 138–140.
- [30] Guo, L. (2013). Employment plight and relief of rural college students. *Education Review, (02)*, 72–74.
- [31] Liu, J., Liu, Y., & Li, Y. (2017). Classification evaluation and spatio-temporal pattern analysis of "production-living-ecological" spaces in China. *Acta Geographica Sinica, 72*(07), 1290–1304.
- [32] Zhang, B., Li, J., Hu, Z., & Chen, Y. (2021). Impacts of natural endowments and administrative-district types on county economic development in China. *Geographical Research, 40*(09), 2508–2525.
- [33] Zhou, T. (2024). The impact of participating in extracurricular interest classes on junior-high-school students' academic achievement. *Youth Studies, (03)*, 13–24, 94.

- [34] Gao, H., & Luo, H. (2008). On the relationship between lagging rural economic development and the urban-rural information gap. *Modern Finance and Economics (Journal of Tianjin University of Finance and Economics)*, (07), 88–91.

### **Copyrights**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).