

Research on the causes and adaptive strategies of psychological stress among poor college students in China

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Abstract: The psychological stress faced by poor college students in China stems from multiple factors such as financial burden, academic challenges, and social biases. By analyzing the causes of psychological stress among poor college students and exploring adaptive strategies, it is helpful to improve their mental health. The study found that paying attention to the effective allocation of psychological support and resources, strengthening the sense of social integration, and providing systematic psychological intervention methods are important directions to alleviate psychological stress. This study is of great significance for improving the psychological adaptability of poor students in colleges and universities.

Key words: poor college students; psychological stress; causal analysis; adaptive strategies; mental health

1 Introduction

The problem of psychological stress among poor college students is one of the hot spots of social concern, which reflects the superposition of multiple problems at the family, school and social levels. The constraints of economic conditions make them face many difficulties in their daily life and study, and at the same time, unconscious discrimination and stereotypes from the outside world further exacerbate their psychological burden. Mental health is an important foundation for the all-round development of students, and an important link in achieving educational equity and sustainable social development. Exploring the causes of psychological stress and formulating effective adaptive strategies can help poor college students better adjust their psychological state, and provide a valuable reference path for college education management. This study has practical value in the optimization of psychological interventions and campus support systems.

2 The main causes of psychological stress among poor college students in China

The main causes of psychological stress among poor college students in China can be attributed to the intertwining of economic, academic and social psychological factors. Economic factors are the fundamental source of psychological stress for poor college students, which not only directly affects their quality of life, but also may lead to the breeding of inferiority complex. Academic pressure stems from the fierce competition in education and the improvement of academic requirements, which makes poor college students feel inadequate in academic performance, and the gap in access to resources with non-poor students further exacerbates their anxiety and frustration. At the same time, poor students may feel the lack of self-worth and the uncertainty of future development in social interactions, which further increases the psychological burden. The interaction of these multidimensional factors makes poor college students a key group of mental

health problems in colleges and universities [1].

3 The core principles of alleviating the psychological stress of poor college students

3.1 Paying attention to individual differences and providing precise support

To alleviate the psychological pressure of poor college students, it is necessary to pay attention to individual differences and formulate targeted psychological support programs. The psychological needs of students vary according to their family backgrounds, personality characteristics and growth environments, and it is difficult for a single support measure to meet their diverse needs. According to the assessment results, a personalized intervention plan should be designed, including academic counseling, psychological counseling and living assistance, so as to fundamentally reduce the psychological burden of students caused by economic and academic pressure. By paying attention to individual differences, colleges and universities can more effectively improve the pertinence and effectiveness of psychological services [2].

3.2 Strengthening social identity and building an inclusive atmosphere

Social identity has an important impact on the mental health of poor college students, and strengthening social identity can help students reduce the psychological pressure caused by identity labeling and enhance their sense of self-worth. Schools need to build an inclusive campus culture, eliminate the inferiority complex and group isolation caused by poor students' economic status, and create an equal and respectful growth environment for students. At the same time, teachers and administrators need to avoid labeling language in their daily communication, express recognition for all students through respectful and caring behavior, and actively guide all students to form an inclusive and accepting school atmosphere. The improvement of social identity can not only help students get more psychological support, but also promote their active integration into campus life, improve their mental health, and promote the overall optimization of the campus environment [3].

3.3 Paying attention to psychological education to improve self-regulation ability

Psychological education is an important principle to alleviate the psychological pressure of poor college students, and it is particularly important to help students improve their self-awareness and psychological adjustment ability through education and guidance. In the process of implementation, attention should be paid to carrying out mental health courses and special lectures, popularizing psychological knowledge, and helping students correctly understand and manage their own emotions. In response to the specific psychological distress of poor students, practical problem-oriented group discussions or psychological salon activities can be designed to cultivate their stress coping skills and positive psychological qualities. Colleges and universities should also incorporate modern technological innovations in psychoeducation, such as the development of mental health-related mobile applications or online learning platforms, so that students can access psychological knowledge and regulation methods anytime, anywhere. At the same time, colleges and universities should provide students with convenient ways to provide psychological services, such as setting up psychological counseling rooms and online psychological assistance platforms, to help students obtain professional help in a timely manner when they are emotionally unbalanced.

4 Specific implementation ways to improve the psychological resilience of poor college students

4.1 Optimizing the funding mechanism to promote the growth of mental health

The funding mechanism is an important way to alleviate the economic pressure of poor college students, and its optimization can not only directly improve the material conditions of students, but also indirectly promote the growth of mental health. A sound funding system should focus on the combination of financial assistance and psychological support

to enhance students' resilience in an all-round way. This mental health-oriented funding optimization model not only solves students' practical difficulties, but also enhances their sense of self-identity and psychological resilience [4].

The school has achieved remarkable results in optimizing the funding mechanism, and has implemented a "three-dimensional funding system", which includes three aspects: financial assistance, psychological support and capacity improvement. In terms of financial aid, the school has set up tiered funding standards based on the financial situation of students' families and the actual needs of their lives to ensure the fairness and accuracy of funding. In terms of psychological support, the school has established a special psychological support team to carry out regular mental health assessments for poor students, and help students improve their psychological state through psychological counseling, group counseling and one-on-one companionship. In terms of capacity improvement, the school combines funding with career development education, and helps students improve their practical ability and career competitiveness by providing on-campus work-study positions and social internship opportunities. Through the "three-dimensional funding system", the school has effectively alleviated the financial pressure of poor students, improved their mental health, and improved their overall quality and adaptability. This model provides valuable experience for the reform of the university funding system.

4.2 Strengthening campus integration and building a positive support network

Campus integration is an important way for poor college students to alleviate psychological pressure, and by establishing an active support network, it can help students gain emotional support and social identity, and then improve their psychological adaptability. By setting up themed activities, teamwork projects, and psychological care mechanisms, we can enhance the sense of participation and belonging of poor students, and create a safe and inclusive campus environment for them, so as to effectively alleviate their psychological pressure and promote positive psychological development [5].

Through multi-level campus integration initiatives, the school has built an active support network, which has significantly improved the psychological state of poor college students. For example, the school organized a "Growing Together" theme activity, inviting students from different grades and backgrounds to participate together. The design of the event is based on teamwork, including practical tasks and public welfare projects. In regular teaching, teachers are encouraged to fully integrate students from different backgrounds in class discussions and group assignments, breaking the pattern of communication in a single circle. In terms of psychological care, the school has set up the "Student Psychological Assistance Partnership Program", which selects senior students to serve as psychological support volunteers to form a long-term relationship with poor students. Volunteers help students relieve psychological stress through regular exchanges and themed activities, which is a personalized way of support that effectively enhances the sense of belonging of poor students. Through activity design, teaching integration, and psychological support, the school has built a multi-dimensional support network, which not only improves the psychological resilience of poor students, but also enhances the inclusiveness of the campus. This kind of campus integration mechanism has important value in promoting students' mental health and the harmonious development of campus.

4.3 Improving the quality of education and cultivating the ability to self-regulate

The quality of education is the key way to cultivate the self-regulation ability of poor college students, and it can help students improve their problem-solving ability and psychological resilience by optimizing curriculum design, enriching teaching content and strengthening students' practice. Quality education focuses on the two-way combination of knowledge transfer and psychological development, stimulates students' self-directed learning ability through the creation of contextualized teaching activities, and integrates psychoeducational content into the curriculum to guide students to face stress correctly and cultivate positive coping styles. The improvement of education quality is not only reflected in the

mastery of knowledge, but also in the formation of internal self-regulation mechanisms through learning. Strengthening the interactivity and pertinence of teaching and providing more opportunities for poor students to show their own value can effectively promote their psychological stability and adaptability.

Through a number of measures to improve the quality of education, the school has successfully helped poor students cultivate their self-regulation ability. The school offers an innovative problem-solving-oriented curriculum with a module on "Practical Ways to Cope with Stress" that addresses the psychological needs of underprivileged students. In the teaching process, teachers use a situational teaching method to help students practice psychological adjustment skills in the classroom by simulating real-life stressful situations, such as academic competition or financial pressure. The school also organizes workshops with skills development as the core, such as "Emotion Regulation and Expression" and "Stress Management Strategies". These workshops combine psychological knowledge and practical methods, and enable poor students to improve their understanding of psychological problems in practice through case analysis, group discussions and role-plays. In addition to regular teaching, the school also focuses on providing a practical platform, and arranges students to participate in practical projects and exercise their problem-solving skills through cooperation with enterprises. In this process, students not only improved their academic ability, but also learned the importance of emotional regulation and time allocation in teamwork, and won the school's Good Practice Award after completing the survey. This combination of teaching and practice allows students to hone their psychological adjustment and problem-solving skills in practical problems. This model fully reflects the central role of education quality improvement in mental health and capacity building, and provides important enlightenment for the reform of higher education.

5 Conclusion

By optimizing the funding mechanism, strengthening campus integration, and improving the quality of education, we can help students improve their psychological resilience from multiple aspects such as economic support, social interaction, and personal ability training. Through scientific intervention and systematic support measures, colleges and universities can create a more inclusive growth environment for poor students, and cultivate more outstanding talents with mental health and comprehensive quality for the society.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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