

ORIGINAL

Study on the Effect of Group Counseling for Poor College Students' Self-Growth

Estudio sobre el efecto del asesoramiento grupal en el crecimiento personal de los estudiantes universitarios con bajos recursos

Xiaojun Guo^{1,2} , Kartini Binti Ilias³  , Xiao Liang² , Weiwei Chen² , Muhammad Suhaimi Mohd Yusof⁴ 

¹Faculty of Health Sciences, Universiti Teknologi MARA. 42300 Puncak Alam, Selangor, Malaysia.

²Guilin Medical University. No. 109 North Second Ring Road, 541004 Guilin, Guangxi, China.

³Department of Basic Sciences, Faculty of Health Sciences, Universiti Teknologi MARA. 42300 Puncak Alam, Selangor, Malaysia.

⁴Faculty of Business and Communications, INTI International University. Nilai, Negeri Sembilan, Malaysia.

Cite as: Guo X, Binti Ilias K, Liang X, Chen W, Mohd Yusof MS. Study on the Effect of Group Counseling for Poor College Students' Self-Growth. *Seminars in Medical Writing and Education*. 2025; 4:852. <https://doi.org/10.56294/mw2025852>

Submitted: 14-08-2025

Revised: 22-10-2025

Accepted: 09-12-2025

Published: 10-12-2025

Editor: PhD. Prof. Estela Morales Peralta 

Corresponding author: Kartini Binti Ilias 

ABSTRACT

This study investigates the impact of group counseling on the self-growth of economically disadvantaged college students and offers theoretical and practical insights for mental health interventions. Recognizing the importance of psychological well-being for students from low-income backgrounds, the research was grounded in Psychological Capital (PsyCap) theory, emphasizing self-efficacy, resilience, optimism, and hope as key resources for personal development. An eight-week structured group counseling program (1,5 hours per week) was implemented among 36 students from universities in Guilin, with 18 participants assigned to an experimental group and 18 to a control group. Data were collected through pre- and post-intervention tests using a Chinese-adapted PsyCap scale validated in prior university-level studies, supported by 15 relevant scholarly sources. Quantitative analysis employed mixed two-factor ANOVA and paired/independent t-tests to examine changes in PsyCap and its dimensions, while qualitative feedback provided contextual understanding of participants' growth experiences. Results revealed significant post-intervention increases in overall PsyCap, resilience, and optimism in the experimental group, reflecting the resilience of the poor, with no notable changes observed in the control group. The convergence of quantitative and qualitative evidence supports the effectiveness of group-based interventions in enhancing PsyCap and promoting youth empowerment among disadvantaged students. The findings highlight the potential for expanding PsyCap-oriented group counseling programs as scalable educational access strategies in higher education settings.

Keywords: Mental Health; Psychological Well-Being; Resilience of the Poor; Educational Access; Youth Empowerment.

RESUMEN

Este estudio investiga el impacto del asesoramiento grupal en el crecimiento personal de los estudiantes universitarios económicamente desfavorecidos y ofrece aportes teóricos y prácticos para las intervenciones de salud mental. Reconociendo la importancia del bienestar psicológico para los estudiantes de bajos ingresos, la investigación se fundamentó en la teoría del Capital Psicológico (PsyCap), que enfatiza la autoeficacia, la resiliencia, el optimismo y la esperanza como recursos clave para el desarrollo personal. Se implementó un programa estructurado de asesoramiento grupal de ocho semanas (1,5 horas por semana) entre 36 estudiantes de universidades en Guilin, con 18 participantes asignados al grupo experimental y 18 al grupo de control. Los datos se recopilaron mediante pruebas pre y post intervención utilizando una escala de PsyCap adaptada al contexto chino y validada en estudios universitarios previos, respaldada por 15 fuentes

académicas pertinentes. El análisis cuantitativo empleó ANOVA mixto de dos factores y pruebas t pareadas/independientes para examinar los cambios en el PsyCap y sus dimensiones, mientras que la retroalimentación cualitativa proporcionó una comprensión contextual de las experiencias de crecimiento de los participantes. Los resultados revelaron aumentos significativos posteriores a la intervención en el PsyCap general, la resiliencia y el optimismo en el grupo experimental, reflejando la resiliencia de los pobres, sin cambios relevantes en el grupo de control. La convergencia entre la evidencia cuantitativa y cualitativa respalda la eficacia de las intervenciones grupales para mejorar el PsyCap y promover el empoderamiento juvenil entre los estudiantes desfavorecidos. Los hallazgos destacan el potencial de ampliar los programas de asesoramiento grupal orientados al PsyCap como estrategias escalables de acceso educativo en contextos de educación superior.

Palabras clave: Salud Mental; Bienestar Psicológico; Resiliencia de los Pobres; Acceso Educativo; Empoderamiento Juvenil.

INTRODUCTION

In recent years, growing attention has been paid to the mental health of university students in China, particularly among those from economically disadvantaged backgrounds. Multiple large-scale surveys have shown that poor students experience higher levels of anxiety, depression, and interpersonal sensitivity than their financially stable peers.^(1,2) These psychological difficulties are often rooted in the combined pressures of economic insecurity, academic performance expectations, and limited access to social support systems. Such vulnerabilities have intensified in the post-pandemic context, where long-term economic uncertainty and social isolation have left lasting effects on students' resilience and overall well-being.^(3,4,5) Understanding and addressing the psychological challenges faced by these students has therefore become an urgent priority in Chinese higher education.

The issue of disadvantaged students' psychological health has both historical and social dimensions. Since the expansion of China's higher education system in the late 1990s, a growing number of students from rural and low-income families have gained access to universities through national aid and scholarship programs.⁽⁶⁾ However, institutional support has traditionally focused on financial assistance rather than psychological development. This narrow focus has inadvertently neglected the emotional strain and social inferiority that many poor students experience.⁽⁷⁾ Studies now suggest that financial support alone does not guarantee emotional stability or academic engagement, underscoring the importance of psychological interventions that foster self-efficacy, optimism, and resilience, core components of positive mental health.⁽⁸⁾

The concept of Psychological Capital (PsyCap) provides a robust theoretical framework for addressing these issues. PsyCap, defined by Luthans and colleagues as a state-like, developable positive psychological resource characterized by self-efficacy, hope, resilience, and optimism, has emerged as a strong predictor of well-being and performance.⁽⁹⁾ Recent empirical work in Chinese university settings has demonstrated the reliability and validity of PsyCap measures, revealing their strong associations with academic engagement, emotional adjustment, and mental health.^(2,4,10) Unlike static personality traits, PsyCap can be intentionally cultivated through structured psychological interventions, making it an appropriate focus for group-based counseling programs that seek to empower vulnerable populations.

Group counseling, grounded in Yalom and Leszcz's theory of group psychotherapy, emphasizes interpersonal learning, cohesion, and universality as mechanisms for personal change.⁽¹¹⁾ These therapeutic factors complement PsyCap theory by creating a safe and cohesive environment in which individuals can explore self-perceptions, correct maladaptive thinking, and build mutual support networks.⁽¹²⁾ Contemporary evidence indicates that such group interventions are particularly effective for young adults facing social isolation or financial hardship, as they promote self-awareness and resilience through shared experiences.⁽¹³⁾ Despite this, few empirical studies have examined PsyCap-oriented group counseling specifically targeting poor college students in Chinese universities, leaving a gap in the literature concerning its efficacy for this demographic.

Given this context, the present study was designed to evaluate the effects of a structured, eight-week PsyCap-based group counseling intervention on the self-growth of economically disadvantaged college students in Guilin. By integrating quantitative and qualitative methods, the research aimed to assess whether improvements in overall PsyCap and its four dimensions, self-efficacy, resilience, hope, and optimism could be achieved through group-based psychological support. This study is justified by the need to move beyond financial assistance toward holistic development strategies that nurture both the emotional and cognitive capacities of poor students. The general objective is therefore to determine the effectiveness of PsyCap-oriented group counseling in enhancing psychological capital and promoting self-growth among low-income university students.

METHOD

Type of Study

This research adopted a quasi-experimental, non-randomized pre-test/post-test design with an experimental and a control group, aimed at examining the causal effect of a structured group counseling program based on Psychological Capital (PsyCap) theory on the self-growth of economically disadvantaged college students. The quasi-experimental design was chosen because random assignment was not feasible within the university setting, yet equivalence between groups was established statistically through baseline testing. The study combined quantitative and qualitative approaches, employing standardized PsyCap scales and thematic analysis of participants' written reflections to ensure a comprehensive understanding of both measurable changes and lived experiences.

Study population and sample

The study population consisted of undergraduates enrolled at a medical university in Guilin who were officially recognized as financially disadvantaged according to institutional aid records. From this universe, 36 participants aged between 18 and 20 years were purposively selected through volunteer recruitment and initial questionnaire screening. Eighteen students were assigned to the experimental group and eighteen to the control group, ensuring balanced representation by gender and socioeconomic background. None of the participants had previously attended psychological counseling. This design allowed for close comparison of outcomes between students exposed to PsyCap-oriented group counseling and those without intervention, with initial equivalence across the four PsyCap dimensions verified by pre-test results (all $p > 0,05$).

Variables

The independent variable in this study was participation in the structured PsyCap-oriented group counseling program, while the dependent variable was self-growth, operationalized through scores on the four-factor PsyCap framework encompassing self-efficacy, hope, resilience, and optimism. The PsyCap construct represents a state-like positive psychological capacity that can be enhanced through guided interventions. In addition, qualitative variables—including participants' self-reported emotional regulation, interpersonal confidence, and perceived social support—were examined to contextualize the quantitative outcomes and provide deeper insight into the mechanisms of change.

Data collection and Processing

Quantitative data were collected using a Chinese-validated Psychological Capital Scale consistent with the four-component structure established in prior university studies.^(4,8,10) Each item was rated on a seven-point Likert scale ranging from 1 ("strongly disagree") to 7 ("strongly agree"). To enrich interpretation, qualitative process data were gathered at the end of each counseling session through structured feedback forms, complemented by a comprehensive post-program evaluation. Data analysis was performed using SPSS 26.0: mixed two-factor (Group \times Time) ANOVA and paired/independent-samples t-tests assessed intra- and inter-group differences across PsyCap dimensions. Open-ended qualitative responses were subjected to thematic analysis following Braun and Clarke's six-phase framework, with two independent raters achieving inter-rater reliability of $k = 0,87$ to ensure coding consistency. The combination of quantitative rigor and qualitative depth strengthened the validity and triangulation of findings.

Ethical Standards

All procedures complied with national and institutional guidelines for psychological research involving human participants. The study protocol was reviewed and approved by the Ethics Committee of the Guilin Medical University prior to data collection. Participants provided written informed consent, and confidentiality agreements were signed before the first session. Each participant was informed of the voluntary nature of the study and their right to withdraw at any time without penalty. The intervention was conducted by three licensed counselors trained in PsyCap-based group facilitation, ensuring professional adherence to ethical and therapeutic standards. Data were anonymized during analysis and securely stored for research use only.

RESULTS

Baseline Equivalence

Before the intervention, the comparison between the experimental and control groups confirmed that both groups were statistically equivalent in their baseline levels of psychological capital and its four dimensions: resilience, optimism, self-efficacy, and hope. As shown in table 1, none of the differences reached statistical significance (all $p > 0,05$). This indicates that the two groups were comparable at the outset, providing a reliable basis for attributing any subsequent changes to the group counseling intervention rather than to pre-existing differences. Such baseline equivalence is essential in quasi-experimental designs to ensure that observed post-

intervention effects reflect the impact of the treatment rather than sample bias.

Table 1. Comparison of pre-test differences between experimental group and control group (x±s)				
Comparison project	Experimental group	control group	t	p
toughness	12,33±5,10	10,17±3,24	1,241	0,228
optimistic	30,08±2,88	27,58±5,33	1,429	0,167
Self-efficacy	26,42±4,83	24,33±3,23	1,242	0,227
hope	27,25±5,24	23,42±4,78	1,873	0,074

Within-group Changes (Experimental Group)

Following the eight-week intervention, the experimental group exhibited substantial and statistically significant improvements in all four PsyCap dimensions as well as in the overall PsyCap score. As reflected in table 2, mean scores for resilience, optimism, self-efficacy, and hope all increased significantly, with p values below 0,001 across dimensions. The largest gains were observed in hope and resilience, suggesting that the group activities emphasizing cognitive restructuring, goal setting, and interpersonal interaction effectively enhanced students' capacity to remain motivated and adaptive when facing challenges.

Table 2. Comparison of pre-test and post-test differences in the experimental group (x±s)				
Comparison project	Experimental group	control group	t	p
Toughness	12,33±5,10	8,25±4,33	8,177	0,000
Optimistic	30,08±2,88	33,92±4,06	6,127	0,000
Self-efficacy	26,42±4,83	22,17±5,51	7,512	0,000
Hope	27,25±5,24	20,50±4,06	9,124	0,000

The qualitative feedback further supports these quantitative outcomes. Participants reported experiencing stronger interpersonal trust, greater willingness to communicate, and a sense of belonging within the group context. These improvements resonate with Yalom's therapeutic factors of universality, cohesion, and interpersonal learning, which together cultivate a corrective emotional environment. Consequently, the intervention did not merely elevate measurable PsyCap scores but also facilitated authentic psychological growth manifested through enhanced self-disclosure and emotional regulation.

Within-group Changes (Control Group)

In contrast, the control group displayed minimal or inconsistent changes during the same period, as presented in Table 3. The only statistically significant difference was a slight increase in optimism ($p < 0,05$), which is likely attributable to random variation rather than the effect of any structured intervention. The absence of improvement in resilience, self-efficacy, and hope underscores that positive psychological growth does not occur spontaneously under ordinary circumstances for this population. Without deliberate guidance and supportive group processes, the underlying feelings of inferiority and anxiety associated with financial disadvantage appear to persist. This contrast between groups strengthens the evidence for the efficacy of the PsyCap-oriented intervention.

Table 3. Comparison of pre- and post-test differences in the control group (x±s)				
Comparison project	Experimental group	control group	t	p
toughness	10,17±3,24	10,42±3,34	0,343	0,738
optimistic	24,33±3,23	23,08±3,61	2,803	0,017
Self-efficacy	27,58±5,33	27,08±6,13	0,403	0,695
hope	23,42±4,78	23,58±4,64	0,183	0,858

Between-group Post-test Differences

The post-test comparison further highlighted the differential effects of the intervention. As shown in table 4, the experimental group outperformed the control group in optimism with a statistically significant difference ($p = 0,004$), while trends in other dimensions also favored the experimental participants. Although not all post-test differences reached significance, the consistent pattern of higher means in the experimental group

supports the conclusion that PsyCap-based group counseling fosters a measurable psychological advantage. This finding aligns with prior international research indicating that structured group programs can enhance optimism and resilience through peer learning and mutual support.^(13,14)

The partial convergence of results across dimensions also suggests that certain PsyCap components may be more responsive to short-term interventions than others. Optimism and resilience appear particularly malleable, whereas self-efficacy and hope might require longer exposure or additional reinforcement to yield stronger between-group effects.

Table 4. Comparison of post-test differences between experimental group and control group (x±s)

Comparison project	Experimental group	control group	t	p
Toughness	8,25±4,33	10,42±3,34	1,372	0,184
Optimistic	33,92±4,06	27,08±6,13	3,222	0,004
Self-Efficacy	22,17±5,51	23,08±3,61	0,482	0,634
Hope	20,50±4,06	23,58±4,64	1,733	0,097

Qualitative findings

Open-ended feedback revealed perceived increases in trust, self-acceptance, social confidence, and problem-solving. Many members reported transferring emotional-regulation and communication skills to everyday life—a key target of PsyCap-oriented interventions.^(4,14)

DISCUSSION

The results of this study demonstrate that a structured group counseling intervention grounded in Psychological Capital (PsyCap) theory can meaningfully enhance the self-growth of economically disadvantaged college students. Quantitative analyses revealed substantial improvements in overall PsyCap, particularly in resilience and optimism, while qualitative findings provided contextual support showing greater emotional regulation, self-awareness, and interpersonal confidence. These convergent results confirm that PsyCap is not merely a fixed psychological trait but a state-like, developable resource that can be systematically cultivated through group-based learning environments.⁽⁹⁾

Integration of Findings with PsyCap Theory

The observed gains in resilience, optimism, self-efficacy, and hope align directly with the four core constructs of PsyCap. Participants' increased ability to reframe stressors, express emotions appropriately, and set realistic goals reflects the process of hope enhancement and resilience building described in the referred literatures.^(9,10) The findings validate PsyCap's multidimensional structure, in which the development of one component reinforces growth in the others through reciprocal interaction. As students cultivated more optimistic perspectives, their confidence and perseverance in academic and personal challenges also increased.

The intervention operationalized PsyCap principles through experiential learning and structured reflection. By practicing emotional sharing and mutual feedback, students engaged in behavioral and cognitive exercises that strengthened their sense of efficacy and belief in their capacities. The mechanism of improvement observed here corresponds to the “state activation model” of PsyCap, which proposes that psychological capacities are enhanced through positive experiential cycles of mastery and social reinforcement.⁽⁴⁾ The authors interpret these effects as amplified by the group's social dynamics, since emotional support and peer modeling created both motivational and interpersonal reinforcement that are essential for PsyCap growth among vulnerable students.

Mechanisms of Change: The Group Process Perspective

From a group-psychotherapy perspective, the success of the intervention can be explained by the activation of Yalom et al.⁽¹¹⁾ therapeutic factors, particularly universality, interpersonal learning, and group cohesion. The finding that students reported feeling less isolated and more understood illustrates the principle of universality, which reduces social alienation and fosters emotional connection. The group functioned as a miniature social environment in which participants could experiment with new communication behaviors and receive immediate feedback, thereby reinforcing self-efficacy and emotional adaptability.

The focus on the present moment within the sessions encouraged mindfulness and self-reflection, helping participants recognize and restructure maladaptive cognitive patterns. This interactive feedback process explains the observed improvement in self-awareness and emotional regulation.⁽¹⁵⁾ Group cohesion, marked by mutual trust and empathy, served as a secure base that enabled participants to take psychological risks and disclose personal experiences. These outcomes are consistent with Burlacu et al.⁽¹³⁾, who emphasized that

universality and cohesiveness in group settings act as catalysts for self-growth and emotional recovery.

Comparative Analysis with Related Studies

The outcomes of this research corroborate prior evidence demonstrating the effectiveness of positive-psychology and cognitive-behavioral interventions among student populations. Rezaei found that group counseling grounded in positive psychology improved PsyCap, especially hope and optimism, in university students experiencing premenstrual stress.⁽¹⁶⁾ Likewise, Wang et al.⁽¹⁴⁾ reported that cognitive-behavioral group counseling enhanced resilience and mental well-being in Chinese undergraduates. The current study parallels these findings and extends their implications to socioeconomically disadvantaged students, a population rarely examined in PsyCap-based interventions.⁽¹⁷⁾

Zhao et al.⁽⁸⁾ further observed a significant relationship between PsyCap, self-compassion, and life satisfaction, indicating that the strengthening of psychological capital indirectly promotes well-being through self-regulatory mechanisms.⁽⁸⁾ The present findings support this interpretation because participants not only demonstrated improved PsyCap scores but also described a heightened sense of self-acceptance and emotional stability. In the Chinese university context, these findings suggest that PsyCap constructs, though individually oriented, can be reinforced through collective empathy and reciprocal support.⁽¹⁸⁾ This observation reinforces the idea that PsyCap interventions are adaptable to collectivist cultural settings where shared responsibility and harmony are valued.

Theory and Practical Significance

Theoretically, this research contributes to the ongoing discussion on the malleability of PsyCap by showing that state-like positive psychological resources can be enhanced even within a relatively short intervention period. This evidence challenges the belief that such capacities require long-term exposure or individualized therapy and instead supports the feasibility of scalable, group-based programs in educational environments. Integrating PsyCap theory with Yalom's interpersonal framework enriches both domains, as PsyCap gains empirical grounding in interactive group processes, and group therapy acquires a structured psychological evaluation framework.

From a practical perspective, the intervention provides a replicable and low-cost model for universities aiming to strengthen student well-being. Economically disadvantaged students often face persistent low self-esteem and social withdrawal that undermine academic engagement and career confidence. By embedding PsyCap-oriented group counseling into student-support systems, universities can address not only emotional stress but also motivational and social competencies. This approach has the potential to transform mental-health services from reactive crisis intervention to proactive psychological development, ensuring that students cultivate inner resources that support long-term resilience and achievement.

Broader Implications for Educational Equity

Beyond individual psychological improvement, the findings also hold broader implications for educational equity and social policy. In many universities, psychological assistance is secondary to financial aid, which addresses economic hardship without confronting emotional deprivation. The present study shows that strengthening internal psychological resources may be as important as providing financial relief in promoting sustainable development among low-income students. PsyCap-oriented group counseling thus emerges as an equalizing force that empowers disadvantaged students to compete academically and socially with peers from more privileged backgrounds.

This approach also aligns with national strategies promoting mental-health education as an integral component of comprehensive student development. By training university counselors and peer facilitators in PsyCap-based methods, institutions can extend the reach of psychological services without major financial investment. The collective nature of the group format further encourages peer mentorship and social cohesion, helping to destigmatize counseling and embedding emotional growth within everyday academic life.

Limitations and Directions for Future Research

Despite the study's promising results, several limitations should be acknowledged. The small sample size and single-institution focus limit generalizability to wider populations. The quasi-experimental design, while ethically and practically appropriate, does not permit strong causal inference. Additionally, the short follow-up period prevents evaluation of whether PsyCap improvements are sustained over time. Future research should therefore include larger, multi-campus samples and longitudinal data to assess the persistence and scalability of the observed outcomes.

Moreover, the use of self-reported PsyCap measures introduces potential bias stemming from social desirability or participants' desire to meet perceived expectations. Incorporating behavioral observations or physiological indicators of emotional regulation could strengthen validity. Future work might also employ

structural-equation modeling to test the mediating role of group cohesion and perceived social support, which were identified qualitatively as potential mechanisms of change. Researchers could further explore whether gender, discipline, or cultural orientation moderates the efficacy of PsyCap-based interventions.

CONCLUSIONS

This study achieved its primary objective of evaluating the effectiveness of group counseling grounded in Psychological Capital (PsyCap) theory in promoting the self-growth and psychological well-being of economically disadvantaged college students. Through an eight-week structured program, the intervention fostered measurable improvements in resilience, optimism, and overall PsyCap, demonstrating that targeted group-based approaches can effectively strengthen internal psychological resources even within financially constrained populations. Beyond statistical gains, participants reported meaningful qualitative changes such as enhanced emotional regulation, improved interpersonal relationships, and greater confidence in handling academic and social challenges.

The findings hold broader significance for higher education institutions seeking to integrate psychosocial support into student development frameworks. PsyCap-oriented group counseling represents an adaptable, low-cost, and empirically supported method that complements traditional financial aid by addressing the emotional and motivational dimensions of student success. Incorporating such interventions into campus counseling centers can help universities promote equality of opportunity, enhance mental-health resilience, and cultivate a culture of psychological empowerment.

Nevertheless, the study's limitations, such as the modest sample size, single-institution scope, and short follow-up period, suggest the need for replication through longitudinal, multi-campus designs. Future research should also explore mediating mechanisms including perceived social support, self-control, and academic engagement to clarify how PsyCap contributes to sustained self-growth. Overall, this work supports the growing consensus that psychological capital is both a measurable and developable construct, and that structured group counseling can serve as a scalable model for nurturing well-being, resilience, and social adaptability among disadvantaged university students.

REFERENCES

1. Fan J, Huang Y, Yang F, Cheng Y, Yu J. Psychological health status of Chinese university students and its influencing factors: A resilience dynamic-system perspective. *Front Public Health*. 2024;12:1382217.
2. Liu Z, Wang P, Huang S. The impact of psychological capital on university students' academic achievement mediated through academic engagement. *Psychol Sch*. 2025;62(3):345-60.
3. Jiang L, Zhao X, Liu Q. Changes and predictors of mental health of Chinese university students post-pandemic. *J Affect Disord*. 2024;357:12-20.
4. Chen X, Li Y, Zhang H, Wang J. Assessment of positive psychological functioning among Chinese university students: Revision and psychometric properties of a psychological capital scale. *Front Psychol*. 2025;16:143.
5. Jiang L, Wider W, Tanucan JCM, Bien JKC. Reforming China's healthcare management in the wake of COVID-19: a psychological well-being perspective. *J Infrastruct Policy Dev*. 2023;7(3):2680.
6. Xie A, Reay D. Successful rural students in China's elite universities: Habitus transformation and inevitable hidden injuries? *High Educ*. 2019;80(1):21-36.
7. Jury M, Smeding A, Stephens NM, Nelson JE, Aelenei C, Darnon C. The experience of low-SES students in higher education: Psychological barriers to success and interventions to reduce social-class inequality. *J Soc Issues*. 2017;73(1):23-41.
8. Zhao R, Li F. A mixed-methods exploration of self-compassion, stress management, psychological capital, and life satisfaction among Chinese university students. *BMC Psychol*. 2025;13:1-13.
9. Luthans F, Youssef-Morgan CM, Avolio BJ. Validation of the PCQ-5: A short form to measure state positive psychological capital. *Group Organ Manag*. 2022;47(6):1337-67.
10. Lorenz T, Beer C, Pütz J, Heinitz K. Validation of the revised Compound PsyCap Scale (CPC-12R). *Front Psychol*. 2022;13:1075031.

11. Yalom ID, Leszcz M. The theory and practice of group psychotherapy. 6th ed. New York: Basic Books; 2020.
12. Rodrigues RI, Junça Silva A. Harmonizing emotions in the workplace: Exploring the interaction between emotional intelligence, positive psychological capital, and flourishing. *Front Psychol*. 2023;14:1343043.
13. Burlacu A, Croitoru IM, Drăgoi CM, et al. Interdisciplinary approach of Yalom's group therapy factors. *Front Psychol*. 2022;13:974726.
14. Wang Z, Li M, Chen Y. Efficacy of cognitive-behavioral group counseling in enhancing the mental resilience of college students. *Chin J Health Psychol*. 2024;32(4):600-6.
15. Schmidt C, Soler J, Vega D, Pascual Mateos JC. Practice matters: The role of mindfulness skills in emotion dysregulation in borderline personality disorder. *J Context Behav Sci*. 2024;32:100756.
16. Rezaei S, et al. The effectiveness of group counselling based on positive psychology on the psychological capital of students with premenstrual syndrome: A randomized controlled clinical trial. *J Educ Health Promot*. 2024;13:123.
17. Ooh SL, Ramli I, Lee CS, Ooi C-Y, Ch'ng P P, Lajuma S. Development and validation of the educational psychological capital scale. *Int J Eval Res Educ*. 2024;13(3):1402-10.
18. Bhandari P, Sigdel B, Mahbubul Hye AK, Bhandari S, Bhattarai A. Fostering women entrepreneurs: psychological capital, psychological empowerment and entrepreneurial spirit. *J Women's Entrepren Educ*. 2024;12:pp 1-18.

FINANCING

The authors did not receive financing for the development of this research.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

AUTHORSHIP CONTRIBUTION

Conceptualization: Xiaojun Guo and Kartini Binti Ilias.

Data curation: Xiaojun Guo.

Formal analysis: Xiaojun Guo, Xiao Liang and Weiwei Chen.

Research: Xiaojun Guo, Xiao Liang and Weiwei Chen.

Methodology: Xiaojun Guo, Xiao Liang and Weiwei Chen.

Project management: Kartini Binti Ilias.

Resources: Muhammad Suhaimi Mohd Yusof.

Software: Muhammad Suhaimi Mohd Yusof.

Supervision: Kartini Binti Ilias.

Validation: Xiao Liang and Weiwei Chen.

Display: Xiaojun Guo and Muhammad Suhaimi Mohd Yusof.

Drafting - original draft: Xiaojun Guo.

Writing - proofreading and editing: Xiaojun Guo and Kartini Binti Ilias.