

Linking Family and School Support to Emotional Health Through Psychological Resilience: Evidence from Sichuan Undergraduates

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Abstract: *Emotional health among undergraduate students has become a critical global public health concern and an essential indicator of educational quality, particularly within the framework of the United Nations Sustainable Development Goal 4 (SDG 4: Quality Education), which emphasizes inclusive, equitable, and supportive learning environments. Ensuring students' emotional well-being is increasingly recognized as a foundational condition for effective learning, academic engagement, and sustainable educational development. Focusing on undergraduate students in Sichuan Province, China, this qualitative study examines how family support and school support influence emotional health and psychological resilience within a regional higher education context. Guided by an interpretive qualitative research paradigm, the study adopts a systematic literature analysis and theoretical integration approach to synthesize empirical evidence and conceptual insights. Drawing on social support theory, psychological resilience theory, and emotional health theory, the study develops an integrated analytical framework to explain the roles of multiple support systems in student development. The findings indicate that family support—particularly emotional empathy and stable instrumental assistance—functions as a foundational resource that strengthens students' psychological resilience by enhancing internal coping capacities and adaptive cognition. In contrast, school support, including formal psychological services and supportive campus environments, exerts a direct positive influence on emotional health by reducing emotional distress and promoting emotional regulation. Rather than operating independently, family and school support function as complementary protective systems, shaping undergraduate students' emotional well-being through distinct yet interconnected pathways. This study contributes to the literature by addressing the lack of integrative analyses of dual support systems within a unified framework and by offering a localized theoretical perspective on undergraduate emotional health in Sichuan. The findings highlight the importance of coordinated family–school support strategies and equity-oriented interventions in advancing students' emotional well-being and supporting the realization of SDG 4 in higher education.*

Keywords: Family Support; School Support; Psychological Resilience Emotional Health

1. Introduction

1.1 Research Background

Emotional health among undergraduate students has become a critical issue in contemporary higher education systems worldwide. Beyond its significance for individual psychological well-being, undergraduate emotional health is increasingly recognized as a key determinant of academic engagement, learning effectiveness, and long-term human capital development. In alignment with the United Nations Sustainable Development Goal 4 (SDG 4: Quality Education), which emphasizes not only equitable access to education but also the quality and inclusiveness of learning environments, student emotional well-being has emerged as an essential indicator of educational quality.

In the post-pandemic era, universities across the world have reported a substantial rise in emotional health challenges among undergraduate students. Empirical evidence indicates increasing prevalence of anxiety, depression, emotional exhaustion, and emotional dysregulation, driven by compounded stressors such as academic pressure, social adaptation difficulties, career uncertainty, and lingering psychological impacts of COVID-19 (Krishnan et al., 2023; Dadras, 2025). In Western contexts, including the United States and the United Kingdom, higher education institutions have implemented a range of emotional health interventions, such as expanded counseling services, mindfulness-based programs, and digital mental health platforms. However, these initiatives have shown uneven effectiveness, particularly among marginalized student groups, raising concerns regarding accessibility, sustainability, and equity (Fahmy & Testa, 2025; Siddiqi, 2024).

Similarly, in Asian contexts such as South Korea and Singapore, undergraduate emotional health challenges are shaped by culturally specific stressors, including intense academic competition, collectivist family expectations, and acculturative stress. Policy responses in these countries have included national emotional health monitoring systems and culturally responsive counseling services (Jung et al., 2022; Rahman et al., 2021). Despite these efforts, a persistent global challenge remains: emotional health support systems are often insufficiently aligned with students' psychological needs, cultural values, and the structural realities of diverse higher education environments.

1.2 Problem Statement

Although family support and school support have been widely acknowledged as key protective factors for undergraduate emotional health, existing research and practice reveal substantial limitations in how these support systems are conceptualized and implemented. A large body of literature has demonstrated that perceived family support can buffer psychological distress and promote emotional well-being among young adults (Cohen & Wills, 1985), while supportive school environments and positive relationships with teachers and peers are closely associated with students' emotional adjustment and mental health outcomes (Wentzel, 1998). However, most empirical studies examine family support or school support in isolation, overlooking the fact that undergraduate students are simultaneously embedded within multiple, interacting support systems. This fragmented approach has contributed to inconsistent findings and limited the effectiveness of emotional health interventions in real-world educational contexts.

At the institutional level, many universities emphasize formal support mechanisms, such as counseling services and emotional health courses, yet these services often fail to meet students' diverse and personalized needs. Previous studies indicate that stigma surrounding mental health, limited availability of professional resources, and low help-seeking behavior among

students remain major barriers that undermine the effectiveness of school-based emotional health support (Eisenberg, Golberstein, & Gollust, 2007; Gulliver, Griffiths, & Christensen, 2010). At the family level, support is frequently uneven in quality, with an overemphasis on material or performance-oriented assistance and insufficient attention to emotional communication and psychological understanding, particularly within achievement-focused family cultures (Chao, 1994). When family and school support systems operate independently rather than collaboratively, their potential protective effects on undergraduate emotional health are significantly weakened, as students' emotional development is shaped by interacting systems rather than isolated contexts (Bronfenbrenner, 1979).

Moreover, existing interventions tend to focus primarily on reducing emotional symptoms rather than addressing the underlying psychological processes through which external support influences emotional health. As a result, many support strategies remain reactive, short-term, and insufficiently responsive to the complex emotional realities faced by contemporary undergraduate students.

Despite growing scholarly attention to undergraduate emotional health, several critical research gaps remain unresolved. Existing studies have extensively documented the prevalence and consequences of emotional health problems among undergraduate students, highlighting the importance of social and environmental protective factors (Auerbach et al., 2016). However, there is a lack of integrative empirical models that simultaneously examine the roles of family support and school support within a unified analytical framework. Most prior research tends to focus on a single source of support—either family or school—thereby limiting understanding of the combined, complementary, or potentially interactive effects of multiple support systems on emotional health outcomes (Malecki & Demaray, 2003; Rueger, Malecki, & Demaray, 2010).

Second, although psychological resilience has been increasingly recognized as an important internal psychological resource, its mediating role between external support systems and emotional health has not been sufficiently examined. Existing studies often treat psychological resilience as a direct outcome or a moderating variable, resulting in theoretical ambiguity and limited explanatory power regarding the mechanisms through which support systems influence emotional well-being.

Third, much of the existing literature is grounded in Western, individualistic cultural contexts, raising concerns about its applicability to collectivist societies such as China. Cultural differences in family dynamics, educational structures, and help-seeking behaviors suggest that the mechanisms linking support, resilience, and emotional health may differ substantially across contexts. Empirical evidence from regional Chinese contexts, particularly from provinces such as Sichuan with large and socioeconomically diverse undergraduate populations, remains limited.

Addressing these gaps is essential for advancing both theory and practice. Accordingly, this study seeks to examine the relationships among family support, school support, psychological resilience, and emotional health within an integrated mediating framework, using empirical evidence from undergraduate students in Sichuan, China. By doing so, the study aims to contribute context-sensitive insights that support the development of more effective and culturally responsive emotional health interventions in higher education.

2. Literature Review

this study focuses on the direct effects of family support and school support on undergraduate students' psychological and emotional outcomes. Drawing upon Social Support Theory and Psychological Resource Theory, this section establishes the theoretical foundation for examining how different sources of support influence emotional health and psychological resilience among undergraduate students in Sichuan, China.

2.1 Social Support Theory and Its Relevance to Undergraduate Students

Social Support Theory emphasizes that individuals' psychological well-being is profoundly shaped by the quality and availability of support received from their social environment (Cohen & Wills, 1985). According to this theory, social support functions as a critical protective factor by providing emotional reassurance, practical assistance, and normative guidance, thereby reducing psychological distress and promoting positive psychological functioning.

Within the context of undergraduate students, family and school represent the two most influential and stable sources of social support. Family support is embedded in long-term emotional bonds and intergenerational relationships, while school support is institutionalized through formal services and everyday interpersonal interactions on campus. These two forms of support differ in structure and function but jointly shape students' psychological adaptation during university life.

In collectivist cultural contexts such as China, social support theory highlights the particularly strong role of family-based support. Parental care, emotional understanding, and guidance are not only sources of material assistance but also central to students' emotional security and psychological development. At the same time, universities function as secondary socialization environments, where school support becomes increasingly important as students face academic pressure, career uncertainty, and social adaptation challenges.

2.2 School Support and Emotional Health

2.2.1 Conceptualization of School Support

School support refers to the emotional, informational, and institutional resources provided by universities to promote students' psychological and emotional well-being. It typically includes access to psychological counseling services, emotional health education courses, supportive faculty–student relationships, peer support systems, and a campus culture that encourages help-seeking and emotional openness (Kuh et al., 2005).

Unlike family support, which is informal and relationship-based, school support is characterized by its formal structure and policy orientation. For undergraduate students, especially those living away from home, school support often becomes the most accessible and immediate source of assistance when emotional difficulties arise.

2.2.2 Empirical Evidence on School Support and Emotional Health

A substantial body of empirical research has demonstrated a significant positive relationship between school support and emotional health among undergraduate students. Studies consistently show that students who perceive higher levels of school support report lower levels of anxiety and depression, greater emotional stability, and stronger emotional regulation abilities (Lim et al., 2022; Yao et al., 2023).

In the Chinese context, school support has been found to play a particularly important role in mitigating academic stress and post-pandemic emotional exhaustion. Research conducted in Sichuan universities indicates that accessible counseling services and practical emotional health courses are associated with reduced emotional distress and improved emotional well-being (Liu et al., 2024). Furthermore, a supportive campus culture—characterized by low stigma, caring faculty, and inclusive policies—has been shown to enhance students’ willingness to seek help and engage in emotional self-care.

However, existing studies also highlight notable limitations in school support effectiveness, including uneven resource distribution and limited cultural sensitivity. Despite these challenges, the overall evidence strongly supports the positive influence of school support on undergraduate emotional health.

This study is designed to examine the influence and structural relationships among family support, school support, psychological resilience, and emotional health among undergraduate students in Sichuan, China. The primary objective of this research is to establish a clear and systematic relationship between the independent variables and the outcome variables within a coherent conceptual framework.

In this study, family support and school support are treated as the independent variables, psychological resilience is considered as an outcome psychological resource influenced by family support, and emotional health serves as the dependent variable. These variables are not examined in isolation; rather, they are assumed to be interrelated and to collectively shape undergraduate students’ emotional and psychological functioning. Family support is expected to contribute to the development of students’ psychological resilience, while school support is expected to exert a direct influence on emotional health by providing institutional and interpersonal resources.

The proposed research framework is presented in figure 1 below.

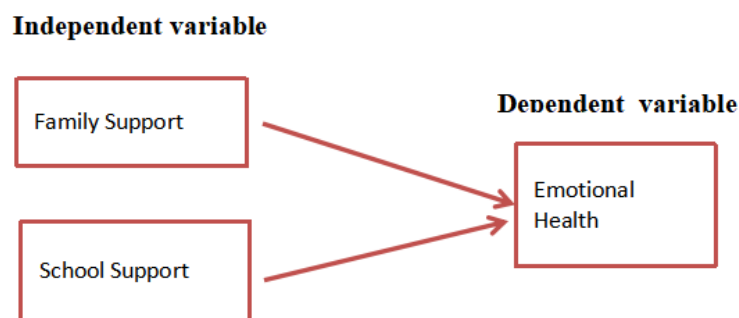


Figure 1: Framework

3. Research Method

3.1 Research Paradigm and Design

This study adopts an interpretive qualitative research paradigm, which is particularly suitable for exploring socially and culturally embedded phenomena. Unlike positivist approaches that prioritize quantification and causal generalization, interpretive qualitative research emphasizes meaning construction, contextual understanding, and cultural interpretation (Bryman, 2016). This paradigm is appropriate for the present study, which seeks to understand how family support and school support function within the specific cultural, regional, and educational context of Sichuan, China.

Given the study's focus on culturally adaptive support systems and psychological outcomes among undergraduate students, a theoretical integration-oriented qualitative design was employed. Rather than testing statistical relationships, this design aims to synthesize existing empirical findings, theoretical perspectives, and contextual evidence to explain how family support influences psychological resilience, and how school support contributes to emotional health. This approach aligns with the study's research questions and hypotheses, which emphasize direct influence pathways rather than causal modeling or mediation testing.

3.1 Analysis Method

3.2.1 Systematic Literature Analysis

A systematic literature analysis was conducted to ensure the comprehensiveness, rigor, and relevance of the qualitative synthesis. Academic publications from 2021 to 2025 were reviewed to capture recent developments in research on family support, school support, psychological resilience, and emotional health among undergraduate students.

The primary databases searched included Web of Science, Scopus, CNKI, and Wanfang Data. Search keywords included combinations of “family support,” “school support,” “psychological resilience,” “emotional health,” “undergraduate students,” and “China”, with particular attention to studies focusing on Sichuan or comparable regions.

The inclusion criteria were as follows: Peer-reviewed journal articles or doctoral dissertations; Studies focusing on Chinese undergraduate students; Empirical or theoretical discussion of at least one core relationship relevant to this study (family support–resilience or school support–emotional health);

Consideration of cultural, regional, or institutional context. A total of 123 publications were initially identified. After screening for relevance, methodological quality, and thematic alignment, 87 studies were retained for final analysis. This systematic review provided a solid empirical foundation for identifying culturally adaptive patterns and support mechanisms.

3.2.2 Conceptual Mapping

Conceptual mapping was employed as an analytical tool to organize and synthesize key concepts and dimensions identified in the literature (Kane & Trochim, 2007). This method involves extracting core constructs, categorizing them into thematic clusters, and visually or logically mapping their relationships.

In this study, family support was mapped into two primary dimensions: Emotional support (e.g., empathy, encouragement, emotional communication), and Instrumental support (e.g., financial assistance, practical help). Similarly, psychological resilience was conceptualized in terms of emotional control and positive cognition, which have been identified as culturally salient dimensions among Chinese undergraduate students (Campbell-Sills & Stein, 2007; Chen et al., 2021). School support was mapped into formal institutional support and informal relational support, while emotional health was conceptualized through emotional regulation, emotional stability, and absence of emotional distress.

Conceptual mapping allowed for a structured comparison of how these dimensions interact across different studies, highlighting consistent patterns—particularly the role of family support in strengthening psychological resilience and the role of school support in improving emotional health—without assuming predefined causal mechanisms.

3.2.3 Theoretical Integration

Theoretical integration was conducted to synthesize Social Support Theory, Psychological Resilience Theory, and Emotional Health Theory into a coherent explanatory framework. This process followed established qualitative integration procedures (Strauss & Corbin, 1998) and involved four key steps: Identifying shared theoretical assumptions, such as the role of social support as a protective factor; Clarifying theoretical boundaries by distinguishing direct influences from broader psychological processes; Incorporating cultural adaptations relevant to collectivist contexts, including relational support and family-centered resilience; Evaluating the internal coherence of the integrated framework in relation to the study's hypotheses.

Importantly, psychological resilience was treated as an outcome psychological resource influenced by family support, rather than as a mediating variable. This positioning ensures consistency with the research framework and hypotheses, and avoids overstating causal complexity beyond the scope of the qualitative design.

3.3 Quality Control Measures

To enhance the rigor and trustworthiness of the qualitative analysis, several quality control measures were implemented. First, theoretical triangulation was achieved by integrating international literature, localized Chinese studies, and education policy documents, ensuring that conclusions were not derived from a single perspective (Denzin, 2017).

Second, peer debriefing was conducted with three scholars specializing in college student mental health and higher education in China. These experts reviewed the conceptual framework and analytical interpretations for theoretical coherence and cultural appropriateness.

Third, researcher reflexivity was maintained throughout the analysis. The researcher documented prior assumptions—such as familiarity with collectivist cultural norms—and continuously reflected on how these perspectives might influence interpretation (Berger, 2015). This process helped minimize bias and overinterpretation.

Finally, methodological transparency was ensured by clearly documenting the literature selection process, conceptual mapping procedures, and theoretical integration logic, allowing for analytical traceability and potential replication.

3.4 Ethical Considerations

As this study is based exclusively on secondary data sources, it does not involve direct interaction with human participants and therefore poses minimal ethical risk. Nevertheless, ethical principles were strictly observed. All sources were accurately cited, and original authorship was fully acknowledged. Interpretations of existing studies were presented cautiously to avoid misrepresentation, and conflicting findings were explicitly recognized where applicable.

In addition, the study adhered to academic integrity standards by ensuring originality in theoretical synthesis and avoiding plagiarism. The research process was conducted in accordance with ethical norms for qualitative scholarship and responsible knowledge production.

4. Results

4.1 Culturally Adaptive Dimensions of Family and School Support

The results reveal that both family support and school support among undergraduate students in Sichuan exhibit distinct culturally adaptive characteristics. These support systems are shaped by collectivist values, regional socioeconomic conditions, and institutional structures, and they function differently in influencing students' psychological and emotional outcomes.

4.1.1 Family Support in Sichuan's Context

The analysis indicates that family support among Sichuan's undergraduate students is primarily manifested through emotional support and instrumental support, reflecting deeply rooted collectivist norms and intergenerational expectations. Emotional support emphasizes parental empathy, active listening, and moral encouragement, which differ from Western models that prioritize autonomy and independence (Liu et al., 2022). In many Sichuan families, parents actively provide emotional guidance during academic setbacks and interpersonal difficulties, and democratic parenting styles are associated with stronger emotional adjustment and coping capacity among students (Chen et al., 2023).

Instrumental support mainly includes financial assistance and practical guidance, such as daily life support and career-related advice. This pattern reflects the cultural expectation that families bear primary responsibility for ensuring children's material security (Li & Hao, 2025). However, the findings also reveal a notable imbalance: many families—particularly in rural areas—prioritize material provision over emotional communication. Parents in these contexts often equate support with financial input, which limits opportunities for emotional exchange and psychological encouragement (Zhao et al., 2021). This imbalance weakens the effectiveness of family support and constrains the development of students' psychological resilience.

Overall, the results suggest that family support in Sichuan plays a significant role in shaping students' internal psychological resources, especially psychological resilience, with emotional quality being more influential than material quantity.

4.1.2 School Support in Sichuan's Context

School support in Sichuan universities demonstrates both formal and informal characteristics, shaped by national education policies and local institutional conditions. Formal school support includes psychological counseling services, mental health education courses, and crisis intervention systems, forming part of the four-level linked support mechanism (university–college–class–dormitory) promoted by the Ministry of Education (Ministry of Education of the People's Republic of China, 2024).

However, the results reveal substantial disparities in the quality and accessibility of these services. Universities in major cities such as Chengdu and Mianyang generally provide specialized counseling and interactive mental health courses, whereas local colleges and institutions in rural or ethnic minority regions face limited professional resources. In these settings, mental health education often relies on lecture-based formats, and counseling services are constrained by long waiting times and insufficient staffing (He et al., 2023).

Informal school support—including supportive faculty–student relationships, peer networks, and campus culture—emerges as a critical complementary factor. Nevertheless, stigma surrounding mental health remains a significant barrier, particularly among male students and

students from rural backgrounds, who may perceive emotional difficulties as personal weakness (Chen et al., 2023). The findings indicate that school support is most effective when formal services are integrated with an inclusive and supportive campus culture, which directly contributes to improved emotional health by reducing distress and encouraging help-seeking behavior.

4.2 Localized Characteristics of Psychological Resilience

Psychological resilience among Sichuan's undergraduate students displays distinct regional and cultural features, combining individual emotional regulation abilities with reliance on collective support. The results identify two dominant dimensions of resilience: emotional control and positive cognition, consistent with findings from localized studies in China (Yang et al., 2023).

Emotional control refers to students' capacity to manage negative emotions such as anxiety and frustration, either independently or through social interaction. Positive cognition involves the ability to reinterpret adversity as a growth opportunity, influenced by cultural values emphasizing perseverance, endurance, and social harmony (Zhao et al., 2023).

Group differences in resilience are also evident. Female students tend to demonstrate stronger interpersonal assistance skills, while male students show relatively higher levels of emotional suppression and self-regulation. Urban students report higher overall resilience, whereas rural students rely more heavily on resilience derived from family and community support (Wang et al., 2022). These findings reinforce the role of family support as a foundational contributor to psychological resilience, particularly for students from resource-limited backgrounds.

4.3 Group-Specific Support Patterns and Psychological Outcomes

The results further reveal differentiated support needs and psychological outcomes across student groups in Sichuan. Rural students exhibit a greater need for emotional support, academic guidance, and social adaptation resources to address structural and cultural disadvantages, whereas urban students prioritize emotional regulation training and career-related psychological assistance (Li et al., 2023).

Gender differences are also apparent. Female students show stronger demand for emotional communication and interpersonal guidance, while male students benefit more from interventions focusing on emotional expression and stress management (Wang et al., 2022). Students in high-pressure majors, such as medicine and engineering, experience elevated academic stress and require specialized school-based psychological support, whereas liberal arts students are more affected by interpersonal and career-related anxiety (Gao et al., 2021).

Additionally, students with lower levels of psychological resilience tend to benefit from direct and structured support, such as individual counseling and family-school collaboration. In contrast, students with higher resilience prefer flexible and autonomous support forms, including peer groups and online psychological resources (Zhang et al., 2024). These findings underscore the importance of targeted and differentiated support strategies tailored to diverse student needs.

5. Discussion

This study aimed to explore the influence of family support and school support on undergraduate students' emotional and psychological outcomes in Sichuan, China. By focusing on culturally adaptive support systems, the findings contribute to a deeper understanding of how different sources of support function within a specific regional and cultural context. This chapter discusses the key findings in relation to the proposed hypotheses and existing literature, while highlighting their theoretical and practical implications.

5.1 School Support and Emotional Health

The results demonstrate that school support has a significant positive influence on undergraduate students' emotional health. This finding aligns with Social Support Theory, which emphasizes the protective role of institutional support in reducing emotional distress and promoting psychological well-being. The results indicate that students who perceive higher levels of school support—particularly in the form of accessible counseling services, supportive faculty–student relationships, and inclusive campus culture—exhibit better emotional regulation and lower levels of anxiety and emotional exhaustion.

In the context of Sichuan, the effectiveness of school support is strongly shaped by institutional capacity and regional disparities. Universities located in major cities tend to provide more comprehensive and professional mental health services, which directly enhance students' emotional health. In contrast, students in local or rural universities face limited access to high-quality support, highlighting inequalities within the higher education system. These disparities suggest that emotional health outcomes are not only individual concerns but also reflections of uneven educational resources.

From a broader perspective, this finding is closely related to Sustainable Development Goal 4 (SDG 4): Quality Education, which emphasizes inclusive, equitable, and supportive learning environments. Emotional health is a foundational condition for effective learning and academic engagement. Universities that invest in comprehensive school support systems contribute not only to students' psychological well-being but also to the realization of SDG 4 by fostering environments where students can learn, participate, and develop sustainably.

5.2 Family Support and Psychological Resilience

Confirming that family support has a significant positive influence on undergraduate students' psychological resilience. Consistent with previous studies, emotional support from family members—such as empathy, encouragement, and understanding—emerges as a more critical factor than material assistance alone in fostering resilience.

In the Sichuan context, family support reflects collectivist cultural values that emphasize interdependence and parental responsibility. The findings suggest that students who receive high-quality emotional support from their families are better equipped to cope with academic pressure, social challenges, and emotional setbacks. Conversely, an overemphasis on instrumental support, particularly in rural families, may limit opportunities for emotional communication and weaken resilience development.

These results extend existing literature by demonstrating that psychological resilience among Chinese undergraduates is not solely an individual trait but is deeply embedded in family relationships. From the perspective of SDG 4, families function as essential partners in education by providing emotional foundations that enable students to persist, adapt, and

succeed in higher education. Strengthening family engagement and emotional awareness can therefore enhance educational equity and student retention, especially for students from disadvantaged backgrounds.

5.3 Cultural and Group Differences in Support Effectiveness

The findings further reveal significant group differences in support needs and psychological outcomes based on gender, residence background, and academic discipline. Rural students benefit more strongly from emotional and guidance-oriented support, while urban students prioritize emotional regulation and career-related assistance. Gender differences suggest that female students tend to seek emotional communication, whereas male students may require targeted interventions to reduce stigma and encourage emotional expression.

These group-specific patterns underscore the importance of culturally and contextually responsive support strategies. A one-size-fits-all approach to student support is insufficient to address diverse needs. Universities must adopt differentiated support mechanisms that consider students' backgrounds, academic pressures, and psychological resources.

In line with SDG 4's emphasis on inclusivity and equity, addressing these differences is essential for ensuring that all students—regardless of gender, region, or discipline—have equal opportunities to thrive emotionally and academically within higher education systems.

6. Conclusion

This study examined the roles of family support and school support in shaping undergraduate students' emotional health and psychological resilience in Sichuan, China. Grounded in Social Support Theory and informed by cultural context, the findings provide empirical evidence that both family and school support are critical determinants of students' psychological and emotional well-being.

The results confirm that school support has a direct and positive influence on emotional health, highlighting the importance of institutional resources, supportive relationships, and inclusive campus environments. Additionally, family support was found to significantly enhance psychological resilience, particularly when emotional support outweighs purely material assistance. Together, these findings emphasize that undergraduate students' well-being is shaped by the combined influence of familial and educational environments.

From a practical perspective, the study offers important implications for higher education institutions and policymakers. Universities should strengthen mental health services, reduce stigma surrounding help-seeking, and ensure equitable access to support across regions. Families should be encouraged to engage in emotionally supportive communication that fosters resilience rather than focusing solely on material provision. These efforts align closely with Sustainable Development Goal 4, which advocates for quality education that promotes not only academic achievement but also students' holistic development and well-being.

Despite its contributions, this study has several limitations. The focus on Sichuan limits the generalizability of the findings to other regions, and the cross-sectional design restricts causal inference. Future research may extend this work by incorporating longitudinal designs, comparative regional analyses, or intervention-based approaches to examine how family and school support systems can be optimized over time.

In conclusion, this study underscores that achieving quality education requires more than academic instruction alone. Emotional health and psychological resilience are essential components of sustainable educational development. By strengthening family and school support systems, higher education institutions can play a vital role in advancing student well-being and contributing to the broader goals of inclusive and equitable quality education as outlined in SDG 4.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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