

The Influence of Combining Ideological and Political Courses with Physical Education on the Psychological Resilience of College Students

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Abstract

In order to understand the impact of sports on the psychological resilience of ordinary university students, the author proposes a study based on the combination of ideological and political courses with sports on the psychological resilience of ordinary university students. The author takes the psychological resilience characteristics and influencing factors of physical education college students in a certain province as the research object. By conducting interviews with experts and reviewing information and designing a survey questionnaire on the influencing factors of psychological resilience. The influencing factor questionnaire consists of 28 questions, with a 5-level scoring system, the score ranges from "very non-compliant" to "very compliant" with a score of "1-5", representing "very non-compliant", "non-compliant", "generally compliant", "quite compliant", and "very compliant". A total of 260 questionnaires were distributed, and 240 valid questionnaires were collected, with a recovery effectiveness rate of 91%. The research results indicate that the psychological resilience level of males is higher than that of females in this group. The level of psychological resilience is manifested as "freshman>sophomore>junior", and gradually decreases with the increase of grade. Psychological resilience, as a protective factor for individuals facing stress, can enable them to demonstrate good adaptability after encountering setbacks. Psychological resilience has a promoting effect on the improvement of an individual's mental health level, while also alleviating adverse psychological conditions.

Keywords: Ideological and Political Courses, Psychological Resilience, Mental Health.

Introduction

In recent years, a new concept - resilience - has emerged in the international psychological community. Psychological resilience refers to the effective response and good adaptation of individuals in the face of adversity, difficulties, or significant pressure. Looking at existing literature, it can be found that the view of psychological resilience as a trait or ability has been increasingly recognized by researchers. Psychological resilience is considered an important psychological quality related to a person's health and happy life, and everyone's psychological resilience can be improved and improved through effective training. Based on this research achievement in the field of psychology, foreign countries have gradually conducted more research on the psychological resilience of athletes and accumulated certain research results. College students are a group with strong personality plasticity, and their psychological resilience is affected by negative factors such as media and multicultural influences, resulting in many cognitive and willpower problems, this makes it urgent for universities to strengthen the cultivation of psychological resilience through ideological and political education for the new

generation of college students. The author takes the concept of "ideological and political education in the curriculum" as the policy guidance, based on the Marxist theory of spiritual motivation and the theory of ideological and political education motivation, and takes improving students' psychological resilience as the starting point. The aim is to integrate ideological and political education theory and methods with physical education teaching, so that students can improve their psychological resilience to a certain extent, strengthen team cooperation and interpersonal communication, cultivate students' psychological resilience as a secondary personality trait through the internalization of spiritual motivation (Arora et al., 2022). As shown in Figure 1. Psychological resilience (resilience) refers to the individual's ability to successfully cope with and adapt to good situations when facing difficulties or in adversity, also known as "resilience", "resilience", "psychological resilience" and so on. A large number of studies have shown that individuals with high levels of psychological resilience have higher levels of self-esteem and positive cognition of reality and the future and are more flexible and comprehensive use of problem-oriented and emotion-oriented coping strategies, so as to more effectively use various resources to overcome

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difficulties, reduce psychological distress and improve adaptability. Some scholars have found that there is a significant negative correlation between psychological resilience and mental health, and it has a high prediction effect on mental health. Moreover, some studies have found that psychological resilience plays an intermediary role between learning stress and mental health, and psychological resilience is the intermediary variable between learning stress and mental health. From the current research, on the one hand, a large number of studies show that there is a close relationship between learning stress, learning burnout and psychological resilience. The relationship between students' learning stress and learning burnout response is influenced by the external environment and students' own psychological factors. On the other hand, how does the variable of resilience work in reducing the learning burnout response caused by learning stress? Can we solve the problem of college students by improving their psychological flexibility, so as to improve their learning motivation and learning effect? At present, the domestic research on the study pressure and study burnout of college students mainly focuses on the general research of the whole group of college students. In particular, due to the differences in learning foundation, the learning motivation and learning atmosphere of sports major college students are obviously different from other types of college students.

Zhang, Y. He et al aim to analyze the influence of ideological and political education on employment quality by using correlation rules. First, the calculation formula of the association rules is studied. The concept of the association rule is described. Secondly, the association rules of employment data are analyzed and designed. Secondly, mining the employment data of college students and college students' ideological and political education and learning data. Finally, the software is used to analyze the employment data in detail. The experimental results show that the credits of ideological and political education are within the range of [3,4]. Among the graduates with ideological and political education scores within the [3,4] range, 38.69% belong to the second category (Zhang, 2021). Si, Y. And others believe that the youth should encourage the awareness of young people, strive to achieve their goals, strive to become an innovative talent, practice and study, in order to realize the Chinese dream of the great rejuvenation of the Chinese nation. Medical students will be engaged in the medical profession in the future. They were given the sacred mission of healing the wounded and saving the dying. Their ideological and political quality will directly affect the development direction of the doctor-patient relationship, and it is also

an important embodiment of the moral level and spiritual civilization level of the whole society in China. It is of positive research significance for medical students to study party history and give full play to the role of party history education in promoting ideological and political quality (Si, 2022).



Figure 1: The Impact of Psychological Resilience.

Methodology

Research Subjects

This study focuses on the psychological resilience characteristics and influencing factors of physical education college students in a certain province. Take the students from the four universities in the province (Normal University, Sports University, Nationalities University, and Agricultural University) that recruit sports students as a whole, and distribute survey questionnaires to students of each grade (Grobler et al., 2022).

Research Tool

Psychological resilience scale

This study adopts the Chinese revised version of the Connor Davidson Resilience Scale, which consists of three dimensions: resilience, self-improvement, and optimism, with a total of 26 questions, among them, there are 14 questions about resilience, 7 questions about self-improvement, and 5 questions about optimism. This scale adopts a 5-level scoring system, with scores ranging from "never" to "always" ranging from "1-5", representing "never", "rarely", "sometimes", "often", and "always" respectively. The participants selected corresponding scores based on their actual situation and the degree of conformity with the description of the question for evaluation, the higher the final score, the better the individual's level of psychological resilience, individuals with lower levels of psychological resilience are more likely to exhibit positive adaptability when experiencing negative events or facing adversity. The overall α -value coefficient of this scale is 0.91, with values for resilience, self-

improvement, and optimism. The a-value coefficients of each dimension are 0.89, 0.89, and 0.62, respectively. This indicates that the questionnaire questions have good consistency and stability, and the questionnaire has good reliability (Faustin et al., 2022).

Questionnaire on Factors Influencing Psychological Resilience

According to the author's research needs, a questionnaire was designed to investigate the factors that may affect psychological resilience through interviews with experts and data review. The influencing factor questionnaire consists of 29 questions, with a 5-level scoring system. The score ranges from "very non-compliant" to "very compliant" with a score of "1-5", representing "very non-compliant", "non-compliant", "generally compliant", "quite compliant", and "very compliant". A total of 260 questionnaires were distributed, and 240 valid questionnaires were collected, with a recovery effectiveness rate of 91% (Kinrade, Hart, & Lambert, 2022).

Reliability testing of questionnaires

To guarantee the dependability of the overview consequences of the mental versatility affecting variables

survey, this review utilized retesting unwavering quality and the Cronbach coefficient to direct dependability investigation on the poll. The underlying testing time and retest time period survey are fourteen days. The questionnaire's pearson correlation coefficient of retest reliability is $r=0.812$, $p<0.01$, as determined by comparing the two test results. Additionally, the questionnaire's overall a-value coefficient of 0.866 indicates that the questionnaire's reliability regarding the influencing factors of psychological resilience is satisfactory and appropriate for this study.

Validity testing of the questionnaire

Legitimacy is likewise called legitimacy, which is normally used to allude to how much estimation devices or means can precisely quantify the expected estimation objects, including Content legitimacy, develop legitimacy, and so forth. The psychological resilience influencing factors questionnaire was reviewed and corrected multiple times under the direction of experts in accordance with the requirements of the research in order to guarantee its effectiveness. The legitimacy of the survey on the affecting variables of mental strength in this study is great and can be utilized (Baykose, Yazici, & Celik, 2021). As shown in Table 1.

Table 1

Expert Validity Test of The Questionnaire on Factors Affecting Psychological Resilience (N=6)

Evaluation Content	Very Reasonable	Reasonable	Basically Reasonable	Unreasonable	Very Unreasonable
Construct validity	2	4	3	0	0
Content validity	3	3	3	0	0
Population validity	2	4	3	0	0

Research Methods

Questionnaire survey method

The author conducted a survey on psychological resilience among some full-time physical education students in the province, conducted interviews with experts and consulted information to understand the factors that may affect psychological resilience, after that, the author designed a psychological resilience influencing factor survey questionnaire and conducted reliability and validity tests, according to the research needs, a total of 260 questionnaires were distributed to the survey subjects, using paper versions and questionnaire stars. The paper questionnaires were distributed and collected on the spot, resulting in 240 valid questionnaires, with a recovery effectiveness rate of 91%.

Mathematical Statistics

The author mostly uses the software package SPSS17.0 to enter, process, and analyze the collected data. Based on the needs of the research, the author statistically analyzes the scores of various factors in the survey questionnaire.

Descriptive statistics, the independent sample T-test, the one-way ANOVA, and factor analysis are the most frequently used methods of analysis (Denovan et al., 2021).

(3) Logical analysis method

The author analyzes the opinions of relevant experts interviewed and the results of the questionnaire survey, and conducts effective logical analysis and inference based on the information provided by the experts and the data obtained from the survey. In order to fully understand the psychological resilience characteristics and influencing factors of sports students in the province, necessary summary and induction are conducted to draw conclusions.

Results and Discussion

Comparison of Scores in Various Dimensions of Psychological Resilience Among Physical Education College Students

Using the Psychological Resilience Scale as the survey tool for this study, a survey was conducted on the current

situation of distributing questionnaires to students majoring in sports from four colleges and universities in the province, input the obtained data into the software package SPSS17.0 for statistical analysis, and use descriptive statistical analysis to obtain the results (see Table 2). The measured scores show that the resilience dimension is 3.786 points, the self-improvement dimension is 3.898 points, the optimism dimension is 3.975 points, and the psychological resilience is 3.852

points, the total average score of this scale is 5 points, indicating that the psychological resilience scores of college students studying physical education in the province are currently above average. Overall, the psychological resilience level of this group is not very high, and there is no significant difference in scores across various dimensions. The scores in each dimension, from low to high, are: resilience, self-improvement, and optimism (Anthony et al., 2020).

Table 2

Comparison of the Scores of Mental Elasticity in All Dimensions of Sports in the Whole Province

Variable	Resilience Dimension	Dimension of Self-Improvement	Optimistic Dimension	Psychological Dimension
M	3.386	3.398	3.975	3.852
MD	0.368	0.381	0.432	0.312

From the measured results, it can be seen that the current level of psychological resilience among college students majoring in physical education in the province is above average, the comparison of the differences in scores among various dimensions is summarized as follows: The psychological resilience of physical education college students in this province is scored as "optimistic > self-improvement \geq resilience". The reason for this result may be related to social development and changes in attitudes. Currently, college students are mainly born in the 1990s, and students in this age group have mostly grown up in an environment with abundant material conditions. Their lives are relatively stable, and when encountering problems and setbacks, their elders will provide them with help, this growth environment has created a relatively optimistic psychological state for them. The majority of the subjects were sports majors with experience in sports training. The process of sports training honed the willpower and qualities of sports students, enabling them to demonstrate a good state of development in terms of resilience and self-improvement during their growth. At present, physical education college students in the province must understand their own psychological health status. With the rapid development of society, opportunities and challenges coexist. In this unprecedented transformation, the college student community not only has more opportunities, but also faces complex and diverse pressures and difficulties. Although with the increase of age and cultural level, students in the undergraduate stage will improve their cognition and self-awareness compared to those in the undergraduate stage, and their ability to think independently and handle problems will also be further improved. However, in the process of

future development, it requires us college students to start from their own reality and seek better psychological positioning and state to escort their future development (Sural, Güler, & Çar, 2021).

Under the current social conditions, it is very important for physical education students in the province to have a good level of psychological resilience. Students at this stage should extensively accumulate experience in interpersonal communication, expand their knowledge and learning, and strengthen their understanding of their own situation, in order to better reflect their own value in future development.

Comparison of Psychological Resilience Among Physical Education College Students of Different Genders in The Province

After inputting the survey data into SPSS 17.0 as a whole, independent sample T-test was used as the analysis method, with the psychological resilience and individual dimension scores of sports students in the province as the dependent variable, and gender differences as the independent variable. By analyzing, we can obtain the mean (M), standard deviation (SD), and T-value of psychological resilience and individual dimensions for male and female students P According to the analysis results (see Table 3), it can be concluded that in terms of the overall psychological resilience level of sports students in the province, the P-value is 0.000, which is less than 0.05. There is a significant difference in the level of psychological resilience in the gender difference variable; Looking at the test results of resilience and self-improvement dimensions at the level of each dimension P The values are all less than 0.05, indicating significant differences in gender variables; The test results of the optimistic dimension showed a P-value of 0.641, greater than 0.05, and there was no significant difference in gender differences.

Table 3

Comparison of Psychological Resilience Among Sports College Students of Different Genders

Variable	Male 160	Female 80	T Value	Significance
	M	SD		
Resilience dimension	3.848	0.338	0.398	0.000
Dimension of self-improvement	4.001	0.327	0.403	0.000
Optimistic dimension	3.965	0.398	0.488	0.641
Psychological resilience	3.917	0.276	0.338	0.000

Based on the above data results, the following conclusion can be drawn: There is a significant difference in the overall psychological resilience level of sports students in the province in terms of gender differences, and the psychological resilience level of males is higher than that of females; Based on the score level of each dimension, men have higher levels of resilience and self-improvement than women, while the level of optimism does not show significant differences between genders. The scores between men and women are basically the same, which is inconsistent with the result pointed out by Yang Jie that female students have higher psychological resilience than male students. The reason is that students majoring in physical education have different learning and experiences compared to students majoring in other fields. The reasons for the differences between boys and girls are analyzed, including the inconsistency between boys and girls in the training process, the different ways of expressing emotions when facing difficulties, and the combined effects of various environmental factors (Li & Zheng, 2021).

Table 4

Comparison of Psychological Resilience Among Physical Education College Students of Different Grades (N=240)

variable	Freshman (N=70)	Sophomore (N=90)	Junior (N=78)	F	P	Post hoc comparison
	M SD	M SD	M SD			
Resilience dimension	3.888 0.374	3.762 0.355	3.718 0.368	4.461	0.014	1>2 1>3
Dimension of self-improvement	4.018 0.327	3.969 0.332	3.697 0.412	18.748	0.000	1>3 2>2
Optimistic dimension	4.028 0.415	3.965 0.428	3.925 0.446	2.494	0.408	
Psychological resilience	3.952 0.302	3.856 0.291	3.748 0.313	10.298	0.000	1>3 2>3

According to Table 4, we can see that the scores of physical education students in the province in terms of psychological resilience and various dimensions are slightly higher for freshmen than sophomores, and slightly higher for sophomores than for juniors. The psychological resilience score forms a pattern of

Comparison of Psychological Resilience Among Physical Education College Students of Different Grades in The Province

After inputting the data as a whole, perform an analysis of variance, with the psychological resilience scores and scores of various dimensions of physical education students in the province as the dependent variable, and the current grade of the students as the independent variable. Through analysis, the mean (M), standard deviation (SD), T value, and P value of psychological resilience and dimensions for different grades were obtained (see Table 4). Based on the analysis results, it can be concluded that: From the perspective of the overall psychological resilience level of physical education students in the province, the P-value is 0.000, which is far less than 0.05. There are significant differences in psychological resilience levels among different grade variables; Looking at the test results of resilience and self-improvement dimensions at the level of each dimension P The values of 0.012 and 0.000 are both less than 0.05, indicating significant differences in variables across different grades; And the test results of the optimistic dimension, P The value is 0.408, greater than 0.05, and there is no significant difference in variables among different grades.

"freshmen>sophomores>juniors". The specific reasons for the analysis are as follows: Among the sports students in the province, the ages of students in different grades and stages are very similar, and the first year of graduate school has just entered the university stage, and their aspirations for the future are also better. In the university stage, most

students hope to prepare for their future development plans through their own learning, so their expectations for future development will increase with the increase of their educational background; By the second year of college students, when the school curriculum is basically over, students will make a detailed plan for their future development, increase their understanding of themselves and social forms, in order to some extent, it affects the psychological state of students at this stage; Third year college students face graduation and various social pressures, with a slight decrease in their psychological state. According to research, it can be concluded that there are differences in the psychological resilience of physical education students in the province across grades, and the level of psychological resilience decreases with the growth of grades. This indicates that the psychological health counseling system for physical education students in the province is not perfect enough, and the ideal state of psychological resilience is that the level of psychological resilience also increases with the increase of age, academic grade, and life experience, laying a good foundation for entering society in the future.

Factor Analysis on The Factors Influencing The Psychological Resilience of Physical Education College Students in The Province at The Current Stage

Data Source and Processing

By reviewing materials related to psychological resilience and conducting interviews with experts to understand the factors that may affect psychological resilience, the data was summarized and summarized. A total of 28 items were set in the survey questionnaire on the factors affecting psychological resilience of sports college students in the province. The questionnaire was randomly distributed to sports college students in the province using paper and questionnaire stars, and the paper version was distributed and recycled by the author on the spot. Through the analysis of various factors in the questionnaire of influencing factors of psychological resilience of sports research students in this province, the questionnaire uses factor analysis to classify the influencing factors of psychological resilience. Firstly, perform KMO statistics and Balitt spherical test. The closer the KMO value is to 1, the more suitable it is for factor analysis. The KMO value of this questionnaire is 0.743, and the result of the Balitt sphericity test is 5576.229, P the value of 0.000 is less than the significant level of 0.05, indicating that the questionnaire on the influencing factors of psychological resilience among sports students in the province is suitable for statistical description using factor analysis method. According to the statistical results, the influencing factors

of psychological resilience in the questionnaire were extracted using factor analysis methods from all main factors and sorted based on the contribution rate of each factor. The resulting result is the proportion of each factor in the psychological resilience influencing factors studied in the province's sports science.

According to the analysis results, the numerical contribution rate of factors affecting the psychological resilience of sports students in the province can be seen that the influencing factors of psychological resilience are in descending order: professional identity factor, self-awareness factor, interpersonal relationship factor, employment pressure factor, academic achievement factor, training experience factor, family environment factor, and network dependence factor. The 28 selected influencing factors can be well explained by 9 influencing factors, so this study believes that these 9 influencing factors have an important impact on the psychological resilience of sports students in the province. Solving these 9 influencing factors can improve the level of psychological resilience.

Analysis of factors influencing psychological resilience of college students majoring in physical education in the province

Analysis of the "Professional Identity" Factors Influencing the Psychological Resilience of Physical Education College Students in the Province

Professional identity: Refers to the process in which an individual, after having a thorough and comprehensive understanding of their major, spontaneously accepts and identifies with their major and actively learns externally. It is a process of emotional, attitudinal, and even cognitive transfer. Due to the unique nature of the sports major, students' learning has the characteristic of combining motor skills and theory, requiring a combination of mental and physical strength, both of which are indispensable. Due to its strong professional nature, sports majors have relatively narrow employment opportunities. The evaluation of sports majors in society is mixed, with "simple minds and well-developed limbs" and "high sense of loyalty and emotional intelligence". These are the two most direct and extreme evaluations of sports majors in society. The purpose of most students attending university is to seek better future development through the improvement of professional skills and theoretical knowledge, so professional identity is particularly important.

If an individual has a high level of professional recognition, they will appear proactive in their professional learning, avoid negative social evaluations of their profession, and have confidence in their future development. Their

psychological state will also improve accordingly. On the contrary, students appear passive in their studies and are influenced by social evaluations of their majors, leading to confusion about their future development and a series of psychological problems that seriously hinder their physical and mental development. For sports students in this province, it is crucial to have a correct understanding of the sports major, understand the unique advantages of the sports major, as well as the latest sports trends, and improve the psychological resilience of students through professional identification.

Analysis of "Self-cognition" Factors Influencing the Psychological Resilience of Physical Education College Students in the Province

Self-cognition: Refers to an individual's understanding of their own existence, plans for the future, and evaluation of their own abilities and values, including their understanding of their own behavior and psychological state, as well as their understanding of their physiological, psychological, social activities, and their relationship with surrounding things. As students age, their individual understanding of themselves gradually becomes clearer. Currently, the majority of physical education students in this province are born in the 1990s. Their lives are relatively simple and smooth, which makes some students who have always considered themselves outstanding overestimate their own abilities and even exceed their actual level and abilities. Through the learning process of physical education students in the province have higher expectations for their future development. Against the backdrop of the current national policy of vigorously developing sports and cultivating high-quality talents, a good level of psychological resilience and understanding one's own abilities and characteristics have become particularly important. Only by fully understanding one's strengths and weaknesses can one maximize their strengths and avoid weaknesses, judge whether they can cope with the difficulties encountered in their own development process and make corresponding adjustments in a timely manner when encountering difficulties.

Analysis of the "Training Experience" Factors Influencing the Psychological Resilience of Physical Education College Students in the Province

According to research, it has been found that some college students majoring in sports in the province have received training in various sports projects since childhood, while others have only started to engage in sports training in their second year of high school. Interdisciplinary candidates have never even experienced training, and the duration of training varies. The process of sports training can cultivate students' sense of competition and active participation and can increase social interaction. The training process is carried out together

with others, and it is necessary to get along with people during sports. During the training process, fair competition will be carried out under certain rules and methods, which has a promoting effect on interpersonal communication and can improve the coordination of interpersonal relationships. Psychological resilience is not only manifested in the process of overcoming difficulties, but also cultivated in the process of overcoming difficulties. Individuals with high psychological resilience are prone to developing good adaptability and exhibiting a positive and enterprising spirit in the face of difficulties. In the process of sports training, it is necessary to constantly overcome various difficulties. The higher the degree of difficulty that participants overcome, the greater the help they have in cultivating good psychological resilience. Transferring the strong willpower cultivated from it to daily learning, life, and work is more helpful for the growth and development of participants (Wu, 2022).

Conclusion

This paper studies the characteristics of psychological elasticity and influencing factors of college students majoring in a province. By interviewing experts and consulting information, a questionnaire about the factors affecting psychological resilience was designed. The influencing factors questionnaire consists of 28 questions using a 5-level scoring system, ranging from "very uncompliant" to "very compliant", "1-5", representing "very disobedient," "uncompliant," "generally compliant," "very compliant" and "very compliant". A total of 260 questionnaires were distributed and 240 valid questionnaires were collected, with a recovery response rate of 91%. Universities should improve their mental health education system and increase the efforts of psychological counseling. Provide assistance to students in learning, interpersonal processing, and other aspects to improve their adaptability; Help students find their own strengths and enhance their confidence, so that they can calmly cope with setbacks; Emphasizing the combination of personal and group counseling, targeted and targeted personalized counseling is carried out based on different grades, genders, student origins, wealth, and health levels, in order to help different students correctly understand themselves, accept themselves, realize themselves, understand their own characteristics, promote strengths and avoid weaknesses, obtain positive psychological experiences, cultivate self-confidence, and improve adaptability. Carry out rich and dynamic mental health education that meets the needs of psychological development, expand channels for mental health education, guide students to correctly understand difficulties, and actively overcome difficulties to help improve students' psychological resilience level.

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