

Students' Self-Efficacy, School Adjustment, and Psychological Resilience as Related to Their Subjective Well-Being: Inputs to a Guidance Program

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Abstract

This survey-correlational study aimed to determine the students' self-efficacy, school adjustment, and psychological resilience as related to their subjective well-being as inputs to the guidance program for the school year 2023-2024. This study focused on undergraduate students from a state-owned university in China. Two hundred eighteen undergraduate students were identified as respondents to the study. Four (4) adapted data-gathering instruments were utilized to gather the needed data. These were the Index of Well-Being by Campbel (1976), the General Self-Efficacy Scales by Schwarzer (1982), the Chinese College Student Adjustment Scale (CCSAS), developed in the context of Chinese culture by Fang et al. (2005), and the Resilience Scale for Chinese Adolescents compiled by Chinese scholars Hu Yueqin and Gan Yiqun (2008). Frequency count, percentage analysis, mean, standard deviation, and Pearson product-moment correlation coefficient were used as statistical tools. The alpha level was set at 0.05. Results revealed that, generally, students in China have low self-efficacy, experience normal school adjustment, and have moderate psychological resilience. They have average subjective well-being. A positive and highly significant relationship existed between grade level and self-efficacy; grade level and school adjustment; grade level and psychological resilience; grade level and subjective well-being; number of siblings and self-efficacy; self-efficacy and school adjustment; self-efficacy and psychological resilience; self-efficacy and subjective well-being; school adjustment and psychological resilience; school adjustment and subjective well-being; psychological resilience and subjective well-being.

Keywords: Well-being; Self-efficacy; Psychological Resilience; Quality of Life; Difficulties; Emotion; Healthy Personality

Introduction

Background/Rationale of the Study

Education is a fundamental aspect of human development, and the well-being of students within educational settings is a matter of increasing concern for educators, parents, and policymakers. The concept of subjective well-being, encompassing an individual's overall life satisfaction, emotional states, and sense of happiness, has garnered substantial attention in the field of education. It is widely recognized that students' well-being not only influences their academic performance but also plays a crucial role in their overall life satisfaction and mental health. There are continuous reports that, due to the pressure and crisis of college students in academics, interpersonal relationships, employment, etc., the detection rate of psychological problems has increased significantly, and the level of mental health is not optimistic. For example, in a survey of a Chinese university, about 34% of college

students "have a vague understanding of happiness" or "think they are unhappy Chen Ling [1], so strengthening the focus on the subjective well-being of college students has become a hot topic for society and schools. Many studies have tried to explore the relationship between individuals and subjective well-being from the perspective of relevant factors such as individual personality traits, explanatory styles, and parenting styles in an attempt to explain this phenomenon.

Positive psychology believes that positive psychological capital is not only an endogenous factor of mental health but also a necessary condition for successfully solving difficulties. By enriching positive psychological resources such as individual optimism and tenacity, individuals can deal with problems encountered in life more effectively, quickly get out of the shadow of failure, and improve their self-ability and subjective well-being level Yang Xiaobing et al. [2]. Among them, self-efficacy

and psychological resilience are important psychological capitals, and both are important influencing factors for individuals to effectively cope with external pressures and overcome difficulties. At the same time, the individual's degree of adaptation to the new environment is also an important indicator; if the student's adaptation to the school is better, then he will face the study life with a more relaxed and pleasant psychological state. On the contrary, if there is maladjustment, the psychological state of that body may be restless, fearful, or nervous, which may affect their subjective well-being. School adjustment is another critical factor in students' well-being. School is not merely an institution for academic learning; it is also a social environment where students form relationships, build social skills, and develop a sense of belonging. Effective school adjustment encompasses academic, social, and emotional dimensions and contributes significantly to students' overall well-being.

A harmonious and positive school environment can enhance students' sense of well-being, while difficulties in school adjustment may lead to stress, anxiety, and decreased subjective well-being. From this point of view, psychological capital and school adjustment are inseparable from the subjective well-being level of individuals. Most of the current research on the relationship between psychological capital, school adjustment, and subjective well-being is only analyzed from the perspective of two correlations; for example, a study on self-efficacy and subjective well-being pointed out that there is a significant correlation between the two, and the stronger the self-efficacy of the individual, the higher the level of subjective well-being experienced Li Fenghua et al. [3]. However, there are relatively few studies that comprehensively consider self-efficacy, school adjustment, and psychological resilience, and we have not yet understood how these three factors are related to subjective well-being, and the relationship between these four requires further research by scholars. Despite the growing recognition of these individual constructs-self-efficacy, school adjustment, and psychological resilience-as crucial contributors to students' subjective well-being, there remains a need for comprehensive empirical research to examine the interrelationships among these factors. Understanding how these variables are related can offer valuable insights into the holistic well-being of students and inform educational strategies and interventions aimed at improving their overall quality of life.

Objectives of the Study

This study aimed to determine the students' self-efficacy, school adjustment, and psychological resilience as related to their subjective well-being as inputs to the guidance program.

The study sought answers to the following specific objectives:

i. Determine students' profiles in terms of sex, grade, major, leadership position on campus, number of siblings, and family location.

ii. Determine the students' self-efficacy, school adjustment, and psychological resilience.

iii. Determine the subjective well-being among students when taken as an entire group and when classified according to: students' profile in terms of sex, grade, major, leadership position on campus, number of siblings, and family location; b) level of self-efficacy; c) extent of school adjustment; and d) psychological resilience.

iv. Determine if significant relationships exist among students' profile and their dimensions, self-efficacy and its dimensions, school adjustment and its dimensions, psychological well-being and its dimensions, and subjective well-being among students.

v. Develop a guidance program for students based on the results of the study.

Theoretical Framework of the Study

The Theory of Psychology Capital: Psychological capital consists of four positive psychological forces: self-efficacy, hope, optimism, and resilience. The positive psychological resources of self-confidence, boldness, hope, and optimism are not only the expression of an individual's mental outlook but also the basis and prerequisite for a sense of subjective well-being. Individuals with positive psychological capital often experience a sense of control over events, are more optimistic and proactive, take a more positive approach to coping, and adapt better to their surroundings, thus contributing to the maintenance and enhancement of their sense of well-being. Of the many factors that influence subjective well-being, although both life events and the environment in which an individual lives have an impact on subjective well-being, personality plays a greater role in the long term, with self-esteem, self-control, self-efficacy, and self-concept all influencing subjective well-being.

Self-efficacy Theory: Bandura's (1986) social cognitive theory includes a subset known as the self-efficacy theory (SET). Perceived self-efficacy and outcome expectations are the two main factors that influence behavior, according to this theory. The importance of the individual and how those individual views his or her own potential is emphasized as a significant factor in successful outcomes. Therefore, self-efficacy theory and the larger social cognitive theory that it is a part of unambiguously support the democratic ideal that holds that everyone is competent and capable of success so long as they have the opportunities and self-efficacy required to do so. The explicit focus of self-efficacy theory is on how people and groups may be given a sense of agency that will help them achieve their goals. This is important, as self-efficacy theory does not presume that individuals who are currently successful are inherently better than those who are not as successful. Rather, self-efficacy theory would suggest that individuals who are currently struggling may not have been provided with opportunities to obtain mastery experiences or the

modeling necessary to develop high levels of self-efficacy (Lippke, 2020).

Social Adaptation Theory: The term “social adaptation” was first coined by the famous sociologist Spencer, who refers to it as the process by which individuals change their behavior, habits, and attitudes in order to adapt to their social environment. Psychological adaptation is the core of social adaptation and refers to the dynamic response of individuals through their self-regulatory system when experiencing changes in the environment, so that their psychological activities and behavior are more in line with the changes in the environment and the needs of self-discovery. Psychological adaptation comes with environmental change, and the level of adaptation and whether or not it is proactive affect an individual’s level of subjective well-being (Neely et al. 2021).

Social Cognition Theory: According to American psychologist Bandura in the 1980s, the three factors-individual, behavior, and environment-are both independent and interactive, and they are causal to each other. Human subject factors, such as beliefs and motivation, often strongly dominate and guide their behavior; behavior and its results in turn have an influence and ultimately determine the content and form of thinking and the emotional response of actors; individuals can also cause or activate different environmental reactions through subject characteristics such as

character and social role Bandura [4].

Conceptual Framework

Different personal profiles may influence the individual’s choice of major, the pursuit of leadership positions, and overall engagement in academic and social activities. Self-efficacy refers to one’s belief in their ability to succeed in specific situations or accomplish tasks. A positive personal profile (e.g., high self-esteem, a proactive attitude) may contribute to higher self-efficacy. Higher self-efficacy can lead to increased motivation, resilience, and better performance in academic and non-academic domains. School adjustment encompasses how well an individual adapts to the academic and social aspects of the educational environment. A positive personal profile may facilitate better school adjustment by providing a foundation of social skills, adaptability, and coping mechanisms. School adjustment, in turn, can impact self-efficacy and subjective well-being. Positive adjustment may lead to greater satisfaction and a sense of belonging. Psychological resilience involves the ability to bounce back from adversity, challenges, or setbacks. Certain aspects of the personal profile, such as coping strategies, personality traits, and life experiences, can influence an individual’s level of resilience. High psychological resilience can contribute to better coping with stressors, foster adaptability, and ultimately impact subjective well-being positively.

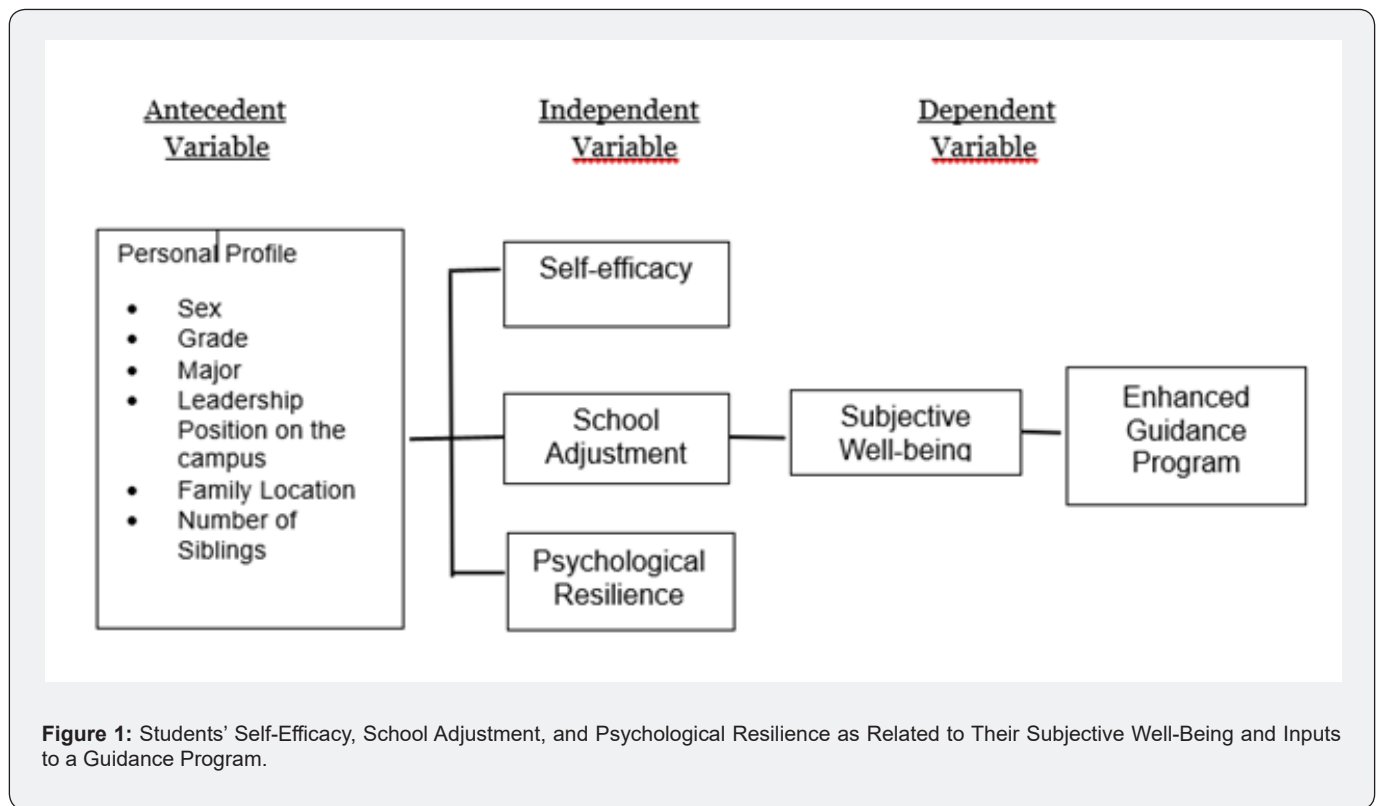


Figure 1: Students’ Self-Efficacy, School Adjustment, and Psychological Resilience as Related to Their Subjective Well-Being and Inputs to a Guidance Program.

Subjective well-being is the overall assessment of one’s life satisfaction, happiness, and positive emotions. It is influenced by personal profile factors, self-efficacy, school adjustment, and

psychological resilience. Positive self-perceptions, effective coping mechanisms, and a sense of belonging in the academic environment can contribute to higher subjective well-being.

Understanding the interplay of these variables may involve different research methods. Researchers and educators can use this understanding to develop interventions that support positive personal development, enhance self-efficacy, facilitate school adjustment, and promote psychological resilience—all of which can contribute to an individual's overall subjective well-being (Figure 1).

Significance of the Study

The findings of the present investigation may be beneficial to the following:

Guidance Counselors: The study can help counselors identify specific areas where students may be struggling, such as low self-efficacy, poor school adjustment, or low psychological resilience. Understanding these areas of concern allows counselors to tailor their interventions and support services to address the unique needs of students.

Ministry of Education: The study can be used by the ministry of education to understand the level of subjective well-being and the development of self-efficacy, school adjustment, and psychological resilience in the university student population.

School Administrators: The level of students' subjective well-being and school adjustment will affect the quality of teaching and the school climate.

Teacher: For teachers, in addition to focusing on student learning, the development of a sense of well-being is also an important goal in education.

Students: Compared to secondary school, university students face more complex interpersonal relationships and employment pressure, which also places higher demands on the psychological quality of the university community. A good sense of well-being has an important impact on the development of students' lives and the realization of their self-worth. Therefore, this study can help university students better understand and learn about subjective well-being and, on this basis, acquire some self-adjustment methods to improve the quality of study and life.

Parents: The family is the main place where students' psychological qualities are formed. Although university students have gradually left their families of origin, the influence from the family does not end there, and parents can use this study to understand students' psychological conditions at school and give full play to the positive functions of the family to help students improve their subjective sense of well-being.

Future Researchers: Among the existing studies, most of them have investigated self-efficacy, school adjustment, psychological resilience, and subjective well-being from the perspective of a single factor or two related angles, which is lack of integration. Therefore, this study adopts a comprehensive perspective. By clarifying the relationship between self-efficacy, school adjustment, psychological resilience, and subjective well-

being, it will increase the understanding of theories in relevant fields, deepen the research content in this field, and provide a theoretical basis and reference for further in-depth research by others.

Scope and Limitations of the Study

This study utilized a survey-correlational research design, and the research question was to explore the relationship between subjective well-being and self-efficacy, school adjustment, and psychological resilience among university students. The research participants were university students currently studying at a higher education institution in China. They were selected through simple random sampling. Four (4) standardized instruments were adapted in order to measure the students' self-efficacy, psychological resilience, school adjustment, and subjective well-being. The data were collected, tallied, encoded, and run in SPSS. Descriptive statistics utilized include frequency, percentage, mean, and standard deviation. Inferential statistics include the t-test, one-way analysis of variance, and Pearson's *r* product moment correlation. The 0.05 alpha level of significance will be used.

Related Literature/Studies

Self-efficacy

Lippke (2020) explained that the term "self-efficacy" was originally used by renowned psychologist Bandura to describe a person's belief in their own ability to carry out a particular behavior. Since its inception, self-efficacy has grown in importance as a measure of a person's confidence in themselves. Cui Qi et al. [5] conducted a survey to explore the relationship between self-efficacy and depression in college students. 620 college students from a medical school and an engineering college completed the tests of the Chinese version of the General Self-Efficacy Scale (GSES) and the Center for Epidemiological Studies Depression Scale (CES-D). The results show that the general self-efficacy of male students was significantly higher than that of female students. There is a significant negative correlation between general self-efficacy and depression and its four dimensions. General self-efficacy has a significant negative predictive relationship with depression. On her part, Liu Pan [6] explored the relationship between social anxiety, general self-efficacy, and psychological resilience in children and adolescents, using more than 2,160 children and adolescents as study participants.

The results show that general self-efficacy has a positive predictive effect on psychological resilience, while general self-efficacy and psychological resilience have a negative predictive effect on social anxiety. General self-efficacy can not only directly affect children and adolescents' social anxiety but also indirectly affect adolescents' social anxiety by affecting psychological resilience. A study by Zhao Jing [7] found that the junior high school students' general self-efficacy had a positive predictive effect on psychological resilience, and the social support part mediated the relationship between general self-efficacy and

psychological resilience. By improving the general self-efficacy and social support level of junior high school students, the improvement of their psychological resilience can be promoted. The research results of Liu Hong et al. [8] on sophomore and junior students showed that the general self-efficacy of college students was positively associated with positive coping styles in life and negatively associated with negative coping styles. Enhancing general self-efficacy could be helpful in adopting positive coping styles among college students.

School Adjustment

Researchers defined the concept of “school adjustment” differently, from that of Baker and Siryk [9] who explained that “individuals adapt to academic life in school, establish good interpersonal relationships, and cope with various psychological pressures, on the basis of which they form a good impression of school. Ladd et al. [10] propose that school adjustment is the enjoyment of school activities and learning success in the school context; Chinese scholar Zeng Xiaoqiang (2012) believes that school adjustment refers to the good adaptation of students to the school environment, which means that individuals can feel good about performing and completing various tasks assigned by the school environment and student roles. At the same time, students should be able to master interpersonal skills and abide by school rules and regulations; Zhang Zhe [11] believes that school adjustment refers to the ability of students to fully and objectively understand themselves in any situation, and timely adjust their behavior to enable them to face their environment with a better mindset.

Chinese scholar Li Hui [12] summarized many concepts of school adjustment based on previous research results, and divided them into the following four categories according to their different connotations and focuses: (1) regarding the interaction between students and schools as a key feature, which not only refers to the frequency and extent of students’ participation in school activities, but also includes students’ emotional attitudes towards school (Birch, 1997); (2) Emphasizing the outcome or state of interaction between students and the school environment, individuals with good adaptation can successfully accomplish educational goals, and gain healthy personality and friendship during school education (Chen Jun, 2004); (3) School adjustment refers to the skills and ways in which students interact with the school environment. School adjustment involves academic, emotional, and interpersonal aspects Liu Wanlun [13]; (4) From a comprehensive perspective, school adjustment is both a process of interaction between people and the environment, and a result of interaction between people and the environment. It is a comprehensive process. To sum up, although there is currently no accurate definition of school adjustment in the field of psychology, most scholars generally believe that school adjustment is the product of interaction and interaction between people and the environment. Therefore, based on previous research literature, this article believes that school adjustment refers to the ability

of individuals to basically achieve school education goals, successfully complete their studies, learn to communicate with others, and acquire the ability to develop healthy personality.

Regarding the composition of school adjustment, Birch and Ladd [10] classified school adjustment into academic behavior, school preferences, school avoidance, class participation, self-guidance, and other aspects. Chinese scholars have also analyzed the dimensions of “school adjustment” based on foreign research. For example, Tao Sha [14] took college students as the research object and believed that college students’ admission adjustment mainly includes five aspects: learning adaptation, interpersonal adaptation, self-care adaptation, overall identification with the environment, and physical and mental symptoms. Based on previous research, Chinese scholar Hou Jing [15] believes that school adjustment involves six aspects: “school attitude, learning adaptation, interpersonal adaptation, emotional adaptation, behavioral problems, and class participation,” which has been widely recognized by domestic researchers in China. Research on school adjustment can be divided into two categories: one focuses on the relationship between internal factors and school adjustment, such as individual psychological resilience, coping strategies, personality traits, self-efficacy, and motivation; the other focuses on external factors, such as parenting style, family economic situation, school environment, and social environment. environmental factors.

One of the factors that researchers have found to have a significant influence on university students’ school adjustment is self-efficacy, which is an internal psychological resource for individuals. Individuals with high self-efficacy usually have good interpersonal skills and have a positive impact on their social adjustment behavior. For example, Chinese researcher Han Bingyan [16] examined the relationship between general self-efficacy and school adjustment among 500 middle school students in Beijing, and the results showed that there was a significant positive correlation between general self-efficacy and school adjustment and that by enhancing students’ general self-efficacy, it could help them improve their school adjustment level. In addition, in studies of internal correlates, many researchers have found a strong relationship between personality traits and adjustment: conscientiousness, extroversion, and openness are all negatively associated with social maladjustment, and neuroticism is positively associated with social maladjustment.

Family rearing patterns play a large part in the external factors that influence a university student’s adjustment to school. The family environment contains more factors, such as parents’ education level, economic level, and social status, which can have an impact on individuals. Zhao Haorui [17] found from a study of 932 college students enrolled in 10 universities that college students whose home location was a prefecture-level city, whose parents’ education was middle and high school, and whose family’s economic status was medium had the best psychological adjustment. Chen Li et al. [18] found that emotional warmth and

understanding from parents promoted better learning among university students, while harsh parental punishment could hinder the development of professional interest, the application of knowledge, and independent learning. It is evident that a parent's education has a significant influence on a freshman's academic growth, career decisions, and adjustment to school. Even if university students are separated from their families and parents when they first enroll, this does not lessen the impact of parents on their offspring.

Psychological Resilience

Academic research on psychological resilience began around the 1970s when psychologist Anthony followed 24 children with a genetic history of mental illness and was surprised to learn that 16 of the 24 children went on to develop without significant physical or psychological problems, and all grew up healthy. This phenomenon led Anthony to wonder why some children were able to adapt and grow up well despite being exposed to adverse environments. This led to an academic focus on "psychological resilience" In the 1980s, researchers focused on "protective factors", such as "social support", "family support", etc.; after the 1990s, the focus of research on psychological resilience shifted from "protective factors to "how individuals who have been exposed to danger and trauma recover quickly from disruptive events". This change in research on mental resilience also reflects the trend in positive psychology, from an emphasis on defense to proactive coping Wang Tangying [19]. Although research on psychological resilience has accumulated a certain amount of foundation, there is currently no consensus in academic circles on the concept of psychological resilience. Three main views were considered: the trait theory, the process theory, and the outcome theory. The "trait theory", as the name implies, treats mental toughness as a personality trait, which means that if an individual does not possess this trait, he will not be able to face adverse situations and intervene, but will have to accept setbacks and failures passively. Process theory explains "psychological resilience" as a dynamic developmental process whereby individuals can recover quickly and cope successfully with a major trauma or setback, rather than as a stable individual trait that only some individuals possess.

The last is the "outcome theory", which focuses on defining psychological resilience in terms of the outcome that individuals can successfully adapt to their environment after experiencing stress and frustration, i. e. that despite experiencing adverse and frustrating situations, their developmental and adaptive outcomes are still positive and even better than before Zhao Aizhen [20]. Although each of the three definitions of psychological resilience has its own focus, we can see that the definition of "psychological resilience" includes two elements: one is that the individual has experienced a setback or suffered a blow; the other is that the individual has successfully coped with the adversity and achieved a good outcome and growth. Therefore, considering all three definitions, this study considers that mental resilience is a good adaptation to trauma, life adversity, or other major life stressors

and implies an individual's "ability to bounce back" in the face of life stresses and setbacks (Li Hailei, Zhang Wenxin, 2016). In another angle, Richardson's theoretical model suggests that when a person is faced with adversity and other risk factors, in order to successfully solve problems and maintain a state of physical and mental equilibrium, the individual will mobilize protective factors to combat the risk factors, and if the protective factors are stronger than the risk factors, the individual will be able to successfully solve problems and maintain a state of equilibrium. W Kumpfer's theoretical model.

On his part, Kumpfer [21], in Diers, 2020) proposed a new theoretical model of psychological resilience based on previous research on psychological resilience, which has deeply influenced people's exploration of psychological resilience. The model consists of four main parts: the first part refers to external environmental factors, which include both protective and risk factors; the second part refers to internal psychological resilience factors, which generally include cognition, emotion, and behavior; the third is the process of interaction between the individual and the environment; and the fourth is the outcome of the individual after experiencing adverse events, including the restructuring of psychological resilience, the ability to adapt, or dysregulation. In general, psychological resilience is a cognitive response of the subject to the object, a characteristic expression of the subject to the object. Psychological resilience covers the following four characteristics Xu Weisheng [22]: first, consciousness; psychological resilience indicates that the subject is consciously accepting and reflecting the external objective stimuli and actively presenting the state; second, interaction; psychological resilience is the result of the interaction between the subject and the object; third, integration; psychological resilience is the result of the continuous integration of psychology and behavior; fourth, difference; different individuals will show differences in flexibility and balance. Hu Hanchun [23], in the context of traditional Chinese culture, analyzed the concept of mental resilience in the Zhou Yi and Confucianism and Taoism, as well as the resilient personalities of historical figures who rose in adversity, such as Sima Qian, Fan Zhongyan and Su Shi, and concludes that the essence of mental resilience in Chinese culture includes two aspects: one is the cognitive attitude towards adversity and oneself, i.e. positive The second is self-discipline or inner control in the face of difficulties and adversity, i.e. the way of acting independently and flexibly, and the cultivation of a middle-ground mentality. Using a qualitative research method, Liu Liyan [24] interviewed outstanding individuals and summarized the important psychological resilience qualities that outstanding individuals possess: perseverance, optimism, hard work, being strong, self-cognitive regulation, thinking and summarizing, and important protective factors: influence of friends, influence of teachers, parental teaching, and influence of parental qualities.

Hu Danfeng [25] conducted a survey among 603 high school students and showed that cognitive emotion regulation styles of

shifting perspective and positive envisioning positively predicted psychological resilience, blaming others and catastrophizing negatively predicted psychological resilience, and that cognitive emotion regulation styles moderated the effects of life events on psychological resilience. Tao Lina [26] investigated the relationship between attachment and psychological resilience in high school students and found that attachment anxiety negatively predicted psychological resilience and influenced psychological resilience through the moderating effect of support seeking; attachment avoidance negatively predicted psychological resilience and influenced psychological resilience through the mediating effect of self-enhancement. Zhang Su [27] also investigated the relationship between psychological resilience and coping styles among high school students. The results of the path analysis indicated that the three dimensions of coping styles, namely help-seeking, fantasy, and problem-solving, had a direct effect on psychological resilience, and the two dimensions of help-seeking and problem-solving could act as protective factors for psychological resilience. Lv Liangcheng [28] likewise conducted a survey of 420 university students to explore their level of psychological resilience and its relationship with gratitude and commitment to learning. The results showed that the overall state of psychological resilience among university students was moderately high. Psychological resilience positively predicted engagement in learning and partially mediated the relationship between gratitude and engagement in learning. Li Chao's [29] study with junior and senior students and showed that psychological resilience among college students was significantly negatively related to the total score and dimensions of employment stress, psychological resilience and subjective well-being were significantly positively related, and that employment stress among college students influenced subjective well-being through the mediating effect of psychological resilience. It has also been suggested that psychological resilience also plays a positive role in maintaining a normal psychological state and promoting well-being in the absence of trauma or in the face of stressful life conditions Zautra, Arewasikporn, Davis [30].

Subjective Well-being

As society progresses and develops, well-being has become an important indicator of quality of life, and the pursuit of well-being is one of many people's goals in life, although everyone has a different understanding of well-being, just as a thousand readers have a thousand Hamlets. The study of well-being is an interdisciplinary field, involving a wide range of disciplines including philosophy, sociology, ethics, and psychology, while in the psychological paradigm, the focus is on the individual's position and subjective well-being, with scholars often using the term subjective well-being. However, the definition of subjective well-being is not yet agreed upon by academics. The definition of "subjective well-being" proposed by Diener [31] has been recognized by the majority. According to Diener [31], subjective

well-being is an overall assessment of an individual's quality of life based on self-defined criteria. By understanding the level of individual subjective well-being, we can infer their overall quality of life. Subjective well-being consists of two components: 'life satisfaction' is the degree to which one is satisfied with his or her life; and 'emotional experience', which is an individual's emotional experience of life, including both positive and negative emotions. Subjective well-being consists of satisfaction with life, the experience of positive emotions, and the lack of negative emotions. Research on subjective well-being originated around the 1950s, and it has been found that the research history can be roughly divided into the following three stages: in the first stage, researchers focused on measuring the well-being of different groups; in the second stage, researchers focused on exploring the psychological mechanisms of subjective well-being; in the third stage, which is the empirical research stage, research focused on measuring well-being through various methods; and the third phase, the empirical phase, focused on measuring happiness through a variety of methods and finding ways to improve it. After nearly 70 years of exploration, there are now four theoretical explanations for subjective well-being in academic circles.

Goal satisfaction theory. Goal satisfaction theory suggests that when an individual's needs are met or goals are achieved, a feeling of well-being will result. For example, Maslow's Hierarchy of Needs theory suggests that individuals will experience happiness when their needs are met at a particular level and will then pursue higher levels of needs in order to achieve a higher level of happiness. Brunstein (1998) argues that increasing subjective well-being is about matching goals to one's internal needs. This means that to increase subjective well-being, one must satisfy the needs of the individual.

Activity/Process Theory: In contrast to goal theory, activity/process theory suggests that participation in the activity itself is more likely to make the individual happy than achieving a goal, and that the individual will experience engagement and happiness in the process of participation. Based on this theory, when individuals focus on an important activity or goal, they will experience pleasure in the process whether or not they ultimately achieve the goal, so activity/process theory focuses on whether the individual is engaged in the process of achieving the goal, whereas goal satisfaction theory focuses only on whether the final outcome is satisfying.

Personality trait theory: Many scholars believe that the relationship between personality traits and subjective well-being is very strong, and to some extent, personality traits can predict subjective well-being. For example, neurotic personality groups may experience more negative emotions, while extroverted personalities experience more positive emotions and thus have higher life satisfaction. Cosat et al. (1980) concluded from their study of the relationship between personality and subjective well-being that individuals with different personality traits experience

different levels of positive emotions, negative emotions, and life satisfaction, and that the stability of personality can determine the stability of subjective well-being. Of course, personality trait theory tends to explain subjective well-being from the perspective of internal factors but ignores the influence of external factors such as life circumstances and major life events on subjective well-being.

Social Comparative Theory: Human beings are social animals, and we live in complex interpersonal relationships, so it is impossible to avoid comparing ourselves with others. Social comparison theory uses others as a comparison criterion, such as friends, siblings, colleagues, neighbors, or their own idols or role models. When individuals perceive that they are inferior to others in all aspects, this may affect their perception and judgment of their own well-being, leading to a decrease in subjective well-being. Deiner [32] has done a lot of research and found that "subjective well-being" is actually more of a state of mind. People who often compare upward experience more feelings of depression and sadness, while those who often compare downward experience more feelings of happiness, manifested as more positive emotions.

Synthesis

The purpose of this study is to determine the relationship between students' self-efficacy, school adjustment, psychological resilience, and subjective well-being. In fact, well-being is influenced by a variety of factors at the same time, taking into account both internal individual factors and external environmental factors to form a multidimensional integrated model study to explore the direct or indirect influence and contribution of each factor to well-being, so as to identify the relatively important factors affecting subjective well-being. This is also one of the future research directions shown that the higher the general self-efficacy, the higher the subjective well-being. One researcher noted that the higher the level of general self-efficacy of high school students, the higher the subjective well-being they would experience Wang, Yitao [33] in (Xiantong and Qiang, 2019). In her study, Yao Meng [34] in Kurtović et al. (2019) also found that there was a significant positive relationship between high school students' general self-efficacy and subjective well-being; students with higher general self-efficacy also had higher satisfaction with life, experienced fewer negative emotions, and experienced more positive emotions; conversely, students with lower general self-efficacy also had lower satisfaction with life, experienced more negative emotions, and experienced fewer positive emotions. Many of the studies above have shown a significant positive correlation between general self-efficacy and subjective well-being, and in their study, Shen Zhengfu et al. [35] in Wang et al. (2023) found that general self-efficacy positively predicted subjective well-being.

Zhang Jinyong's study [36] as cited by Chui and Chan (2020)

showed that there was a highly significant positive correlation between college students' total subjective well-being scores and total school adjustment scores, and a significant positive correlation between college students' subjective well-being and the interpersonal adjustment, role adjustment, self-care adjustment, and physical and mental symptoms factors of school adjustment. In a study on the development of a college student adjustment scale, Lu Xiefeng [37] found that students' interpersonal adjustment was highly correlated with college student University Personality Inventory (UPI) scores and well-being index and had a significant predictive effect on the latter two, suggesting that the interpersonal adjustment factor is closely related to college students' physical and mental health and quality of life.

Psychological resilience is an extremely important psychological quality and is one of the factors that influence the subjective well-being of university students. In a study on psychological resilience and subjective well-being, Li Yi'an (2011) conducted an empirical study on 510 secondary school students, and they found that the psychological resilience of secondary school students could positively affect subjective well-being. Wang Jirong [38] reached similar findings in a study of a university student population, showing that psychological resilience was positively related to subjective well-being and that aspects of psychological resilience significantly predicted levels of subjective well-being. Diener argues that people are constantly evaluating life events, life circumstances, and themselves, and that it is these evaluations that lead to pleasant or unpleasant emotional reactions. Therefore, whether one feels happy or not depends on how one subjectively evaluates one's life Diener [31]. Self-efficacy closely influences people's cognitive processes, which also means that self-efficacy can influence how individuals evaluate themselves; psychological resilience can reduce the negative effects of stress on adolescents, and high levels of psychological resilience can act as a buffer against emotions such as anxiety and depression; individuals can also gain more internal resources through psychological resilience, which can increase subjective well-being; an important element in school adjustment is the individual's psychological adjustment, and the strength of that adjustment also affects the individual's evaluation of self. Current research on well-being has mostly focused on exploring the relationship between a single factor and well-being and lacks systematic and integrated research on various influencing factors. In general, research on subjective well-being has achieved some results, such as explaining the relationship between subjective well-being and various variables to a certain extent, but there is still less research on the correlation between multiple variables. Therefore, based on previous research, this paper will further explore the relationship between the four factors: subjective well-being, self-efficacy, school adjustment, and psychological resilience.

Methodology

This section presents the research design, the target population and sampling procedure, the data-gathering instrument, the data gathering procedure, and the data processing and analysis procedure.

Research Design

The survey-correlational method of research was employed in this investigation. According to Weyant (2022), survey research is a common method in psychological and pedagogical research, mainly used to collect data, test hypotheses, and answer questions about the current situation of research subjects. Correlation research attempts to determine whether and how much there is a relationship between two or more quantifiable variables and to illustrate the nature of this correlation. The purpose of correlation research is to establish relationships between variables or to further use correlations to make predictions.

The survey-correlational method of research is deemed appropriate in this study as the respondent’s self-efficacy, school adjustment, psychological resilience, and subject well-being will be ascertained and described, and the relationships among these variables will be established. The antecedent variables include the respondents’ personal characteristics in terms of gender, grade, major, leadership position in the class, family location, and the number of siblings. The independent variables were respondents’ self-efficacy, school adjustment, and psychological resilience. The dependent variable was respondents’ subjective well-being, and the aim of the study was to understand the relationship between these independent and dependent variables.

Respondents of the Study

The target respondents of this study were university students enrolled in Chinese universities. A simple online questionnaire platform with a sample size of 218 from the population of 250 students in freshman, sophomore, junior, and three-year groups, with a moderate ratio of males to females

Inclusion Criteria: (1) adults over 18 years old; (2) ability to read and fill out questionnaires by themselves; (3) voluntary participation in surveys.

Exclusion criteria: (1) minors under the age of 18; (2) lack of ability to read and self-fill in questionnaires; (3) unwillingness to participate in this survey.

Research Instrument

This study used the questionnaire method to collect relevant data. The questionnaire method is a commonly used quantitative research method in which the researcher will use a uniformly designed questionnaire to understand a situation. It can help researchers transform research goals into specific problems

while investigating many participants at the same time. Index of Well-Being (IWB). The scale was compiled by Campbell (1976) to measure the degree of subjective well-being experienced by participants. The scale consists of two parts: the General Affective Index (a) and the Life Satisfaction Questionnaire (b), which consists of nine questions on a scale of 1 to 7. Each question on the General Affective Index (a) contains two opposite emotions, with the numbers 1–7 representing the degree of tendency, from which the participant has to choose the value that best matches his or her state of being; the Life Satisfaction Questionnaire (b) contains one question and is mainly concerned with the participant’s evaluation of life. The well-being index scale is calculated by adding the mean score of the 8 questions of the overall emotion index questionnaire (weighted at 1) to the life satisfaction score (weighted at 1.1), with the total score ranging from 2.1 to 14.7. The higher the score, the more intense the individual’s well-being is indicated.

For the General Affective Index, the respondents will be asked to select the value on the scale of 1-7 that is closest to one’s current emotional state during this time:

A. Bored	1 2 3 4 5 6 7	Interesting
B. Painful	1 2 3 4 5 6 7	Happy
C. Worthless	1 2 3 4 5 6 7	Worthy
D. Lonely	1 2 3 4 5 6 7	Plenty of friends
E. Live a empty life	1 2 3 4 5 6 7	Live a substantial life
F. Hopeless	1 2 3 4 5 6 7	Hopeful
G. Depressed	1 2 3 4 5 6 7	Encouragement
H. Life never gave me any chance	1 2 3 4 5 6 7	Life is too good for me

For the Life Satisfaction Questionnaire, respondents will be asked:

How satisfied are you with your life?

Very dissatisfied	1 2 3 4 5 6 7	Perfect contentment
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To interpret the mean scores obtained from the responses of the Index of Well-being, the researcher used the following scale of means, along with a description for its interpretation:

Interpretation	Scale of Means
2.10-6.00	Low
6.10-10.00	Average
10.01-14.70	High

General Self-Efficacy Scale (GSES)

The General Self-Efficacy Scale (GSES) was developed by Schwarzer and his colleagues in 1981. In view of cultural

differences, the Chinese version of the General Self-Efficacy Questionnaire, translated and revised by Chinese scholars Wang Cai Kang et al. (2001), was used in this study, which can be used to measure the broadest range of self-efficacy in non-specific domains. The scale consists of 10 questions and uses a 4-point rating system. The Chinese version of the GSES scale has been shown to have good reliability and validity and has been widely used in psychological research with students.

Equivalent points were assigned to the responses as follows:

Assigned Response	Score
Totally Wrong	1
Basically Right	2
Almost Right	3
Absolutely Right	4

To interpret the mean scores obtained from the responses of the General Self-Efficacy Scale, the researcher used the following scale of means, along with a description for its interpretation:

Mean Score	Interpretation
10.00 – 17.50	Very low self-efficacy
17.51 – 25.00	Low self-efficacy
25.01 – 32.50	High self-efficacy
32.60 – 40.00	Very high self-efficacy

Chinese College Student Adjustment Scale(CCSAS)

The Chinese College Student Adjustment Scale (CCSAS), developed in the context of Chinese culture by Fang et al. (2005) was utilized to measure the student adjustment. The scale consisted of seven dimensions: satisfaction and self-adjustment, emotional adjustment, academic adjustment, interpersonal adjustment, adjustment to campus life, and adjustment to career choice. The scale has 60 items and used a 5-point scoring system, with some questions being reverse scored. Higher scores indicated better adjustment to school and vice versa. The scale has been shown to have good reliability and validity.

Equivalent points were assigned to the responses as follows:

Assigned Response	Score
Strongly Disagree	1
Basically Disagree	2
Not sure	3
Generally Agree	4
Strongly Agree	5

To interpret the scores obtained from the responses of Chinese College Student Adjustment Scale, the researcher used the following scale of score, along with a description for its

interpretation:

Scale of Means	Interpretation
4.50 – 5.00	Very hard
3.50 – 4.49	Hard
2.50 – 3.49	Normal
1.50 – 2.49	Easy
1.00 – 1.40	Very easy

Resilience Scale for Chinese Adolescents(RSCA)

This study used the Resilience Scale for Chinese Adolescents compiled by Chinese scholars Hu Yueqin and Gan Yiqun (2008). The final scale included 27 items classified into five factors goal planning, help-seeking, family support, affect control, and positive thinking. The first three of these factors belonged to the individual power dimension and the last two to the supportive power dimension.

Equivalent points were assigned to the responses as follows:

Assigned Response	Score
Strongly Disagree	1
Basically Disagree	2
Not sure	3
Generally Agree	4
Strongly Agree	5

To interpret the scores obtained from the responses of the Resilience Scale for Chinese Adolescents, the researcher used the following scale of means, along with a description for its interpretation:

Mean Score	Interpretation
4.50 – 5.00	Very high psychological resilience
3.50 – 4.49	High psychological resilience
2.50 – 3.49	Moderate psychological resilience
1.50 – 2.49	Low psychological resilience
1.00 – 1.49	Very low psychological resilience

Validity of the Data-Gathering Instrument

The data-gathering instrument was subjected to face and content validation from three experts. The selected validators were experts from the field of psychology, statistics, and research. The questionnaire was revised to consider the suggestions of the validators.

Reliability of the Data-Gathering Instrument

The data-gathering instrument was replicated and tested with a randomly selected group of 30 university students at a higher education institution identified as the study site. They were not

included in the actual survey for the study. Upon retrieval of the trial-administered data-gathering instruments, the respondent's obtained scores were coded, tallied, and reliability tested. The Cronbach' alpha coefficients of the scale of the variables in this study were all above 0.70. The results showed that the scales used in this paper have good reliability and could be directly used in this study's research and investigation.

Ethical Considerations

Before the questionnaire was administered, the paper was submitted to the Research Ethics Committee of the Central University of the Philippines for approval. During the survey, the respondents were asked to complete the questionnaire on a voluntary basis, which emphasized the confidential nature of the study, that there were no right or wrong choices, and that the results of the survey were strictly confidential as academic research only and would not have any impact on their studies or lives. After completing the data collection, the researchers processed the data according to the purpose of the study, analyze the data using statistical software, and interpret the results using appropriate data analysis tools. The risk associated with this study was negligible and did not pose any threat or distress to the respondents. Respondents can withdraw from the study at any time if they feel any emotional or physical discomfort during the completion of the questionnaire. The study allowed respondents to assess their state of mind and body in the recent past and helped them adjust and cope with their lives better. No incentives or compensation were given to the respondents. There were no financial, material, or social conflicts of interest in this study.

Data-gathering Procedure

To gather the needed data, the researcher used the online method of survey for questionnaire distribution, specifically the professional software called "questionnaire star," to edit the questionnaire text, form a questionnaire URL link, and then, through the network platform, send the URL to the participants. The participants used their mobile phones or computers to fill out the electronic questionnaire online according to their own free time. The IP address set can only be answered once to prevent participants from submitting the questionnaire repeatedly, which may cause data confusion. Participants submitted questionnaires anonymously and did not contain names or identifying information.

Data Processing Procedure

Upon retrieval of the accomplished data-gathering instruments, scores and means will be computed. The data provided by the instruments were tallied, computer-processed, and interpreted using the following appropriate statistics.

Data Analysis Procedure

Frequency count: The frequency count was used to determine the number of respondents belonging to a class or category of the

antecedent variable.

Percentage: A percentage was used to represent the proportion of observations falling into different categories or ranges.

Mean: The mean score was used to describe the respondent's levels of self-efficacy, school adjustment, psychological resilience, and subject well-being.

Standard deviation: The standard deviation was used to determine the homogeneity or heterogeneity of the respondents in terms of their self-efficacy, school adjustment, psychological resilience, and subject well-being.

Pearson product-moment correlation coefficient (Pearson's r)

Pearson's r was used to determine the significance of the relationships among self-efficacy, school adjustment, psychological resilience, and subject well-being. The 0.05 alpha level will be used as the criterion for the acceptance or rejection of the null hypotheses.

Results

Students' Personal Characteristics

This study considered the students of a public educational institution in China as the research object. A total of 218 students were taken to participate in this questionnaire survey, and Table 1 shows the basic information of the participants. In terms of sex, 107, or 49%, were males, while 111, or 51%, were females. When grouped according to grade, 85, or 39%, were freshmen, 65, or 30%, were sophomores, and 68, or 31%, were junior students. In terms of major, 112 or 51% were taking liberal arts, while 106 or 49% were science and engineering students. When classified according to leadership position in the university, 32, or 15%, were student leaders, while 186, or 85%, were regular students. In terms of their family location, 175 or 80% live in urban communities, while 41 or 19% live in rural areas. In terms of having siblings, 175 or 80% were the only child in the family, while 43 or 20% have siblings (Table 1).

Students' Self-Efficacy, School Adjustment and Psychological Resilience

As shown in Table 2, university students in China have low self-efficacy ($M = 24.68$, $SD = 10.189$). This was revealed by the obtained mean scores, which ranged from 17.60 to 25.00. The standard deviation of 10.19 revealed a narrow dispersion of the means, indicating homogeneity of the participants self-efficacy. In addition, the data in Table 2 further showed that students in China experienced normal adjustment ($M = 3.35$, $SD = .218$) once they entered the university. This was revealed by the obtained mean scores, which fell within the 2.50 to 3.49 range. The result further showed that the standard deviation ranging from .218 to 1.008 revealed a narrow dispersion of the means, indicating a

homogeneity of the student’s school adjustment. Lastly, Table 2 also revealed they have moderate psychological resilience (M = 3.30, SD =.28). This was revealed by the obtained mean scores, which fell within the 2.50-3.49 range. The standard deviation ranging from 0.218 to 1.008 revealed a narrow dispersion of the means, indicating a homogeneity of the student’s psychological resilience. Students in China, like students in any other country, can exhibit a range of self-efficacy levels, and it’s important to avoid making overly broad generalizations. However, there are certain factors and cultural influences that may contribute to

lower self-efficacy among some students in China. According to Li & Huang (2017), the rigorous and competitive education system in China places heavy emphasis on standardized testing, such as the Gaokao (national college entrance exam). This intense focus on exams can lead to test anxiety and reduced self-efficacy. Furthermore, the Chinese culture places great importance on maintaining one’s reputation and not losing face, which created a fear of failure among students at different levels. This fear may deter them from taking risks and trying new things, impacting their self-efficacy (Li J, & Lin L 2018).

Table 1: Students’ Personal Characteristics.

Category	f	%
A. Entire Group		
	218	100
B. Sex		
Male	107	49
Female	111	51
C. Grade		
Freshman	85	39
Sophomore	65	30
Junior	68	31
D. Major		
Liberal arts	112	51
Science & Engineering	106	49
E. Leadership position in the campus		
Leader	32	15
Non-leader	186	85
F. Residence		
Urban	177	81
Rural	41	19
G. Number of siblings		
Only child	175	80
With Siblings	43	20

Table 2: Students’ self-efficacy, school adjustment, and psychological resilience University Student.

Category	M	Description	SD
Self-Efficacy	24.68	Low self-efficacy	10.189
School Adjustment	3.35	Normal Adjustment	0.218
Psychological Resilience	3.3	Moderate	0.218

Legend: Self-efficacy - Very low self-efficacy (10 .00-17.50), Low (17.51 – 25.00), High (25.01 – 32.50, very high (32.60 – 40); School Adjustment - Very High (4.50 to 5.00), High (3.50 to 4.49), Normal (2.50 to 3.49), Low (1.50 to 2.49), and Very Low (1.00 to 1.49); Psychological Resilience - Very High (4.50 to 5.00), High (3.50 to 4.49), Moderate (2.50 to 3.49), Low (1.50 to 2.49), and Very Low (1.00 to 1.49).

Lastly, traditional Chinese classrooms, according to Wang & Wang (2019), often feature teacher-centered instruction, where students are passive learners. This approach, based on the results of their study, may not provide students with opportunities to

develop problem-solving skills and self-efficacy in their abilities to explore and learn independently. The results on the school adjustment of Chinese students were explained by Zhang & Zhang (2016), who found that Chinese cultural values such as diligence,

perseverance, and respect for authority can influence students' behavior and adaptation to the academic environment, promoting positive school adjustment. Furthermore, the Chinese culture places a high value on education and academic achievement. Many Chinese students enter university with a strong academic background and a sense of purpose, which can contribute to their

normal school adjustment (Ng, Pomerantz, & Lam, 2007). The adaptive resilience of Chinese students is influenced by the fact that they often employ various coping strategies, such as seeking social support, time management, and problem-solving skills, which can enhance their resilience in the face of academic and personal challenges (Wong, Lim, and Low, 2012).

Table 3: Subjective well-being of university students classified according to personal characteristics, self-efficacy, school adjustment, and psychological resilience.

Category	M	Description	SD
A. Entire group			
	9.99	Average	3.61
B. Sex			
Male	11.55	High	3.02
Female	8.47	Average	3.49
C. Grade Level			
Freshman	8.88	Average	3.33
Sophomore	9.76	Average	3.45
Junior	11.57	High	3.55
D. Major			
Liberal arts	9.41	Average	3.8
Science & Engineering	10.58	High	3.3
E. Leadership position			
Yes	9.12	Average	3.95
No	10.13	High	3.53
F. Family Location			
Urban	9.93	Average	3.61
Rural	10.2	High	3.62
G. Number of siblings			
Only child	9.95	Average	3.61
With siblings	10.14	Average	3.62
F. Self-efficacy			
Very low	8.59	Average	3.67
Low	9.73	Average	3.33
High	10.19	High	3.2
Very high	11.56	High	3.37
H. School Adjustment			
Hard	10	Average	2.81
Normal	8.46	Average	3.44
Easy	12.31	High	2.26
Very Easy	14.16	High	1.01
I. Psychological Resilience			
Low	8.89	Average	3.43
Moderate	8.75	Average	3.51
High	12.25	High	2.35
Very high	14.16	High	1.01

Legend: Low (2.10 – 6.00), Average (6.10 – 10.00), High (10.01 – 14.70).

Subjective Well-Being of University Students

The students had average subjective well-being when taken as an entire group ($M = 9.99$, $SD = 3.61$). When classified according to personal characteristics, male students have high subjective well-being ($M = 11.55$, $SD = 3.02$), while female students have average ($M = 8.47$, $SD = 3.49$). In terms of grade level, both the freshmen ($M = 8.88$, $SD = 3.33$) and sophomores ($M = 9.76$, $SD = 3.45$) have average subjective well-being compared to the juniors ($M = 11.57$, $SD = 3.55$) who have high subjective well-being. In terms of major, those who were taking liberal arts have average ($M = 9.41$, $SD = 3.80$), while those whose majors are science and engineering have high ($M = 10.58$, $SD = 3.30$) subjective well-being. Furthermore, students with leadership positions on campus have average ($M = 9.12$, $SD = 3.95$) compared to those who do not hold high ($M = 10.13$, $SD = 3.53$) subjective well-being. When classified according to the family location of the students, those who are living in the urban area have average ($M = 9.93$, $SD = 3.61$) subjective well-being. While those living in rural communities have high ($M = 10.20$, $SD = 3.62$) subjective well-being. In terms of the number of siblings among the university students, both the only child in the family ($M = 9.95$, $SD = 3.61$) and those with siblings ($M = 10.14$, $SD = 3.62$) have average subjective well-being (Table 3).

When grouped according to self-efficacy, those with very low ($M = 8.59$, $SD = 3.67$) and low ($M = 9.73$, $SD = 3.33$) self-efficacy have average subjective well-being. On the other hand, those with high ($M = 10.19$, $SD = 3.20$) and very high ($M = 11.56$, $SD = 3.37$) self-efficacy have high subjective well-being. In terms of school adjustment, those who find it hard ($M = 10.00$, $SD = 2.81$) and have a normal adjustment ($M = 8.46$, $SD = 3.44$) in schools have average subjective well-being. On the other hand, those who experienced easy ($M = 12.31$, $SD = 2.26$) and very easy ($M = 14.16$, $SD = 1.01$) school adjustment have high subjective well-being.

When classified according to psychological resilience, those who have moderate ($M = 8.89$, $SD = 3.43$) and adaptive resilience ($M = 8.75$, $SD = 3.51$) have average subjective well-being. While those who have high ($M = 12.25$, $SD = 2.35$) and optimum ($M = 14.16$, $SD = 1.01$) psychological resilience have high subjective well-being. The results of this study indicated a difference between the subjective well-being of male and female students. Chinese society, like many others, has been shaped by historical, cultural, and traditional gender norms that influence societal expectations and perceptions of gender roles extending to various aspects of life, including education. According to Zhang et al. [11], Chinese society may place distinct academic expectations on male and female students. Traditional gender expectations may influence how students perceive academic success and, in turn, impact their subjective well-being. As such, the distinct academic expectations placed on male and female students may contribute to varying levels of pressure and stress. Female students may feel

pressure to balance academic success with societal expectations related to family roles and responsibilities. Male students may perceive academic success as not only a personal achievement but also as a means of fulfilling societal expectations related to their future roles as providers for their families. This perception could positively influence their subjective well-being.

Students' grade levels and their subjective well-being are related, and this relationship may be impacted by a number of variables, such as their social networks, academic experiences, and developmental milestones. While it's not a universal rule, subjective well-being may increase with higher grade levels. The study by Suldo et al. (2015) revealed that as students' progress through higher grade levels, they often experience developmental changes and increased maturity. This maturation process may contribute to improved emotional regulation, coping skills, and a better understanding of one's own well-being. Advancing to higher grade levels often involves academic progress and accomplishments. Students may experience a sense of achievement and mastery as they successfully navigate more challenging coursework, leading to a positive impact on their overall well-being. Science, technology, engineering, and mathematics (STEM) fields often experience a high demand for skilled professionals. These disciplines often involve tangible outcomes and measurable accomplishments. The ability to see the direct impact of one's work or research may contribute to a greater sense of achievement and well-being. As technology continues to advance, there is a growing need for individuals with expertise in these disciplines. Students in science and engineering may perceive that their skills are in demand, which can lead to greater confidence in their future career prospects. For Binder & Coad (2010), students in science and engineering fields may perceive better career prospects and job security, which can positively impact their subjective well-being. Anticipation of future employment opportunities and financial stability can contribute to a sense of confidence and satisfaction. These findings uphold the findings of Schwarzer & Knoll (2007) that self-efficacy beliefs play a crucial role in individuals' ability to cope with life challenges and setbacks. Those with higher self-efficacy tend to approach difficulties as opportunities for problem-solving and growth, which can contribute to higher well-being. For Ben-Arieh & Frønes (2011), subjective well-being is closely linked to positive social interactions and relationships in the school setting. Students with higher well-being tend to have better peer relationships, experience less bullying, and report greater feelings of connectedness to the school community. Furthermore, individuals with higher levels of psychological resilience tend to report greater life satisfaction. Resilience enables individuals to navigate life's ups and downs more effectively, contributing to their overall sense of well-being (Lamond, Depp, et al. 2008).

Relationship among college students' personal characteristics, self-efficacy, school adjustment, psychological resilience, and subjective well-being

The Pearson's r results in Table 4 revealed that positive and highly significant relationship existed between grade level and self-efficacy ($r = .427, p = .000$); grade level and school adjustment ($r = .518, p = .000$); grade level and psychological resilience ($r = .493, p = .000$); grade level and subjective well-being ($r = .309, p = .000$); number of siblings and self-efficacy ($r = .183, p = .007$); self-efficacy and school adjustment ($r = .511, p = .000$); self-efficacy and psychological resilience ($r = .479, p = .000$); self-efficacy and subjective well-being ($r = .290, p = .000$); school adjustment and psychological resilience ($r = .791, p = .000$); school adjustment and subjective well-being ($r = .516, p = .000$); psychological resilience and subjective well-being ($r = .472, p = .000$). In addition, positive

and significant relationship existed between major and subjective well-being ($r = .163, p = .016$). On the other hand, negative but highly significant relationship existed between sex and self-efficacy ($r = -.379, p = .000$); sex and school adjustment ($r = -.663, p = .000$); sex and psychological resilience ($r = -.625, p = .000$); and sex and subjective well-being ($r = -.428, p = .000$). Lastly, positive but not significant relationship existed between major and self-efficacy ($r = .036, p = .595$); major and school adjustment ($r = .122, p = .072$); major and psychological resilience ($r = .130, p = .055$); family location and psychological resilience ($r = .016, p = .814$); family location and subjective well-being ($r = .029, p = .666$); number of siblings and school adjustment ($r = .122, p = .071$); number of siblings and psychological resilience ($r = .046, p = .496$); number of siblings and subjective well-being ($r = .022, p = .748$); leadership position and self-efficacy ($r = .050, p = .465$); leadership position and subjective well-being ($r = .099, p = .144$).

Table 4: Relationship among personal characteristics, self-efficacy, school adjustment, psychological resilience, and subjective well-being.

	Self- efficacy		School Adjustment		Psychological Resilience		Subjective Well- being	
	r	r-prob	r	r-prob	r	r-prob	r	r-prob
Sex	-.379**	.000	-.663**	.000	-.625**	.000	-.428**	.000
Grade level	.427**	.000	.518**	.000	.493**	.000	.309**	.000
Major	0.036	0.595	0.122	0.072	0.13	0.055	.163*	0.016
Family location	-0.048	0.485	-0.01	0.889	0.016	0.814	0.029	0.666
Number of siblings	.183**	0.007	0.122	0.071	0.046	0.496	0.022	0.748
Leadership position	0.050	0.465	-0.021	0.762	-0.05	0.466	0.099	0.144
Self-efficacy	-	-	.511**	.000	.479**	.000	.290**	.000
School Adjustment	-	-	-	-	.791**	.000	.516**	.000
Psychological Resilience	-	-	-	-	-	-	.472**	.000
Subjective Well-being	-	-	-	-	-	-	-	-

Note: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The university stage is an important period for individuals to gradually become independent and mature. Compared with junior and senior high schools, although college students have more time at their disposal, they also face heavy academic burdens, as well as employment pressure from the future and problems such as personality diversity and personal emotions, which all affect the subjective well-being of college students. Well-being is obviously an internal experience, and the key to judging whether a person is happy or not depends on whether his life meets his self-defined standard of well-being, rather than being measured according to other people's standards or through external material things alone. According to Engels et al. (2020), the subjective well-being of university students is mainly reflected in students' comprehensive evaluation of school life based on their own experience of activities. In this study, the level of college students'

self-efficacy is in the middle, which indicates that individuals' self-efficacy in coping with problems is generally better, and they can correctly deal with their strengths and weaknesses and reasonably view their coping ability. This may be due to the fact that, compared with high school, college students have more opportunities to participate in various practical activities and develop good self-efficacy by accumulating experience in these activities. Furthermore, college students' school adjustment level was generally high, and there was no maladjustment. In Chinese education, most students have already had boarding experience in middle school before entering university, so they can also adapt to the new environment quickly when they arrive at university. At the same time, this study found that there are differences in the level of adaptation between different grades, and the level of adjustment of freshmen is lower. For freshmen,

the new environment of the university has stronger autonomy, unlike in the middle school stage, where there is often guidance and support from the living teacher, so for freshmen, they need to adapt to the new environment gradually through self-exploration.

The results of analyzing the psychological resilience of university students show that university students have a higher level of psychological resilience. This may be due to the fact that college students are in early adulthood, which is a more volatile stage of life than adolescents, and that they have experienced the college entrance examination, which has helped them to develop their psychological resilience. In China, university freshmen are generally required to undergo 1-2 weeks of military training upon entry, which helps individuals improve their ability to cope with setbacks. In addition, the schools selected for this survey have psychological counseling rooms and regularly provide students with psychological tests and education on psychological knowledge, which also helps to enhance the level of psychological resilience among college students. The results of the data analysis also show that both self-efficacy scores and subjective well-being scores were significantly positively correlated, because higher self-efficacy leads to positive emotional experiences. Self-efficacy is usually regarded as a person's self-confidence in a certain aspect, and self-confidence means that college students are able to participate in various activities more actively and believe that they have the elements of success, and when facing difficulties, they will enhance their positive evaluation of themselves. Meanwhile, college students with strong self-efficacy tend to attribute the success of their behaviors to their own abilities and efforts and attribute the failure of their behaviors to the lack of their own efforts or external uncontrollable factors. This positive attribution can lead to the improvement of motivation, positive emotional experience, and the reduction of anxiety; even if they fail, it will not affect the level of individual well-being, whereas college students with low self-efficacy will be less likely to be motivated and less likely to experience positive emotions when they encounter failures and setbacks. encountering failures and setbacks, they begin to doubt themselves and even give up halfway, which is prone to negative emotions unfavorable to well-being and leads to sensitive low self-esteem. The relationship between self-efficacy and subjective well-being suggests that researchers can build self-confidence by increasing the level of self-efficacy of individuals. This would further improve the level of subjective well-being of college students, which would reduce negative emotions in the face of difficulties and tasks and thus enhance the subjective well-being experienced by individuals.

There is a significant positive correlation between college students' school adjustment and subjective well-being, which means that the more school-adjusted college students are, the higher their level of subjective well-being will be. If a student is not well adjusted at school, it can have a negative impact on the student's quality of life and may result in the student not

experiencing a sense of well-being. For freshmen who have just entered the university, they need to restructure themselves and adapt positively in terms of study, interpersonal relationships, environment, and emotion, but they are often prone to encounter some difficulties in the process of adaptation. For example, as a freshman, they often have high expectations for college life and feel that when they get into college, all their dreams will come true, but when they really enter the university, they realize that college life is not as good as they imagined, and they also have to face the pressure and competition from their peers, and they still need to study as hard as they did in high school, so the psychological gap between reality and the ideal is very easy to make individual college students have problems. Therefore, this psychological gap between reality and ideal is easy to make college students feel lost; At the same time, most college students tend to leave their hometowns and relatives and come to foreign places to go to college, and in this unfamiliar environment, there is no company of close friends and family members, and it is difficult to find a suitable person to communicate with when encountering difficulties, which can easily lead to a sense of loneliness in the individual; Finally, when some students face many pressures such as academic and interpersonal relationships, they do not know how to solve them due to their limited abilities, which over time will generalize to the denial of their personal abilities and lead to anxiety, which will be internalized into a negative state of mind in the long term accumulation. Therefore, for college students, the individual's level of school adaptation is closely related to the level of happiness, and the individual needs to continuously improve the level of school adjustment in order to experience happiness more easily.

The results of the data analysis show that psychological resilience and subjective well-being are both positively correlated, and psychological resilience is more reflective of the ability of college students to rebound in the face of pressure. The higher the score of psychological resilience, the easier it is for students to regulate their own emotions and to be able to proactively accept external objective stimulation, adapt quickly to the environment, and experience a greater sense of well-being. On the contrary, low scores on the dimensions of the psychological resilience scale will make college students unable to overcome setbacks well when facing negative events, thus triggering persistent negative emotions, which in turn affect the level of subjective well-being of college students. Therefore, the development of subjective well-being and mental resilience are also complementary, and when one of the factors is effectively improved, the other will be improved accordingly. The development of good mental resilience is conducive to the reduction of negative emotions in college students, which leads to an increase in their subjective well-being. The researcher believes that focusing on the subjective well-being of students is of great practical importance. In the process of educational development, a common phenomenon is the tendency to emphasize cognition to varying degrees and neglect

emotion. Even in the eyes of many parents and educators, it seems that education is the process of students learning knowledge and developing their abilities, neglecting their emotional experience. This view is obviously a deviation from the understanding of the goal of education, which is also the fundamental reason why the current research on the theory of "subjective well-being" has attracted attention. In the course of education, although many university students have accomplished the superficial learning objectives, passed the academic examinations, and obtained various kinds of certificates, they have not paid attention to the cultivation of deep-rooted qualities such as emotional attitude. College students are asked to memorize a lot of bits and pieces of knowledge in order to cope with the examination, which repeatedly drills into some interesting topics. There is no sense of happiness in such a learning process, and students are not emotionally excited about learning activities; their emotional experience is negative. This kind of education process has also aroused concern in society and the education sector. In fact, this kind of education process, which emphasizes cognition over emotion, is particularly prominent in the current Chinese cultural context.

Students' well-being in school life is an indispensable psychological foundation for their overall development. In the process of students' growth, the development of emotional attitudes and values cannot be separated from students' subjective sense of well-being in school. Without this sense of well-being, students are often prone to negative emotional experiences, which lead to the formation of negative attitudes. Without this sense of well-being, students will feel that learning is meaningless, which will reduce their motivation to learn. Therefore, students' subjective well-being plays an important role in promoting students' development. Kong Qiping (2013) argues that the development of students' well-being is an important pathway for the development of creative thinking and has an extremely significant correlation with the development of students' higher-order thinking, and research in modern psychology and brain science has found that emotional elements such as students' well-being in the school environment can promote their academic learning because positive moods generate broader attention. At the same time, these positive emotional attitudes can stimulate more creative and holistic thinking and enhance the ability to think critically and analytically. Therefore, how to enhance college students' subjective well-being has also become an important issue in modern education. In this study, we investigated the current situation of college students' subjective well-being and explored the relationship between subjective well-being and self-efficacy, school adjustment, and psychological resilience. The results of the study can provide some thoughts and suggestions for education departments, schools, and teachers.

On the other hand, negative but highly significant relationship existed between sex and self-efficacy ($r = -.379$, $p = .000$); sex and

school adjustment ($r = -.663$, $p = .000$); sex and psychological resilience ($r = -.625$, $p = .000$); and sex and subjective well-being ($r = -.428$, $p = .000$). Lastly, positive but not significant relationship existed between major and self-efficacy ($r = .036$, $p = .595$); major and school adjustment ($r = .122$, $p = .072$); major and psychological resilience ($r = .130$, $p = .055$); family location and psychological resilience ($r = .016$, $p = .814$); family location and subjective well-being ($r = .029$, $p = .666$); number of siblings and school adjustment ($r = .122$, $p = .071$); number of siblings and psychological resilience ($r = .046$, $p = .496$); number of siblings and subjective well-being ($r = .022$, $p = .748$); leadership position and self-efficacy ($r = .050$, $p = .465$); leadership position and subjective well-being ($r = .099$, $p = .144$). The university stage is an important period for individuals to gradually become independent and mature. Compared with junior and senior high schools, although college students have more time at their disposal, they also face heavy academic burdens, as well as employment pressure from the future and problems such as personality diversity and personal emotions, which all affect the subjective well-being of college students. Well-being is obviously an internal experience, and the key to judging whether a person is happy or not depends on whether his life meets his self-defined standard of well-being, rather than being measured according to other people's standards or through external material things alone. According to Engels et al. (2020), the subjective well-being of university students is mainly reflected in students' comprehensive evaluation of school life based on their own experience of activities.

In this study, the level of college students' self-efficacy is in the middle, which indicates that individuals' self-efficacy in coping with problems is generally better, and they can correctly deal with their strengths and weaknesses and reasonably view their coping ability. This may be due to the fact that, compared with high school, college students have more opportunities to participate in various practical activities and develop good self-efficacy by accumulating experience in these activities. Furthermore, college students' school adjustment level was generally high, and there was no maladjustment. In Chinese education, most students have already had boarding experience in middle school before entering university, so they can also adapt to the new environment quickly when they arrive at university. At the same time, this study found that there are differences in the level of adaptation between different grades, and the level of adjustment of freshmen is lower. For freshmen, the new environment of the university has stronger autonomy, unlike in the middle school stage, where there is often guidance and support from the living teacher, so for freshmen, they need to adapt to the new environment gradually through self-exploration. The results of analyzing the psychological resilience of university students show that university students have a higher level of psychological resilience. This may be due to the fact that college students are in early adulthood, which is a more volatile stage of life than adolescents, and that they have experienced the college entrance examination, which has helped them to develop

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psychological gap between reality and the ideal is very easy to make individual college students have problems. Therefore, this psychological gap between reality and ideal is easy to make college students feel lost; At the same time, most college students tend to leave their hometowns and relatives and come to foreign places to go to college, and in this unfamiliar environment, there is no company of close friends and family members, and it is difficult to find a suitable person to communicate with when encountering difficulties, which can easily lead to a sense of loneliness in the individual; Finally, when some students face many pressures such as academic and interpersonal relationships, they do not know how to solve them due to their limited abilities, which over time will generalize to the denial of their personal abilities and lead to anxiety, which will be internalized into a negative state of mind in the long term accumulation. Therefore, for college students, the individual's level of school adaptation is closely related to the level of happiness, and the individual needs to continuously improve the level of school adjustment in order to experience happiness more easily [39-45].

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of knowledge in order to cope with the examination, which repeatedly drills into some interesting topics. There is no sense of happiness in such a learning process, and students are not emotionally excited about learning activities; their emotional experience is negative [46-50]. This kind of education process has also aroused concern in society and the education sector. In fact, this kind of education process, which emphasizes cognition over emotion, is particularly prominent in the current Chinese cultural context.

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The Enhanced Guidance Program

Through the analysis of this study, it can be concluded that the self-efficacy, school adjustment, psychological resilience, and subjective well-being of students are factors affecting each other. Based on this enhanced guidance program, students are the guidance program not just academically but also emotionally.

Introduction

In the dynamic landscape of education, fostering the holistic development of students is crucial for their long-term success and well-being. The Enhanced Guidance Program is meticulously designed to promote students' self-efficacy, school adjustment, psychological resilience, and subjective well-being.

This multifaceted approach aims to empower students not only academically but also emotionally, creating a foundation for a resilient and fulfilled life.

Fostering Self-Efficacy: Self-efficacy, the belief in one's ability to succeed, is fundamental to a student's academic journey. Workshops and seminars within the guidance program will focus on helping students identify their strengths and weaknesses, foster a growth mindset, and impart effective study skills and time management techniques. Peer mentoring initiatives will pair students with successful peers, providing regular check-ins and support sessions to build a sense of accomplishment and capability.

Strengths Exploration Workshops: The Strengths Exploration Workshops are a transformative component of the Enhanced Guidance Program, designed to help students unearth their unique capabilities and harness them for personal and academic growth. These workshops serve as a pivotal starting point in the journey towards building self-efficacy and confidence, laying the foundation for a resilient and the guidance program student body.

Objectives

- i. **Identifying Individual Strengths:** The primary goal is to guide students through a process of self-discovery, helping them recognize and appreciate their inherent strengths and talents.
- ii. **Leveraging Strengths for Success:** Beyond identification, the workshops focus on understanding how to apply these strengths in various aspects of academic and personal life, fostering a sense of self-efficacy.
- iii. **Fostering Collaboration:** Through group activities and discussions, students learn to appreciate the diverse strengths within their peer group, promoting collaboration and mutual support.

Workshop Components:

- 1) **Personality Assessments and Strength Inventories:**
 - a. Participants engage in scientifically validated personality assessments and strength inventories.
 - b. Facilitators guide them through the interpretation of the results, emphasizing the uniqueness of each individual.
- 2) **Group Discussions and Reflections:**
 - a. Interactive group discussions allow students to share insights gained from their assessments.
 - b. Facilitators lead reflective sessions to help students connect their strengths to personal experiences and aspirations.
- 3) **Real-life examples and role models:**
 - a. Inspiring stories of individuals who have successfully

leveraged their strengths are shared.

b. Discussions focus on the practical applications of strengths in overcoming challenges and achieving goals.

4) Application Exercises:

a. Practical exercises challenge students to apply their strengths in real-world scenarios.

b. Group activities foster collaboration, encouraging students to recognize and utilize each other's strengths.

Benefits

i. **Enhanced Self-Awareness:** Participants gain a deeper understanding of their unique qualities, fostering a heightened sense of self-awareness.

ii. **Increased Confidence:** Recognizing and appreciating their strengths boosts students' confidence in their abilities, both academically and personally.

iii. **Improved Goal Setting:** Armed with the knowledge of their strengths, students are better equipped to set meaningful and achievable goals aligned with their abilities.

iv. **Promotion of Positive Mindset:** The workshops contribute to the development of a positive mindset by emphasizing strengths over weaknesses.

v. **Building a Supportive Community:** Group activities create a supportive atmosphere where students acknowledge and celebrate each other's strengths, fostering a sense of community.

Implementation: The Strengths Exploration Workshops are integrated into the regular school curriculum, ensuring widespread participation. Facilitators, trained in strengths-based approaches, guide students through the activities, encouraging open dialogue and fostering an inclusive environment.

Measuring Impact:

i. **Pre- and Post-Workshop Assessments:** Surveys conducted before and after the workshops gauge changes in self-perception and awareness.

ii. **Observational Feedback:** Facilitators provide feedback based on observations of participant engagement, collaboration, and enthusiasm during the workshops.

iii. **Long-term Surveys:** Periodic surveys are administered to assess the lasting impact of the workshops on students' self-efficacy, academic performance, and overall well-being.

The Strengths Exploration Workshops within the Enhanced Guidance Program serve as a cornerstone for students' personal and academic development, empowering them to navigate challenges with confidence and resilience. By embracing their strengths, students embark on a journey of self-discovery and

empowerment that extends far beyond the classroom, laying the groundwork for a successful and fulfilling future.

Growth Mindset Seminars: The Growth Mindset Seminars are an integral part of the Enhanced Guidance Program, designed to instill a mindset that fosters resilience, adaptability, and a passion for lifelong learning. Grounded in the belief that abilities can be developed through dedication and hard work, these seminars aim to reshape students' attitudes towards challenges and setbacks, cultivating a positive and growth-oriented approach to their academic and personal lives.

Objectives

i. **Cultivating a Growth Mindset:** The primary objective is to help students embrace the concept that intelligence and abilities can be developed through effort, perseverance, and learning from experiences.

ii. **Challenging Fixed Beliefs:** The seminars aim to challenge and reshape fixed beliefs about intelligence and success, encouraging students to see challenges as opportunities for growth.

iii. **Promoting a Positive Attitude Towards Learning:** By fostering a growth mindset, the seminars seek to create an environment where students approach learning with enthusiasm and view mistakes as a natural part of the learning process.

Seminar Components

1) Interactive Discussions:

a. Facilitators engage students in thought-provoking discussions on the concept of a growth mindset.

b. Case studies and real-world examples illustrate the transformative power of adopting this mindset.

2) Guest Speakers:

a. Inspirational figures, including professionals, entrepreneurs, and educators, share personal stories of overcoming challenges through a growth mindset.

b. Q&A sessions allow students to interact directly with individuals who embody the principles of a growth mindset.

3) Interactive Workshops:

a. Hands-on activities and exercises challenge students to embrace challenges and view failures as opportunities for learning and improvement.

b. Collaborative problem-solving activities reinforce the idea that learning is an ongoing process.

4) Assignments Emphasizing Persistence:

a. Assignments are designed to require sustained effort and reflection, encouraging students to persevere in the face of

challenges.

b. Feedback focuses on the process of learning rather than solely on outcomes.

Benefits

i. Increased Resilience: Students develop resilience by viewing setbacks as temporary and surmountable obstacles rather than insurmountable failures.

ii. Positive Academic Mindset: The seminars contribute to a positive attitude towards learning, fostering a sense of curiosity and a willingness to take on challenging academic tasks.

iii. Improved Problem-Solving Skills: Embracing a growth mindset enhances students' problem-solving skills as they become more willing to approach challenges with creativity and tenacity.

iv. Motivation for Continuous Improvement: The seminars motivate students to strive for continuous improvement, fostering a mindset that values effort and progress over innate abilities.

v. Enhanced Classroom Engagement: Students with a growth mindset tend to be more engaged in their studies, as they see education as a journey of continuous learning rather than a series of fixed achievements.

Implementation: The Growth Mindset Seminars are seamlessly integrated into the school's regular schedule to ensure broad participation. Trained facilitators guide students through the various components of the seminars, fostering an environment of open dialogue and active engagement.

Measuring Impact

i. Self-Assessment Surveys: Students complete pre- and post-seminar surveys to gauge changes in their attitudes towards learning and challenges.

ii. Classroom Observations: Facilitators and educators provide feedback based on observations of students' behavior, participation, and resilience in the classroom.

iii. Academic Performance Metrics: Tracking changes in academic performance and engagement levels provides insights into the seminars' impact on students' overall educational experience.

The Growth Mindset Seminars within the Enhanced Guidance Program aim to cultivate a mindset that propels students towards a future characterized by adaptability, resilience, and a passion for continuous learning. By challenging fixed beliefs and embracing the principles of a growth mindset, students are equipped with the tools needed to navigate the complexities of their academic and personal journeys with optimism and determination.

Facilitating School Adjustment

The "Facilitating School Adjustment" component of the

Enhanced Guidance Program is dedicated to ensuring a smooth transition for students into the academic environment and fostering a supportive and inclusive learning community. This comprehensive approach recognizes the challenges students may face when adapting to a new school environment or transitioning between academic levels, and it aims to create an atmosphere that nurtures their well-being and academic success.

New Student Orientation:

Objectives:

i. Seamless Transition: Ensure a smooth and comfortable transition for new students into the school community.

ii. Introduction to Resources: Familiarize students with the school's facilities, services, and academic resources.

iii. Building Connections: Facilitate connections among new students, their peers, and key faculty members.

iv. Promoting a Positive School Culture: Introduce students to the school's values, expectations, and the inclusive culture they are entering.

Program Components

1) Welcome Address:

a. A warm welcome from school administrators and key faculty members.

b. Overview of the school's mission, values, and commitment to student success.

2) Campus Tours:

a. Guided tours of the school facilities, including classrooms, libraries, recreational areas, and extracurricular spaces.

b. Introduction to important locations such as the main office, cafeteria, and student support services.

3) Introduction to Academic Resources:

a. Information sessions on the school's academic programs, curriculum, and grading system.

b. Guidance on how to access and utilize academic resources, including the school library and online platforms.

4) Peer Introductions and Ice-Breaking Activities:

a. Opportunities for new students to interact with each other through ice-breaking activities.

b. Introduction to peer mentors who provide support and guidance during the adjustment period.

5) Meet and Greet with Faculty:

a. Informal sessions where new students can meet and interact with their teachers.

b. Q&A sessions to address any academic concerns or questions.

6) Overview of Extracurricular Opportunities:

a. Introduction to clubs, sports, and other extracurricular activities available at the school.

b. Encouragement to explore and participate in activities that align with their interests.

7) Orientation Packets:

a. Distribution of orientation packets containing essential information, including school policies, academic calendars, and contact details.

b. A checklist to help students stay organized during their initial weeks.

Benefits:

i. **Comfortable Transition:** New students experience a comfortable and organized transition into the new academic environment.

ii. **Informed Decision-Making:** Introduction to academic resources empowers students to make informed decisions about their studies.

iii. **Peer Connections:** Ice-breaking activities and peer introductions create early connections among new students, fostering a sense of camaraderie.

iv. **Positive Academic Engagement:** Familiarity with faculty and academic expectations sets the stage for positive academic engagement from the beginning.

v. **Inclusive School Culture:** Introduction to the school's values and inclusive culture encourages a sense of belonging among new students.

Implementation: The New Student Orientation is strategically scheduled before the commencement of the academic year, ensuring that new students are well-prepared and comfortable on their first day. Faculty, administrators, and peer mentors collaborate to execute a seamless and engaging orientation experience.

Measuring Impact:

i. **Participant Surveys:** Gathering feedback from new students about their orientation experience.

ii. **Observational Feedback:** Input from teachers, administrators, and peer mentors regarding the initial adjustment and engagement of new students.

iii. **Participation Rates in Extracurricular Activities:** Monitoring the participation of new students in various extracurricular opportunities introduced during orientation.

iv. **Academic Progress Monitoring:** Tracking the academic progress of new students during their initial weeks to identify any challenges early on.

The New Student Orientation within the Enhanced Guidance Program is not just an introduction; it's a foundation-building experience that sets the tone for a positive and successful academic journey. By providing a welcoming and informative start, the orientation aims to empower new students to navigate their new environment with confidence and enthusiasm.

Peer Support Networks

Peer Support Networks, a cornerstone of the Enhanced Guidance Program, are designed to create a nurturing community within the school where experienced students serve as mentors to guide and support their peers. This initiative aims to cultivate a sense of belonging, facilitate a smoother adjustment to the school environment, and foster personal and academic growth through positive peer interactions.

Objectives:

i. **Providing Guidance:** Pairing new students with experienced peers to offer guidance on academic and personal matters.

ii. **Creating a Supportive Community:** Establishing networks that encourage mutual support, camaraderie, and a shared sense of responsibility.

iii. **Enhancing Adjustment:** Facilitating a smoother adjustment for new students by offering insights, tips, and a friendly support system.

iv. **Promoting Leadership Skills:** Empowering experienced students to develop leadership and mentoring skills through their role as peer mentors.

Program Components:

1) Mentorship Pairing:

a. Thoughtful pairing of experienced students with newcomers based on shared interests, academic strengths, or extracurricular involvement.

b. Clear communication of roles and expectations for both mentors and mentees.

2) Regular Check-ins:

a. Scheduled one-on-one or group check-ins where mentors connect with their mentees.

b. Opportunities for open discussions about academic progress, challenges, and personal experiences.

3) Peer-Led Initiatives:

a. Encouraging peer mentors to organize and lead

initiatives addressing common challenges faced by new students.

b. Collaborative projects that foster a sense of teamwork and community.

4) **Social Events:**

a. Organizing social events, mixers, or outings to strengthen the bonds within the peer support network.

b. Facilitating opportunities for mentors and mentees to engage in informal and friendly interactions.

5) **Training for Peer Mentors:**

a. Workshops and training sessions to equip peer mentors with effective communication and mentoring skills.

b. Guidance on creating a positive and inclusive mentoring relationship.

Benefits

i. Smooth Transition for New Students: Peer support networks contribute to a smoother transition for new students by providing a familiar face and a source of guidance.

ii. Cultivation of Leadership Skills: Peer mentors develop leadership, communication, and interpersonal skills through their mentoring role.

iii. Enhanced Academic Engagement: The support provided within the peer network encourages academic engagement and collaboration.

iv. Fostering a Sense of Belonging: The mentor-mentee relationship fosters a sense of belonging, reducing feelings of isolation and enhancing overall well-being.

v. Positive School Culture: Peer-led initiatives and events contribute to a positive and supportive school culture.

Implementation: Peer Support Networks are integrated into the school's framework, with mentorship pairings established at the beginning of each academic year. Regular check-ins, events, and initiatives are woven into the academic calendar to ensure ongoing support.

Measuring Impact:

i. Participant Feedback: Gathering feedback from both mentors and mentees on the effectiveness and impact of the peer support network.

ii. Academic Progress Monitoring: Observing the academic progress of students within the network to identify correlations between peer support and academic success.

iii. Participation Rates in Peer-Led Initiatives: Monitoring the involvement of students in peer-led initiatives and collaborative projects.

iv. Surveys on Sense of Belonging: Administering surveys to assess the sense of belonging and connection among students participating in the peer support network.

Peer Support Networks within the Enhanced Guidance Program are not just about academic guidance; they're about creating a community where students feel valued, supported, and the guidance program to grow. By harnessing the power of positive peer relationships, this initiative aims to foster a culture of collaboration, understanding, and shared success within the school community.

Inclusive Classroom Initiatives

Inclusive Classroom Initiatives, integral to the Enhanced Guidance Program, are dedicated to creating a learning environment that celebrates diversity, promotes understanding, and ensures that every student feels valued and included. These initiatives aim to cultivate a sense of unity among students, fostering positive social dynamics and enhancing the overall educational experience.

Objectives:

i. Fostering Inclusivity: Create an inclusive atmosphere where every student feels welcome, respected, and appreciated for their unique qualities.

ii. Promoting Diversity Awareness: Develop a deeper understanding and appreciation for diversity among students, fostering empathy and cultural competence.

iii. Encouraging Collaboration: Design activities that promote teamwork, cooperation, and positive peer relationships within the classroom.

iv. Addressing Bullying and Exclusion: Implement initiatives to prevent and address bullying, ensuring a safe and supportive learning environment for all.

Program Components

1) **Anti-Bullying Campaigns:**

a. Educational campaigns to raise awareness about the impact of bullying and exclusion.

b. Workshops focusing on empathy, kindness, and the importance of standing up against bullying.

2) **Diversity and Inclusion Workshops:**

a. Facilitated discussions on the importance of diversity and inclusion in the classroom.

b. Guest speakers or presentations sharing personal experiences and perspectives related to diversity.

3) **Collaborative Classroom Projects:**

a. Designing projects that require students to work

together, promoting collaboration and a sense of shared achievement.

b. Group activities that encourage students to appreciate and leverage each other's strengths.

4) **Classroom Norms and Agreements:**

a. Collaboratively establishing classroom norms that promote respect, inclusivity, and open communication.

b. Regular discussions to revisit and reinforce these agreements throughout the academic year.

5) **Cultural Awareness Days/Events:**

a. Organizing events or themed days that celebrate the diverse cultural backgrounds within the classroom.

b. Encouraging students to share aspects of their culture, fostering a sense of pride and understanding.

Benefits

i. **Positive Social Dynamics:** Inclusive initiatives contribute to positive peer relationships, reducing instances of exclusion and fostering a sense of community.

ii. **Increased Empathy and Understanding:** Diversity and inclusion workshops promote empathy and a deeper understanding of different perspectives and backgrounds.

iii. **Enhanced Academic Performance:** Inclusivity and collaboration positively impact academic performance by creating a supportive learning environment.

iv. **Safe and Supportive Atmosphere:** Anti-bullying campaigns and established norms contribute to a safe and supportive classroom atmosphere.

v. **Prevention of Social Isolation:** Inclusive initiatives reduce the likelihood of social isolation, ensuring that every student has a sense of belonging.

Implementation

Inclusive Classroom Initiatives are woven into the fabric of daily classroom activities. Teachers play a crucial role in modeling inclusive behavior and facilitating discussions that promote understanding and collaboration.

Measuring Impact

i. **Student Surveys:** Gathering feedback from students on their experiences of inclusivity within the classroom.

ii. **Observational Feedback:** Teachers and administrators provide insights based on observations of student interactions, participation, and overall classroom dynamics.

iii. **Incident Reports:** Monitoring and addressing any incidents related to bullying or exclusion through an established

reporting system.

iv. **Academic Performance Metrics:** Assessing changes in academic performance and engagement as a result of the inclusive classroom initiatives.

Inclusive Classroom Initiatives within the Enhanced Guidance Program aim not only to create a positive learning environment but also to equip students with the essential skills of empathy, respect, and collaboration that extend far beyond the classroom setting. By nurturing an inclusive culture, this initiative contributes to the holistic development of students, preparing them for a future where diversity is not just acknowledged but celebrated.

Teacher-student communication channels

Teacher-Student Communication Channels, an integral element of the Enhanced Guidance Program, are designed to foster open, effective, and supportive communication between educators and students. By establishing these channels, the program aims to create an environment where students feel comfortable expressing themselves, seeking guidance, and collaborating with teachers to enhance their academic experience.

Objectives

i. **Open Dialogue:** Encourage open and transparent communication between teachers and students, creating a culture where questions and concerns are welcomed.

ii. **Individualized Support:** Provide a platform for personalized discussions about academic progress, challenges, and goals, allowing for tailored support.

iii. **Feedback Mechanism:** Establish a structured feedback system that allows students to provide input on teaching methods, classroom dynamics, and overall learning experiences.

iv. **Building Trust:** Cultivate a trusting relationship between teachers and students, fostering an atmosphere of mutual respect and understanding.

Communication Channels

1) **Regular Teacher-Student Conferences:**

a. Scheduled one-on-one meetings between teachers and students to discuss academic progress, set goals, and address any concerns.

b. Opportunities for students to seek clarification on topics covered in class and receive personalized guidance.

2) **Open Forums and Q&A Sessions:**

a. Periodic open forums where students can ask questions, share feedback, and engage in discussions about the course content or classroom environment.

b. Q&A sessions where teachers address common queries raised by students.

3) Digital Communication Platforms:

a. Utilization of online platforms (e.g., email, messaging apps, or learning management systems) to facilitate communication outside of regular class hours.

b. Timely responses to student queries and the provision of additional resources or support materials.

4) Individual Progress Reviews:

a. Regular reviews of individual student progress allow teachers to provide constructive feedback and identify areas for improvement.

b. Collaborative goal-setting sessions to align academic objectives with students' personal aspirations.

5) Teacher-Led Study Groups:

a. Creation of study groups led by teachers, providing additional opportunities for students to engage in academic discussions and collaborative learning.

b. A supportive environment where students can seek clarification and guidance from their peers and teachers.

Benefits

i. Enhanced Academic Support: Personalized communication channels enable teachers to provide targeted support to address individual student needs.

ii. Student Engagement: Open forums and digital platforms encourage active participation, fostering a sense of engagement and ownership of the learning process.

iii. Timely Intervention: Regular progress reviews allow for early identification of challenges, enabling timely intervention to prevent academic setbacks.

iv. Student Empowerment: Empowering students to voice their opinions and concerns contributes to a sense of agency and ownership over their education.

v. Building Positive Teacher-Student Relationships: Establishing open communication channels strengthens the teacher-student relationship, contributing to a positive and supportive classroom culture.

Implementation: Teacher-student communication channels are integrated into the daily operations of the classroom. Regularly scheduled conferences, open forums, and digital communication are seamlessly woven into the academic calendar to ensure consistent opportunities for interaction.

Measuring Impact:

i. Feedback Surveys: Collecting feedback from students about the effectiveness and accessibility of communication channels.

ii. Attendance and Participation Rates: Monitoring student attendance and participation in conferences, forums, and study groups.

iii. Academic Progress Tracking: Assessing improvements in academic performance and engagement as a result of personalized communication and support.

iv. Teacher Feedback: Gathering insights from teachers on the impact of improved communication channels on classroom dynamics and student success.

By prioritizing effective communication, the teacher-student communication channels within the Enhanced Guidance Program aim to create an academic environment where students feel heard, supported, and supported by the guidance program to achieve their full potential. Through these channels, the program seeks to bridge the gap between educators and students, fostering a collaborative and enriching educational experience.

Nurturing Psychological Resilience

Psychological resilience is a dynamic and transformative quality that empowers individuals to navigate life's challenges, setbacks, and uncertainties with a sense of inner strength and adaptability. It is not merely the absence of adversity but the ability to bounce back, grow, and thrive despite facing adversity. In the complex tapestry of human experience, resilience acts as a vital thread that weaves together our emotional well-being, mental fortitude, and overall capacity to confront and overcome the obstacles that life presents.

Stress Management Workshops: In the fast-paced and demanding landscape of modern life, stress has become an inevitable companion. The stress management workshops offered as part of the Enhanced Guidance Program are designed to provide individuals with practical tools, insights, and strategies to navigate and mitigate the impact of stress. These workshops are not just about alleviating the symptoms of stress but also empowering participants to cultivate resilience, maintain balance, and foster overall well-being.

Objectives

i. Understanding Stress: Explore the physiological and psychological aspects of stress to build awareness of its impact on the mind and body. Identify common stressors and their manifestations in daily life.

ii. Building Coping Strategies: Introduce a toolkit of effective stress management techniques, ranging from mindfulness and relaxation exercises to time-management strategies. Empower participants to develop personalized coping mechanisms aligned with their lifestyles.

iii. Promoting Mindfulness: Incorporate mindfulness practices to enhance self-awareness and encourage a present-focused, non-judgmental approach to stressors. Cultivate mindful

living as a proactive means of stress prevention.

iv. Establishing Work-Life Balance: Explore strategies for achieving a healthy work-life balance, recognizing the importance of downtime, self-care, and personal fulfillment. Provide practical tips for time management and prioritization.

Workshop Components

- 1) **Interactive Discussions:**
 - a. Facilitate open discussions on the sources of stress, allowing participants to share their experiences and insights.
 - b. Explore the commonality of stressors and strategies for effective coping.
- 2) **Mindfulness and Relaxation Techniques:**
 - a. Guided sessions on mindfulness meditation, deep breathing exercises, and progressive muscle relaxation.
 - b. Practical demonstrations and hands-on activities are needed to integrate these techniques into daily life.
- 3) **Stress Assessment and Goal Setting:**
 - a. Self-assessment tools to help participants identify specific stressors and their individual responses.
 - b. Goal-setting exercises to create a roadmap for managing stress and building resilience.
- 4) **Time Management and Prioritization:**
 - a. Interactive workshops on effective time management emphasize the importance of setting priorities and boundaries.
 - b. Hands-on activities to help participants apply time-management principles to their own schedules.

Benefits

- i. Enhanced Coping Skills:** Participants develop a repertoire of practical and effective coping strategies for managing stress in various aspects of life.
- ii. Improved Mental Well-Being:** Stress management workshops contribute to improved mental health by fostering resilience and providing tools for navigating challenges.
- iii. Increased Productivity:** Strategies for time management and prioritization contribute to enhanced productivity and efficiency in both personal and professional endeavors.
- iv. Promotion of Self-Care:** Emphasis on work-life balance and self-care encourages participants to prioritize their well-being and invest in activities that bring joy and fulfillment.
- v. Long-Term Resilience:** Beyond immediate stress relief, the workshops aim to cultivate long-term resilience, empowering individuals to face future challenges with confidence.

Implementation: Stress management workshops are integrated into the Enhanced Guidance Program and conducted periodically to address the evolving needs of participants. These workshops may be offered in various formats, including in-person sessions, webinars, or a combination of both.

Measuring Impact

- i. Pre- and Post-Workshop Surveys:** Assessing changes in participants' stress levels, coping strategies, and overall well-being before and after the workshops.
- ii. Feedback and Reflections:** Gathering qualitative feedback through participant testimonials and reflections on the effectiveness of the strategies introduced.
- iii. Follow-Up Assessments:** Conducting follow-up assessments to gauge the sustained impact of stress management techniques on participants' lives.

Stress Management Workshops within the Enhanced Guidance Program aim to empower individuals with the knowledge and skills to navigate life's challenges with resilience, fostering a culture of well-being and balance within the school community.

Counseling Services

Counseling services, a vital component of the Enhanced Guidance Program, provide a safe and confidential space for individuals to explore and navigate the complexities of their emotional and mental well-being. Rooted in the belief that every student is unique and may encounter challenges on their academic and personal journey, these services are designed to foster resilience, facilitate personal growth, and offer support during times of difficulty.

Objectives:

- 1) **Individualized Support:**
 - a. Offer individual counseling sessions tailored to the unique needs and circumstances of each student.
 - b. Provide a confidential space for students to express themselves without judgment.
- 2) **Emotional Regulation:**
 - a. Equip students with tools and strategies for managing emotions, stress, and anxiety.
 - b. Foster emotional intelligence and self-awareness for healthier emotional regulation.
- 3) **Crisis Intervention:**
 - a. Provide immediate support and intervention during times of crisis or acute emotional distress.
 - b. Collaborate with students to develop coping mechanisms for navigating challenging situations.

4) **Personal and Academic Goal Setting:**

- a. Assist students in setting and achieving personal and academic goals.
- b. Collaborate on strategies to overcome obstacles and enhance overall well-being.

Counseling services offer:

1) **Individual Counseling:**

- a. Confidential one-on-one sessions with licensed counselors to explore personal concerns, emotional challenges, and academic stressors.
- b. Goal-oriented counseling to support personal development and mental well-being.

2) **Group Counseling:**

- a. Facilitate group sessions to address common challenges, share experiences, and build a supportive community.
- b. Group counseling themes may include stress management, resilience building, and interpersonal skills development.

3) **Workshops and psychoeducation:**

- a. Conduct workshops on topics such as stress management, time management, and emotional intelligence.
- b. Provide psychoeducational resources to enhance students' understanding of mental health and well-being.

4) **Referral Services:**

- a. Collaborate with external mental health professionals and resources for specialized support when necessary.
- b. Assist in connecting students with additional community resources.

Benefits

- i. **Confidential Support System:** Counseling services offer a confidential and non-judgmental space for students to express their thoughts and emotions.
- ii. **Emotional Resilience:** Through counseling, students develop emotional resilience, learning to navigate challenges and setbacks with a positive mindset.
- iii. **Improved Academic Performance:** Addressing mental health concerns positively correlates with improved academic performance, as students are better equipped to focus and engage in their studies.
- iv. **Enhanced Coping Skills:** Counseling equips students with practical coping skills and strategies for managing stress, anxiety, and other emotional challenges.

- v. **Personal Growth and Self-Discovery:** Counseling services support students in their journey of self-discovery, fostering personal growth and a deeper understanding of themselves.

Implementation: Counseling services are seamlessly integrated into the Enhanced Guidance Program, with on-site counseling sessions, virtual counseling options, and periodic workshops scheduled throughout the academic year. The program ensures accessibility for all students, promoting a culture that values mental health and seeks to destigmatize seeking support.

Measuring Impact

- i. **Client Feedback:** Regular feedback from students receiving counseling services is needed to assess the effectiveness of the support provided.
- ii. **Outcome Assessments:** Periodic assessments to measure changes in emotional well-being, stress levels, and academic performance among students accessing counseling services.
- iii. **Collaborative Case Reviews:** Collaborative reviews involve counselors, educators, and parents to ensure a holistic approach to student support.
- iv. **Referral Follow-Ups:** Monitoring the effectiveness of external referrals and ensuring a seamless continuum of care for students requiring additional support.

Counseling services within the Enhanced Guidance Program aim not only to address immediate concerns but also to empower students with the tools and resilience needed to navigate the complexities of life with confidence and well-being.

Resilience-Building Exercises

Resilience-building exercises, an integral component of the Enhanced Guidance Program, are designed to empower individuals with the skills and mindset to navigate challenges, setbacks, and uncertainties with resilience and adaptability. These exercises go beyond traditional approaches to education, fostering the development of emotional intelligence, coping mechanisms, and a positive outlook that contributes to long-term well-being.

Objectives

- 1) **Cultivating Mindfulness:**
 - a. Introduce mindfulness practices to enhance self-awareness, present-moment focus, and emotional regulation.
 - b. Incorporate mindful exercises to promote a grounded and centered approach to life's challenges.
- 2) **Positive Affirmations and Self-Talk:**
 - a. Guide individuals in developing positive affirmations and constructive self-talk to build self-confidence and resilience.

b. Encourage the integration of positive language into daily thought patterns.

3) **Strengths Exploration:**

a. Facilitate exercises to help individuals identify and leverage their strengths when facing challenges.

b. Encourage a strengths-based mindset that focuses on capabilities and the potential for growth.

4) **Goal Setting and Planning:**

a. Support the development of realistic and achievable short-term and long-term goals.

b. Teach effective planning strategies to break down larger goals into manageable steps.

5) **Mind-Body Connection Practices:**

a. Integrate exercises that highlight the connection between physical and mental well-being, such as relaxation techniques, breathing exercises, and physical activity.

b. Emphasize the role of a healthy lifestyle in promoting overall resilience.

Resilience-Building Exercises Offer

1) **Mindful Breathing and Meditation:**

a. Guided sessions on mindful breathing and meditation to promote relaxation, focus, and emotional balance.

b. Techniques to integrate mindfulness into daily routines.

2) **Strengths Assessments and Reflections:**

a. Engage individuals in strength assessments to identify and reflect on their unique qualities.

b. Collaborate on strategies to apply and develop these strengths in various aspects of life.

3) **Positive Visualization:**

a. Encourage individuals to visualize positive outcomes and success in challenging situations.

b. Visualization exercises to instill a sense of confidence and optimism.

4) **Gratitude Journaling:**

a. Facilitate the practice of keeping a gratitude journal to cultivate a positive mindset.

b. Reflecting on daily moments of gratitude is a resilience-building habit.

5) **Resilience Through Adversity Reflections:**

a. Share stories of resilience and triumph over adversity to inspire and motivate.

b. Reflective exercises on personal experiences of overcoming challenges.

Benefits

i. Increased Emotional Resilience: Resilience-building exercises contribute to enhanced emotional resilience, allowing individuals to bounce back from setbacks.

ii. Positive Mindset Cultivation: The exercises foster a positive mindset, promoting optimism and a proactive approach to challenges.

iii. Improved Coping Skills: Individuals develop practical coping skills to navigate stress, uncertainty, and adversity effectively.

iv. Goal Achievement: Goal-setting exercises empower individuals to set and achieve personal and academic goals, contributing to a sense of accomplishment.

v. Mind-Body Well-Being: Resilience-building exercises emphasize the interconnectedness of mental and physical well-being, promoting holistic health.

Implementation: Resilience-building exercises are integrated into the Enhanced Guidance Program through workshops, daily routines, and extracurricular activities. The exercises are designed to be accessible and adaptable to various age groups and learning environments.

Measuring Impact:

i. Participant Feedback: Regular feedback from individuals engaging in resilience-building exercises to assess perceived effectiveness and relevance.

ii. Well-Being Surveys: Pre- and post-engagement surveys to measure changes in emotional well-being, stress levels, and overall resilience.

iii. Goal Achievement Tracking: Monitoring progress toward personal and academic goals set during resilience-building exercises.

iv. Observational Assessments: Insights from educators and facilitators on the observed impact of resilience-building exercises on participants' attitudes and behaviors.

Resilience-building exercises within the Enhanced Guidance Program aim to equip individuals with the tools and mindset needed to navigate life's challenges with grace, fortitude, and a belief in their own capacity for growth and resilience.

Enhancing Subjective Well-Being

The Enhanced Guidance Program recognizes the significance of subjective well-being as a cornerstone of a comprehensive education. Beyond academic achievements, the program acknowledges the importance of nurturing the emotional and

psychological dimensions of individuals. Encouraging subjective well-being will enable pupils to flourish both personally and academically, laying the groundwork for a resilient, happy, and optimistic future.

Positive Psychology Workshops: Positive Psychology Workshops, an integral part of the Enhanced Guidance Program, are designed to inspire individuals to lead fulfilling and flourishing lives. Rooted in the principles of positive psychology, these workshops go beyond the traditional focus on treating mental illness to emphasize the enhancement of well-being, personal strengths, and the cultivation of a positive mindset. Through engaging activities and evidence-based practices, participants are guided to harness their strengths, foster positive emotions, and build resilience.

Objectives:

- 1) **Strengths-Based Approach:**
 - a. Introduce the concept of identifying and leveraging personal strengths for enhanced well-being and success.
 - b. Facilitate exercises that help individuals recognize and appreciate their unique qualities.
- 2) **Positive Emotion Cultivation:**
 - a. Explore strategies for cultivating positive emotions and fostering a positive mindset.
 - b. Activities to promote gratitude, joy, and optimism in daily life.
- 3) **Resilience Building:**
 - a. Provide tools and techniques to build resilience in the face of challenges and setbacks.
 - b. Encourage a growth-oriented perspective that views adversity as an opportunity for learning and growth.
- 4) **Mindfulness Practices:**
 - a. Integrate mindfulness exercises to enhance present-moment awareness and reduce stress.
 - b. Techniques for incorporating mindfulness into everyday activities.

Workshop Components:

- 1) **Strengths Exploration:**
 - a. Conduct strength assessments and activities to help participants identify and understand their personal strengths.
 - b. Group discussions on how to apply these strengths in various aspects of life.
- 2) **Positive Emotion Exercises:**
 - a. Guided activities to promote positive emotions, such as

gratitude journaling, savoring positive experiences, and acts of kindness.

- b. Reflection sessions on the impact of positive emotions on overall well-being.
- 3) **Resilience-Building Workshops:**
 - a. Interactive workshops on developing resilience through mindset shifts and coping strategies.
 - b. Real-life case studies and discussions on bouncing back from adversity.
- 4) **Mindfulness and Relaxation Techniques:**
 - a. Practical demonstrations of mindfulness exercises, including mindful breathing and meditation.
 - b. Tips on incorporating brief mindfulness practices into daily routines.

Benefits

- i. **Enhanced Well-Being:** Positive Psychology Workshops contribute to increased overall well-being by fostering positive emotions and a strengths-based mindset.
- ii. **Improved Mental Health:** Participants develop tools for managing stress, building resilience, and cultivating a positive outlook, leading to improved mental health.
- iii. **Positive Classroom Culture:** The principles learned in the workshops contribute to a positive classroom culture, promoting collaboration, empathy, and a supportive learning environment.
- iv. **Empowerment:** Individuals are guided by the guidance program to take an active role in their well-being, recognizing and leveraging their strengths for personal and academic success.
- v. **Long-Term Flourishing:** By instilling the principles of positive psychology, the workshops aim to contribute to long-term flourishing, equipping individuals to navigate life's challenges with a positive and resilient mindset.

Implementation: Positive psychology workshops are seamlessly integrated into the Enhanced Guidance Program, with regular sessions scheduled throughout the academic year. The workshops may be conducted in-person, virtually, or through a blended approach to accommodating diverse learning environments.

Measuring Impact

- i. **Participant Feedback:** Gathering feedback from participants on the perceived impact of positive psychology principles on their well-being.
- ii. **Surveys and Assessments:** Administering pre- and post-workshop surveys to measure changes in participants' positive emotions, mindset, and resilience.

iii. **Observational Assessments:** Insights from educators and facilitators on the observed impact of positive psychology practices on participants' attitudes, behavior, and classroom dynamics.

Positive Psychology Workshops within the Enhanced Guidance Program aim to ignite a positive transformation in the lives of participants, fostering a culture of flourishing, resilience, and well-being. Through these workshops, individuals are not only equipped with tools for personal growth but are also inspired to contribute positively to their communities and beyond.

Extracurricular Engagement

Extracurricular engagement, an essential pillar of the Enhanced Guidance Program, extends the learning experience beyond the confines of the classroom. Recognizing the holistic development of individuals, these activities encompass a diverse range of opportunities for students to explore their interests, develop essential life skills, and foster a sense of belonging within the school community. Whether it's through the arts, sports, community service, or clubs, extracurricular engagement is designed to enrich lives, cultivate passions, and contribute to a well-rounded educational experience.

Objectives

- 1) **Holistic Development:**
 - a. Provide a platform for students to discover and develop their unique talents and interests.
 - b. Foster the holistic development of individuals by nurturing physical, social, emotional, and cognitive skills.
- 2) **Community Building:**
 - a. Create a sense of community and belonging by encouraging students to connect with like-minded peers.
 - b. Strengthen interpersonal skills through collaborative activities and shared interests.
- 3) **Leadership Opportunities:**
 - a. Offer leadership roles within extracurricular activities, empowering students to take on responsibilities and develop leadership skills.
 - b. Cultivate a culture of initiative, responsibility, and accountability.
- 4) **Character Building:**
 - a. Integrate values education into extracurricular activities, promoting character development and ethical decision-making.
 - b. Provide opportunities for students to engage in activities that foster resilience, perseverance, and a growth mindset.

Extracurricular Engagement Opportunities:

- 1) **Sports and Fitness Clubs:**
 - a. Opportunities for students to participate in various sports, promoting physical well-being and teamwork.
 - b. Fitness clubs that focus on holistic health, including activities such as yoga, dance, or outdoor adventures.
- 2) **Arts and Culture:**
 - a. Artistic expression through visual arts, drama, music, and dance.
 - b. Cultural clubs that celebrate diversity through activities, performances, and events.
- 3) **STEM Programs:**
 - a. Exploration of science, technology, engineering, and mathematics through hands-on projects and competitions.
 - b. Coding clubs, robotics teams, and science fairs to stimulate curiosity and innovation.
- 4) **Community Service and Volunteering:**
 - a. Opportunities for students to engage in meaningful community service projects, fostering empathy and social responsibility.
 - b. Collaborative efforts to address local issues and contribute positively to the community.
- 5) **Academic and Interest-Based Clubs:**
 - a. Clubs centered around academic subjects, literature, debate, or language learning.
 - b. Interest-based clubs that cater to specific hobbies or passions create spaces for shared enthusiasm.

Benefits

- i. **Personal Growth:** Extracurricular engagement provides a platform for personal growth, allowing students to explore their potential and develop a sense of identity.
- ii. **Social Skills Development:** Through collaborative activities, students enhance their communication, teamwork, and interpersonal skills, contributing to their overall social competence.
- iii. **Leadership Development:** Leadership opportunities within clubs and activities empower students to take initiative, make decisions, and inspire others.
- iv. **Enhanced Well-Being:** Engaging in activities of interest contributes to a sense of purpose, joy, and overall well-being.
- v. **Balanced Education:** Extracurricular engagement

ensures a balanced education by incorporating diverse learning experiences that go beyond the academic curriculum.

Implementation: Extracurricular activities are seamlessly woven into the Enhanced Guidance Program, with a diverse array of offerings available to cater to the varied interests and talents of students. Clubs, sports, and community service initiatives are scheduled throughout the academic year, providing a comprehensive and enriching educational experience.

Measuring Impact:

i. Participation Rates: Monitoring the level of participation in extracurricular activities to gauge student interest and engagement.

ii. Leadership Development: Assessing the development of leadership skills and responsibilities undertaken by students within extracurricular roles.

iii. Feedback and Surveys: Gathering feedback from students and educators on the perceived impact of extracurricular engagement on personal development and school culture.

iv. Community Impact: Evaluating the impact of community service projects and initiatives on the local community.

Extracurricular engagement within the Enhanced Guidance Program is not just an addendum to academics but an integral aspect of education that fosters well-rounded individuals ready to face the challenges and opportunities of the world beyond the classroom. Through these diverse activities, students are encouraged to explore, discover, and thrive, contributing to a vibrant and dynamic school community.

Well-Being Check-ins

Well-Being Check-Ins, a cornerstone of the Enhanced Guidance Program, prioritize the mental, emotional, and social well-being of individuals within the school community. These regular check-ins go beyond traditional academic assessments, creating a space for open communication, empathy, and support. By fostering a culture of care and connection, Well-Being Check-Ins contribute to the creation of a safe and supportive environment where individuals feel valued, heard, and supported by the guidance program.

Objectives

- 1) **Holistic Well-Being Assessment:**
 - a. Assess the overall well-being of individuals by considering mental, emotional, and social factors.
 - b. Provide a comprehensive understanding of the challenges and successes individuals may be experiencing.
- 2) **Emotional Support:**
 - a. Create a space for individuals to express their emotions, concerns, and triumphs in a non-judgmental environment.

- b. Offer emotional support and encouragement to navigate personal and academic challenges.

- 3) **Identification of Red Flags:**

- a. Identify potential red flags related to mental health, stress, or other well-being indicators.
 - b. Facilitate early intervention and support for individuals who may be facing difficulties.

- 4) **Promotion of Open Communication:**

- a. Foster a culture of open communication between students, educators, and support staff.
 - b. Encourage individuals to share their thoughts, concerns, and feedback on their educational experience.

Well-Being Check-In Process:

- 1) **Regular Scheduling:**

- a. Incorporate scheduled well-being check-ins into the academic calendar to ensure consistency and predictability.
 - b. Balance the frequency of check-ins to accommodate the needs and preferences of individuals.

- 2) **Person-Centered Approach:**

- a. Tailor the check-in process to be person-centered, acknowledging the unique needs and preferences of each individual.
 - b. Create an environment that respects confidentiality and privacy.

- 3) **Facilitated Conversations:**

- a. Conduct check-ins through facilitated conversations led by educators, counselors, or designated well-being support staff.
 - b. Utilize open-ended questions to encourage individuals to share their experiences and concerns.

- 4) **Goal Setting and Planning:**

- a. Collaborate with individuals to set realistic and achievable well-being goals.
 - b. Develop action plans and strategies to address challenges and enhance overall well-being.

Benefits

i. Early Intervention: Well-Being Check-Ins enable early identification and intervention for individuals facing challenges, promoting timely support.

ii. Strengthening Relationships: The check-in process contributes to the development of strong relationships between educators, students, and support staff.

iii. **Promoting Well-Being Awareness:** Individuals gain a heightened awareness of the importance of well-being and its impact on overall success and satisfaction.

iv. **Individualized Support:** The person-centered approach allows for individualized support tailored to the unique needs and circumstances of each person.

v. **Creating a Supportive Culture:** Well-Being Check-Ins contribute to the creation of a supportive culture that values the holistic well-being of every member of the school community.

Implementation: Well-Being Check-Ins are seamlessly integrated into the Enhanced Guidance Program with a systematic and person-centered approach. Educators, counselors, and support staff play a collaborative role in conducting these check-ins, ensuring a comprehensive and caring process.

Measuring Impact:

i. **Feedback and Reflections:** Gathering feedback from individuals on their experiences and perceived impact of well-being check-ins.

ii. **Outcome Assessments:** Assessing changes in well-being indicators and goal achievement based on the goals set during check-ins.

iii. **Attendance and Participation Rates:** Monitoring attendance and participation rates to gauge the engagement and perceived value of the check-in process.

iv. **Improved Well-Being Metrics:** Tracking improvements in well-being metrics, such as self-reported happiness, stress levels, and overall satisfaction.

Well-Being Check-Ins within the Enhanced Guidance Program serve as a compass, guiding individuals toward a path of holistic well-being and personal growth. Through these intentional and caring interactions, the program aims to create an educational environment where every individual feels supported, valued, and guided to thrive.

Parental Involvement

In the intricate tapestry of education, the role of parents is unparalleled in shaping the experiences and outcomes of their children. Parental involvement is not merely a supportive gesture but a dynamic and essential partnership in the holistic development of students. The Enhanced Guidance Program recognizes the profound impact that engaged and supportive parents can have on the educational journey and overall well-being of students.

Understanding student needs: In the pursuit of providing an enriching educational experience, understanding the diverse and evolving needs of students becomes a fundamental compass guiding the Enhanced Guidance Program. Recognizing that each student is unique, the program embraces a compassionate and

proactive approach to comprehensively grasping the academic, emotional, and social requirements of every individual.

Objectives

1) Holistic Assessment:

a. Undertake a holistic assessment of student needs, encompassing academic requirements, emotional well-being, and social dynamics.

b. Consider the multifaceted aspects of students' lives that contribute to their overall development.

2) Individualized Support:

a. Tailor support mechanisms based on the specific needs of each student.

b. Implement personalized strategies to address academic challenges, social interactions, and emotional well-being.

3) Regular Communication:

a. Foster open lines of communication between educators, students, and parents to stay attuned to evolving needs.

b. Utilize feedback mechanisms to gather insights into students' experiences and challenges.

4) Cultural Competence:

a. Embrace cultural competence to understand and respect the diverse backgrounds, perspectives, and values of students.

b. Create an inclusive environment that caters to the unique needs of a diverse student population.

Understanding Student Needs Process:

1) Assessment Tools:

a. Implement a variety of assessment tools, including academic evaluations, surveys, and well-being assessments, to gain a comprehensive understanding of student needs.

b. Use both quantitative and qualitative data to inform decision-making.

2) Student-Teacher Conferences:

a. Conduct regular one-on-one conferences between students and educators to discuss academic progress, goals, and any challenges.

b. Create a safe space for students to express their needs, aspirations, and concerns.

3) Well-Being Check-Ins:

a. Incorporate well-being check-ins to assess emotional and social needs.

b. Utilize feedback from these check-ins to tailor well-being initiatives and support services.

4) **Parental Involvement:**

- a. Engage parents in the process of understanding students' needs through collaborative partnerships.
- b. Encourage parents to share insights into their children's experiences and support requirements.

Benefits

- i. **Personalized Learning Experience:** Understanding student needs allows for the design of personalized learning experiences that cater to individual strengths and challenges.
- ii. **Early Intervention:** Identifying and addressing evolving needs promptly enables early intervention and support, preventing potential challenges from escalating.
- iii. **Cultivating Trust:** Regular communication and attention to student needs contribute to a trusting and supportive student-teacher relationship.
- iv. **Inclusive Environment:** An understanding of diverse needs fosters an inclusive environment where every student feels valued and respected.
- v. **The guidance program Students:** By addressing their needs, students are empowered to navigate challenges, advocate for themselves, and actively engage in their educational journey.

Implementation: Understanding student needs is seamlessly integrated into the Enhanced Guidance Program through ongoing assessments, regular check-ins, and collaborative efforts involving educators, students, and parents.

Measuring Impact

- i. **Academic Progress:** Assessing improvements in academic performance and engagement as a result of personalized support strategies.
- ii. **Well-Being Metrics:** Monitoring changes in well-being metrics and indicators following the implementation of well-being initiatives.
- iii. **Feedback Analysis:** Analyzing feedback from students, parents, and educators to measure the perceived impact of understanding and addressing student needs.
- iv. **Inclusion Indicators:** Tracking indicators of inclusivity and cultural competence to ensure that the program is meeting the diverse needs of the student population.

Understanding student needs within the Enhanced Guidance Program is not merely a process; it is a commitment to creating an educational environment where each student is recognized, supported, and the guidance program thrives. Through this empathetic approach, the program seeks to cultivate a community where the holistic well-being and success of every student are at

the forefront of educational endeavors.

Collaborative Initiatives

In the dynamic landscape of education, collaborative initiatives stand as pillars of strength, uniting educators, students, parents, and the community in a shared journey towards excellence. Within the Enhanced Guidance Program, collaborative initiatives are not merely activities; they are a philosophy that embraces the collective wisdom and diverse talents within the educational community. These initiatives are designed to transcend traditional boundaries, encouraging a culture where the sum of collaborative efforts is greater than the individual parts.

Objectives:

- 1) **Synergistic Problem-Solving:**
 - a. Harness collective intelligence to address complex challenges and find innovative solutions.
 - b. Encourage cross-disciplinary collaboration to enrich problem-solving approaches.
- 2) **Community Engagement:**
 - a. Facilitate partnerships between schools, parents, local businesses, and community organizations.
 - b. Promote a sense of shared responsibility for the educational journey and success of students.
- 3) **Cultivating a Culture of Inclusivity:**
 - a. Foster an inclusive environment where diverse perspectives and backgrounds are valued.
 - b. Ensure that all stakeholders, including students, feel heard and represented in decision-making processes.
- 4) **Amplifying Resources:**
 - a. Pool resources, expertise, and talents to create a more enriching educational experience.
 - b. Maximize the impact of available resources through strategic collaboration.

Collaborative Initiatives Process:

- 1) **Needs Assessment and Goal Setting:**
 - a. Conduct a comprehensive needs assessment involving educators, students, and parents.
 - b. Collaboratively set goals that align with the shared vision of educational excellence.
- 2) **Task Forces and Committees:**
 - a. Establish task forces and committees to address specific challenges or initiatives.

b. Invite representation from various stakeholders to ensure a well-rounded perspective.

3) **Regular Collaboration Meetings:**

a. Schedule regular collaboration meetings to discuss progress, challenges, and opportunities.

b. Create an open forum for stakeholders to share insights and collaborate on decision-making.

4) **Cross-Functional Projects:**

a. Implement cross-functional projects that involve students, educators, and parents working together.

b. Encourage hands-on experiences that promote collaborative learning and skill development.

Benefits

i. Holistic Educational Experience: Collaborative initiatives enrich the educational experience by integrating diverse perspectives and resources.

ii. Cultivation of Leadership Skills: Students and educators develop leadership skills through active participation in collaborative projects and decision-making.

iii. Stronger Community Bonds: Collaborative initiatives strengthen the bonds between schools, families, and the broader community, fostering a sense of unity.

iv. Innovation and Creativity: The synergy of collaborative efforts sparks innovation and creative solutions to educational challenges.

v. Enhanced Problem-Solving: The collective intelligence of diverse stakeholders enhances the ability to tackle complex issues and find effective solutions.

Implementation: Collaborative initiatives are deeply ingrained in the fabric of the Enhanced Guidance Program, with regular collaboration meetings, cross-functional projects, and community engagement opportunities.

Measuring Impact:

i. Project Outcomes: Assessing the outcomes of collaborative projects in terms of educational impact, innovation, and community engagement.

ii. Stakeholder Feedback: Gathering feedback from educators, students, parents, and community members on their experiences and perceptions of collaborative initiatives.

iii. Student Involvement Metrics: Monitoring the level of student involvement and leadership roles in collaborative projects.

iv. Community Partnerships: Evaluating the strength and

impact of partnerships with local businesses, organizations, and community groups.

Collaborative initiatives within the Enhanced Guidance Program embody the spirit of unity and shared responsibility. Through these initiatives, the program aims to create a transformative educational environment where the power of collaboration propels every individual toward success and fulfillment.

Celebration and Recognition

In the vibrant tapestry of education, celebration and recognition emerge as essential threads that weave together a culture of appreciation, motivation, and shared accomplishment. The Enhanced Guidance Program recognizes that acknowledging achievements, both big and small, is not just a ceremonial gesture but a powerful tool for nurturing a positive and thriving educational environment. Celebrations and recognitions are woven into the program to uplift spirits, inspire continued effort, and create a community where every success, no matter how modest, is valued.

Academic Achievements: In the realm of education, academic achievements stand as beacons of diligence, curiosity, and intellectual growth. The Enhanced Guidance Program not only recognizes the significance of academic excellence but places it at the forefront of a culture that celebrates the pursuit of knowledge and the joy of learning. Through a thoughtful and inclusive approach, academic achievements are acknowledged as milestones, each representing a step toward personal and collective success.

Objectives:

1) **Inspiring Academic Excellence:**

a. Create an environment that encourages students to strive for academic excellence.

b. Recognize and celebrate outstanding achievements to inspire a culture of continuous learning and improvement.

2) **Valuing Diverse Forms of Achievement:**

a. Acknowledge various forms of academic success, including outstanding grades, project excellence, and intellectual curiosity.

b. Embrace a holistic definition of achievement that encompasses a range of academic pursuits.

3) **Building Confidence and Motivation:**

a. Use academic achievements as a platform to build students' confidence and motivation.

b. Showcase the correlation between effort, dedication, and academic success to instill a growth mindset.

4) **Cultivating a Love for Learning:**

- a. Foster a love for learning by celebrating not just outcomes but the journey of exploration and discovery.
- b. Encourage students to view challenges as opportunities for growth and learning.

Celebrating Academic Achievements Framework:

1) **Regular recognition events:**

- a. Host regular academic recognition events to honor students for outstanding achievements.
- b. Include ceremonies, award presentations, and acknowledgments to spotlight academic excellence.

2) **Subject-Specific Recognition:**

- a. Recognize achievements in specific academic subjects or fields of study to highlight diverse talents.
- b. Create opportunities for students to share their knowledge and passion with the broader educational community.

3) **Peer Celebrations:**

- a. Facilitate peer celebrations where students can acknowledge and appreciate each other's academic successes.
- b. Encourage a supportive environment where collaborative learning is celebrated.

4) **Educator Recognition Programs:**

- a. Establish programs to recognize and celebrate educators, who play a pivotal role in fostering academic success.
- b. Acknowledge innovative teaching methods, mentorship, and dedication to student growth.

Benefits

- i. Motivational Impact:** Celebrating academic achievements motivates students to set and pursue academic goals with enthusiasm and dedication.
- ii. Cultivating Confidence:** Recognition of academic success boosts students' confidence, reinforcing their belief in their capabilities.
- iii. Diverse Talents Showcasing:** Academic celebrations provide a platform to showcase diverse talents and interests within the educational community.
- iv. Positive Academic Culture:** Creating a culture that values academic achievements contributes to a positive and aspirational academic environment.
- v. Fostering Lifelong Learners:** By celebrating the joy of learning, the program aims to instill a passion for lifelong learning and intellectual curiosity.

Implementation: Academic achievement celebrations are seamlessly integrated into the Enhanced Guidance Program, with a structured framework for regular recognition events and subject-specific acknowledgments.

Measuring Impact:

- i. Academic Progress Metrics:** Monitoring improvements in academic performance and grades following recognition events.
- ii. Student Feedback:** Gathering feedback from students on the perceived impact of academic celebrations on their motivation and engagement.
- iii. Participation Rates:** Assessing the level of student and educator participation in academic recognition events.
- iv. Long-Term Success Indicators:** Tracking the long-term success and aspirations of students who have been celebrated for academic achievements.

Through the celebration of academic achievements, the Enhanced Guidance Program aims to create a dynamic and uplifting educational culture where every triumph, whether big or small, is acknowledged and valued. By honoring academic excellence, the program contributes to the holistic development of students and cultivates a community that cherishes the pursuit of knowledge and the joy of academic accomplishment.

Personal Growth Milestones

In the transformative landscape of education, personal growth milestones emerge as profound markers of resilience, self-discovery, and the continuous pursuit of one's potential. The Enhanced Guidance Program places a spotlight on these intimate and personal triumphs, recognizing that the journey of self-improvement is as significant as any academic achievement. By celebrating personal growth milestones, the program fosters a culture that values the unique and evolving narratives of each individual within the educational community.

Objectives:

- 1) **Acknowledging Individual Journeys:**
 - a. Celebrate the diverse and unique journeys of personal growth undertaken by students, educators, and support staff.
 - b. Recognize that personal growth extends beyond academic achievements, encompassing emotional, social, and character development.
- 2) **Inspiring Resilience and Perseverance:**
 - a. Shine a light on instances of resilience, perseverance, and overcoming challenges as key components of personal growth.
 - b. Inspire a culture that views setbacks as opportunities for learning and growth.

3) **Fostering a Growth Mindset:**

- a. Cultivate a growth mindset by celebrating the process of learning, adapting, and evolving.
- b. Encourage individuals to embrace challenges, seek feedback, and persist in the face of adversity.

4) **Building Confidence and Self-Esteem:**

- a. Use celebrations of personal growth milestones as a means to build confidence and self-esteem.
- b. Highlight the value of self-reflection, self-awareness, and a positive self-image.

Celebrating Personal Growth Milestones Framework:

1) **Personal Reflection Platforms:**

- a. Create opportunities for individuals to share their personal growth journeys through written reflections, presentations, or artistic expressions.
- b. Provide platforms where the educational community can learn from and be inspired by the diverse experiences of personal growth.

2) **Peer Recognitions:**

- a. Facilitate peer-to-peer recognition programs where individuals acknowledge and celebrate each other's personal growth milestones.
- b. Cultivate a supportive community where individuals feel seen, valued, and encouraged by their peers.

3) **Interactive Workshops and Seminars:**

- a. Conduct workshops and seminars focused on personal development, resilience, and skills for overcoming challenges.
- b. Feature guest speakers or educators who can share their personal growth stories and insights.

4) **Milestone Reflection Events:**

- a. Host milestone reflection events where individuals can celebrate and reflect on their personal growth achievements.
- b. Create a positive and uplifting atmosphere that encourages open dialogue and shared experiences.

Benefits

- i. **Empowerment Through Recognition:** Celebrating personal growth milestones empowers individuals by recognizing and valuing their unique journeys.
- ii. **Cultivating Resilience:** The acknowledgment of overcoming challenges fosters a resilient mindset, encouraging individuals to navigate future obstacles with confidence.
- iii. **Community Building:** Personal growth celebrations

contribute to building a supportive and empathetic community that celebrates the successes and growth of its members.

iv. **Enhancing Self-Awareness:** The focus on personal growth encourages self-reflection and heightened self-awareness, contributing to a deeper understanding of oneself.

v. **Promoting Inclusivity:** Personal growth celebrations create an inclusive environment where individuals from diverse backgrounds feel included and appreciated for their unique paths.

Implementation: Celebrating personal growth milestones is seamlessly integrated into the Enhanced Guidance Program, with a framework designed to recognize and honor the multifaceted journeys of individuals.

Measuring Impact:

i. **Participant Feedback:** Gathering feedback from individuals on the perceived impact of personal growth celebrations on their self-esteem, motivation, and sense of belonging.

ii. **Peer Recognition Rates:** Assessing the level of participation and engagement in peer recognition programs focused on personal growth.

iii. **Reflection Event Attendance:** Monitoring attendance and participation in milestone reflection events to gauge community interest and involvement.

iv. **Long-Term Personal Development Indicators:** Tracking the long-term personal and academic success indicators of individuals who have celebrated personal growth milestones.

Through the celebration of personal growth milestones, the Enhanced Guidance Program aims to create a nurturing and supportive educational environment where every individual's journey is honored and cherished. By embracing and celebrating personal growth, the program contributes to the holistic development of individuals, inspiring them to embrace their unique paths with confidence and resilience.

Summary

This study aimed to determine the students' self-efficacy, school adjustment, and psychological resilience as related to their subjective well-being as inputs to the guidance program.

The study sought answers to the following specific objectives:

- i. Determine students' profiles in terms of sex, grade, major, leadership position on campus, number of siblings, and family location.
- ii. Determine the students' self-efficacy, school adjustment, and psychological resilience.
- iii. Determine the subjective well-being among students when taken as an entire group and when classified according to:

students' profile in terms of sex, grade, major, leadership position on campus, number of siblings, and family location; b) level of self-efficacy; c) extent of school adjustment; and d) psychological resilience.

iv. Determine if significant relationships would exist among students' profile and its dimensions, self-efficacy and its dimensions, school adjustment and its dimensions, psychological well-being and its dimensions, and subjective well-being among students.

v. Develop a guidance program for students based on the results.

The study hypothesized that

No significant relationships would exist among students' profile and its dimensions, self-efficacy and its dimensions, school adjustment and its dimensions, psychological well-being and its dimensions, and subjective well-being among students. The survey-correlational method of research is deemed appropriate in this study as the respondent's self-efficacy, school adjustment, psychological resilience, and subject well-being will be ascertained and described, and the relationships among these variables will be established.

The target respondents of this study were university students enrolled in Chinese universities. A simple online questionnaire platform with a sample size of 218 from the total population [61-70]. Four (4) adapted data-gathering instruments were utilized to gather the needed data. These were the Index of Well-being by Campbel (1976), the General Self-Efficacy Scales by Schwarzer (1982), the Chinese College Student Adjustment Scale (CCSAS), developed in the context of Chinese culture by Fang et al. (2005), and the Resilience Scale for Chinese Adolescents compiled by Chinese scholars Hu Yueqin and Gan Yiqun (2008).

Frequency count, percentage, mean, standard deviation, and Pearson product-moment correlation coefficient were used as statistical tools [71-82].

Findings

The results of this investigation are outlined as follows:

i. As to the students' personal characteristics, there are almost the same number of male and female students; the majority of the students are freshmen; the majority of the students are taking liberal arts; a large portion of the students are non-leaders; they live in urban communities; and they are the only children in the family.

ii. Generally, students in China have low self-efficacy, experience normal school adjustment, and have moderate psychological resilience.

iii. They have average subjective well-being.

iv. A positive and highly significant relationship existed between grade level and self-efficacy; grade level and school adjustment; grade level and psychological resilience; grade level and subjective well-being; number of siblings and self-efficacy; self-efficacy and school adjustment; self-efficacy and psychological resilience; self-efficacy and subjective well-being; school adjustment and psychological resilience; school adjustment and subjective well-being; psychological resilience and subjective well-being.

Conclusions

The following conclusion was reached based on the study's findings:

i. There is a balanced gender representation evident, with nearly equal numbers of male and female students. Moreover, the majority of the student body consists of freshmen, suggesting a concentration of new learners within the academic community. The results further indicated a prevailing interest in the humanities and social sciences. Additionally, a substantial number of students do not hold leadership positions, reflecting the distribution of leadership roles within the student community. The demographic landscape reveals that a considerable portion of students reside in urban communities, emphasizing the urban-centric nature of the student population. Furthermore, a noteworthy finding is the prevalence of students who are the only child in their families, suggesting potential implications for familial dynamics and support systems.

ii. The identified low levels of self-efficacy among the student population suggest a potential area for targeted interventions aimed at bolstering confidence and belief in one's own capabilities. Understanding the factors contributing to this lower self-efficacy can further inform the development of tailored strategies to enhance students' sense of agency and competence. Moreover, the observation of a normal school adjustment experience implies that, on average, students navigate the transition to the academic environment without significant disruption. This could be indicative of effective support systems in place or a generally adaptive student body. Nonetheless, pinpointing specific areas of adjustment challenges or successes can help institutions refine their orientation programs and student services. The moderate psychological resilience noted among students suggests a baseline capacity to cope with adversity. While this level of resilience may be considered satisfactory, exploring factors that contribute to or inhibit psychological resilience can offer valuable insights. Strengthening resilience is crucial, especially given the challenges that students may encounter during their academic journey.

iii. This finding suggests that, on the whole, students in the study exhibit a moderate sense of happiness, life satisfaction, and positive emotions. While there may not be extreme highs or lows in their reported well-being, understanding the factors contributing to this average level is crucial for creating an environment that

supports and enhances the overall mental and emotional health of students. Probably, having a strong support system, including friends, family members, teachers, or mentors, can significantly contribute to resilience. Students who have positive relationships are more likely to have a network of people they can turn to during challenging times.

iv. The findings reveal a complex interplay of relationships among various factors within the student population. The positive and highly significant relationships identified between grade level and self-efficacy, school adjustment, psychological resilience, and subjective well-being suggest a dynamic developmental trajectory. As students' progress through different academic stages, there are discernible shifts in their self-efficacy beliefs, adaptation to the school environment, resilience to challenges, and overall well-being. Moreover, the investigation into the correlation between the number of siblings and self-efficacy highlights the potential influence of family dynamics on individual perceptions of competence. This finding underscores the interconnectedness of personal and familial factors in shaping students' self-efficacy levels. The identified relationships between self-efficacy and school adjustment, self-efficacy and psychological resilience, self-efficacy and subjective well-being, school adjustment and psychological resilience, school adjustment and subjective well-being, as well as psychological resilience and subjective well-being, further emphasize the intricate connections between psychological constructs. These associations underscore the importance of a holistic approach to student well-being that considers the interrelated nature of factors influencing their academic and emotional experiences.

Recommendations

The following suggestions are generated based on the investigation's findings:

i. The guidance counsellors may utilize activities suggested in the enhanced guidance program in order to provide suggestions when students encounter challenges in terms of self-efficacy, school adjustments, psychological resilience, and well-being.

ii. The ministry of education may consider developing policies and services that are suitable for students' mental development needs.

iii. The school administrators can develop management policies that meet the developmental needs of students' well-being, create a warm and free school environment, enhance school management, improve the quality of school management, and promote the all-round development of students.

iv. Having the insights presented into the development of mental health education, teachers may enhance students' positive emotional state by encouraging them to participate in more interpersonal interactions and communication, so as to enhance the subjective well-being of university students. Various strategies

and approaches may be applied to enhance students' subjective well-being, such as promoting positive mindsets, developing emotional skills, and encouraging physical well-being, in order to support academic success.

v. Students are encouraged to avail themselves of the services indicated in the guidance program, especially in improving their self-efficacy, school adjustment, and subjective well-being.

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