

Exploring Well-being in College Students: The Influence of Resilience and Social Support

Julsar T. Calonia¹
 Research Center
 San Agustin Institute of Technology,
 Valencia City, Philippines

Juanita A. Javier²; Princess Mae M. Umpa³;
 Rolan L. Lantican⁴; Kizzle Faith E. Barber⁵;
 Niño Rey A. Marquez⁶
 College of Social Work
 San Agustin Institute of Technology, Valencia City,
 Philippines

Abstract:- Resilience and social support are pivotal factors in fostering positive mental health outcomes and enhancing overall well-being among students. With this in mind, the present study sought to examine the impact of resilience and social support on subjective well-being among college students. Employing a quantitative research approach, the researchers utilized a descriptive-correlational technique to survey 255 college students. Standardized instruments, validated by experts and subjected to reliability testing, were employed for data collection. The statistical analysis revealed that students exhibited a high level of resilience and perceived social support. Moreover, students reported a high level of subjective well-being. Notably, correlation analysis highlighted a significant relationship between resilience, social support, and subjective well-being. Regression analysis further underscored the influential role of resilience and social support in shaping subjective well-being. This finding suggests that students with higher resilience levels are better equipped to manage stress and adversity, while those with robust social support networks benefit from emotional, informational, and practical assistance, thereby contributing to an enhanced sense of well-being.

Keywords:- *Bullying, Physical Bullying, Verbal Bullying, Emotional Bullying, Academic Achievement.*

I. INTRODUCTION

A. Rationale

Students' well-being often grapples with an array of challenges. Academic stress, mental health issues, lack of sleep, financial difficulties, social isolation, poor time management, unhealthy lifestyle habits, relationship difficulties, pressure to succeed, and insufficient support and resources, all contribute to the challenges students face. Various studies across different settings underscore the significance of mental health among university students (Joko et al., 2022), highlighting well-being as a pivotal factor in their academic achievement (Langford et al., 2014). Excessive school requirements (e.g. examinations, activities, and assignments), financial challenges, poor relational relationships with teachers and classmates, poor habits toward studies, and pressure from the parent, lead stress toward academic endeavors, which has a

detrimental effect on the well-being of the students (Leung, 2017).

In the demanding journey of tertiary education, cultivating resilience and fostering close social connections can yield positive impacts on student well-being (Thorsen et al., 2021). Resilience plays a pivotal role in influencing well-being by facilitating swift psychological and physiological responses, thereby mitigating the adverse effects of chronic illness on disability (Villora, 2020). Conversely, social support, derived from familial, peer, communal, and institutional networks, enriches the psychological landscape, aiding individuals across affective, physical, and cognitive domains. Broadly speaking, social support, encompassing both tangible and emotional dimensions, serves as a crucial pillar during adversity, meeting essential social needs such as affection, affirmation, self-worth, and a sense of belonging. Further, studies have showed that resilience (Arslan & Coskum, 2020) and social support (Yildirim & Celik, 2020) associate with or influence subjective well-being.

In a recent study by Calonia et al. (2022), findings revealed that a significant proportion of students at the San Agustin Institute of Technology reported experiencing moderate to high levels of stress and mental health issues. Faced with these pressing concerns, the researchers aim to reassess the students' resilience, social support networks, and subjective well-being. This reevaluation is imperative as many students continue to grapple with academic challenges that have the potential to impact their overall well-being.

Based on the abovementioned issues, the researchers believed that there is an urgent need to conduct this study since students' well-being is both theoretically and empirically critical to provide mental health services in school settings. On the other hand, no study has been conducted yet that assessed whether resilience and social support associate or influence students' subjective well-being, specifically among Catholic schools like San Agustin Institute of Technology.

Thus, the paper primarily intended to ascertain the significant influence of resilience and social support on the subjective well-being among the college students. Moreover, this study explicitly sought to: (a) Discover the level of college students' resilience; (b) identify the level of college

students' social support; (c) examine the level of college students' subjective well-being; (d) establish a significant connection between resilience, social support and subjective well-being; (e) ascertain the effect of resilience and social support on subjective well-being.

B. Resilience

Resilience is a fundamental concept that has gained significant attention across various fields such as psychology, medicine, and business. It is commonly defined as the ability to withstand and recover from adversity, stress, and challenging situations (Avci, 2022). Resilience is not just a static trait but a dynamic process that involves multiple factors contributing to an individual's well-being and positive adaptation (Mak et al., 2011).

In the academic setting, resilience is crucial for students, educators, and institutions alike. For students, resilience manifests in the ability to overcome academic challenges such as difficult coursework, poor grades, and the pressures of balancing school with other life responsibilities (Fullerton et al., 2021). It involves maintaining a positive outlook, staying motivated, and seeking support when needed. For instance, a resilient student who receives a failing grade on an exam would analyze their mistakes, seek help from instructors or peers, and develop a plan to improve, rather than giving in to frustration or defeat (Wu et al., 2020).

Resilience plays a significant role in influencing academic performance among students. Academic resilience is defined as students' capacity to adapt to academic challenges, overcome obstacles, and achieve success despite adversities, as mentioned by Joko et al. (2022). It is associated with positive outcomes such as increased academic success and well-being (Chow et al., 2018). Particularly, academic resilience is crucial for students from disadvantaged backgrounds as it increases their chances of succeeding in school despite environmental adversities (Ye et al., 2021).

Research indicates that academic resilience is connected to interest, perseverance, and conscientiousness, which are predictors of students' achievement (Thorsen et al., 2021). Factors like self-concept, emotional intelligence, and self-compassion mediate the relationship between resilience and academic achievement (García-Martínez et al., 2022; Salsabila & Widyasari, 2021). Additionally, individual characteristics, metacognitive learning strategies, and attitude towards academic competition influence academic resilience (Avci, 2022).

Moreover, studies have delved into the impact of academic resilience on academic performance, especially during challenging periods like the COVID-19 pandemic (Dwiastuti et al., 2022). Academic resilience has been identified as a mediator between psychological resilience and academic achievement, underscoring its role in fostering student success (Demir, 2023). Workshops and interventions have been developed to cultivate academic resilience and provide students with effective tools to tackle academic challenges (Olson et al., 2022).

C. Social Support

Social support represents a foundational construct encompassing the aid and resources individuals derive from their social circles, spanning family, friends, coworkers, and community associates. This support dynamic entails both the perceived accessibility of assistance and the tangible aid extended by others during challenging circumstances. It manifests in diverse forms, including emotional support, characterized by empathy and affection; instrumental support, comprising tangible and practical assistance; informational support, involving guidance and advice; and appraisal support, encompassing constructive feedback and affirmation (Gottlieb & Bergen, 2010).

Social support holds significant sway within academic realms, exerting influence over students' well-being, motivation, and scholastic performance. López et al. (2002) delved into this nexus through a study involving Mexican and Mexican American high school students, shedding light on the correlation between social support and academic accomplishment. Their findings underscored the pivotal role of social support in bolstering academic success, particularly within the school milieu. Similarly, Jia & Cheng (2022) delved into this domain, investigating the interplay between academic buoyancy, social support, and the motivation of English as a Foreign Language learners in higher education. Their research emphasized educators as primary purveyors of social support, facilitating a nurturing classroom atmosphere that caters to students' psychological needs and amplifies academic drive.

Furthermore, Zhao et al. (2021) delved into the regulatory function of perceived social support in mediating the connection between self-efficacy and learning objectives, stressing that ample social support can forecast learning objectives and bolster academic involvement among students. Serving as a facilitator, social support nurtures academic interactions among students and mentors, as well as peer-to-peer exchanges, as highlighted by Zeng et al. (2021).

In a final note, social support emerges as a critical factor intertwined with academic resilience and burnout among university students. Ye et al. (2021) delved into this aspect, investigating the impact of social support on academic burnout and revealing its potential to alleviate a decline in study motivation. Furthermore, Kim & Lee (2022) shed light on the mediating function of social support in the correlation between grit and academic burnout within the nursing student population, suggesting that social support plays a pivotal role in mitigating burnout and elevating academic achievement.

D. Subjective Well-being

Subjective well-being encompasses an individual's cognitive and emotional evaluation of their own life, comprising assessments of life satisfaction, positive emotional states, and the absence of negative emotional experiences (Suh & Oishi, 2002). It is a multidimensional concept reflecting an individual's overall perception of their quality of life and happiness (Diener et al., 1999). Research by Chang (2020) distinguishes subjective well-being into

hedonic well-being, focusing on emotional experiences, and eudaimonic well-being, emphasizing cognitive judgments related to life satisfaction. This differentiation highlights the complexity of subjective well-being, involving both emotional responses to life circumstances and cognitive evaluations of one's life (Chang, 2020).

Moreover, subjective well-being has been explored in various contexts, such as its correlation with psychological and genetic predictors (Vothknecht et al., 2011), its influence on health promotion behaviors and resilience (Özbiler & Ağan, 2022), and its connection with social support and religiosity (Nell & Rothmann, 2018). Studies have also investigated the determinants of subjective well-being, including economic and non-economic factors, health, job satisfaction, and social relationships (Ugur & Sigeze, 2022).

Resilience, social support, and well-being intertwine as crucial factors that profoundly impact students' mental health and academic achievements. For instance, Chow et al. (2018) conducted a study focusing on university nursing students in Hong Kong, uncovering that individuals with elevated resilience levels tended to report higher levels of perceived well-being. This observation underscores a positive correlation between resilience and subjective well-being among nursing students.

Similarly, Labrague (2021) delved into the dynamics, exploring the mediating function of resilience amidst the stress precipitated by the COVID-19 pandemic, vis-à-vis the life satisfaction and psychological well-being of student nurses. The findings unveiled that resilience played a pivotal role in mitigating the adverse impacts of pandemic-induced stress on life satisfaction and psychological well-being. Conversely, Ma (2023) investigated the mediating role of resilience in the context of academic stress and subjective well-being among graduate nursing students. The outcomes underscored that resilience served as a partial mediator in the relationship between academic stress and subjective well-being, thus underscoring its pivotal role in fostering well-being.

Furthermore, Yıldırım and Tanrıverdi (2020) delved into the intricate web of relationships between resilience, social support, self-efficacy, mindfulness, and psychological well-being among nursing students. Their investigation unearthed a positive correlation between resilience and psychological well-being, highlighting the pivotal role of resilience in upholding overall well-being.

In the realm of the relationship between social support and well-being, Chao (2012) underscores the significance of social support, encompassing both collegiate integration and familial support, in mitigating perceived stress among college students. Social support from diverse channels emerges as pivotal in aiding students in stress management and fostering well-being. This observation finds validation in the work of Cobo-Rendón et al. (2020), who delved into the ramifications of perceived social support on shifts in affective and eudaimonic well-being among Chilean university students. The study posits that heightened perceptions of social support

correlate with enhanced well-being among students, thus accentuating the favorable influence of social support on emotional and psychological health.

Lastly, both Rehman et al. (2020) and Ooi et al. (2023) underscore the pivotal role of social support in mitigating burnout and augmenting psychological well-being among students. Social support serves as a protective shield against exhaustion and contributes to the enhancement of mental health, thereby fostering overall well-being. This assertion finds further affirmation in the works of Huang et al. (2021) and Yu & Chae (2020), who delve into the nexus between social support and subjective well-being, elucidating its critical role in bolstering well-being and mediating factors such as anxiety. Hence, the cultivation of resilience and the augmentation of social support emerge as indispensable measures for enhancing the psychological well-being of medical students.

II. METHODS

A. Research Design

In this study, the researchers used a quantitative approach utilizing the descriptive-correlational research design. Descriptive-correlational research describes and explores the relationship between variables. According to Leedy and Ormrod (2013), descriptive-correlational research is characterized by the collection of data on two or more variables, followed by the analysis of the relationship between them. This type of research does not involve manipulation of variables, but rather focuses on observing and describing the relationships that exist between them. This study is descriptive because it involves gathering data that describe resilience, social support, and subjective well-being. Further, it is correlational because it establishes the association between three variables, in this case, resilience, social support, and subjective well-being.

B. Research Locale and Participants

The study focused on college students at the San Agustin Institute of Technology as respondents, given their pivotal position in a crucial transitional phase of life, beset with diverse challenges and stressors spanning academic, personal, and social spheres. Probability sampling, specifically simple random sampling, was employed to select respondents, aligning with Babbie's (2016) description of this method as involving the random selection of individuals from a population using tools like random number generators or tables of random numbers. This approach ensures that each member of the population has an equal opportunity of being chosen, thereby rendering the sample representative of the population. Utilizing Raosoft, an online sample size calculator, the researchers randomly selected 255 respondents from the total population of 1,200.

C. Research Instruments

In this research, an adapted survey questionnaire was administered to eligible respondents, tailored to align with the study's objectives while adhering to criteria of appropriateness, objectivity, and adequacy. The questionnaire on resilience drew inspiration from Pilafas et al.'s (2020)

study titled "Adaptation of Nicholson McBride Resilience Questionnaire" (NMRQ) in Greek, which underwent reliability and validity assessments in an epidemiological Greek sample. Meanwhile, the questionnaire on social support was adapted from Yildirim and Celik's (2020) research titled "Social Support, Resilience, and Subjective Well-being in College Students." Lastly, the questionnaire concerning subjective well-being was adapted from Renshaw and Bolognino's (2016) study titled "The College Student Subjective Well-being Questionnaire: A Brief, Multidimensional Measure of Undergraduates' Covitality." These adaptations ensured that the survey instruments were appropriately tailored to the study's focus, maintaining objectivity and adequacy in measuring the targeted constructs. Experts validated the research questionnaire with a validation rating of 4.25, which means excellent. Likewise, the questionnaire underwent a reliability test with a Cronbach's alpha rating of 0.946, which means the questionnaire was reliable.

D. Ethical Consideration

The researchers meticulously adhered to ethical protocols throughout the research process. Prior to commencing the study, permission was obtained from the school principal and classroom advisers, while consent was secured from the respondents. The respondents were provided with comprehensive information regarding the study's objectives and potential risks, and they were encouraged to participate voluntarily without any coercion. Ensuring privacy and confidentiality, the researchers safeguarded the personal information of the respondents, refraining from divulging any identifying details. Moreover, the researchers maintained the integrity of the data by abstaining from falsification, fabrication, or any form of deceit. To ascertain originality, the manuscript underwent scrutiny by plagiarism detection software. Through these measures, the researchers upheld ethical standards, thereby ensuring the integrity and quality of the study.

III. RESULT

A. Level of Resilience

Table 1 presents the level of respondents' resilience with an overall mean of 3.96 (SD = 0.57), interpreted as 'high.' It must be noted that the item statement, 'In a difficult spot, I turn at once to what can be done to put things right,' obtained the highest mean of 4.14 (SD = 0.78). Meanwhile, the item statement, 'I would not describe myself as an anxious person,' got the lowest mean of 3.76 (SD = 0.80).

| Item Statements | Mean | SD | Interpretation |
|---|-------------|-------------|----------------|
| 1. In a difficult spot, I turn at once to what can be done to put things right. | 4.14 | 0.78 | High |
| 2. I generally manage to keep things in perspective. | 4.10 | 0.76 | High |
| 3. I manage my stress levels well. | 4.10 | 0.83 | High |
| 4. I feel confident and secure in my position | 4.07 | 0.80 | High |
| 5. I trust my intuition. | 4.07 | 0.83 | High |
| 6. I try to control events rather than being a victim of circumstances. | 3.97 | 0.79 | High |
| 7. I influence where I can rather than worrying about what I cannot influence | 3.95 | 0.82 | High |
| 8. I'm good at finding solutions to problems | 3.90 | 0.83 | High |
| 9. I don't take criticism personally | 3.84 | 0.85 | High |
| 10. I don't tend to avoid conflict. | 3.83 | 0.77 | High |
| 11. I am calm in a crisis | 3.79 | 0.91 | High |
| 12. I wouldn't describe myself as an anxious person. | 3.76 | 0.80 | High |
| Overall Mean | 3.96 | 0.57 | High |

| Scale | Limits | Verbal Description | Verbal Interpretation |
|-------|-----------|--------------------|-----------------------|
| 5 | 4.21-5.00 | Strongly Agree | Very High |
| 4 | 3.42-4.20 | Agree | High |
| 3 | 2.61-3.40 | Neutral | Moderate |
| 2 | 1.81-2.60 | Disagree | Low |
| 1 | 1.00-1.80 | Strongly Disagree | Very Low |

B. Level of Social Support

Table 2 illustrates the level of respondents' social support with an overall mean of 4.08 (SD = 0.61), interpreted as "high". It must be noted that the item statement, "I know a very close person whose help I can always count on," obtained the highest mean of 4.18 (SD = 0.78). Meanwhile, the item statement, "When I am sick, I can, without hesitation, ask friends and family to take care of important matters for me," got the lowest mean of 4.01 (SD = 0.86).

Table 2. Level of Social Support

| Item Statements | Mean | SD | Interpretation |
|--|-------------|-------------|----------------|
| 1. I know a very close person whose help I can always count on | 4.18 | 0.78 | High |
| 2. If I am down, I know to whom I can go without hesitation. | 4.11 | 0.89 | High |
| 3. I know several people with whom I like to do things. | 4.08 | 0.73 | High |
| 4. If necessary, I can easily borrow something I might need from neighbors, classmates, and friends. | 4.04 | 0.79 | High |
| 5. I experience a lot of understanding and security from others. | 4.03 | 0.77 | High |
| 6. When I am sick, I can, without hesitation, ask friends and family to take care of important matters for me. | 4.03 | 0.86 | High |
| 7. I know a very close person whose help I can always count on | 4.18 | 0.78 | High |
| Categorical Mean | 4.08 | 0.61 | High |

Legend:

| Scale | Limits | Verbal Description | Verbal Interpretation |
|-------|-----------|--------------------|-----------------------|
| 5 | 4.21-5.00 | Strongly Agree | Very High |
| 4 | 3.42-4.20 | Agree | High |
| 3 | 2.61-3.40 | Neutral | Moderate |
| 2 | 1.81-2.60 | Disagree | Low |
| 1 | 1.00-1.80 | Strongly Disagree | Very Low |

C. Level of Subjective Well-Being

Table 3 displays the level of respondents’ subjective well-being with an overall mean of 4.10 (SD = 0.59), interpreted as “high”. It must be noted that the item statement, “I am so thankful that I am getting a college education,” received the highest mean of 4.30 (SD = 0.78). Meanwhile, the item statement, “I am a diligent student,” received the lowest mean of 3.96 (SD = 0.84).

Table 3. Level of Respondent’s Subjective Well-being

| Item Statements | Mean | SD | Interpretation |
|--|-------------|-------------|----------------|
| 1. I am so thankful that I’m getting a college education. | 4.30 | 0.78 | High |
| 2. I am grateful for the people who have helped me succeed in college | 4.25 | 0.78 | High |
| 3. I feel like a real part of this school. | 4.15 | 0.76 | High |
| 4. Other students here like me the way I am. | 4.14 | 0.80 | High |
| 5. I am happy with how I’ve done in my classes. | 4.12 | 0.81 | High |
| 6. I am satisfied with my academic achievements since coming to college. | 4.11 | 0.79 | High |
| 7. I am grateful to the professors and other students who have helped me in class. | 4.10 | 0.80 | High |
| 8. I study well for my classes | 4.10 | 0.85 | High |
| 9. I have had a great academic experience at this college. | 4.07 | 0.78 | High |
| 10. I can really be myself at this school. | 4.06 | 0.79 | High |
| 11. I am pleased with how my college education is going so far. | 4.05 | 0.82 | High |
| 12. People at this school are friendly to me. | 4.04 | 0.80 | High |
| 13. I am an organized and effective student. | 4.02 | 0.82 | High |
| 14. I am a hard worker in my classes. | 4.01 | 0.75 | High |
| 15. I am a diligent student. | 3.96 | 0.84 | High |
| Categorical Mean | 4.10 | 0.59 | High |

Legend:

| Scale | Limits | Verbal Description | Verbal Interpretation |
|-------|-----------|--------------------|-----------------------|
| 5 | 4.21-5.00 | Strongly Agree | Very High |
| 4 | 3.42-4.20 | Agree | High |
| 3 | 2.61-3.40 | Neutral | Moderate |
| 2 | 1.81-2.60 | Disagree | Low |
| 1 | 1.00-1.80 | Strongly Disagree | Very Low |

D. Correlation Analysis between Resilience, Social Support and Subjective Well-Being

Table 4 presents the correlation analysis between resilience, social support, and subjective well-being among college students. The findings reveal that resilience ($\beta = 0.600, p = 0.000$) and social support ($\beta = 0.600, p = 0.000$) have a significant relationship with subjective well-being. The data also show that both p-values are less than the 0.05 level of significance. **Therefore, the first null hypothesis that states, “There is no relationship between resilience, social support, and subjective well-being,” is rejected.**

Table 4. Correlation Analysis between Resilience, Social Support, and Job Subjective Well-being

| Independent Variable | Dependent Variable: Subjective Well-being | | |
|----------------------|---|---------|----------------|
| | Correlation Coefficient | p-value | Interpretation |
| Resilience | .617** | 0.000 | Significant |
| Social Support | .600** | 0.000 | Significant |

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

E. Regression Analysis between Resilience, Social Support and Subjective Well-Being

Exhibited in Table 4 is the regression analysis between bullying and resilience, social support, and academic subjective well-being. The finding shows that bullying significantly predicts academic achievement, with an F-value of 139.023 and a p-value of 0.000, which is less than the 0.05 level of significance.

The findings reveal that resilience and social support significantly contribute to subjective well-being. For every one-unit increase in resilience, subjective well-being is predicted to increase by 0.407 units, while for every one-unit increase in social support, subjective well-being is predicted to increase by 0.339 units. The computed multiple correlation coefficient of 0.675 signifies the strength of the relationship between the significant independent variables (resilience and social support) and the dependent variable (subjective well-being).

Moreover, the adjusted R-squared value of 0.456 indicates that approximately 45.6% of the variance in subjective well-being can be explained by the linear relationship with the predictor variables (resilience and social support). This suggests a moderate level of explanatory power in the model.

Additionally, the computed measure of accuracy of prediction (S) is 0.435. A smaller value of S signifies better accuracy in predicting subjective well-being based on the model's predictors (resilience and social support). Overall, these statistics provide valuable insights into the relationship between resilience, social support, and subjective well-being, as well as the predictive accuracy of the model.

bolstered by their aptitude for assessing circumstances with clarity and rationality, enabling them to navigate situations with a measured and objective viewpoint. One of their greatest strengths lies in their adeptness at managing stress; they possess effective strategies to keep pressure at bay, ensuring they remain composed even in demanding situations. Their composure is reinforced by their unshakeable confidence and deep-rooted sense of security in their abilities, empowering them to confront challenges with assurance and resolve. They wholeheartedly trust their intuition, often relying on it as a valuable guide in decision-making. Rather than succumbing to the whims of fate, they take charge of events, utilizing their problem-solving prowess to steer outcomes in a favorable direction. Their energy is channeled into areas where they can exert influence, sparing them needless worry over matters beyond their control. As natural troubleshooters, they excel at devising innovative solutions for intricate problems. Constructive criticism is a tool for growth that they readily embrace, as they understand that it is not a reflection of their identity. Conflict does not intimidate them; they address it head-on, seeking resolutions that promote understanding. Even in the midst of chaos, their serenity remains unshaken, and anxiety is a stranger to them. In summary, they are steadfast individuals who thrive in uncertainty, leveraging their strengths to pave a confident and assured path forward.

The finding aligns with the propositions of Joko et al. (2022) who argued that when students possess a high level of resilience, they exhibit the ability to effectively adapt to and overcome academic challenges and difficulties. Resilience in students is associated with various positive outcomes, such as better academic performance even in the face of stress and adversity (Iviemu & Sunny, 2021). Academic resilience is a multifaceted construct that involves factors like self-efficacy, control, planning, low anxiety, and persistence, all of which contribute to students' ability to succeed academically (Martin & Marsh, 2006). Furthermore, resilience plays a crucial role in buffering the negative effects of stress on various aspects of students' lives, including dietary behaviors and sleep quality (Du et al., 2021; Du et al., 2020).

B. Social Support

The finding showed that the level of social support among college students at San Agustin Institute of Technology was high. The result denotes that the students were fortunate to have a circle of individuals in their life upon whom they can always rely. A very close person, whom they hold dear, stands ready to offer their unwavering assistance whenever they are in need. When they find themselves feeling low, there is a person to whom they can turn without a hint of hesitation, knowing that their support is steadfast. Their social connections extend beyond this, as they are connected with several people with whom they share activities and cherished moments. During times of need, whether it's borrowing something crucial or seeking assistance, they find themselves encompassed by a supportive network of neighbors, classmates, and friends who eagerly offer their aid and support. The understanding and security they feel from these connections are invaluable, creating a sense of comfort and belonging. Even in moments

Table 5. Regression Analysis Between Resilience, Social Support and Subjective Well-being

| Organizational Commitment | Unstandardized Coefficients | | Job Satisfaction Standardized Coefficients | t-value | p-value | Interpretation |
|---------------------------|-----------------------------|------------|--|---------|---------|--------------------|
| | Beta | Std. Error | Beta | | | |
| (Constant) | 1.599 | 0.328 | | 4.876 | 0.000 | ————— |
| Resilience | 0.407 | 0.053 | 0.396 | 7.642 | 0.000 | 0.407 |
| Social Support | 0.339 | 0.050 | 0.352 | 6.786 | 0.000 | 0.339 |
| | R | | .675 ^a | p | | 0.000 ^b |
| | R ² | | .456 | S | | 0.435 |
| | F | | 139.023 | | | |

IV. DISCUSSION AND PRACTICAL IMPLICATION

A. Resilience

The level of resilience among college students was high. The results suggest that students are able to navigate life's challenges with a proactive mindset. Whenever they find themselves facing adversity, their immediate focus shifts towards identifying actionable steps that can rectify the situation. Their ability to maintain a balanced perspective is

of illness, they feel not alone; they can readily ask their friends and family to take care of important matters without reservation. These relationships constitute a web of support that enriches their life with trust, care, and a shared sense of community.

The finding of the study is parallel with the propositions of several authors. Research indicates that high social support is linked to higher levels of hope, lower levels of school burnout, and increased academic engagement (Güngör, 2019; Xin, 2022). Additionally, Farrell & Langrehr (2017) and Wang et al. (2014) emphasized that students are embedded in a network of connections that provide them with substantial emotional and practical backing. The high level of social support that they experience signifies a strong sense of belonging, understanding, and security, contributing positively to their overall well-being. This robust network appears to foster a climate of mutual assistance, where students can readily seek help, share activities, and connect on a deeper level with peers, friends, and family members (Bíró et al., 2011; Wang & Shi, 2018).

C. Subjective Well-Being

The finding revealed that the level of subjective well-being among students of San Agustin Institute of Technology was high. The result indicates that students express immense gratitude for the opportunity to receive a college education, recognizing it as a privilege that brings numerous advantages and possibilities into their life. The support and assistance they have received from various individuals along their journey have played an integral role in their success, and they hold a deep appreciation for those who have contributed to their accomplishments. Within the academic community, they experience a genuine sense of belonging, feeling like an integral part of the school's fabric. Other students' acceptance and appreciation of them for who they are further enhance their sense of belonging and connection within the campus environment. Their contentment with their academic performance is evident; they take pride in their achievements and are particularly pleased with their progress since entering college.

The manifestations stated above were corroborated by the findings of Safitri and Nugraha (2021) and Abdelfatah (2023), who argued that students often experienced a strong sense of contentment, satisfaction, and overall well-being. The high level of subjective well-being highlights the positive environment and support systems within the educational setting, contributing significantly to students' overall happiness (Yuliyanto & Indartono, 2019). The data points to a sense of harmony between their emotional experiences and their academic and personal lives. These findings resonate with previous research that highlights the profound impact of subjective well-being on individuals' psychological and physiological health. Furthermore, they emphasize the importance of fostering a holistic educational environment that not only prioritizes academic achievement but also places equal importance on students' emotional and mental well-being. The high level of subjective well-being among students signifies a successful alignment of various factors, including supportive relationships, effective coping

mechanisms, and a sense of belonging, all of which are vital contributors to creating a fulfilling and flourishing college experience (Shang et al., 2021).

D. Correlation Analysis between Resilience, Social Support and Subjective Well-being.

Resilience and social support have a significant relationship with the subjective well-being of the students. **Therefore, the first null-hypothesis that states, "There is no significant relationship between resilience, social support, and subjective well-being of the students," is rejected.**

In the relationship between resilience and subjective well-being, the result suggests that having strong resilience skills can contribute to greater well-being and happiness (Chow et al., 2018; Labrague, 2021). When students face adversity, such as stressors or negative life events, resilience can help them cope with these challenges and adapt to new situations. As a result, students who are more resilient may experience greater levels of happiness, life satisfaction, and overall well-being (Ma, 2023). Studies have found that individuals who are more resilient tend to have higher levels of subjective well-being (Yildirim & Tanriverdi, 2020).

Otherwise, the finding showed that social support positively correlated with subjective well-being. The finding signifies that having social connections and support from others is associated with greater levels of happiness, life satisfaction, and overall well-being. In other words, social support is positively linked to subjective well-being (Chao, 2012). This further explains that social support can come from various sources, such as family, friends, teachers, and classmates. When these social connections can provide individuals with positive emotional, informational, and tangible support, it can help students to cope with stressful experiences and navigate challenging life events (Cobo-Rendon et al., 2020). The finding was congruent with the study of Rehman et al. (2020), who found that social support was positively related to subjective well-being among Chinese college students. According to the authors, social support plays a crucial role in assisting students in coping with academic stressors. It not only helps them navigate through challenging situations but also provides a sense of belonging and connectedness, ultimately contributing to their overall well-being.

E. Correlation Analysis between Resilience, Social Support and Subjective Well-being.

Regression analysis revealed that resilience and social support affect the subjective well-being of the students. **Therefore, the second null hypothesis that states, "There is no significant influence of resilience and social support on the subjective well-being of the students," is rejected.**

This suggests that developing resilience skills and practices can be an effective way to promote greater happiness and well-being. Through learning to cope with stress and maintain positive emotions and attitudes, students may be better equipped to navigate school and life's challenges and experience greater levels of well-being. Thus, in the context of the study, resilience is a key factor in

promoting subjective well-being. The finding of the study is supported by the proposition of Chow et al., (2018), Labrague (2021), and Yildirim and Tanriverdi (2020) who found that individuals who exhibited greater resilience in response to stressors also experienced more positive emotions and greater overall well-being.

Furthermore, the findings of the study showed that there is a significant influence of social support on subjective well-being. This suggests that the presence of strong social networks, meaningful connections, and reliable interpersonal relationships plays a pivotal role in shaping individuals' overall sense of happiness and contentment (Chao, 2012). The positive correlation between social support and subjective well-being highlights the importance of having people who provide emotional validation, practical assistance, and a sense of belonging (Ooi et al., 2023). This symbiotic relationship between social support and well-being suggests that fostering and nurturing social connections within various contexts, including educational and community settings, can contribute significantly to individuals' overall quality of life (Huang et al., 2021; Yu & Chae, 2020). Recognizing the impact of social support on subjective well-being encourages a holistic approach to well-being promotion, encompassing not only individual resilience and coping strategies but also the crucial role that interpersonal relationships play in enhancing psychological and emotional wellness (Rehman et al., 2020).

Lastly, the findings of the study corroborated with the works of Dong (2023) and Khan & Husain (2010), who discovered empirical evidence supporting the positive influence of social support on subjective well-being. The study's results underline that individuals who report higher levels of social support concurrently express greater levels of life satisfaction, happiness, and overall well-being. This insight reinforces the idea that relationships and interpersonal interactions have a profound impact on how students perceive their lives and navigate the challenges they encounter.

V. CONCLUSION AND RECOMMENDATION

Based on the gathered data, several conclusions can be drawn. Firstly, students demonstrate a high level of resilience, suggesting their ability to cope effectively with academic and personal challenges. This indicates a supportive school environment and effective resilience-building interventions. Secondly, students exhibit a high level of social support, indicating a positive and inclusive school culture where students feel valued and connected to their peers, teachers, family members, and other community adults. Similarly, students' subjective well-being is high, suggesting positive outcomes in various aspects of their lives and a propensity for engaging in positive behaviors.

Moreover, the correlation analysis highlights a significant relationship between resilience and social support on students' subjective well-being, emphasizing the pivotal roles these factors play in shaping overall well-being. Further regression analysis reveals that both resilience and social

support significantly influence students' subjective well-being. The result suggest that students with higher levels of resilience and robust social support tend to experience heightened well-being.

Additionally, the study aligns with Bandura's (1986) Social Cognitive Theory, which emphasizes the influence of observational learning and social interactions on behavior and well-being. It suggests that supportive interactions shape perceptions, coping strategies, and self-efficacy, contributing to enhanced well-being through positive social reinforcement. Lastly, the study validates Dohrenwend and Dohrenwend's (1978) Social Stress Theory, indicating that chronic stressors impact well-being but can be buffered by resilience and social support. Subjective well-being thrives as individuals navigate stressors with support, emphasizing the interconnectedness of resilience, support, and well-being within social contexts.

ACKNOWLEDGMENT

The researcher would like to acknowledge the following individuals who contributed to the success of this study. The researchers extend their gratitude to the Research Director, School Administration, Faculty Teachers, and Parents for their continuous support, inspiration, and encouragement throughout the research process. Additionally, the researchers express their appreciation to the respondents who actively participated in the survey, as their valuable input was instrumental in the completion of this study.

REFERENCES

- [1]. Joko, H., Purwati, P., & Putro, H. (2022). The effect of reality therapy group counseling with the wdep technique on increasing student academic resilience. *Konseli Jurnal Bimbingan Dan Konseling (E-Journal)*, 9(2), 215-222. <https://doi.org/10.24042/kons.v9i2.12984>
- [2]. Langford, R., Bonell, C., Jones, H. E., Poulidou, T., Murphy, S. M., Waters, E., & Komro, K. A. (2014). The WHO health promoting school framework for improving the health and well-being of students and their academic achievement. *Cochrane Database of Systematic Reviews*, 16(4), 89-98. <https://doi.org/10.1002/14651858.CD008958.pub2>
- [3]. Leung, J. (2017). Stressful life events and depressive symptoms among university students in Hong Kong: The role of perceived stress and emotional regulation. *Asia Pacific Journal of Counselling and Psychotherapy*, 8(1), 43-55. <https://doi.org/10.1080/21507686.2016.1265199>
- [4]. Thorsen, C., Hansen, K., & Johansson, S. (2021). The mechanisms of interest and perseverance in predicting achievement among academically resilient and non-resilient students: evidence from swedish longitudinal data. *British Journal of Educational Psychology*, 91(4), 1481-1497. <https://doi.org/10.1111/bjep.12431>

- [5]. VÍllora, B., Rubio, E., Jiménez, S., Alfaro, A., & Navarro, R. (2020). Relations among poly-bullying victimization, subjective well-being and resilience in a sample of late adolescents. *International Journal of Environmental Research and Public Health*, 17(2), 590. <https://doi.org/10.3390/ijerph17020590>
- [6]. Calonia, J., Bagsik, J., Lato, A., Listahan, M., Fernando, J., Bardago, C., (2022). Influence of students' academic stress on their mental health amidst the COVID-19 pandemic. *International Journal of Innovative Science and Research Technology*, 7(6), 893-900. <https://doi.org/10.5281/zenodo.6812565>
- [7]. Avci, S. (2022). Investigation of the individual characteristics that predict academic resilience. *International Journal of Contemporary Educational Research*, 9(3), 543-556. <https://doi.org/10.33200/ijcer.1076091>
- [8]. Mak, W., Ng, I., & Wong, C. (2011). Resilience: enhancing well-being through the positive cognitive triad. *Journal of Counseling Psychology*, 58(4), 610-617. <https://doi.org/10.1037/a0025195>
- [9]. Fullerton, D., Zhang, L., & Kleitman, S. (2021). An integrative process model of resilience in an academic context: resilience resources, coping strategies, and positive adaptation. *Plos One*, 16(2), e0246000. <https://doi.org/10.1371/journal.pone.0246000>
- [10]. Wu, Y., Sang, Z., Zhang, X., & Margraf, J. (2020). The relationship between resilience and mental health in chinese college students: a longitudinal cross-lagged analysis. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00108>
- [11]. Chow, K., Tang, F., Chan, C., Sit, J., Choi, K., & Chan, S. (2018). Resilience and well-being of university nursing students in hong kong: a cross-sectional study. *BMC Medical Education*, 18(1). <https://doi.org/10.1186/s12909-018-1119-0>
- [12]. Ye, W., Strietholt, R., & Blömeke, S. (2021). Academic resilience: underlying norms and validity of definitions. *Educational Assessment Evaluation and Accountability*, 33(1), 169-202. <https://doi.org/10.1007/s11092-020-09351-7>
- [13]. García-Martínez, I., Landa, J., Quijano-López, R., & León, S. (2022). Self-concept as a mediator of the relation between university students' resilience and academic achievement. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.747168>
- [14]. Salsabila, H. and Widayarsi, P. (2021). Mindfulness and academic resilience among unprivileged college students: the mediating role of self-compassion. *Humanitas Indonesian Psychological Journal*, 18(2), 139. <https://doi.org/10.26555/humanitas.v18i2.19027>
- [15]. Dwiastuti, I., Hendriani, W., & Andriani, F. (2022). The impact of academic resilience on academic performance in college students during the covid-19 pandemic. *Kne Social Sciences*. <https://doi.org/10.18502/kss.v7i1.10198>
- [16]. Demir, B. (2023). The mediating effect of academic resilience on the relationship between psychological resilience and academic achievement. *E-International Journal of Educational Research*. <https://doi.org/10.19160/e-ijer.1253101>
- [17]. Olson, C., Briscoe, H., & Prior, M. (2022). Grow your academic resilience. *Journal of Learning Development in Higher Education*, (25). <https://doi.org/10.47408/jldhe.vi25.975>
- [18]. Gottlieb, B. and Bergen, A. (2010). Social support concepts and measures. *Journal of Psychosomatic Research*, 69(5), 511-520. <https://doi.org/10.1016/j.jpsychores.2009.10.001>
- [19]. López, E., Ehly, S., & García-Vásquez, E. (2002). Acculturation, social support and academic achievement of mexican and mexican american high school students: an exploratory study. *Psychology in the Schools*, 39(3), 245-257. <https://doi.org/10.1002/pits.10009>
- [20]. Jia, Y. and Cheng, L. (2022). The role of academic buoyancy and social support on english as a foreign language learners' motivation in higher education. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.892603>
- [21]. Zhao, Y., Zheng, Z., Pan, C., & Zhou, L. (2021). Self-esteem and academic engagement among adolescents: a moderated mediation model. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.690828>
- [22]. Zeng, Q., Liang, Z., Zhang, M., Xia, Y., Li, J., Kang, D., ... & Wang, J. (2021). Impact of academic support on anxiety and depression of chinese graduate students during the covid-19 pandemic: mediating role of academic performance. *Psychology Research and Behavior Management*, Volume 14, 2209-2219. <https://doi.org/10.2147/prbm.s345021>
- [23]. Ye, Y., Huang, X., & Liu, Y. (2021). Social support and academic burnout among university students: a moderated mediation model. *Psychology Research and Behavior Management*, Volume 14, 335-344. <https://doi.org/10.2147/prbm.s300797>
- [24]. Kim, H. and Lee, I. (2022). The mediating effects of social support on the influencing relationship between grit and academic burnout of the nursing students. *Nursing Open*, 9(5), 2314-2324. <https://doi.org/10.1002/nop2.1241>
- [25]. Kansky, J., & Diener, E. (2017). Benefits of well-being: Health, social relationships, work, and resilience. *Journal of Positive Psychology and Wellbeing*, 1(2), 129-169. <https://journalppw.com/index.php/jppw/article/view/15>
- [26]. Suh, E. and Oishi, S. (2002). Subjective well-being across cultures. *Online Readings in Psychology and Culture*, 10(1). <https://doi.org/10.9707/2307-0919.1076>
- [27]. Diener, E., Suh, E., Lucas, R., & Smith, H. (1999). Subjective well-being: three decades of progress. *Psychological Bulletin*, 125(2), 276-302. <https://doi.org/10.1037/0033-2909.125.2.276>
- [28]. Chang, H. (2020). Factors affecting subjective well-being of the middle-aged class. *Medico-Legal Update*, 20(4), 1292-1297. <https://doi.org/10.37506/mlu.v20i4.2007>

- [29]. Vothknecht, S., Schoevers, R., & Haan, L. (2011). Subjective well-being in schizophrenia as measured with the subjective well-being under neuroleptic treatment scale: a review. *Australian & New Zealand Journal of Psychiatry*, 45(3), 182-192. <https://doi.org/10.3109/00048674.2010.545984>
- [30]. Özbiler, Ş. and Ağan, H. (2022). Testing subjective well-being predictors for adolescents. *SHS Web of Conferences*, 150, 01002. <https://doi.org/10.1051/shsconf/202215001002>
- [31]. Nell, W. and Rothmann, S. (2018). Hope, religiosity, and subjective well-being. *Journal of Psychology in Africa*, 28(4), 253-260. <https://doi.org/10.1080/14330237.2018.1505239>
- [32]. Ugur, M. and Sigeze, Ç. (2022). Determinants of subjective economic well-being and subjective health: bivariate ordered probit approach. *İzmir İktisat Dergisi*, 37(3), 740-759. <https://doi.org/10.24988/ije.869138>
- [33]. Tennant, J., Demaray, M., Malecki, C., Terry, M., Clary, M., & Elzinga, N. (2015). Students' ratings of teacher support and academic and social-emotional well-being.. *School Psychology Quarterly*, 30(4), 494-512. <https://doi.org/10.1037/spq0000106>
- [34]. Chow, K., Tang, F., Chan, C., Sit, J., Choi, K., & Chan, S. (2018). Resilience and well-being of university nursing students in hong kong: a cross-sectional study. *BMC Medical Education*, 18(1). <https://doi.org/10.1186/s12909-018-1119-0>
- [35]. Labrague, L. (2021). Resilience as a mediator in the relationship between stress-associated with the covid-19 pandemic, life satisfaction, and psychological well-being in student nurses: a cross-sectional study. *Nurse Education in Practice*, 56, 103182. <https://doi.org/10.1016/j.nepr.2021.103182>
- [36]. Ma, C. (2023). The academic stress and subjective well-being of graduate nursing students: the mediating role of resilience. *Journal of Advanced Nursing*, 79(7), 2654-2663. <https://doi.org/10.1111/jan.15619>
- [37]. Yildirim, M. and Tanriverdi, F. (2020). Social support, resilience and subjective well-being in college students. *Journal of Positive School Psychology*, 5(2), 127-135. <https://doi.org/10.47602/jpsp.v5i2.229>
- [38]. Chao, R. (2012). Managing perceived stress among college students: the roles of social support and dysfunctional coping. *Journal of College Counseling*, 15(1), 5-21. <https://doi.org/10.1002/j.2161-1882.2012.00002.x>
- [39]. Cobo-Rendón, R., López-Angulo, Y., Pérez-Villalobos, M., & Mújica, A. (2020). Perceived social support and its effects on changes in the affective and eudaimonic well-being of chilean university students. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.590513>
- [40]. Rehman, A., Bhuttah, T., & You, X. (2020). <p>linking burnout to psychological well-being: the mediating role of social support and learning motivation<p>. *Psychology Research and Behavior Management*, 13, 545-554. <https://doi.org/10.2147/prbm.s250961>
- [41]. Ooi, H., Hamzah, A., & Thien, L. (2023). The influence of social support on postgraduate students' psychological well-being: self-esteem as a mediator. *Participatory Educational Research*, 10(3), 150-166. <https://doi.org/10.17275/per.23.49.10.3>
- [42]. Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design (10th ed.)*. Pearson Education Limited. <https://pce-fet.com/common/library/books/51/2590.pdf>
- [43]. Babbie, E. R. (2016). *The practice of social research (14th ed.)*. Boston: Cengage Learning. https://www.scirp.org/%28S%28351_jmbntvnsjt1aadkposzje%29%29/reference/referencespapers.aspx?referenceid=2885775
- [44]. Pilafas, G., Strongylaki, N. P., Papaioannou, D., Menti, D., & Lyrakos, G. (2020). Adaptation of "Nicholson McBride resilience questionnaire" (NMRQ) in Greek. A reliability and validity study in an epidemiological Greek sample. *Health and Research Journal*, 6(4), 123–131. <https://doi.org/10.12681/healthresj.25629>
- [45]. Yildirim, M., & Celik, C. (2020). The relationship between social support and subjective well-being: The mediating role of resilience. *Journal of Social Psychology*, 160(4), 421–429. <https://doi.org/10.1080/00224545.2019.1571895>
- [46]. Renshaw, T. L., & Bolognino, S. J. (2016). The college student subjective wellbeing questionnaire: A brief, multidimensional measure of undergraduate's covitality. *Journal of Happiness Studies*, 17, 463-484. <https://link.springer.com/article/10.1007/s10902-014-9606-4>
- [47]. Sunny, T. (2021). Academic resilience, social intelligence, examination anxiety and academic performance among students in tertiary institutions in delta south senatorial district. *International Journal of Research and Innovation in Social Science*, 05(08), 57-92. <https://doi.org/10.47772/ijriss.2021.5805>
- [48]. Martin, A. and Marsh, H. (2006). Academic resilience and its psychological and educational correlates: a construct validity approach. *Psychology in the Schools*, 43(3), 267-281. <https://doi.org/10.1002/pits.20149>
- [49]. Du, C., Zan, M., Cho, M., Fenton, J., Hsiao, P., Hsiao, R., ... & Tucker, R. (2021). The effects of sleep quality and resilience on perceived stress, dietary behaviors, and alcohol misuse: a mediation-moderation analysis of higher education students from asia, europe, and north america during the covid-19 pandemic. *Nutrients*, 13(2), 442. <https://doi.org/10.3390/nu13020442>
- [50]. Du, C., Zan, M., Cho, M., Fenton, J., Hsiao, P., Hsiao, R., ... & Tucker, R. (2020). Increased resilience weakens the relationship between perceived stress and anxiety on sleep quality: a moderated mediation analysis of higher education students from 7 countries. *Clocks & Sleep*, 2(3), 334-353. <https://doi.org/10.3390/clockssleep2030025>
- [51]. Güngör, A. (2019). Investigating the relationship between social support and school burnout in turkish middle school students: the mediating role of hope. *School Psychology International*, 40(6), 581-597. <https://doi.org/10.1177/0143034319866492>

- [52]. Xin, Z. (2022). Perceived social support and college student engagement: moderating effects of a grateful disposition on the satisfaction of basic psychological needs as a mediator. *BMC Psychology*, 10(1). <https://doi.org/10.1186/s40359-022-01015-z>
- [53]. Farrell, M. and Langrehr, K. (2017). Stress, social support, and psychosocial functioning of ethnically diverse students. *Journal of College Counseling*, 20(3), 208-223. <https://doi.org/10.1002/jocc.12070>
- [54]. Wang, X., Cai, L., Qian, J., & Peng, J. (2014). Social support moderates stress effects on depression. *International Journal of Mental Health Systems*, 8(1). <https://doi.org/10.1186/1752-4458-8-41>
- [55]. Bíró, É., Ádány, R., & Kósa, K. (2011). Mental health and behaviour of students of public health and their correlation with social support: a cross-sectional study. *BMC Public Health*, 11(1). <https://doi.org/10.1186/1471-2458-11-871>
- [56]. Wang, Y. and Shi, Z. (2018). The influence of social support on sexual mental health of female college students. *Medicine*, 97(28), e11525. <https://doi.org/10.1097/md.00000000000011525>
- [57]. Safitri, N. and Nugraha, S. (2021). Online learning readiness, academic resilience, and subjective well-being of junior high school students during the covid 19 pandemic. *Journal of Educational Health and Community Psychology*, 10(3), 509. <https://doi.org/10.12928/jehcp.v10i3.21213>
- [58]. Abdelfatah, A. (2023). Subjective well-being level as a predictor of university students' psychological engagement in blended learning. *Cypriot Journal of Educational Sciences*, 18(1), 228-241. <https://doi.org/10.18844/cjes.v18i1.8488>
- [59]. Yuliyanto, A. and Indartono, S. (2019). The influence of spiritual quotient toward subjective well-being of student of muhammadiyah boarding school yogyakarta high school. *International Journal of Management and Humanities*, 3(12), 49-54. <https://doi.org/10.35940/ijmh.10342.0831219>
- [60]. Shang, Y., Xie, H., & Shi-yong, Y. (2021). The relationship between physical exercise and subjective well-being in college students: the mediating effect of body image and self-esteem. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.658935>
- [61]. Dong, L. (2023). The unique role of peer support: exploring the effects of various sources of social support on the mental health of unaccompanied children in china under residential education. *Children*, 10(8), 1326. <https://doi.org/10.3390/children10081326>
- [62]. Khan, A. and Husain, A. (2010). Social support as a moderator of positive psychological strengths and subjective well-being. *Psychological Reports*, 106(2), 534-538. <https://doi.org/10.2466/pr0.106.2.534-538>
- [63]. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
- [64]. Dohrenwend, B. S., & Dohrenwend, B. P. (1978). Social stress and community psychology. *American Journal of Community Psychology*, 6(1), 1-14. <https://doi.org/10.1007/BF00890095>