วารสารคุณภาพชีวิตกับกฎหมาย
ปีที่ 21 ฉบับที่ 2 (กรกฎาคม - ธันวาคม 2568)

e284013

Factors Affecting the Well-being of University Students in Sichuan Province, China

Feizhi Yao Apirut Singthangarn** Phanthida Laophuangsak***

(Received: 1 October 2025, Revised: 8 November 2025, Accepted: 30 December 2025)

Abstract

This study examined factors influencing the well-being of university students in Sichuan Province, China, with a focus on family support, self-efficacy, university environment, and teaching quality. The study aimed to analyze the extent to which these factors affect student well-being. The population consisted of approximately 16,000 university students in Sichuan Province. A sample of 200 students from four universities was selected using cluster sampling. Data were collected through a validated and reliable questionnaire (IOC = 0.67–1.00; Cronbach's α = 0.914–0.948) and analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis with Jamovi software.

The results indicated that students reported a high overall level of well-being (M = 4.28, SD = 0.808). The regression model was statistically significant ($F = 63.2$, $p < .001$), explaining 45.4% of the variance in student well-being. Teaching quality emerged as the strongest predictor (M = 4.21, SD = 0.856; $\beta = 0.4773$, $p < .001$), followed by self-efficacy (M = 4.20, SD = 0.762; $\beta = 0.3251$, $p < .001$). Family support showed a positive but relatively weaker influence (M = 4.24, SD = 0.918; $\beta = 0.1193$), while the university environment, although highly correlated with well-being (M = 4.11, SD = 0.883), was not a statistically significant predictor ($\beta = 0.0932$, $p = 0.074$).

The findings suggest that universities should prioritize improving teaching quality through interactive and student-centered instruction, as well as implement programs that strengthen students' self-efficacy, such as mentoring and experiential learning activities. Families should focus on emotional and psychological support, while policymakers and mental health organizations should integrate well-being indicators into educational systems and expand context-sensitive support services.

* Master of Education Program in Educational Administration

** Faculty of Educational Administration, Southeast Asia University

Corresponding author: Feizhi Yao, E-mail: 1548180834@qq.com

Keywords: Family support / Self-efficacy /Teaching quality / University environment/ Well-being

Introduction

China has implemented the Special Action Plan for Strengthening and Improving Student Mental Health in the New Era (2023–2025), requiring over 95% of schools to have full-time mental health educators and family education guidance stations by 2025 (Ministry of Education, 2024). In Sichuan Province, education policy has shifted from expansion to improving quality, equity, and students' well-being, with mental health prioritized as a key element of educational modernization (Sichuan Provincial Government, 2024).

Recent studies highlight pressing concerns: a survey of 4,911 students found that female, urban, and first-year students reported higher well-being, while those with the highest financial aid showed lower well-being; a post-COVID study revealed 21.2% poor well-being, 14.1% depression, and 81.9% insomnia, with protective factors including strong family finances and reduced online activity; and a longitudinal survey reported persistent depression, anxiety, PTSD, and rising suicidal ideation (14.8%).

University students, at a critical transition to adulthood, face academic, social, and psychological pressures that shape their well-being. Prior research indicates that emotional support, social interaction, academic stress, and campus environment are major determinants (Szepe & Mészáros, 2024; Zou et al., 2024). Supportive systems, stress management, positive peer relations, and resource adequacy are central to students' mental health outcomes.

Therefore, systematically analyzing factors such as family support, self-efficacy, campus environment, and teaching quality is essential for understanding well-being disparities among Sichuan students. Such insights provide empirical foundations for targeted interventions, enabling policies and institutions to enhance resilience, academic success, and holistic development, aligning with China's goals for educational modernization.

Research objectives

To analyze factors affecting the well-being of university students in Sichuan province, China.

Research Hypothesis

Hypothesis1: Family support influence the well-being of university students.

Hypothesis2: Self-Efficacy influence the well-being of university students.

Hypothesis3: University environment influence the well-being of university students.

Hypothesis4: Teaching quality influence the well-being of university students.

Research Framework

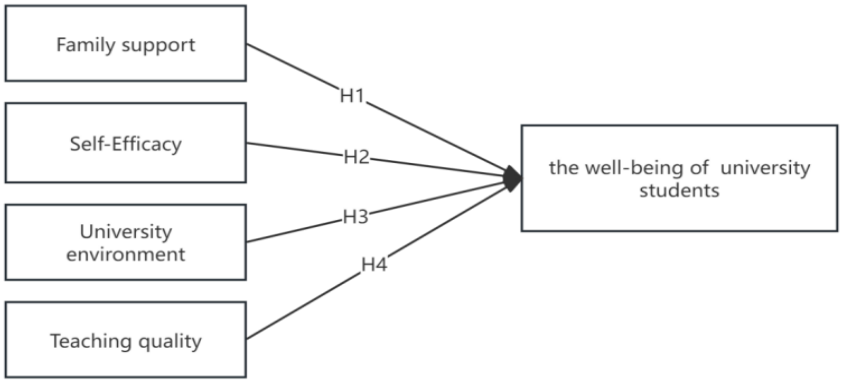

Figure 1 The conceptual framework

Research method

1.Population and Sample

The population is the university students in Sichuan Province, China: 16,000 students (Statistical Bulletin on the Development of Education in Sichuan Province, 2021). In this research, the population consisted of 200 students from four universities in Sichuan Province: 50 students from Panzhihua University, 60 students from Leshan Normal University, 30 students from Sichuan Normal University, and 60 students from Mianyang Teachers' college. Sample is the university students in Sichuan Province, China from the calculation of the sample size. effect size = .10 power = .95 the number of predictors = 4 probability level (α) = .05 (Soper, 2025) obtained the sample size of 191 students. The sample size in this research is 200 students.

2. Research Tools

The survey instrument used in this study was a questionnaire, which was developed based on a review and analysis of relevant literature. The questionnaire was divided into four parts.

The first part, questions about the respondents' personal factors. There are 3 Check list questions: Gender, Grade, Major. The second part, questions on factors affecting the well-being of university students in Sichuan province, China 20 items include: family support, self-efficacy, university environment and teaching quality. The third part, questions about well-being (DV) of university students in Sichuan province, China 5 items. The fourth part included an open-ended question asking for suggestions and also incorporated a semi-structured interview with key informants.

The reliability of the questionnaire, assessed using Cronbach's alpha for the four variables, exceeded 0.70. For content validity, three experts were consulted to evaluate the quality of the questionnaire. The Index of Item-Objective Congruence (IOC) for all items ranged from 0.67 to 1.00, which is above the acceptable threshold of 0.50, indicating that the questionnaire was suitable for data collection.

3.Data Analysis

The quantitative research method was used in this study. Once the data collection was completed, the data was analyzed using Jamovi Program to help draw conclusions from the study, including descriptive analysis the arithmetic mean (M) and the standard deviation (SD), correlation analysis, and multiple regression analysis.

Research result

1. Analysis of Personal Factors of Respondents

Among the student respondents from a university in Sichuan Province, females constituted the majority with 158 participants (56.03%). In terms of academic year, sophomores made up the largest group with 96 students (34.04%). Regarding academic majors, the highest proportion of respondents were engineering students (84 students, 29.79%).

2. Analysis level of factors affecting the well-being of university students in Sichuan province, China (level of 4IV).

Table 1 Mean, standard deviation, skewness and kurtosis of factors affecting the well-being of university students in Sichuan province, China. Overall.

(n = 200)

Factors affecting the well-being	M	SD	Skewness	Kurtosis
Family support	4.24	0.918	-1.48	2.04
Self-efficacy	4.20	0.762	-1.05	1.54
University environment	4.11	0.883	-1.20	1.67
Teaching quality	4.21	0.856	-1.40	2.64

Table 1 shows that factors affecting the well-being of university students in Sichuan province, China. The research data presented in the table mainly includes the following contents: Family support (M = 4.24, SD = 0.918), Self-efficacy (M = 4.20, SD = 0.762), followed by University environment (M = 4.11, SD = 0.883) and Teaching quality (M = 4.21, SD = 0.856), with skewness between -1.05 and -1.48 and kurtosis between 1.54 and 2.64.

3. Analysis level of factors affecting the well-being of university students in Sichuan province, China (level of DV).

Table 2 Mean, standard deviation, skewness and kurtosis of factors affecting the well-being of university students in Sichuan province, China.

(n=200)

The students of well-being	M	SD	Skewness	Kurtosis
1. I have good emotional regulation skills and can cope positively with stress in my studies and personal life.	4.30	0.879	-1.51	2.58
2. I feel connected and supported by others on campus, which contributes to my well-being.	4.32	0.837	-1.57	3.25
3. My good physical health supports my focus on study and active participation in campus life.	4.33	0.889	-1.64	3.04
4. I have little financial security, allowing me to focus on my studies and personal development.	4.21	0.959	-1.33	1.64
5. The mental health, medical, and financial aid services provided by the university effectively help me cope with stress.	4.27	0.887	-1.57	3.04
Total of the student well-being	4.28	0.808	-1.55	3.28

Table 2 shows that Mean, standard deviation, skewness and kurtosis of factors affecting the well-being of university students in Sichuan province, China. The research data presented in the table mainly includes the following contents: SWB1 (M = 4.30, SD = 0.879), SWB2 (M = 4.32, SD = 0.837), SWB3 (M = 4.33, SD = 0.889), SWB4 (M = 4.21, SD = 0.959), followed by SWB5 (M = 4.27, SD = 0.887) and TSWB (M = 4.28, SD = 0.808), with skewness between -1.33 and -1.64 and kurtosis between 1.64 and 3.28.

4. Analysis of factors affecting the well-being of university students in Sichuan province, China.

Table 3 Analysis of the relationship between Family factors, Self-efficacy, University environment and Teaching quality of university students in Sichuan province, China**.**

(n =200)

	Family Support	self-efficacy	University environment	Teaching quality	The well-being	Collinearity Statistics	
						VIF	Tolerance
Family support	1					2.45	0.409
Self-efficacy	0.756***	1				3.35	0.299
University environment	0.663***	0.766***	1			5.15	0.194
Teaching quality	0.643***	0.732***	0.879***	1		4.58	0.218
The well-being	0.734***	0.836***	0.841***	0.874***	1		

From the correlation results, it can be observed that there are highly significant positive correlations (all marked with *** at the 0.001 level) between each pair of variables. For instance, the correlation coefficient between family support and well - being is 0.734***, between self - efficacy and well - being is 0.836***, between university environment and well - being is 0.841 ***, and between teaching quality and well - being is 0.874***. Additionally, significant positive correlations also exist among the independent variables (family support, self - efficacy, university environment, teaching quality).

Turning to the collinearity statistics, using the criteria proposed by Hair et al. (2017) where a Variance Inflation Factor (VIF) less than 5 and a Tolerance value greater than 0.1 indicate no

serious multicollinearity, we can see that for family support, the VIF is 2.45 and the Tolerance is 0.409; for self - efficacy, the VIF is 3.35 and the Tolerance is 0.299; for university environment, the VIF is 5.15 and the Tolerance is 0.194; and for teaching quality, the VIF is 4.58 and the Tolerance is 0.218. Although the VIF value for the university environment is slightly higher than 5, it is still far from the critical value of 10 (which signifies severe multicollinearity), and all Tolerance values are greater than 0.1. Therefore, comprehensively considering these indicators, the model does not have serious multicollinearity issues, and these variables can be incorporated into subsequent regression analysis to explore their predictive effects on well - being.

Table 4 Regression Analysis of the factors affecting the well-being of university students in Sichuan province, China**.**

(n = 200)

	b	SE	t	p	β
constant	0.1445	0.1071	1.35	0.178	
Family Factors (TFS)	0.1050	0.0316	3.33	<.001	0.1193
Self-efficacy (TSE)	0.3449	0.0445	7.76	<.001	0.3251
University environment (TUE)	0.0853	0.0476	1.79	0.074	0.0932
Teaching quality (TTQ)	0.4505	0.0463	9.73	<.001	0.4773
R^2= .461	**Adjusted** R^2 = .454	**F**= 63.2	**p** <.001		

Regression equation in unstandardized coefficients

SWB = 0.1445 + 0.1050TFS*** + 0.3449TSE*** + 0.0853TUE + 0.4505TTQ*** (1)

Regression equation in standardized coefficients

SWB = 0.1193TFS*** + 0.3215TSE*** + 0.0932TUE + 0.4773TTQ*** (2)

To explore the factors influencing the subjective well-being of university students in Sichuan Province, a multiple linear regression analysis was conducted. The independent variables included family factors, self-efficacy, university environment, and teaching quality, while subjective well-being served as the dependent variable. The results are presented in Table 4. Table 4 The data presented in the table provide the following conclusions:

The fit of this linear regression model has an R-squared value of 0.454, which means that the four predictor variables, namely Family support, Self-efficacy, University environment and Teaching quality, account for 45.4% of the variance in the student well-being. Therefore, the

results of this data analysis effectively reflect the influence of these predictor variables on the criterion variable, which is the student well-being.

The data reveals the significance of this regression equation, with an F value of 63.2 and each p value less than 0. 001.This indicates the significance of the model, showing that all four predictor variables have a significant impact on the criterion variable, which is the students well-being.

From the four predictive variables, namely Family support, Self-efficacy, University environment and Teaching quality, it was found that there was a multiple relationship with the university students of well-being at the 0.001 level, with a multiple correlation coefficient(R) of 0.461, and it could predict the students well-being by 45.4 percent.

When examining the regression coefficients of the predictor variables, the results indicated that Family support， Self-efficacy and Teaching quality, significantly predicted the student well-being at the p<.001 level. The regression coefficients for Teaching quality were 0.4505 in raw score (b) form and 0.4773 in standardized score form (β), Self-efficacy was 0.3449 in raw score (b) form and 0.3251 in standardized score form (β). The regression coefficients for Family support were 0.1050 in raw score (b) form and 0.1193 in standardized score form (β). In contrast, University environment did not significantly predict the students well-being.

5. Hypothesis Testing Results

Table 5 Hypothesis Testing Results of students well-being

Research Hypothesis	Results
Hypothesis1: Family support influences the well-being of university students.	Supported
Hypothesis2: Self-Efficacy influences the well-being of university students.	Supported
Hypothesis3: University environment influences the well-being of university students.	Unsupported
Hypothesis4: Teaching quality influences the well-being of university students.	Supported

From Table 5, it can be explained that: University environment(H3) has statistically insignificant influence on the university students well-being in Sichuan province at the 0.074

significance level, thus not supporting the hypotheses (not supported), indicating that University environment has no effect on the university students well-being in Sichuan province.

Although the university environment is often assumed to influence students well-being, various theoretical perspectives suggest that its impact may be limited. According to self-determination theory and cognitive-behavioral models, internal psychological factors such as intrinsic motivation, coping strategies, and personality traits play a more decisive role in determining well-being than external conditions. Furthermore, ecological systems theory emphasizes that students' well-being is significantly shaped by pre-university influences, including family background, socioeconomic status, and early educational experiences factors that tend to outweigh the relatively short duration of the university experience. In addition, external stressors such as financial burdens and family obligations often fall outside the university's sphere of influence, reducing its potential to enhance well-being. The competitive and performance-driven culture of higher education, often normalized through neoliberal academic structures, may also contribute to chronic stress regardless of institutional support. Even when support services are available, factors such as stigma or lack of awareness may prevent students from utilizing them effectively. Finally, the increasing prevalence of online and hybrid learning formats has weakened students' engagement with the physical and social aspects of the campus environment. Taken together, these theoretical insights suggest that the university environment, while not irrelevant, may exert only a modest influence on students well-being.

Meanwhile, Family support(H1), Self-efficacy(H2) and Teaching quality(H4) have statistically significant influence on the university students well-being in Sichuan province at the 0.001 significance level(supported), indicating that Family support(H1), Self-efficacy(H2) and Teaching quality(H4) are important factors affecting the well-being of university students in Sichuan province, China.

In summary, self-efficacy and teaching quality emerged as the key determinants of university students' subjective well-being in Sichuan Province, with teaching quality playing a particularly prominent role. These findings suggest that universities aiming to enhance students well-being should prioritize improving teaching quality and fostering students' self-efficacy through targeted interventions and supportive academic environments.

Summary and Discussion

Hypothesis 1: The Impact of Family Support on University Students' Well - being

The results of the multivariate linear regression analysis provide strong support for Hypothesis 1, confirming that family support has a significant positive impact on the well-being of college students in Sichuan Province. The unstandardized regression coefficient (b) was 0.1050, and the standardized regression coefficient (β) was 0.1193, both reaching statistical significance at $p < 0.001$. Moreover, previous research has shown that greater perceived family support is significantly associated with higher psychological well-being among university students (Widiyastuti & Hardita, 2024). The study found that family social support was significantly positively correlated with college students' mental health ($p=0.019$), indicating that a higher level of family support can improve college students' mental health.

Hypothesis 2: The Impact of Self - efficacy on University Students' Well - being

The results strongly supported Hypothesis 2, indicating that self-efficacy has a significant positive impact on college students' well-being. Regression analysis revealed an unstandardized coefficient (b) of 0.3449 and a standardized coefficient (β) of 0.3251, both statistically significant at $p < 0.001$. This aligns with prior research showing that higher self-efficacy is positively associated with psychological well-being among university students (Wardoyo, Awalya, & Mulawarman, 2021). Individuals with higher self-efficacy tend to be more proactive in dealing with challenges and persevere in difficult situations, resulting in stronger positive emotions and a sense of accomplishment.

Hypothesis 3: The Impact of University Environment on University Students' Well - being

Unlike the first two hypotheses, Hypothesis 3—that the university environment influences student happiness—was not supported by the research data. Although the regression coefficient for the university environment was positive ($b = 0.0853$, $\beta = 0.0932$), the p-value was 0.074, exceeding the traditional threshold of 0.05, indicating no statistically significant effect. Interestingly, some prior research similarly found that physical infrastructure or environmental factors on university campuses did not show a strong direct association with student well-being outcomes. This is consistent with Harrison & Chudry's (2023) study, which found that the physical campus environment has little direct impact on student well-being, as the influence is largely indirect, through social and psychological

factors. Furthermore, more influential factors, such as academic pressure, often overshadow the impact of physical infrastructure on well-being.

Hypothesis 4: The Impact of Teaching Quality on University Students' Well - being

The study results strongly support Hypothesis 4, confirming that teaching quality has the most significant positive impact on college students' well-being among all variables. Regression analysis shows that teaching quality has a strong predictive effect, with an unstandardized coefficient of 0.4505 and a standardized coefficient (β) of 0.4773 ($p < 0.001$). The correlation coefficient between teaching quality and well-being is also the highest ($r = 0.874$, $p < 0.001$), indicating a close relationship between the two. Previous research has also found that high-quality teaching practices, such as clear objectives, high-quality feedback, and effective instruction, significantly predict student happiness and social well-being (Edström, 2024). This study emphasizes that course design, incorporating elements such as clear objectives and high-quality feedback, plays a key role in enhancing overall student well-being and engagement.

In summary, this study confirms the significant influence of family support (H1), self-efficacy (H2), and teaching quality (H4), while university environment (H3) has no significant effect. The results provide practical advice for universities: prioritizing teaching quality, enhancing students' self-efficacy, and strengthening family support systems can effectively enhance student well-being.

Recommendations from research

This study, based on a sample of university students in Sichuan Province, empirically examined the impact of four variables—family support, self-efficacy, university environment, and teaching quality—on college students' well-being. The results suggest that universities seeking to effectively improve students' mental health should focus on the following three areas:

First, teaching quality is the most significant factor influencing student well-being. This means that high-quality teaching not only improves student performance but also helps enhance their sense of self-worth and psychological satisfaction. Therefore, universities should prioritize teaching reform and teacher professional development, optimize classroom interaction and evaluation mechanisms, and strive to create a positive learning atmosphere.

Second, self-efficacy has a significant positive impact on student well-being. Students with high self-efficacy are more proactive and coping with academic and life challenges, and are more able to manage emotions and stress effectively. Universities can systematically help students improve their self-efficacy and thus enhance their resilience to stress by establishing psychological growth courses and goal management training centers.

Furthermore, although family support has a relatively low impact, it still plays a significant role in providing emotional comfort and social support. Universities should establish sound parent-school communication mechanisms, regularly holding parent meetings and family education seminars, and other activities to enhance family involvement and effectiveness in students' minds.

In contrast, the university environment (such as campus hardware facilities) did not significantly impact student well-being in this study ($p = 0.074$). This may indicate that current university infrastructure generally meets students' daily learning and living needs, thus reducing its marginal effect.

In summary, this study not only deepens our understanding of the factors influencing college students' well-being but also provides practical guidance and theoretical support for universities to develop scientific and systematic student mental health strategies, thus possessing considerable application value.

While this study has considerable theoretical and practical value, it does have several limitations. First, the sample size was limited to 200 students from four universities in Sichuan Province, making it difficult to fully represent diverse university types and diverse student populations, limiting the generalizability of the findings. Second, this study relied entirely on self-report questionnaires, which may have led to social desirability biases, such as exaggerating family support or happiness.

To enhance the scientific validity of subsequent research, it is recommended to expand the sample size and coverage, adopt a longitudinal research design, and incorporate more relevant factors influencing happiness. Furthermore, data triangulation could be conducted by combining qualitative research methods with objective data (such as academic performance and use of psychological counseling) to enhance the reliability and validity of the study and provide a deeper understanding of the mental health status of college students in Sichuan and the wider region.

Recommendations for Further Study

This study offers important theoretical contributions to the field of student well-being within the Chinese higher education context, particularly in under-researched regions such as Sichuan. First, it establishes a localized well-being model for university students by examining four key factors family support, self-efficacy, university environment, and teaching quality collectively explaining 46.1% of the variance in well-being. Notably, teaching quality emerged as the strongest predictor (β = 0.4773), highlighting the critical role of instructional effectiveness in promoting student well-being. This aligns with China's 2024–2035 Education Master Plan and provides theoretical support for prioritizing teaching reforms in local policy and practice.

Second, the study reinforces the centrality of self-efficacy in student well-being, confirming Bandura's self-efficacy theory in a Chinese cultural context. Self-efficacy (β = 0.3251) significantly contributes to well-being, particularly through social dimensions such as communication and peer support, which are especially valued in collectivist cultures like Sichuan. This insight highlights the importance of promoting social and academic confidence in students as a means of improving their mental health.

Third, by focusing on junior college students a group often overlooked in existing literature the study fills a significant gap in Chinese well-being research. Most studies emphasize elite universities or urban populations, whereas this research provides a more inclusive view of student experiences in less-resourced institutions, forming a basis for future cross-regional and cross-institutional comparisons.

Practically, the study presents a multi-level intervention framework targeting four key stakeholder groups: universities, families, the public sector, and mental health organizations. For universities, the focus should be on enhancing teaching quality and integrating self-efficacy training into classrooms. This includes personalized academic support, inclusive classroom management, and interactive pedagogies (e.g., role-rotation tasks, scenario simulations). A two-way feedback system is also recommended to evaluate teaching performance and encourage continuous improvement.

For families, the emphasis should shift from material provision to emotional support and active involvement in self-efficacy development. Strategies include regular empathetic communication, co-setting of achievable goals, and active participation in home-school

collaboration initiatives to align support with students' real needs. The public sector is urged to revise educational evaluation standards by integrating well-being indicators, enhance family support services (especially in rural and low-income areas), and promote equitable mental health and educational resources. Policies should include funding mechanisms linked to student well-being outcomes and the expansion of family education guidance programs. Mental health organizations should localize services through culturally adapted resources (e.g., materials in Sichuan dialect), develop parent-student joint counseling models, and collaborate with universities on classroom-based interventions that build self-efficacy. Initiatives such as weekly workshops, peer mentoring programs, and student-led activities can embed mental health promotion into daily campus life.

In conclusion, this study provides robust empirical evidence that teaching quality and self-efficacy are the most influential factors in shaping student well-being in Sichuan's university context. By addressing the identified limitations and adopting the recommended multi-stakeholder strategies, institutions and policymakers can build a more responsive and equitable educational ecosystem, aligning with national goals for educational modernization and comprehensive student development.

References

Astin A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25*(4), 297–308.

Astin A. W. (1993). *What matters in college? Four critical years revisited*. Jossey-Bass.

Bandura A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191–215.

China Daily. (2025, February 12). *Path laid out for education reform*.

Conger, R. D., & Conger, K. J. (2002). Resilience in midwestern families: Selected findings from the first decade of a prospective, longitudinal study. *Journal of Marriage and Family, 64*(2), 361–373.

Edström K. (2024). Course design as a stronger predictor of student evaluation of quality and student engagement than teacher ratings. *Higher Education*, 88(4), 789–804.

Harrison N., Chudry F. (2023). *The role of the university environment in shaping education and employment inequalities*. Student Well Lives Research Briefing.

Li X., Chen Y., Zhang L. (2019). The impact of teaching quality on academic well-being among Chinese college students. *Chinese Journal of Education, 40*(3), 45–52.

Pascarella E. T., Terenzini P. T. (2005). *How college affects students: A third decade of research*, 2, Jossey-Bass.

PolicyCN. (2025, April). *Increasing financial aid for students.* China Policy Observatory.

Szepe O., Mészáros Á. (2024, October 17). Assessing well-being of university students and evaluation of its determinants. *BMC Public Health*, *24*(1), Article 2862.

Trigwell K., Prosser M., Waterhouse F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. *Higher Education*, *37*(1), 57–70.

Wardoyo T., Awalya,A., & Mulawarman, M. (2021). Contribution of self-efficacy and self-esteem to subjective well-being. *Jurnal Bimbingan Konseling*, *10*(1).

Widiyastuti Hardita, K. (2024). Familial social support and psychological well-being among Indonesian university students. *Journal of Islamic and Muhammadiyah Studies*, 6(1).

Zhang Y., Liu M., Wang H. (2018). Family emotional support and subjective well-being among Chinese college students. *Journal of Psychological Science, 41*(5), 1085–1091.

Zou D., Lin Z., Chen C., Yu H. (2024, November 4). Factors affecting the well-being of mid-achieving university students: a case study from China. *Frontiers in Psychology*, 15, 1465209.