



Factors Affecting the Construction of the Theoretical Model of Subjective Well-Being of Chinese Higher Vocational College Students

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ABSTRACT

This study intends to explore the connections among Chinese students attending vocational colleges in terms of parental style, behavioral intention, cultural identity, self-esteem, psychological resilience, and subjective well-being. The goal of higher vocational education in China is to prepare students for particular vocational occupations by giving them information and practical skills. The identification with school, learning and personal development, safety, relationships with peers and teachers, emotional well-being, and relationships with family are the seven attributes of students' subjective well-being. A theoretical model of subjective well-being in this demographic is proposed by the study, drawing on social identity theory and self-efficacy theory. Data were gathered from 350 Chinese students attending vocational colleges using a survey method. Statistical equation modelling (SEM) findings indicate that psychological resilience improves subjective well-being. The research's findings also showed a connection between parental style, cultural identity, behavioral intention, self-esteem and student satisfaction, and subjective well-being. To maintain the accuracy of our model's understanding, additional research can be done. The use of a quantitative, closed-ended questionnaire had yet another disadvantage. The study's cross-sectional design makes it difficult to prove a cause-and-effect connection. Additionally, it was discovered that psychological resilience mediated the link between these factors and subjective well-being. The study also discovered that the association between psychological resilience and subjective well-being was modulated by student satisfaction. The study's conclusions have applications for treatments that support the well-being of Chinese students attending vocational colleges. The study's weaknesses and potential research initiatives are also covered.

Keywords: Subjective Well-Being, behavioral Intention, Psychological Resilience, Self-Esteem, Self-Efficacy Theory.

INTRODUCTION

In China, there is a nine-year obligatory education system that includes vocational education at the higher level. The programs are delivered at the junior secondary level by vocational schools. For 3 to 4 years, primary school graduates or their equivalent are selected to study both general knowledge and technical skills (L. Huang & Zhang, 2022). Chinese students in higher vocational colleges make up a special group that hasn't gotten much attention in the body of work on subjective well-being. In recent years, higher vocational education in China has grown quickly, giving students the chance to acquire knowledge and practical skills for future employment (Hui, Au, Ng, & Song, 2022). Higher vocational college students, however, frequently struggle with issues like a demanding course load, mounting debt, and bleak employment prospects (Nguyen, Lee, Ngo, & Quan, 2022; Zeng et al., 2022). Following the founding of the People's Republic of China in 1949, the field of vocational education advanced quickly. There were 1,265 secondary specialized schools with 547,400 students enrolled by 1965 (Fu, Wang, He, Chen, & He, 2022). 281 artisan schools had 101,000 students enrolled, and there were 61,626 vocational secondary schools, most of which had 4,433,4000 students enrolled (including 3,658,400 at the junior secondary level). The increase in vocational education is being driven by a number of factors (Hu et al., 2022). First, China had an immediate need for qualified technicians to further its economic development. The former vocational education sectors in China were also combined. China gained knowledge from the former Soviet Union, third (Alraja, 2022). Later, when the Cultural Revolution began, it had a severe impact on China's vocational education and ended it. These two main shifts in the field's research serve as the

foundation for the practical interest in improving young people's subjective well-being in the educational setting. The ability to feel well and total life satisfaction are two aspects of the multidimensional concept known as "subjective well-being" (Lněnička, Nikiforova, Saxena, & Singh, 2022). Understanding the elements that influence college students' subjective well-being has garnered more attention in recent years. This is crucial for Chinese higher vocational college students, as they must deal with special difficulties and anxieties as they make the transition from high school to college (Wu, Chen, Chen, & Zheng, 2022). Chinese Higher Vocational Colleges provide students with technical education and training to get them ready for professions in a range of industries, including engineering, business, and healthcare. While these institutions aim to give students access to real-world knowledge and employment prospects, they also present students with a variety of difficulties, including adjusting to a new academic setting, handling a heavy workload, and juggling work and personal obligations (Nguyen et al., 2022; Zeng et al., 2022). Parenting styles may have an impact on the social, emotional, and cognitive development of Chinese Higher Vocational College students, in particular. Parenting techniques and habits used by parents to discipline and socialise their kids are referred to as parenting styles (Chen et al., 2022). Family values and respect for authority are highly valued in Chinese culture, which may have an effect on how Chinese parents parent their children (Zeng et al., 2022). An individual's cultural identity is a crucial component of their entire identity and can greatly influence their views, behaviors, and experiences (Xin, Liang, Sheng, & Zhao, 2021). Cultural identity may be influenced by a number of elements, such as childhood, family beliefs, and societal expectations, for Chinese Higher Vocational College students. With a wide range of ethnic groups and subcultures, China has a diversified population and a rich cultural legacy (Hu et al., 2022). Chinese higher vocational college students may come from different parts of China and may speak different languages and follow diverse cultural traditions (Fu, Wang, He, Chen, & He, 2022; Hui et al., 2023). An important factor in determining someone's mental health and well-being is their sense of self-esteem (Nguyen et al., 2022; Zeng et al., 2022). It describes the subjective assessment one takes of their own value as a person, including their sense of competence and self-worth. Self-esteem can have a significant impact on a student's quality of life overall, interpersonal connections, and academic achievement in Chinese Higher Vocational Colleges (Šerić, 2020). Students in Chinese Higher Vocational Colleges experience particular difficulties and pressures, including adjusting to a new academic setting, managing their workload, and juggling work and personal obligations. These difficulties may affect students' general mental health and sense of self-worth. Consequently, it is critical to promote the well-being and academic achievement of Chinese Higher Vocational College Students by recognizing the elements that lead to self-esteem (Hu et al., 2022; L. Huang & Zhang, 2022). Psychological resiliency is the capacity to recover from trying circumstances and to keep a positive view in the face of difficulty (Nguyen et al., 2022). It incorporates a confluence of internal qualities like optimism, tenacity, and self-efficacy as well as external aspects like social support and resource availability (Xu, Wang, Lu, & Zhu, 2022; Zhao et al., 2022). Student satisfaction is a crucial metric for assessing the standard of instruction and support offered by academic institutions. Satisfaction with their academic experience can be a crucial component of success and well-being for Chinese Higher Vocational College students who are pursuing vocational and technical education and preparing for their future (Zeng et al., 2022). Student satisfaction is the subjective assessment of a student's time at a college, taking into account the academic programs, facilities, services, and social environment. It is affected by a number of variables, including the standard of instruction, the accessibility of resources, the rapport between students and teachers, and the atmosphere on campus as a whole (Nie, Yan, & Chen, 2022). The current study determines the factors affecting the construction of the theoretical model of subjective well-being of Chinese higher vocational college students. The present study established its own social identity theory and self-efficacy theory. Social identity theory explains "how people form their sense of self through their affiliation with social groupings" (Diversity & Reading, 2019). This theory holds that people classify themselves and other people into social groups based on shared traits like ethnicity, gender, religion, or occupation. Self-efficacy theory describes "a person's confidence in their capacity to carry out particular actions or tasks" (Betz, 2000). According to the self-efficacy theory, a person's self-efficacy beliefs have an impact on their motivation, conduct, and performance. The aim of this research is to develop a theoretical framework that fully examines the variables influencing the subjective well-being of Chinese upper vocational college students. The study aims to provide a comprehensive knowledge of the determinants of SWB in this particular group by looking at individual-level factors, socio-cultural factors, and educational factors. Some objectives of the study are; 1). To examine how parental style significantly impacts psychological resilience. To examine that behavioral intention significantly impacts psychological resilience 2). To examine how cultural identity significantly impacts psychological resilience 3). To examine that self-esteem significantly impacts psychological resilience 4). To examine how psychological resilience impacts subjective well-being 5). To examine that Psychological resilience mediates the relationship between parental style and subjective well-being 6). To examine that Psychological resilience mediates the relationship between behavioral intention and subjective well-being 7). To examine that Psychological resilience mediates the relationship between cultural identity and subjective well-being 8). To examine that Psychological resilience mediates the relationship between self-esteem and subjective well-being 9). To examine that Student satisfaction moderates the relationship between psychological resilience and subjective well-being.

LITERATURE REVIEW

Social Identity Theory and Self-Efficacy Theory

According to the social identity theory, a person's sense of self and self-worth are derived from their affiliations and memberships in various groups (Diversity & Reading, 2019). The degree to which people identify with and experience a sense of belonging to their culture or ethnic group is referred to as cultural identification. Parental style describes the methods and actions parents employ to raise their kids and socialize them. According to social identity theory, the cultural identity and parenting style of Chinese Higher Vocational College students may have an effect on their contentment and self-esteem (Nie et al., 2022). Students may experience higher levels of fulfilment and self-esteem, for instance, if they have a strong sense of cultural identity and a sense of belonging to their culture. Students may also have higher levels of happiness and self-esteem if they are exposed to authoritarian or supportive parenting approaches. Researchers could interview Chinese Higher Vocational College students for a survey study to look into these connections. Students' ethnic identification, parenting preferences, contentment with their college experience, and self-esteem could all be evaluated using the poll (Lněnička et al., 2022; Wu et al., 2022; Zeng et al., 2022). Understanding the connections between cultural identity, parenting style, satisfaction, and self-esteem could have a significant impact on how Chinese students in higher vocational colleges experience and perform in their academic endeavours. In order to foster a positive sense of cultural identity and helpful parenting techniques, for instance, educators and parents should use this knowledge to create treatments and programs (Chen et al., 2022). This could raise student happiness and self-esteem.

Self-efficacy theory is a psychological idea that describes a person's confidence in their capacity to carry out a certain job or realize a specific objective. According to Nie et al. (2022), a person's conduct, motivation, and emotional state are all influenced by their beliefs in their own efficacy. Contrarily, subjective well-being is a measurement of a person's overall happiness and sense of fulfilment in life. According to research, self-efficacy beliefs and subjective well-being are closely related. People are more likely to feel content with their lives and have pleasant emotions when they have faith in their abilities to achieve their goals. Many populations, including Chinese higher vocational college students, have participated in studies on this link (Wu et al., 2022). These results imply that Chinese upper vocational college students' subjective well-being may be influenced by their opinions about their own abilities. Goal setting, feedback, and positive self-talk are just a few techniques that can be used to increase self-efficacy beliefs. These techniques may be helpful in enhancing this population's well-being (Zhao et al., 2022; Zhong et al., 2016).

Subjective Well-Being The term "subjective well-being" refers to a person's overall assessment of their life as well as how much happiness and fulfilment they feel. It includes how someone feels about life in general as well as about particular areas like jobs, relationships, and health (Xin et al., 2021). Self-report surveys that gauge a person's degree of pleasure, life satisfaction, and sense of meaning or purpose are frequently used to measure subjective well-being. The seven attributes of the students' subjective well-being are Identification with school, Learning and personal development, Safety, Relationship with colleagues, Relationship with teachers, Emotional well-being, and relationship with family (Opre, Pinte, Opre, & Berte, 2018). The degree to which pupils experience a sense of connection and belonging to their school is referred to as identification with school. It includes elements like having a strong school culture and a sense of belonging to a community. It also includes feeling respected by instructors and peers (L. Huang & Zhang, 2022). One aspect of subjective well-being, identification with school, measures how much a student feels a sense of connection and belonging to their school. According to repeated studies, students who have a strong sense of school identity tend to be happier overall, with better levels of life satisfaction and less stress and anxiety (Opre et al., 2018). Students are more likely to feel respected and supported by their instructors and peers when they feel linked to their school, which helps promote good relationships and a feeling of community. As a result, there may be an increase in academic engagement and success as well as betterment in social and emotional outcomes. Students' perceptions of their physical and emotional safety at school are referred to as safety. Students are more likely to be happy and to feel more in control of their lives when they feel protected. On the other hand, when pupils feel threatened or in danger, they could feel unfavourable feelings like anxiety or fear (Nie et al., 2022; Opre et al., 2018; Zhao et al., 2022).

Students' happiness with their academic advancement and personal development is referred to as learning and personal development. It contains elements like being challenged but not overwhelmed, having access to learning and skill-building opportunities, and feeling a sense of pride in one's accomplishments (Hu et al., 2022). Students' perceptions of their physical and emotional safety at school are referred to as safety. Another aspect of students' subjective well-being is learning and personal growth, which is their level of happiness with their academic and personal development. Students are more likely to feel happy and have a stronger feeling of general well-being when they feel pleasure in their accomplishments and a sense of accomplishment. It comprises elements like feeling safe from violence, having a helpful and safe learning environment, and feeling secure and at ease in a school environment (Wan et al., 2023). Students' contentment with their relationships with peers is referred to as their relationship with colleagues. It takes into account elements like friendships that are healthy and supportive, feeling welcomed and involved in social groups, and a sense of community. Students' happiness with their ties with teachers is referred to as their relationship with teachers. It contains elements like having pleasant relationships and communication with instructors, feeling supported and

encouraged by teachers, and feeling respected and valued by them (Alraja, 2022; Zhao et al., 2022). Student emotional and mental health is included in this dimension. It contains elements like experiencing joy and contentment, controlling stress and worry, and having a positive perception of oneself. Student contentment with their ties with family members is referred to as a relationship with the family. It contains elements like experiencing family love and support, interacting positively with family members through open communication, and feeling a sense of connection and belonging to the family as a whole (Alraja, 2022; Opre et al., 2018; Xin et al., 2021; Zhao et al., 2022).

Parental Style and Psychological Resilience

Nevertheless, there is a dominating parenting style in China that has been traditionally authoritarian. Parenting methods among Chinese Higher Vocational College Students differ. This approach prioritizes control, submission, and academic success (Lněnička et al., 2022). This type of parenting emphasizes high standards for kids and is characterized by rigorous disciplinary measures. They place a high value on academic achievement and frequently employ punishment to enforce compliance. But according to a recent study, more urban, educated parents are moving towards more strict parenting philosophies (Lai et al., 2022). This change is a result of people being more aware of the value of emotional health and the advantages of supportive parenting for their children's academic and social performance. The general method that parents employ to nurture and communicate with their children is referred to as their parenting style. In order to address their children's physical, emotional, and social needs, parents utilize a variety of attitudes, behaviors, and tactics (Xu et al., 2022). The way parents raise their children can have a big impact on how they develop their attitudes, values, beliefs, and behaviors. The way parents raise their children has a significant impact on how resilient they become as people. Students in China's higher vocational colleges frequently experience severe stress as a result of their scholastic obligations, societal standards, and familial expectations (Xin et al., 2021). Thus, it is crucial to comprehend how parental parenting practices relate to these students' psychological resilience. According to studies, parenting styles can generally be divided into four categories: permissive, authoritative, authoritative, and authoritative (Diversity & Reading, 2019; Fu et al., 2022; H. Huang et al., 2022). Parents who adopt an authoritarian style are friendly and receptive while still upholding strict boundaries and standards. Parents who parent in an authoritarian manner are strict and inflexible, with little affection or responsiveness. The lax parenting style has fewer restrictions and norms yet is friendly and responsive (Hu et al., 2022). Parents who parent in a neglectful manner are uninvolved and provide no direction or assistance. An individual's overall pleasure and sense of fulfillment in life are characteristics that are included in the complicated concept of subjective well-being. Identification with school, learning and personal growth, safety, relationships with peers and instructors, emotional health, and relationships with family are a few of the elements that affect students' subjective well-being (Fu et al., 2022; Zeng et al., 2022).

According to Saima Saleem, Moosa, Imam, and Ahmed Khan (2017), children who get authoritative parenting tend to be more psychologically resilient. This teaching method enables kids to gain self-confidence, independence, and social skills—all of which are essential for fostering psychological toughness. Authoritarian parenting, on the other hand, has been associated with decreased psychological resilience in kids because it can cause anxiety, low self-esteem, and poor problem-solving abilities. While encouraging warmth and love, permissive parenting can result in a lack of structure and discipline, which can inhibit the growth of resilience (Fu et al., 2022; Wan et al., 2023). Children who experience neglectful parenting, which lacks both love and structure, have the lowest levels of resilience. With strict requirements for academic success and deference to authority figures, China's traditional parenting practices are frequently authoritarian. More authoritative parenting methods have been observed to be on the rise recently, especially among urban, educated parents (Ito, Walker, Liu, & Mitas, 2017). This shift is probably a result of a growing understanding of the value of emotional health and the advantages of supportive parenting for achievement in school and society. There aren't many studies especially looking at the connection between parental styles and the psychological toughness of Chinese students in higher vocational colleges (Liu, Mei, Tian, & Huebner, 2016). Yet, current research on Chinese kids generally indicates that while authoritarian parenting is linked to lower levels of resilience, authoritative parenting is associated with higher levels of psychological resilience. This result is in line with research done in Western nations. The psychological resiliency of Chinese upper vocational college students is significantly shaped by parental style. High levels of resilience are linked to authoritative parenting, which is characterised by warmth, attentiveness, and strict boundaries (Xin et al., 2021). Authoritarian parenting, on the other hand, which places a premium on obedience and control, is connected to lower levels of resilience. The impact of parenting practises on the psychological health of Chinese higher vocational college students should be further investigated in future studies with the goal of discovering efficient support and intervention techniques for fostering resilience in this population. H1: Parental style significantly impacts on psychological resilience.

Behavioral Intention and Psychological Resilience

An individual's attitudes are their positive or negative assessments of a given activity. Positive attitudes towards academic and personal goals can boost the behavioral intention of Chinese students at higher vocational colleges to accomplish those goals (Lai et al., 2022). The degree to which pupils believe that those

around them support or engage in the conduct is referred to as perceived social norms. While people may be more inclined to engage in actions that are viewed as socially acceptable or conventional, social norms can have a significant impact on pupils' behavioral intentions. Last but not least, perceived control refers to the conviction that people can successfully carry out the conduct (Wu et al., 2022). Students who feel in control of their academic and personal goals may be more motivated to act in ways that will help them reach those goals. According to research, interventions that focus on these elements can help Chinese higher vocational college students have more positive behavioral intentions. Giving students information and tools about their academic and personal goals, for instance, can improve their attitudes towards those goals (Lněnička et al., 2022). Similar to how giving students with the opportunity to practise and improve their skills can raise perceived control, offering a supportive social environment that promotes positive behavior can also boost perceived social norms. Teachers and policymakers can assist Chinese higher vocational college students in achieving their academic and personal goals and succeeding in their future jobs by encouraging positive behavioral intentions (Wu et al., 2022). An individual's subjective likelihood and level of readiness to engage in a given behavior are referred to as behavioral intention. The term behavioral intention can be used to describe a student's propensity to carry out specific behaviors in support of their academic and personal objectives, such as attending class regularly, submitting assignments on time, or participating in extracurricular activities, in the context of higher vocational college students in China (Xu et al., 2022). On the other side, psychological resilience describes a person's capacity to overcome hardship and move on after trying times. Psychological resilience in the context of Chinese higher vocational college students could mean their capacity to adjust to the difficulties of college life, such as academic stress, peer pressure, and cultural differences (Zhong et al., 2016). According to Zeng et al. (2022), among Chinese students attending higher vocational colleges, behavioral intention and psychological resilience may be related. For instance, students with higher levels of psychological resilience may be more likely to have a stronger behavioral desire to continue their studies in the face of difficulties and disappointments (Zhao et al., 2022). Positive coping mechanisms including mindfulness and problem-solving abilities, as well as social support from family and friends, are some aspects that may help Chinese higher vocational college students develop higher levels of psychological resilience (Xin et al., 2021). In general, educators and policymakers can develop interventions and methods to support students in reaching their academic and personal goals by studying the relationship between behavioral intention and psychological resilience among Chinese higher vocational college students. A significant aspect that might affect how Chinese students at higher vocational colleges behave and make decisions is their behavioral intention. It describes a person's willingness to carry out a particular action, such as routinely attending courses, submitting assignments on time, or taking part in extracurricular activities (Lněnička et al., 2022; Wu et al., 2022). The behavioral intentions of Chinese students in higher vocational colleges can be influenced by a variety of circumstances. They consist of how they feel about the conduct, how it is seen to be socially acceptable, and how they feel they have control over it.

H2: behavioral intention significantly impacts psychological resilience.

Cultural Identity and Psychological Resilience

The experiences of growing up in China, exposure to various cultural influences, and interactions with peers and teachers all have an impact on the cultural identities of Chinese higher vocational college students (Lněnička et al., 2022; Xin et al., 2021). Language, traditions, values, ideas, and practices are just a few examples of the many facets that make up cultural identity. Strong cultural identity has been linked in studies to improved mental health outcomes, such as higher levels of self-esteem, life satisfaction, and social support (Zhang et al., 2019). For Chinese higher vocational college students, retaining a strong cultural identity might present difficulties, especially for those who may feel cut off from their cultural roots or who experience prejudice and stereotyping. These difficulties may cause cultural discord, stress, and decreased levels of well-being (Alraja, 2022). Hence, while also addressing any issues they could encounter, it is crucial to look into measures to encourage cultural identity among Chinese higher vocational college students.

The term "psychological resilience" describes the capacity to adjust to and overcome difficulties. Resilience is essential for Chinese higher vocational college students to handle the social and intellectual rigors of college life. Resilience is linked to better mental health outcomes, such as lower anxiety and depression levels, as well as higher levels of well-being and academic accomplishment, according to studies (Zheng et al., 2018). Resilience among Chinese students in higher vocational colleges is influenced by several factors. They consist of values, coping mechanisms, self-efficacy, and social support (Wang et al., 2021). Stressors including academic pressure, social isolation, and prejudice can, nevertheless, undermine resilience. Hence, while also addressing the pressures that could weaken their resilience, it is crucial to look into measures to foster resilience among Chinese higher vocational college students. Cultural identity and psychological toughness are related concepts that can interact with one another. Difficulties with cultural identification, such as prejudice and cultural dissonance, can also weaken resilience by inflicting stress and diminishing social support (Wang et al., 2020). Consequently, it is crucial to take into account how resilience and cultural identity interact in order to support the well-being of Chinese students in higher vocational colleges. The experiences and results of Chinese higher vocational college students are significantly shaped by cultural identity and psychological toughness. A strong sense of cultural identification can foster resilience by giving one a sense of community and purpose, and resilience can help maintain cultural identity by giving one coping mechanism and resources.

A student's cultural identity is a significant factor in their life and can have an effect on their academic performance and overall educational experience. Recognizing the various cultural backgrounds of our pupils and incorporating cultural identity into our teaching methods are crucial for educators (Chen et al., 2022; Xu et al., 2022). Acknowledge and respect the many cultural experiences and backgrounds of your students. Appreciate diverse cultures through lessons and out-of-class activities like presentations, food fairs, and festivals.

H3: Cultural identity significantly impacts psychological resilience.

Self-Esteem and Psychological Resilience

Self-esteem is a multifaceted concept that encompasses several elements like self-worth, self-confidence, and self-evaluation. Chinese higher vocational college students' experiences growing up in China, exposure to various cultural influences, and interactions with peers and teachers all have an impact on their sense of self-worth. According to studies, having a higher sense of self is linked to improved mental health outcomes, such as higher levels of life satisfaction, academic success, and social support (H. Huang et al., 2020). For Chinese higher vocational college students, maintaining positive self-esteem can present difficulties, particularly for those who may experience academic pressure or interpersonal disputes. These difficulties may result in low levels of well-being, anxiety, and self-doubt (Zhao et al., 2022). Hence, while also addressing any obstacles they could have, it is crucial to look into measures to increase self-esteem among Chinese upper vocational college students.

The term psychological resilience describes the capacity to adjust to and overcome difficulties. Resilience is essential for Chinese higher vocational college students to handle the social and intellectual rigors of college life. Resilience is linked to better mental health outcomes, such as lower anxiety and depression levels, as well as higher levels of well-being and academic accomplishment, according to studies (Nguyen et al., 2022). Resilience among Chinese students in higher vocational colleges is influenced by a number of factors. They consist of values, coping mechanisms, self-efficacy, and social support (L. Huang & Zhang, 2022). Stressors including academic pressure, social isolation, and prejudice can, nevertheless, undermine resilience. Hence, while also addressing the pressures that could weaken their resilience, it is crucial to look into measures to foster resilience among Chinese higher vocational college students. Self-esteem and psychological resilience are related ideas that can have an impact on one another. According to studies, having a higher feeling of self-worth and self-confidence helps foster resilience by fostering better-coping mechanisms and problem-solving abilities (Ito et al., 2017). Resilience can also boost self-esteem by giving people a sense of mastery and success, which can improve their perceptions of themselves and their values (Hu et al., 2022). Yet issues with self-worth, such as pressure from peers or interpersonal conflicts, can also decrease resilience by inflicting stress and lowering self-efficacy (Zhang et al., 2021). As a result, it is crucial to take into account how resilience and self-esteem interact to support the well-being of Chinese higher vocational college students. The experiences and results of Chinese students at higher vocational colleges are significantly influenced by their sense of self-worth and psychological resiliency. While resilience can boost self-esteem by giving one a sense of mastery and accomplishment, higher self-esteem can do so by fostering a sense of self-worth and confidence (H. Huang et al., 2022; Hui et al., 2023). Yet, self-esteem issues can also make it harder to be resilient by causing stress and lowering self-efficacy. It is crucial to look into ways to foster resilience and self-worth in Chinese higher vocational college students while simultaneously addressing any obstacles they could encounter.

H4: Self-esteem significantly impacts psychological resilience.

Psychological Resilience and Subjective Well-Being

The promotion of well-being and successful results for Chinese higher vocational college students depends heavily on psychological resilience. According to Wan et al. (2023), those who exhibit greater psychological resilience experience reduced levels of stress, anxiety, and depression as well as greater levels of scholastic success and life happiness. Also, it has been discovered that resilience has a positive relationship with coping mechanisms, social support, and self-efficacy—all of which are crucial for success in college and beyond (Šerić, 2020). Yet, difficulties including peer pressure, social isolation, and prejudice might erode students' capacity for resilience in Chinese higher vocational colleges. Hence, it's critical to investigate measures for fostering resilience in these students, such as coping mechanisms, social support, and self-efficacy interventions. Another important element in fostering the general performance and well-being of Chinese higher vocational college students is subjective well-being. According to studies, more subjective well-being is linked to greater levels of life satisfaction, academic success, and social support as well as lower levels of stress and anxiety (Ito et al., 2017; Wu et al., 2022). Also, it has been discovered that subjective well-being is positively correlated with an optimistic outlook, resilience, and positive self-evaluation, all of which are crucial for success in college and beyond. Yet, difficulties including peer pressure, financial stress, and social isolation can erode Chinese higher vocational college students' subjective well-being. Hence, it's crucial to investigate strategies for fostering these kids' subjective well-being, such as initiatives that concentrate on resilience, optimism, and positive self-evaluation (Chen et al., 2022; Zeng et al., 2022). Subjective well-being and psychological resiliency are two concepts that are connected and can interact. Higher levels of resilience have been demonstrated to improve subjective well-being by fostering a sense of mastery and accomplishment,

which can boost optimism and self-evaluation, according to studies (Alraja, 2022; Lněnička et al., 2022). Moreover, higher levels of subjective well-being can foster resilience by fostering coping mechanisms and a positive outlook, which can boost social support and self-efficacy (Nie et al., 2022; Su, Swanson, & Chen, 2016). Consequently, it is crucial to take into account how psychological toughness and subjective well-being interact in order to support the general performance and well-being of Chinese higher vocational college students. Positive psychology therapies and resilience-building programmes are two types of interventions that may be very beneficial in helping these kids achieve their goals. The total well-being and achievement of Chinese higher vocational college students are strongly influenced by psychological toughness and subjective well-being (Chen et al., 2022; Zeng et al., 2022). Greater academic accomplishment and life satisfaction levels, as well as better coping mechanisms and social support, are all linked to higher levels of psychological resilience and subjective well-being. Consequently, it's crucial to investigate tactics for fostering these traits in Chinese higher vocational college students, such as coping mechanisms, social support, positive self-evaluation, optimism, and resilience. All seven aspects of students' subjective well-being, including identification with school, learning and personal development, safety, relationships with peers and instructors, emotional well-being, and relationships with family, can be connected to psychological resilience and subjective well-being (Šerić, 2020). A sense of belonging and connection to school can be facilitated by children who are more resilient because they may be better able to adjust to new social circumstances and form strong relationships with peers and teachers. Similar to this, students who are more resilient may be more driven to work towards their academic objectives in spite of difficulties or setbacks in terms of learning and personal growth. This may enhance their sense of pride in their accomplishments and sense of accomplishment, which in turn may enhance their subjective well-being. Students with stronger resilience may be better equipped to handle unpleasant social experiences like bullying or exclusion in terms of safety and relationships with peers (Alraja, 2022; Lněnička et al., 2022). They may be able to build healthy friendships with their classmates and experience a sense of security and belonging at school as a result. Regarding relationships with instructors, kids who are more resilient might be better able to connect positively with them, seek support when necessary, and communicate effectively with them. This may increase their regard for and confidence in their professors, which may lead to an increase in their subjective well-being. Students with higher levels of emotional resilience may be better able to control stress and unpleasant feelings while still maintaining an optimistic attitude toward life. Even in the face of difficulties and adversity, this can lead to a stronger sense of contentment and life satisfaction (Ito et al., 2017; Wu et al., 2022). Third, in terms of ties with family, students who are more resilient might be better able to preserve these relationships even in the midst of stressors or obstacles within the family. This may increase their feeling of love and support from their family, which in turn may increase their subjective well-being.

H5: Psychological resilience impact on subjective well-being.

Mediating Role of Psychological Resilience

The capacity of an individual to adjust to and recover from stress and adversity is known as psychological resilience. It is an important element of subjective well-being, which is a gauge of a person's happiness, joy, and feeling of meaning in life (Xin et al., 2021). A person's psychological resilience has been found to be influenced by a number of variables, including parental style, cultural identification, self-esteem, and behavioral objectives. In the relationship between these characteristics and subjective well-being, psychological resilience plays a mediating function, which is examined in this research review (Lněnička et al., 2022).

According to research, a person's parenting style is a significant predictor of their psychological resilience. It has been discovered that authoritarian parenting, which is defined by harsh rules and punishment, has a detrimental effect on psychological resilience. Conversely, it has been discovered that authoritative parenting, which entails establishing limits and offering emotional support, fosters resilience. According to a study by Lněnička et al. (2022) and Zhao et al. (2022), Chinese adolescents' psychological resilience was positively correlated with parental warmth, support, and monitoring. It has also been discovered that cultural identification, or one's sense of belonging to a particular culture, affects psychological resilience. Bicultural people, who identify with both their heritage culture and the dominant culture, have higher levels of resilience than people who exclusively identify with one culture, according to a study by Zhong et al. (2016). Also, it has been discovered that those with a strong sense of cultural identification have stronger coping mechanisms in the face of stress and adversity. The perception of one's own worth and value, or self-esteem, has been proven to be positively related to psychological resilience. High self-esteem makes people more likely to believe they can overcome hardship, which fosters psychological resilience. Self-esteem was revealed to be a significant predictor of psychological resilience among Iranian students in a study by Lněnička et al. (2022) and Zhao et al. (2022). It has also been discovered that behavioral intention, or a person's purpose to engage in a specific behavior, has an impact on psychological resilience. According to research, people with strong intentions to practise well-being-enhancing behaviors like exercise and mindfulness are more resilient. Also, it has been discovered that those with a growth mindset—the conviction that one's skills and intelligence can be improved through hard work and perseverance—have higher levels of resilience. The capacity for positive adaptation and coping with stress, adversity, and obstacles is known as psychological resilience. Students must develop

resilience because it helps them deal with their personal and academic obstacles and supports mental health. Each student learns the value of practising self-care by getting adequate rest, exercising, and eating healthily (Alraja, 2022; Lněnička et al., 2022; Xin et al., 2021). Encourage them to engage in techniques for reducing stress, such as deep breathing, mindfulness, and meditation. For kids who could be experiencing personal difficulties or mental health issues, offer resources and support. These can include programs for mentor-ship, academic help, and counselling services. The mediating function of psychological resilience in the connection between the aforementioned characteristics and subjective well-being has been investigated in research. For instance, Zhong et al. (2016) study on Chinese college students found that psychological resilience partially mediated the association between parental support and subjective well-being. The association between cultural identification and subjective well-being among Chinese adolescents was also found to be partially mediated by psychological resilience, according to research by Zeng et al. (2022). Increasing psychological resiliency is essential for fostering subjective well-being. Psychological resilience, which affects subjective well-being, has been found to be influenced by the parental style, cultural identification, self-esteem, and behavioral purpose. Future studies should investigate interventions that foster psychological resilience and well-being as well as the mechanisms through which these factors affect it.

H6: Psychological resilience mediates the relationship between parental style and subjective well-being.

H7: Psychological resilience mediates the relationship between behavioral intention and subjective well-being.

H8: Psychological resilience mediates the relationship between cultural identity and subjective well-being.

H9: Psychological resilience mediates the relationship between self-esteem and subjective well-being.

Moderating Role of Student Satisfaction

The overall well-being and achievement of Chinese higher vocational college students are significantly influenced by psychological resilience and subjective well-being. Another crucial variable that can modulate the association between psychological toughness, subjective well-being, and academic success is student satisfaction. The relationship between psychological resiliency, subjective well-being, and academic results among Chinese students attending higher vocational colleges is examined in this literature review with an eye towards the moderating effect of student satisfaction (Lněnička et al., 2022; Zeng et al., 2022). In order to promote happiness and successful outcomes for Chinese higher vocational college students, psychological resilience is a crucial aspect. According to studies, those who exhibit greater psychological resilience experience reduced levels of stress, anxiety, and depression as well as greater levels of scholastic success and life happiness (Diversity & Reading, 2019; Lai et al., 2022). Yet, student happiness may operate as a moderator in the association between psychological resilience and academic outcomes.

For Chinese students in higher vocational colleges, student satisfaction is a significant variable that can moderate the relationship between psychological resilience, subjective well-being, and academic outcomes (Zhong et al., 2016). Higher levels of student satisfaction are linked to greater levels of academic accomplishment, subjective well-being, and lower levels of stress and anxiety, according to studies (Liu et al., 2016; Su et al., 2016). Also, higher levels of student satisfaction can modify the association between psychological resiliency and academic achievements, so that it is stronger for students who are happier with their college experience. Another crucial element in fostering the general performance and well-being of Chinese higher vocational college students is subjective well-being. According to studies, greater levels of subjective well-being are linked to greater levels of academic success, student satisfaction, and less stress and anxiety (Lněnička et al., 2022; Nie et al., 2022). Student satisfaction may also operate as a moderator in the association between subjective well-being and academic results. The success of students' education depends in large part on how satisfied they are with their education. Students are more inclined to participate in the learning process, attend classes on a regular basis, and perform better academically when they are happy with their education (Hu et al., 2022). By including interactive exercises, group projects, and conversations, you can promote active participation and engagement in the classroom.

For Chinese students in higher vocational colleges, student satisfaction can moderate the relationship between psychological toughness, subjective well-being, and academic results. More specifically, higher levels of student satisfaction can reinforce the beneficial connections between academic success, subjective well-being, and psychological resiliency (Hu et al., 2022; Zhao et al., 2022). In addition, student satisfaction can reduce the detrimental impacts of stress and adversity on psychological fortitude and subjective well-being, hence supporting favourable student results (Šerić, 2020). Because of this, it's critical to take into account how student satisfaction influences the general well-being and success of Chinese higher vocational college students. Positive psychology therapies and student support programs are two examples of interventions that focus on both psychological resilience and student satisfaction and may be especially successful in encouraging positive results for these students (Wan et al., 2023). In the link between psychological resiliency, subjective well-being, and academic results among Chinese higher vocational college students, student satisfaction is a key moderator. Greater levels of student satisfaction can mitigate the negative impacts of stress and adversity on these parameters and improve the favourable links between psychological resilience, subjective well-being, and academic outcomes (L. Huang & Zhang, 2022). Hence, fostering positive outcomes for Chinese higher vocational college students may benefit especially from interventions that focus on both student happiness and

psychological resilience.

H10: Student satisfaction moderates the relationship between psychological resilience and subjective well-being.

Conceptual Framework

The framework we developed using the aforementioned factors is shown in Figure 1.

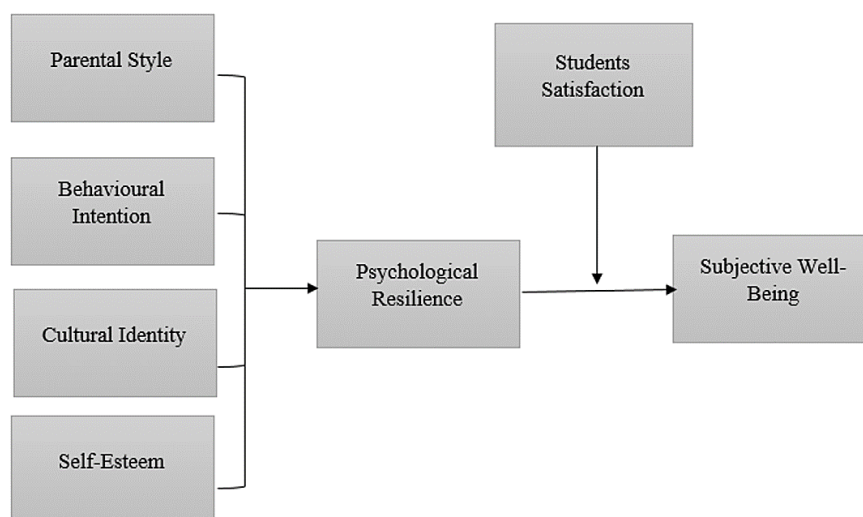


Figure 1. Conceptual Framework

METHODOLOGY

Social identity theory and self-efficacy theory were used to build the study's conceptual framework and underlying assumptions. The study focused on the subjective well-being of students in vocational colleges, the influence of cultural identity, parenting style, behavioral intention, and self-esteem, as well as the role of psychological resilience as a mediator and students' satisfaction as a moderator in Chinese students in vocational colleges. All of the students are Chinese nationals who are fluent in Chinese. The headmasters, principals, and administrators initially gave their consent. A face-to-face survey, a request for participation, and a brief description of the study's objectives were the methods these researchers used to collect data. Non-probability sampling was an effective sample approach in this study because of the size and scope of the investigation. 350 Chinese students at trade colleges will provide the information.

Participants

This study makes use of cross-sectional analysis, closed-ended questionnaires, and quantitative techniques. Participants in the study are Chinese students at vocational colleges who deliberately seek to have their schoolwork reduced. After acquiring the necessary departmental approval, a cover letter and questionnaire survey were delivered to each contact to request their willing participation in this research. After that, the survey was conducted in person. Respondents were also asked to add information in the cover letter detailing their level of linguistic skill because the poll was conducted in English. Additionally, all respondent responses were completely kept anonymous, and only the study's aggregate findings were made public. Some Chinese colleges were initially disqualified due to a language barrier and time restrictions. According to the researchers, the 350 participating school teachers concurred voluntarily since they were at peace with the survey's terminology. Between January 20 and February 20, 2023, data was collected. Due to a shortage of time, the researcher decided to halt data collection after 350 questionnaires had been returned. With a response rate of 78%, a total of 350 thorough and insightful survey responses from different Chinese vocational college students were gathered for the study. The sample for the study was chosen using a careful, deliberate selection approach. 350 Chinese students who are enrolled in vocational colleges will make up the study's sample. Random sampling will be used to choose the sample. To guarantee that the sample is representative of the population of students attending vocational colleges in China, the participants will be chosen from a variety of vocational institutions located around the country. A self-administered survey will be used to gather the data for this investigation. The chosen participants will get the questionnaire by email or in person. Both multiple-choice and Likert scale items will be included in the survey. The survey will ask questions pertaining to the aforementioned research questions. Descriptive statistics like frequency, percentage, mean, and standard deviation will be used to examine the survey results. PLS or SPSS statistical tools will be used for data analysis (Sarstedt et al., 2022). To make the results easy to interpret, they will be displayed as tables and charts. The study will be carried out in compliance with moral standards and prescriptions. Before someone fills out the survey, their informed consent will be requested. Participants will be made aware of the study's objectives and their freedom to leave at any time. The information gathered will be kept private and used just for the

investigation (Baghaei & Ravand, 2016).

Measurement Scale

A 29-item questionnaire was devised relevant to the development of the theoretical model of subjective well-being of Chinese higher vocational college students, as well as social identity theory and self-efficacy theory. ASSWBS were adapted tools, which is why researchers can't use them. Researchers can use these tools in this study, which is mentioned in the next paragraph. Appendix 1 is for measurement.

Parental style items include "I can feel my parents' affection for me and my parents used to punish me for nothing" adopted by H. Huang et al. (2022). behavioral intention includes "I want to re-experience the higher vocational college student's activity in the future and I would recommend the higher vocational college student's activity to my friends or others" adopted by (Fu et al., 2022). Cultural identity includes "My beliefs about my cultural group often conflict with one another and on one day I might have an opinion of my cultural group and on another day I might have a different opinion" adopted by Wan et al. (2023). Self-esteem includes "At times I think I am no good at all and I take a positive attitude toward myself" adopted by (Su et al., 2016). Psychological resilience includes "I feel confident helping to set targets/goals in my study area and I can think of many ways to reach my current goals" adopted by Zhong et al. (2016). Student satisfaction includes "Satisfaction with the course and satisfaction with the teacher" adopted by Šerić (2020). Subjective well-being includes "I feel that I am not especially in control of my life and I usually have a good influence on events" adopted by Kashdan (2004).

RESULTS

Table 1 contains data on demographics, research findings, social identity theory, and self-efficacy theory that are relevant to the development of the theoretical model of subjective well-being of Chinese higher vocational college students. The model's evaluation of Chinese vocational college students revealed that the student's gender, age, courses and prior education were the most crucial criteria. **Table 1** provides a demographic profile.

Table 1. Demographic Profile

Demography	Description	No. of Responses	%
Gender	Male	160	46
	Female	190	54
Age	18-25	120	34
	25-35	180	51
	Above 35	50	14
	Stitching	150	43
Courses	Sales/Marketing	140	40
	Beautician	60	17
	Matric	170	49
Previous Education	FSC	120	34
	Bs	60	17

In **Table 1**, the gender of male students was 46% and female was 54%. Vocational college students aged 18-25 were 34%, 25-35 students' age was 51%, and the age above 35 was 14%. Common Courses include vocational colleges in which stitching was 43%, sales/marketing was 40% and beauticians were 17%. Previous education of students enrolled in vocational colleges matric was 49%, while FSC students were 34% and BS were 17% in China Vocational colleges.

Measurement Model

Partial least squares (PLS) structural equation modelling was used in the current study to evaluate the performance of the more successful model. This measurement was carried out using Smart PLS. This quality score takes into account the average variance extracted (AVE), confirmatory factor analysis (CFA), convergent validity, and discriminant validity. Validity and reliability are the two main criteria used in PLS analysis. This is so because determining the model's quality is the major goal of model measurement. Convergent and discriminant validity evaluations were carried out to confirm the validity of the construct under investigation. The average variance extracted (AVE) values and item loading values were used to verify convergent validity, sometimes referred to as the internal consistency of the variables. The consistency of the items was evaluated in this convergent validity analysis (Hamdollah & Baghaei, 2016).

Composite Reliability and Validity

The factor loadings, validity, and reliability of the data gathered from 370 university students in China were also evaluated using PLS-SEM. Details on the item factor loading, validity, and reliability for the PLS measurement model are provided in **Table 2**. When evaluating an item's internal consistency, Cronbach's alpha test score is frequently utilised and must be 0.70 or higher (Fornell & Larcker, 1981). Cronbach's Alpha and

the composite reliability ratings for the variables under investigation were both higher than 0.70. While the average variance extracted (AVE) values for discriminant validity were higher than 0.50, convergence validity and high reliability were demonstrated (Fornell & Larcker, 1981). The composite Reliability ratings were above the threshold range of 0.70 and ranged from 0.838 to 0.926. Table 2 Composite Reliability displays values for Cronbach's alpha and average extracted variance.

Table 2. Composite Reliability, Cronbach's Alpha, and Ave Values

Construct	Item	Loadings	CA	CR	AVE
Parental Style	PS1	0.741	0.865	0.903	0.651
	PS2	0.825			
	PS3	0.869			
	PS4	0.781			
	PS5	0.812			
behavioral Intention	BI1	0.789	0.829	0.886	0.662
	BI2	0.748			
	BI3	0.852			
	BI4	0.859			
Cultural Identity	CI1	0.848	0.845	0.895	0.682
	CI2	0.843			
	CI3	0.817			
	CI4	0.794			
Self-Esteem	SE1	0.845	0.879	0.926	0.807
	SE2	0.937			
	SE3	0.909			
Psychological Resilience	PR1	0.861	0.872	0.913	0.725
	PR2	0.867			
	PR3	0.893			
	PR4	0.781			
Students Satisfaction	SS1	0.872	0.707	0.838	0.634
	SS2	0.768			
	SS3	0.742			
Subjective Well-Being	SWB1	0.811	0.856	0.893	0.583
	SWB2	0.838			
	SWB3	0.841			
	SWB4	0.757			
	SWB5	0.659			
	SWB6	0.653			

"Note: CR=composite reliability; AVE=average variance extracted; CA= Cronbach' s Alpha"

Discriminant Validity

Also, each study technique must demonstrate its discriminant validity. The discriminant validity of one predictor variable shows why it is distinct from some of the other latent components (Fornell & Larcker, 1981). To assess the discriminant validity, the correlated factor variability, AVE value, and other range of fundamental values must all be lower than the AVE of the independent components (Hamdollah & Baghaei, 2016). Discriminant validity, which includes comparing a concept to other conceptions, is used to validate an idea. We conducted additional studies for structural analysis once we were certain that the variables' reliability and validity met all standards. Table 3 and Figure 2 support the discriminant validity.

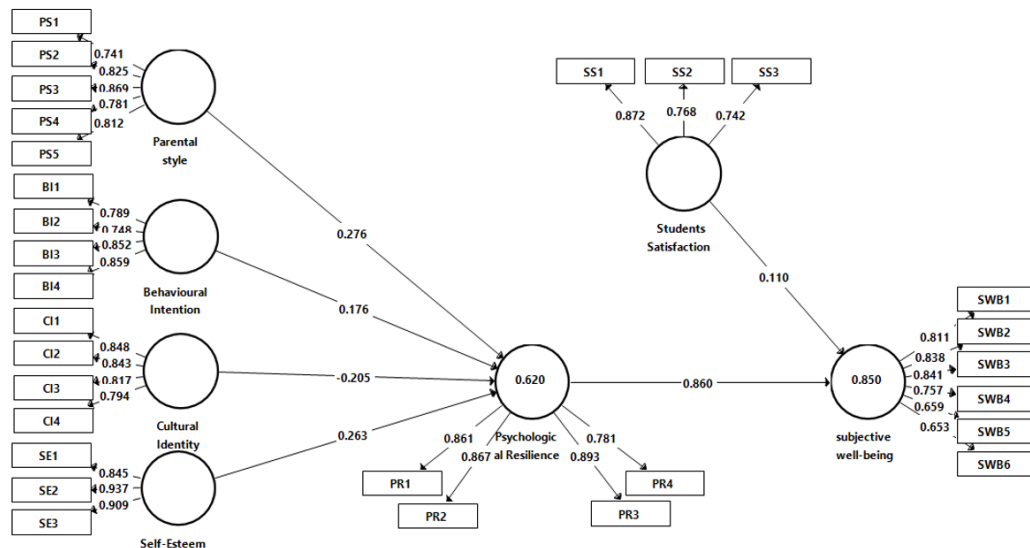


Figure 2. Assessment of Algorithm

Table 3. Discriminant Validity

	BI	CI	PS	PR	SE	SS	SWB
behavioral Intention	0.813						
Cultural Identity	-0.494	0.826					
Parental style	0.611	-0.626	0.807				
Psychological Resilience	0.609	-0.667	0.684	0.851			
Self-Esteem	0.622	-0.769	0.655	0.711	0.898		
Students Satisfaction	0.567	-0.431	0.661	0.519	0.563	0.796	
subjective well-being	0.684	-0.666	0.712	0.917	0.667	0.556	0.764

R Square

The researcher employed SmartPLS 3.0 as a tool in this inquiry. The R square sometimes referred to as the main regression model, will be provided in this study prior to addressing the impact of interactions. R² values of 0.13 should be regarded as weak, 0.33 as moderate, and 0.67 as strong, according to Hamdollah and Baghaei (2016). The variable assessment coefficient of determination is shown in the table. Table 4 shows the value of the R square of psychological resilience was 0.620 and the value of subjective well-being was 0.850.

Table 4. Assessment of R Square

	R ²
Psychological Resilience	0.620
subjective well-being	0.850

Structural Equation Model

Using a PLS-SEM bootstrapping method, the structural model route coefficients representing the hypothesised correlations were statistically determined. This study highlights the relevance of social cognitive theory and innovation diffusion theory to the study of innovation in music teaching management in Chinese universities under cultural hegemony. For bootstrapping, accuracy scores are given for biases, variance, standard errors, coefficient of determination, and other parameters. The sample distribution of this method can be used to estimate almost any statistic that uses the survey method. Moreover, it can be used to develop tests for assumptions. It is generally used as an alternative to statistical approaches when a parametric model is incorrect, unavailable, or requires the use of complicated formulas to compute sampling error (Hair Jr & Sarstedt, 2021).

Direct Relation

Direct relations refers to "an association between two variables such that they rise and fall in value together (Hamdollah & Baghaei, 2016). The results show the relationship between parental style and psychological resilience ($\beta = 0.276$, $t = 5.084$, $p = 0.0001$). H1 is therefore acceptable. The results show the relationship between behavioral intention and psychological resilience ($\beta = 0.176$, $t = 2.452$, $p = 0.015$). H2 is therefore accepted. The results show the relationship between cultural identity and psychological resilience ($\beta = -0.205$, $t = 2.575$, $p = 0.010$). H3 is therefore accepted. The results show the relationship between self-esteem and psychological resilience ($\beta = 0.263$, $t = 2.597$, $p = 0.010$). H4 is therefore accepted. The results show the

relationship between psychological resilience and subjective well-being ($\beta = 0.860$, $t = 2.339$, $p = 0.0001$). H5 is therefore accepted. In Table 5 direct relation of independent variables to dependent variables is shown.

Table 5. Direct Relation

	Original Sample	T Statistics	P Values	Decision
Parental style -> Psychological Resilience	0.276	5.084	0.0001	Supported
behavioral Intention -> Psychological Resilience	0.176	2.452	0.015	Supported
Cultural Identity -> Psychological Resilience	-0.205	2.575	0.010	Supported
Self-Esteem -> Psychological Resilience	0.263	2.597	0.010	Supported
Psychological Resilience -> subjective well-being	0.860	2.339	0.0001	Supported

Mediating Effect

Psychological resilience works as a mediating variable and the link between parental style and subjective well-being remained significant ($\beta = 0.238$, $t = 5.125$, $p = 0.0001$, respectively). Psychological resilience plays as a mediating variable and the link between behavioral intention and subjective well-being remained significant ($\beta = 0.151$, $t = 2.341$, $p = 0.020$, respectively). Psychological resilience works as a mediating variable and the link between cultural identity and subjective well-being remained significant ($\beta = -0.176$, $t = 2.443$, $p = 0.015$, respectively). Psychological resilience play as a mediating variable and the link between self-esteem and subjective well-being remained significant ($\beta = 0.226$, $t = 2.731$, $p = 0.007$, respectively). In mediation, "the parties meet with a mutually agreed-upon neutral third party who aids them in the discussion of their differences," according to Hamdollah and Baghaei (2016). Table 6 mediating effect shows between parental style, behavioral intention, cultural identity, self-esteem and subjective well-being.

Table 6. Mediating Effect

	Original Sample (O)	T Statistics	P Values	Decision
Parental style -> Psychological Resilience -> Subjective well-being	0.238	5.115	0.0001	Accepted
behavioral Intention -> Psychological Resilience -> Subjective well-being	0.151	2.341	0.020	Accepted
Cultural Identity -> Psychological Resilience -> Subjective well-being	-0.176	2.443	0.015	Accepted
Self-Esteem -> Psychological Resilience -> Subjective well-being	0.226	2.731	0.007	Accepted

Moderating Effect

To determine the moderator variable that influences the intensity or direction of the relationship between the independent and dependent variables, a test of moderation was conducted as per guidance. According to Hair Jr and Sarstedt (2021), "when there is an inconsistent or weak link between the independent and dependent variables," a moderator variable is usually used. There are several approaches for "evaluating moderating effects, such as the hegemonic regression approach," but it is hampered by the manual calculation of interaction terms using features, converts, and calculates. The information in Table 7 and Figure 3 supports this assertion by showing how the association between psychological resilience and subjective well-being is moderated by student satisfaction ($B = 0.110$, $P = 0.004$). In Table 7 moderating effect shows between psychological resilience and subjective well-being.

Table 7. Moderator Hypothesis Testing

	B-Value	T-Value	P Value	Decision
Psychological Resilience *Student Satisfaction -> Subjective Well-Being	0.110	2.869	0.004	Accepted

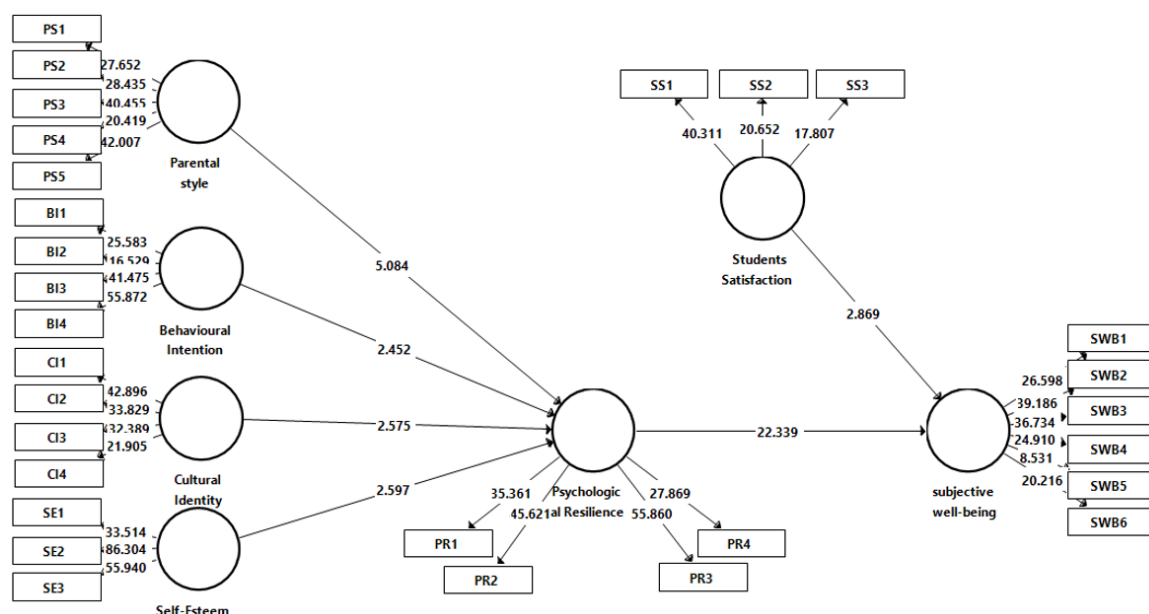


Figure 3. Assessment of Bootstrapping

DISCUSSION

The results show the relationship between parental style and psychological resilience. The ability of a person to adapt to and recover from stress or adversity is referred to as psychological resilience, and research has generally demonstrated that parental style can have an impact on this ability. Authoritative parenting has been connected to higher levels of psychological resilience, but authoritarian and permissive parenting has been linked to lower levels of resilience (Lněnička et al., 2022). Authoritative parenting is characterized by high levels of warmth, responsiveness, and control. It is vital to keep in mind the specific setting of the study (i.e., vocational college students in China) when evaluating the findings since cultural factors may also have an impact on the association between parental style and psychological resilience. The results show the relationship between behavioral intention and psychological resilience. Nonetheless, studies have often found a link between psychological resilience and behavioral intention that is beneficial. It has been discovered that behavioral intention, or a person's purpose to carry out a particular conduct, is a highly effective predictor of actual behavior. Even in the face of hardship or hurdles, those with high psychological resilience are more likely to have good behavioral intentions and carry out their intended activities (Alraja, 2022). It is significant to note that the study's particular context (i.e., vocational college students in China) may have an impact on how the relationship between behavioral intention and psychological resilience is understood in this particular population, and more research is required to fully grasp this relationship. The results show the relationship between cultural identity and psychological resilience. The study's findings may offer insightful information about how cultural identity may influence the psychological health of Chinese students attending vocational colleges. There is some evidence from prior research that suggests a strong cultural identification may operate as a barrier to psychological resilience (Chen et al., 2022). For instance, people who feel a strong feeling of connection to their cultural history may have a higher sense of meaning and purpose in their lives, which may help them deal with difficulties and adversity more skillfully. Also, having a strong support system within one's cultural community may increase one's likelihood of receiving social assistance during difficult times, which may also increase one's psychological resilience. The results show the relationship between self-esteem and psychological resilience. It is challenging to remark on the findings without additional detailed study details. Yet, psychological resilience refers to a person's capacity to deal with stress, adversity, and problems in life, whereas self-esteem often refers to a person's subjective assessment of their worth or value (Xu et al., 2022). There is some evidence from prior research that suggests a link between psychological resilience and self-esteem may be favourable. For instance, those with greater levels of self-esteem may be more likely to have a positive attitude toward life and see difficulties as chances for personal development, both of which may support psychological resilience. Yet, it is also plausible that there is a more complicated and nuanced relationship between self-esteem and psychological resilience that is dependent on a number of individual and environmental factors. The results show the relationship between psychological resilience and subjective well-being. The study's findings may shed important light on the relationship between psychological toughness and students in Chinese vocational colleges subjective well-being. There is some indication from earlier studies that people with more psychological resilience may also have better levels of subjective well-being (Zeng et al., 2022). For instance, those who can handle stress and adversity well may also feel that their life have more meaning and purpose, which could improve their general feeling of well-being. More mentally resilient people

may also be better able to sustain healthy relationships and take part in fulfilling activities, both of which may enhance their subjective well-being. Psychological resilience plays as a mediating variable, the link between parental style, behavioral intention, cultural identity, self-esteem and subjective well-being remained significant. The study's findings point to possible significant predictors of psychological resilience among Chinese students attending vocational colleges, including parental style, behavioral aim, cultural identification, and self-esteem. These elements may have an impact on a person's capacity to handle stress, adversity, and obstacles in life, which may then have an effect on their general sense of well-being (Nguyen et al., 2022). Additionally, given that psychological resilience mediates the link between these numerous characteristics and subjective well-being, it is possible that psychological resilience will be a key focus of interventions aiming at enhancing well-being among Chinese students attending vocational colleges. For instance, therapies that promote psychological resilience, like mindfulness-based interventions or resilience training, may enhance subjective well-being in this population. The association between psychological resilience and subjective well-being is moderated by student satisfaction. According to the study's findings, there may be a stronger connection between psychological resilience and subjective well-being for vocational college students who are happier with their college experience. This may be due to the fact that students who are happy with their college experience may have easier access to tools and resources that can aid in the development and maintenance of psychological resilience, such as peer and faculty relationships that are supportive, access to mental health services, and chances for personal growth and development (Nie et al., 2022; Xin et al., 2021). Students who are happy with their college experience might be more likely to feel a sense of meaning and purpose in their lives, which might enhance their general feeling of well-being. Students may also feel a sense of social connectedness and belonging as a result of having a positive college experience, which may help improve their well-being.

CONCLUSION

The construction of a theoretical model of subjective well-being (SWB) among Chinese higher vocational college students requires a comprehensive understanding of the factors that influence their well-being. This study aimed to identify and examine the factors affecting the construction of such a theoretical model. Through a thorough review of the literature and analysis of relevant factors, several key findings have emerged. First, individual-level factors such as personality traits, psychological resilience, and coping strategies play a significant role in shaping the subjective well-being of Chinese higher vocational college students. Personality traits like extroversion, optimism, and self-esteem have been associated with higher levels of SWB. Additionally, psychological resilience and effective coping strategies contribute to greater well-being in the face of challenges and setbacks. Second, socio-cultural factors have a substantial impact on the subjective well-being of these students. Social support networks, including family, friends, and peers, play a crucial role in shaping their well-being. Cultural values such as collectivism, harmony, and filial piety also influence their perceptions of well-being and impact SWB outcomes. Third, educational factors have been identified as significant determinants of subjective well-being among Chinese higher vocational college students. Academic engagement, including satisfaction with academic pursuits, is linked to higher levels of SWB. Additionally, perceived career prospects and the overall academic environment influence their well-being. By exploring the interrelationships and interactions among these factors, a comprehensive theoretical model of subjective well-being for Chinese higher vocational college students can be constructed. This model highlights the complex interplay between individual-level factors, socio-cultural factors, and educational factors, providing a holistic understanding of SWB in this specific population. The findings of this study have practical implications for educational institutions, policymakers, and practitioners. By understanding the factors that influence subjective well-being, interventions and support systems can be developed to enhance the well-being of Chinese higher vocational college students. This may include promoting positive personality traits, fostering psychological resilience, providing social support networks, promoting cultural values that support well-being, improving academic engagement, and creating a supportive academic environment.

IMPLICATIONS

The study's findings have a number of theoretical implications that social identity theory and self-efficacy theory can explain. The self-concept of a person is generated from their identification with social groupings, according to social identity theory. As a result, the connection between cultural identification and subjective well-being can be seen as a person's sense of cultural group membership. Similar to how a person's self-perception and interpersonal relationships are shaped, a person's parenting style can have an impact on their sense of belonging. According to the self-efficacy theory, a person's conduct and well-being may be influenced by their ideas about their capacity to bring about a desired outcome. In this study, self-esteem was used as a proxy for self-efficacy since it represents how people see their own competence and worth. This theoretical viewpoint is supported by the observation that self-esteem is a predictor of psychological resilience and subjective well-being. The study's conclusions also have applications for encouraging subjective well-being among Chinese students in vocational colleges. The study first emphasizes the significance of taking parenting

style into account in programmes meant to advance well-being. Student well-being may be enhanced by initiatives that instruct parents in effective parenting methods including warmth, responsiveness, and open communication. The report also emphasizes the value of encouraging diversity and cultural identity in academic environments. Students' sense of belonging can be increased by fostering an accepting and inclusive environment that celebrates cultural diversity, which may improve their well-being. Third, the research raises the possibility that psychological resilience and self-esteem-focused interventions could help Chinese students in vocational colleges improve their subjective well-being. The ability of students to handle stress and adversity may be improved by self-efficacy-promoting programmes like cognitive-behavioral therapy or mindfulness-based interventions, which may then improve their general well-being. The self-concept of a person is generated from their identification with social groupings, according to social identity theory. As a result, the connection between cultural identification and subjective well-being can be seen as a person's sense of cultural group membership. Similar to how a person's self-perception and interpersonal relationships are shaped, a person's parenting style can have an impact on their sense of belonging. According to the self-efficacy theory, a person's conduct and well-being may be influenced by their ideas about their capacity to bring about a desired outcome. In this study, self-esteem was used as a proxy for self-efficacy since it represents how people see their own competence and worth. Overall, the study offers insightful information about the variables influencing the subjective well-being of Chinese students attending vocational colleges and indicates viable directions for doing so.

LIMITATIONS AND FUTURE RECOMMENDATION

While there are several limitations that need to be taken into account when interpreting the results, the present study sheds light on the relationship between parental style, behavioral intention, cultural identity, self-esteem, psychological resilience, and subjective well-being among vocational college students in China. First off, the study relied on self-reported information, which is prone to bias and might not correctly represent participants' actual actions or encounters. To strengthen the validity of the results, future studies might employ more objective metrics or incorporate information from numerous sources. Second, because only Chinese students attending vocational colleges were the subject of the study, the results cannot be applied to other populations or cultural settings. To ascertain whether the same patterns of correlations exist across other populations, future studies could look at the relationships between these variables in different cultures or among different age groups. The study's cross-sectional design also makes it impossible to establish causality. To study the correlations between these variables over time and establish the direction of causality, future studies might employ longitudinal designs. Notwithstanding these drawbacks, the current study lays the groundwork for future investigations into the elements that influence Chinese students attending vocational colleges' subjective well-being. By examining additional elements that may influence well-being, such as social support, academic stress, and personality traits, future studies could expand on these findings. Future research may also look at the efficacy of interventions like mindfulness-based interventions, cognitive-behavioral therapy, or positive psychology interventions in enhancing well-being in this population. Lastly, to analyse the intricate correlations between these variables and to pinpoint the underlying mechanisms that underlie these relationships, future studies may employ more sophisticated statistical techniques like structural equation modelling. Future research, for instance, might look at how other factors, including coping mechanisms or emotional control, mediate or moderate the correlations between these factors. We can design more effective treatments to enhance well-being in this demographic and acquire a more complete understanding of the factors that affect subjective well-being among vocational college students in China by addressing these limitations and performing additional research in this area.

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Appendix 1

Table 8. 5-Likert Scale

Parental Style	1	2	3	4	5
I can feel my parents' affection for me.					
It's hard for me to concentrate.					
People are not friendly to me.					
My parents used to punish me for nothing.					
I feel as good as anyone.					
Transport and energy urban.					
behavioral Intention					
I want to re-experience the higher vocational college student's activity in the future.					
I would like to visit the place that I saw in the higher vocational college student's activity.					
I want to tell other people positive things about the content of the higher vocational college student's activity.					
I would recommend the higher vocational college student's activity to my friends or others.					
Performance evaluation.					
Cultural Identity					
My beliefs about my cultural group often conflict with one another.					
On one day I might have an opinion of my cultural group and on another day I might have a different opinion.					
Sometimes I feel that my cultural group is not really the society that it appears to be.					
I spend a lot of time wondering about what kind of society my cultural group really is.					
Self-Esteem					
At times I think I am no good at all.					
I wish I could have more respect for myself.					
I take a positive attitude toward myself.					
Psychological Resilience					
I feel confident helping to set targets/goals in my study area.					
I always look on the bright side of things.					
I usually manage difficulties one way or another.					
I can think of many ways to reach my current goals.					
Students Satisfaction					
Satisfaction with the course.					
Satisfaction with the teacher.					
Satisfaction with the teacher's communication.					
Subjective Well-Being					
I feel that I am not especially in control of my life.					
Most aspects of my life dovetail with my ideals.					
I do not have a particular sense of meaning.					
I am always committed and involved.					
I feel able to take anything on.					
I usually have a good influence on events.					