

The Road to Success is Paved with Good Values': College Students' Life Values and Students Well- Being in a Study of School and Family Factors

Rongrong Guo

e-mail:1002161205@ucsiuniversity.edu.my

*Faculty of Social Sciences and Liberal Arts, UCSI University, Malaysia
Guangxi University of Science and Technology, China.*

Mansor Abu Talib*

e-mail: mansorat@ucsiuniversity.edu.my

Centre of Research for Mental Health and Wellbeing, Malaysia

Abstract: Importance: College students' life values and well-being are unquestionable in determining their academic and personal achievement. Gap in Literature: Nevertheless, the current body of literature pays scant attention to complex relations between involvement in organised activities, parental encouragement, and personal contents in the sphere of education. Objective: This study intends to fill this gap by analysing the interconnection between these variables and their impact on students' quality of life and values. Methodology: Following a cross-sectional study design, the current study used a self-administered questionnaire to sample 390 university students from different universities in Guangxi Province, China. Key Findings: The study shows that extracurricular activity and parental support had a positive influence on students' performance and well-being and in turn on personal values. More importantly, coping strategies were hypothesised to mediate the relationships, while learning environments were found to moderate the six relationships. Implications: Such findings call for educative policies in matters for champions of satisfactory coping strategies, parental encouragement, and students' well-being as well as education of strict and comprehensive life values.

Keywords: Good Values, College Students, School and Family, Student's Well-being, Success.

Received: 02-05-2024

Accepted: 20-07-2024

1. Introduction

Schooling systems offer methodical learning environments that are beneficial to learners. The pros of schooling include knowing how to make the right decisions and having new ways of developing oneself. Reality increases employability and well-being since it empowers individuals to make informed decisions (Neha et al., 2020). Higher education is associated with a more advanced period of growth for

the learners. Second, people gain skills and knowledge in specific domains while developing their thinking and preparing for the job market at the same time (Johnson, 2022). We cannot overemphasise the value of acquiring character, relationships, and growth as a college student, in addition to academic pursuits. College students' social activities are multifaceted and active; the students engage themselves in athletic activities, club activities, social events, and interpersonal relations (Kinney, 2022). The aforementioned social experiences enable students to develop core competencies such as the ability to communicate, collaborate in problem-solving, be effective leaders, and possess intercultural sensitivity, among others. Another author noted that the learning context plays a crucial role in the students' educational process (Canet-Juric et al., 2021; Stevenson et al., 2018). School environments that are conducive to learning can be determined by such factors as the quality of the teachers, teaching aids, facilities, and policies in place. When there is a favourable learning environment in terms of participation, motivation, and other factors, academic success is a result (Herguner et al., 2020). There is evidence regarding cognitive influences and contextual factors that may be associated with academic achievement.

Motivation, study skills, time-management skills, and self-discipline are crucial. Academic performance can be determined by teaching quality, curriculum content, peer pressure, and family background. Sports, clubs, involvement in youth organisations, and the arts can teach punctuality, confidence, cooperation, and organisation (Amenya et al., 2021). It can be concluded that parental involvement affects children's academic performance. In essence, there is evidence to suggest that parental encouragement, stringent norms, and a child's interest in academic success boost academic achievement. It is essential to ensure student mental health and well-being, stress management, and assistance when required for students to be happy and perform well in academics (Dehghan Manshadi, Fallah, & Chavoshi, 2023). Last but not least, managing stress in the academic population requires effective Coping Strategies. Coping strategies include time management, seeking help from teachers and tutors, task chunking, self-evaluation, and work-life balance. Honing these strategies enhances stability, anxiety, and academic achievement (Yılmaz & Tantekin Erden, 2022).

Extracurricular activities have a positive effect on students' personal and academic growth and development. These activities, being mostly organised during extra-curricular time, enable learners to develop talents and interests outside the learning environment. However, these activities might affect a student's academic progress rate depending on the level of Parental Support (La Charite et al., 2023). Parental support, defined as motivational and active support, has been described as having a positive impact on students the achievement of objectives, acquisition of other life skills, and boosting their self-confidence (Rahman et al., 2021). The combination of both after-school activities and Parental Support may lead to improvement of students' well-being and performance among the adolescents (Rodríguez-Jiménez et al., 2022). Therefore, student achievement and growth are influenced by student well-being and college life values. Student well-being refers to the physical, mental, emotional, and social status of the student.

Special attention should be paid to the role of the College success factors reckoning not only the characteristics of the achievement but also the complex school and family

influences that define students' well-being and their values. The present literature, nevertheless, pays limited attention to the complex interplay between extracurricular participation dimensions, parental involvement, and personal coping in the educational setting. The lack of research on these relationships is a significant gap because the knowledge of these relations might contribute to enhanced understanding of the paths to personal value acquisition and well-being as the groundwork for students' success. However, the above study gaps present a shortfall, as these areas have not been widely researched, and our study aims to address them as they provide a better understanding of student development.

The importance of student affairs in promoting the learners' effective functioning for academic accomplishment in the college learning environment cannot be overemphasised (Mendoza & Yan, 2023). The life values of college students involve a system of beliefs and attitudes that determine their behaviours and decisions at the college and in other spheres of life. These values determine students' perceptions of educational and personal goals, interpersonal interactions, and future professions (Pather et al., 2020). Enhancing students' quality, as well as college-life values, is vital for constructing a friendly and positive college climate that helps students as individuals and academic beings. Problem solving, mood regulation, and seeking social support may mitigate the link between these factors and have been suggested to act as mediators for the relationship (Yılmaz & Tantekin Erden, 2022).

Moreover, the student learning context factors like teacher-student communication, classroom, and school climate may also have a moderating influence on how extracurricular participation, parental involvement, and academic achievement affect learners' psychological wellness and essential values (Dede Yildirim & Roopnarine, 2019). Due to such complications, it is important for educators and politicians who have a vested interest in the development of college students to grasp such relationships. Humphries et al. (2019) suggested that the students will be useful for the challenges and strain of college life by finding coping methods and a constructive learning atmosphere; in this way, the well-being of students and values in students may be improved. Experiences in the Learning Environment influence students and can buffer the effects of extracurricular activities, parental encouragement, and academic achievement on students' well-being and college-student life values (Câmara-Costa et al., 2021). The aim of this research is to establish whether school performance has any relationship with participation in co-curricular activities, as well as parental support. The correlation between life values of college students and the above-mentioned factors is studied by using coping techniques as a mediator and the Learning Environment as a moderator.

As a result, the work demonstrates the importance of offering additional activities and support from parents for promoting the well-being and ethical values of learners. The results show that the involvement of students in after-school activities and parents' care are related to the increase of well-being and values in life. The study also focuses on the role of Coping Strategies in mediating the relationship between the said variables and the welfare and ethical standards of students. The proposition of the reasoning here is that by employing efficient Coping Strategies, the students have the capacity to manage their stress, hence improving on their well-being and the values that they have in their lives. The investigation also identifies the role of moderating in the educational environment to prevent the

emergence of such pathogenic patterns. The arguments briefly suggest that an environment that encourages learning support may enhance the positive effects of participation in co-curricular activities, parental encouragement, and academic success on the youth's welfare and ethic.

2. Literature Review

2.1. *Extracurricular Activities and Student Well-Being*

The opportunity to participate in Extracurricular Activities can be especially beneficial to students, as distinguished by Umeh, Bumpus and Harris (2020). Learners who participated in extracurricular activities had better life satisfaction and good affect in comparison to the learners who weren't involved in extracurricular activities. Oberle et al. (2020) also found that these activities enhance the health of students as they aid in their psychological well-being. In their study of high school pupils, Boelens et al. (2022) establish that participation in other activities helps lower depression and anxiety. Garakani et al. (2021) reported that organised after-school activities lowered depressing indicators in middle school students. Studies also indicate that students who participate in extracurricular activities experience better social development (Bodolica, Spraggon, & Badi, 2021). Children who engaged in such activities during middle school received higher scores in social capability, peer selection, as well as leadership.

2.2. *Extra-Curricular Activities and Life Values of College Students'*

According to the data, extracurricular activities play the most significant role in shaping college students' life values. Co-curricular activities enhance students' values (Pagani et al., 2020). In total, the study stated that responsibility, empathy, and respect for others were positively linked to extracurricular activity participation. Also, Carolan (2018) found that students' participation in extracurricular activities promotes their moral development. From the study, the researcher was able to identify that extracurricular activities assisted the pupils in moral decisions and general morality. In their research, Oberle et al. (2020) identified that students who spent more time in extracurricular activities had higher academic performance. Based on the study, sports made the students learn self-discipline, time management, and setting of goals. All these qualities enhanced the children's performance in academic institutions.

2.3. *Support from Parents and Students' Quality of Life*

The importance of parental care in determining various concerns of students has always been acknowledged. Parent and communicate have been found to have a positive and significant" influence on social competence, prosocial behaviour, social integration, and aspects of college or school membership. Also, the role of parental help leads to favourable attitudes and assessments of themselves amongst students who are pursuing their higher education while at the same time acting as a protective factor against the development of such conditions like stress, tension, and depression. Parental involvement that includes activities like helping with homework, supervising academic progress, and providing educational materials is positively linked to both better instructional motivation and performance. Consequently, the findings of this study underscore the importance of Parental Support in promoting the well-being of

students.

2.4. Parental Support and College Students' Life Values

This paper suggests that parents' support is a significant determinant of the ethical conduct of college students. According to Hoffman (2017), some of the key aspects that parents need to embrace regarding their college-bound children in developing a strong ethical system include openness and support in matters concerning moral considerations and values. Peterson's (2018) finding supports the notion that parental supervision and ethical and moral discourse contribute positively to ethical qualities in college students. Through the support provided by the dads and moms, obligation, self-discipline, and responsibility become the values of today's university students. Moms and dads who frequently quiz, judge, and give instructions also play an essential component in cultivating values of accountability and resolve as mentioned by Kanaya and Santiago (2022). Obviously, parents not only exercise control over their children's behaviour but also contribute to shaping college students' accountability since they help to make students self-reliant and enhance the importance of assuming responsibility for duties.

2.5. Academic Achievement and Psychological Health

Suldo et al. (2009) have identified a positive relationship where increased performance in education predicts longer ranges of life pleasure and subjective well-being among adolescents. Khamsuk and Whanchit (2021) conducted an observational study to establish that there is a good relationship between academic learning and performance and students' mental health. There was also an observed relationship with intellectual fitness that positively impacted academic achievement. In their longitudinal study, Olivier et al. (2019) concluded that students who obtained higher significant instructional achievements demonstrated fewer symptoms of depression and anxiety for a more extended period. Moreover, Suldo et al. (2009) confirmed the negative correlation between the miserable academic performance and the reduced amount of internalising troubles that include shyness and the emotional disturbance. Moreover, it is important to note that the degree of shallowness and self-efficacy increases and decreases with college achievement. This can be attributed to high correlations between self-perceptions of vanity and self-efficacy with academic performance as postulated by Wigfield (2023). Positive self-evaluation increases people's well-being and self-actualisation when facing various tasks and obstacles in different spheres of life.

2.6. Achievement, Academic Success, Successful College Student and Their Life Priority

Values The transition from high school to college may pose challenges to many students due to the reasons that they are expected to adapt to new learning as well as social contexts (Riegel et al., 2021). While the purpose of college is to achieve academic achievement, it is expected that students' thinking and beliefs will be transformed by their college experience. A study done on college students identified that there exists a relationship between student performance and several life values. The study conducted by Canet-Juric et al. (2021) revealed that the level of academic performance has a positive influence on students' ethical beliefs. Such values were the students' morality, truthfulness, and their sense of responsibility in the society.

2.7. Coping Strategies as a Moderator

A number of experimental research works have attempted to establish the role that coping strategies play as a moderator of the association among students' co-curricular activities and overall psychological health. For example, in the study by van de Venter and Hills (2022), the authors determined that problem-focused coping was the variable that explained how engagement in extracurricular activities was related to academic performance. Besides this, there is evidence that shows that Coping Strategies act as a mediator in the relationship that exists between Extracurricular Activities and the life ethics of university students. From the study that Mose et al. (2022) conducted on the effect of extracurricular sports on private increase values, it was noted that problem-centred coping methods were the factor that acted as a moderator between the two variables.

Furthermore, the analysis also revealed that Parental Support had no direct effect on Chinese college students' PWB; instead, it was fully mediated by Coping Strategies. Nevertheless, this was the observation that was made on a study that was done in China. This indicates that the kind of impact that Parental Support has on the welfare of the kids is, in fact, relative to the coping styles that are employed by the students. The author has examined the role of Coping Strategies as the moderator related to Parental Support and life values of college students. For example, in the comparative study of coping mechanisms and life values among college students and their parents, Jones and Hinchliffe (2023) found that coping mechanisms explained the relationship between Parental Support and life values partially.

People cope with stresses and deal with challenging circumstances through specific thought processes and behaviours that are known as coping mechanisms (Yilmaz & Tantekin Erden, 2022). The strategies used by students have been identified as one of the main predictors of their psycho-emotional state and academic performance (Huang, 2022). Many works have been dedicated to the probable mediating role of coping styles for academic achievement and life attitudes. Problem-focused coping style was also found to play a mediating role in the relationship between academic performance and life satisfaction among college students, according to Zhao, Xia and Huang (2020). The research was carried out on college students in China only. Similarly, Tao et al. (2022) noted that the interaction between academic stress and life satisfaction among college students was mediated by positive coping behaviour.

2.8. Learning Environment as a Moderator

The well-being and joy of college students are important parts of the teaching-learning process and have been the topic of many studies. From the research that has been done, it is clear that Coping Strategies, the tactics that people use to handle stress, do indeed impact the college student well-being (Li et al., 2021). The contextual setting in which students find themselves in college plays a moderating role in the relationship between Coping Strategies and scholar mental health. This paper concludes by emphasising the importance of developing effective coping mechanisms as an essential aspect of the students' well-being. As per some findings, college students who pay to rent wholesome coping mechanisms, which include seeking social support or engaging in physical activities, have better outcomes in the aspects of their mental health (HaitaoHao, Sbeih, & Shibly, 2021).

Education context, which could comprise the classroom environment, approach to instruction, and the organisational culture of the school, might function as a moderator in the associations between coping methods and the students' well-being (Freel et al., 2022). It is during college that people develop their life values, beliefs, and ways of handling stress, which are likely to occur at some time in the student's academic years. A person experiencing difficulty in their life may turn to certain behaviours as a way of managing these experiences (O'Flynn-Magee et al., 2020). Several studies have indicated that life values of an individual contribute significantly to the decision of a person on the strategies to use when faced with certain adverse situations (Kobayashi et al., 2023). Also, research has unveiled that college students' learning environment influences the formation of life values as well (Li & Che, 2022).

2.9. Hypothesis Development and Conceptual Framework

On the basis of a literature review, it is suggested to consider that extracurricular activities, parental support, and academic success have a direct positive effect on college student well-being and college student life values. Coping Strategies are therefore a mediator while the Learning Environment is a moderator. Therefore, from the literature above and based on the conceptual framework in figure 1, we propose the following hypothesis.

Table 1: Research Hypothesis.

Hypothesis	Statement
H1	Extracurricular Activities have a significant and positive impact on student well-being.
H2	Extracurricular Activities have a significant and positive impact on college student life values.
H3	Parental Support has a significant and positive impact on student well-being.
H4	Parental Support has a significant and positive impact on college students' life values.
H5	Academic Success has a significant and positive impact on student well-being.
H6	Academic Success has a significant and positive impact on college students' life values.
H7a	Coping Strategies mediate the relationship between Extracurricular Activities and student well-being.
H7b	Coping Strategies mediate the relationship between Extracurricular Activities and college student life values.
H7c	Coping Strategies mediate the relationship between Parental Support and student well-being.
H7d	Coping Strategies mediate the relationship between Parental Support and college student life values.
H7e	Coping Strategies mediate the relationship between Academic Success and student well-being.
H7f	Coping Strategies mediate the relationship between Academic Success and college student life values.
H8a	Learning Environment moderates the relationship between Coping Strategies and student well-being.
H8b	Learning Environment moderates the relationship between Coping Strategies and college student life values.

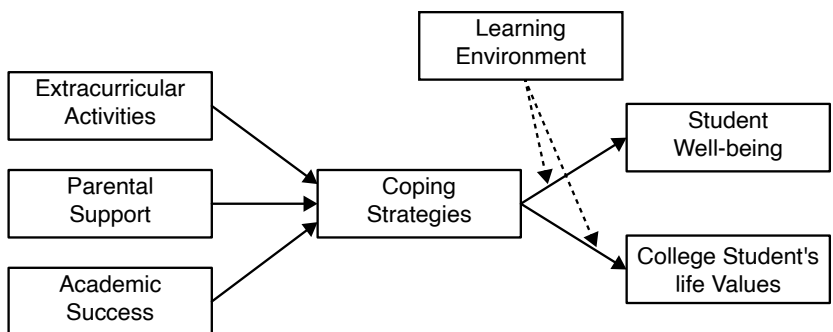


Figure 1: Conceptual Framework.

3. Methodology

3.1. Sampling Strategy

This study was a cross-sectional research approach; this is a correlation research design whereby data was collected once. Convenience sampling was adopted in this study, and participants were college students from different universities in Guangxi Province, China. The sampling technique applied in this study was convenience sampling, whereby participants were easy to reach and accessible to the researchers. This method enabled the researchers to obtain data within a short span of time from a group that is easily accessible, but the results may not seem to apply to all university students.

3.2. Participant Demographics

The survey targeted 390 students in the study. Of these participants, 42 percent (165 students) were male and 58 percent (225 students) were female. Age-wise, the participants were divided as follows:

Forty six percent were 14-16 years of age (180 students).

Twenty eight teachers 38% of the students were aged between 17 and 19 years; 150 students in total.

15 % was of the population aged 20 years and above that is 60 students.

Regarding their academic year, the distribution was:

43 percent of the respondents were first year students (169 students).

57 percent were second year students (221 students).

This demographic data points a highly diverse sample depending on the age, gender, and even the study year of the participants.

3.3. Inclusion/Exclusion Criteria

Having said the above, it was not very clear and well outlined the inclusion/exclusion criteria as outlined in the provided snippets of the study. However, by reading through the snippet of the study, one can easily infer that the target population included only undergraduate students currently learning in any university in Guangxi Province. The criteria likely required participants to be:

Active learners in the universities from which the sample was taken.

D = Subjects have volunteer consent and self-administered the questionnaire hence ready to participate in the study.

3.4. Exclusion criteria might have included:

Others or postgraduates since the study targeted only the current undergraduate students.

Any student who is not of the right age or who is not in any of the associated universities.

The method of sampling used in this study guarantees that conclusions and recommendations derived from the study will indeed be relevant to the intended sample of students in a given educational level and geographical locality.

4. Data Analysis Technique

This kind of analysis is useful for research questions where the author aims to

compare the relationships of multiple independent variables to a dependent variable. To test the moderating effect of the Learning Environment and the mediating effect of Coping Strategies, Hayes' PROCESS macro for SPSS was employed. This type of analysis was selected because it emerges as enabling the examination of numerous predictors and their interaction with the outcome variable.

5. Results

The evaluation given in the study affords elaborate information concerning the social values. It also breaks down the interaction between the co-curricular activities, parental encouragement, and students' performance, stress management, achievement of life values, and finally, well-being. In this part, the results obtained for each hypothesis are presented and discussed within the framework of our theoretical model of the effects of school and family factors on college students' lives.

5.1. This Study Focuses on Demographics and Descriptive Statistics

The sample consisted of 390 persons, 58% of whom were female. Distribution of ages depicted early college population since 46% represented students within 14-16 years. Most of them were first- or second-year college students, so they can genuinely share their experience on the transition to college.

5.2. Hypothesis Testing

H1 & H2: Effects of School Sports/Fully Induced Extracurricular Activities

The self-organisation and participation hypotheses assumption was that ECA increases the level of students' well-being (H1) and life values (H2). Thus, the received analysis supported these hypotheses; the coefficients have the positive values ($B=0.309$, $p<0.001$ for H1 and $B=0.230$, $p<0.001$ for H2). This means that going for activities outside the classroom not only makes students' lives colourful but also makes them have a sound emotional and psychological state. These results support the theorisation postulating that engagement in a multiplicity of guises facilitates perceived competency and inclusion.

H3 & H4: Role of Parental Support

The data demonstrated that parental support strongly correlates with increased student well-being (H3: Hypothesis I: Media-related experience results in better BRAND-CONNECT brand experience perceptions (H1: $B = 0.340$, $p < 0.001$) and H4: Having a positive impact on overall life values ($B = 0.260$, $p < 0.010$). Such observations are well aligned with the propositions of the framework that gives much importance to the family as the source of affective and allocative resources that are necessary for the acquisition and development of academic achievement-related and other personal assets.

H5 & H6: Academic Success

As hypothesised, academic success was found to be a significant predictor of both student well-being (H5) and life values (H6: $B=0.190$, $p<0.020$). The results of these achievements indicate academic accomplishments bring more than simply educational benefits; they bring ethical and emotional advances.

Mediation role of coping strategies hypothesis (H7) H7a, seven sub-hypotheses are generated under a broad assumption of the mediating role of coping strategies, each investigating the intervening impact of coping strategies on the business

performance relationship of a particular variable.

They also support the assumption that coping styles play an important mediating role in the relationships between extracurricular activities, parental involvement, academic achievement, and overall students' well-being, as well as the main study outcomes, namely, the values system. For example, the relationship between extracurricular activities and well-being was partially mediated by coping strategies (H7a: $B=0.499$, $p<0.001$). This shows that resiliency involves adapting the appraisal process to make the best use of environmental resources for the best psychological benefit.

5.3. Moderating role of learning environment on (H1a & H1b)

The learning environment was shown to moderate the effects of coping strategies on both student well-being (H8a: In so doing, the results confirmed the hypothesised relationships between materialism and escapism (H8a: $B=0.060$, $p=0.005$) and life values (H8b: $B=0.090$, $p=0.030$). This supports the hypothesis that situational context in which learners function may determine the extent to which they use coping assets.

5.4. Interpretation of theoretical framework

The results indicate that there are sequences of personal and social networks' interactions coexisting with personal strategies, all of those being part of the broader education context. Taken together, these elements contribute to the environment, which enables students to grow academically as well as personally. As expected, coping strategies served as a major moderator by revealing the need for interventions aimed at developing effective coping styles that should help students cope with pressures early enough when they join college. The moderation of the learning environment further implies that there is a need for policies aimed at improving educational learning environments through which benefits obtained from the extracurricular activities and the support offered by parents can be enhanced.

5.5. Demographics Profile

Table 1 presents the demographic characteristics of the participants who signed up and voluntarily consented to participate in the research. The table indicates the frequency and distribution of the participants by age, gender, and year. The number of subjects in the sample was 390, out of which 165 (42%) were male and 225 (58%) were female. Regarding age, 180 (46%) of the respondents were within the age of 14-16 years, while 150 (38%) of the respondents were within the age range of 17-19 years, and the remaining 60 (15%) were within the age of 20 and above. As for the college year, 169 of the participants were first-year students and 221 were second-year students.

Table 2: Demographic Profile of Participants.

Category	Frequency	%
Gender		
Male	165	42
Female	225	58
Age		
14-16 years	180	46
17-19 years	150	38
20 years and above	60	15
College		
1st year	169	43
2nd year	221	57

5.6. Reliability Test

The alpha coefficient refers to the internal consistency or reliability of the scale that has been used to measure the variable, with an alpha value closer to '1' depicting higher consistency. The criticism number, therefore, refers to the number of items deleted from the scale to improve the reliability of the instrument. It is important to note here that the values of alpha coefficients may differ depending on some factors, such as the objectives of the study. Conventional wisdom suggests that alphas can range from .70 to .95, with .70 being acceptable and values above .80 being excellent. Cronbach alpha coefficients shown in Table 2 indicate high internal consistency with alpha values ranging from 0.793 to 0.912. Parental Support and Academic Success are the two factors with the highest alpha coefficients, which means very high internal consistencies. The coefficients of Coping Strategies and student well-being are slightly lower than the above variables but are still reasonable enough. The Cronbach's alpha of the college students' life value scale is lower but can also be reflected as being reliable.

Table 3: Reliability Test Results.

Variables	Alpha Coefficient	Criticism Number	Information
Extracurricular Activities	0.856	0.852	High
Parental Support	0.898	0.891	Very High
Academic Success	0.912	0.917	Very High
Coping Strategies	0.812	0.816	High
Student Well-being	0.798	0.792	High
College Students' Life Value	0.793	0.791	High
Learning Environment	0.823	0.825	High

The mean of the variables is between 4.1 and 4.83, suggesting that on average, the participants were positive towards these variables. Thus, there is a significant variation in the responses obtained, which is evident from the standard deviation values varying from 4.016 to 4.770 (table 3). Skewness points out how much a variable deviates from the normal distribution and in which direction. High values of skewness (as seen in Extracurricular Activities, Parental Support, and Coping Strategies) indicate that the distribution has been skewed towards the right side, with high values having the effect of shifting the mean to the right. A negative coefficient of skewness (not present in this table) is indicative of the fact that the distribution is skewed to the left, the implication being that a few cases with extremely low scores skew the mean towards the left.

The 0 skewness in Academic Success, Student Well-being, College Students' Life Value, and Learning Environment indicates that all these constructs have symmetric distribution. Kurtosis deals with the peakedness of the distribution curve. As mentioned earlier, higher kurtosis means that the distribution has higher scores than a normal distribution, and this is evident in Extracurricular Activities, Parental Support, and Coping Strategies. A kurtosis of 0 indicates that the distribution of scores has fewer cases of extreme values relative to the normal curve distribution. Where kurtosis is equal to 0, such as in the case of Academic Success, Student Well-being, College Students' Life Value, and Learning Environment, infer that the distribution is normal.

Table 4: Test of Normality.

Variables	N	Mean	SD	Skewness	Kurtosis
Extracurricular Activities	390	4.49	4.702	1.137	.124
Parental Support	390	4.78	4.058	1.433	.124
Academic Success	390	4.83	4.770	.470	.124
Coping Strategies	390	4.20	4.323	.914	.124
Student Well-being	390	4.69	4.243	.444	.124
College Students' Life Value	390	4.16	4.016	.480	.124
Learning Environment	390	4.10	4.021	.840	.124

The tolerance value can be interpreted as the percentage of the sum of squares of the predictor variable that is not accounted for by the further predictor variables in the model. Multicollinearity increases the variance of the coefficient by the VIF, which is 1 divided by the tolerance variable. The value VIF and tolerance are presented in Table 4.

Table 5: Multicollinearity Test.

Predictor	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
Extracurricular Activities	0.329	0.079	0.392	4.17	0.0001	0.617	1.619
Parental Support	0.468	0.089	0.423	5.261	0.0001	0.481	2.079
Academic Success	0.128	0.070	0.170	1.829	0.068	0.867	1.152
Coping Strategies	0.249	0.081	0.265	3.076	0.002	0.758	1.319
Learning Environment	0.177	0.069	0.234	2.55	0.011	0.815	1.227

The findings in table 5 refer to analysis in which various variables that could potentially influence the SWB and CSLV have been tested. These six hypotheses (H1–H6) enable the direct testing of each of the independent variables on the dependent variable. The following sub-hypotheses (H7a–H7f) are mediating hypotheses for testing the extent to which the impact of the independent variable on SWB and CSLV is fully or partially mediated through CS. The last of them is the moderating hypotheses (H8a–H8b), where it seeks to find out if the interaction between the CS, SWB, and CSLV influences the LE. Hypothesis one focused on a direct relationship between EA and SWB, and the regression test has shown that the value of coefficient B is 0.309, a positive and statistically significant level of 0.000. This means that there does exist a relationship between the two; in other words, and as it stands, there is a positive relationship between the conducted extracurricular studies and the identified levels of SWB.

H2 posited that there is a significant correlation between PS and SWB. Based on the findings of the analysis, it is found out that coefficient (B) is 0.340, and it has a positive t value of 10.370, and it is significant at the 0.05 level of significance, which suggests that the null hypothesis cannot be accepted. This means that as the level of Parental Support increases, the SWB is also likely to increase. As explained by H3, the results indicated that there is a positive association between AS and SWB. The analysis reveals that the coefficient (B) value is 1.120 and is highly significant ($p < 0.001$), and thus it can be concluded that it is positive. This implies that there is a positive relationship between academic success and SWB.

As for the hypothesis H4, regarding the relationship between EA and CSLV being positive, it was identified that the coefficient (B) is 0.230, $p < 0.001$, which supports this hypothesis. This shows that as the number of Extracurricular Activities increases, CSLV does as well. In relation to H5 of the current study, the findings establish a significant and positive correlation between PS and CSLV. As for B, the data indicates that it

is 0.260 and is positive, which proves that the analysed. Linear regression analysis results indicate that the relationship between the rank of the electoral college and the number of electoral candidates is statistically significant, $p < 0.01$. This means that when boosting Parental Support, the CSLV of the individual is also affected in a similar manner. From H6, it is revealed that AS has a positive influence on CSLV. From the results as depicted above, the coefficient (B) is 0.190, a positive value and statistically significant at the 0.05 level of significance. This implies that there is a positive correlation between high academic performance and high CSLV.

Table 6: Regression Analysis.

Hypothesis	Relation	B	Std. Error	T-value	P-value	LLCI	ULCI
H1	EA -> SWB	0.309	0.073	4.187	0.0001	0.1640	0.454
H2	PS -> SWB	0.340	0.070	4.821	0.001	0.1542	0.423
H3	AS -> SWB	1.120	0.230	4.84	0.001	0.1356	0.424
H4	EA -> CSLV	0.230	0.060	3.78	0.001	0.1972	0.436
H5	PS -> CSLV	0.260	0.090	2.93	0.010	0.1342	0.446
H6	AS -> CSLV	0.190	0.070	2.71	0.020	0.1245	0.435

H7a-H7f propose that extra-curricular activities, parental support, academic achievement, SWB, and CSLV are related to one another through CS. Therefore, the results suggest that EA, PS, and AS influence SWB, including CSLV, indirectly through the moderator or mediator of CS. For example, the coefficient (B) relating to EA -> CS -> SWB equals 0.499, which is positive and significant at $p = 0.0001$. This implies that CS is a moderator in the relationship between EA and SWB. Likewise, for the pathological model regression result, the coefficient (B) for PS -> CS -> SWB is 0.300, which is also positive and statistically significant with the $p = 0.0001$. This means that PS and SWB are associated through CS. The coefficient for AS -> CS -> SWB is 'B = 0.236,' which is positive and shown to be significant at 'p = 0.0001.' In other words, this indicates that CS only partially mediates the relationship between AS and SWB. The coefficient ('B') for EA -> CS -> CSLV is 0.271, indicating it as a positive value and statistically significant ('p=0.0001'). This implies that EA influences CSLV in a positive manner, and this is made possible by CS. In the same way, the coefficient ('B') for 'PS -> CS -> CSLV' equals '0.792,' indicating it as positive and statistically significant at 'p=0.0001.' This is an indication of the fact that the interaction between PS and CSLV is actually contingent on CS. AS -> CS -> CSLV has a coefficient (B) of 0.670, which can be considered positive and statistically significant ($p=0.0001$). This suggests that there is a partially mediated relationship between AS and CSLV through CS, as shown in Table 6.

Table 7: Results of Mediation.

Hypothesis	Relation	B	Std. Error	T-value	P-value	LLCI	ULCI
H7a	EA -> CS -> SWB	0.499	0.069	5.347	0.0001	0.1986	0.644
H7b	PS -> CS -> SWB	0.300	0.048	6.871	0.0001	0.2141	0.4076
H7c	AS -> CS -> SWB	0.236	0.031	5.048	0.0001	0.178	0.302
H7d	EA -> CS -> CSLV	0.271	0.048	12.629	0.0001	0.183	0.371
H7e	PS -> CS -> CSLV	0.792	0.0567	13.971	0.0001	0.181	0.404
H7f	AS -> CS -> CSLV	0.670	0.047	14.261	0.0001	0.177	4.762

8a-H8b are the two hypotheses that analyse the mediating role of LE on the

relationship between the CS, SWB, and CSLV. Therefore, it is possible to conclude that the LE and CS have an interaction effect on the SWB and the CSLV. Thus, the regression weights for the equation LE CS -> SWB are 0.060, which means it is a positive and statistically significant ($p < 0.05$) impact. This indicates that LE plays a moderating role between CS and SWB. Equally, the coefficient for LE CS -> CSLV is 0.090, with ' p ' < 0.05 and greater than zero, meaning the impact is also positive. This means that the moderating effect of LE on the CS and CSLV relationship has a statistically significant value (Table 7, Figure 2, and Figure 3).

Table 8: Moderation Results.

Hypothesis	Relation	B	Std. Error	T-value	P-value	LLCI	ULCI
H8a	LE * CS -> SWB	0.060	0.030	2.020	0.005	0.030	0.320
H8b	LE * CS -> CSLV	0.090	0.040	2.260	0.030	0.145	0.576

Note: EA= Extracurricular Activities, PS= Parental Support, AS= Academic Success, CS= Coping Strategies, LE= Learning Environment, SWB= Student Well-Being, CSLV= College Students Life Values

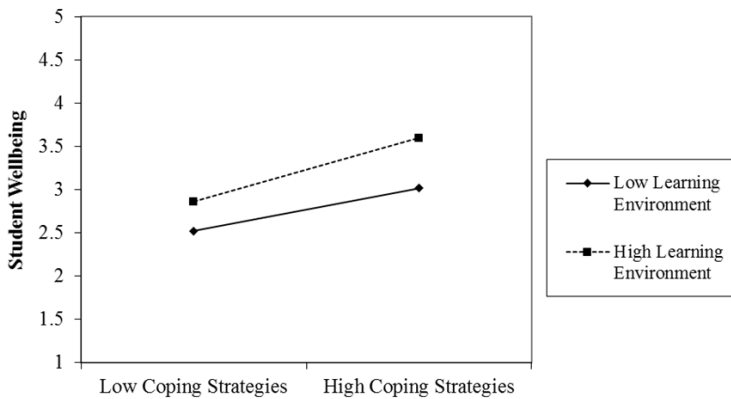


Figure 2: Learning Environment as Moderator between Coping Strategies and Student Well-Being.

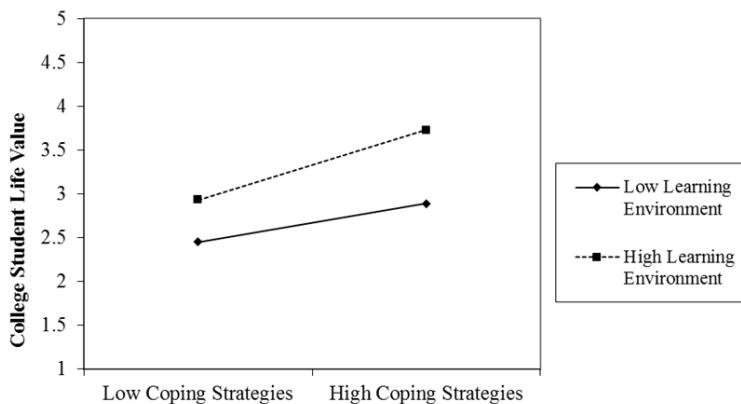


Figure 3: Learning Environment as Moderator between Coping Strategies and College Student Life Value.

6. Discussion

Students gain social and psychological benefits from their participation in co-curricular activities. Studying and engaging in other non-academic activities can decrease anxiety and sadness among adolescents (Lee & Joo, 2020). In their study, Bang, Won and Park (2020) noted that self-esteem was negatively related to perceived stress and positively related to extracurricular activities among university students. The second hypothesis entails examining the effects of involvement in co-curricular activities on the life values of college students. Students acquire skills and values within colleges or universities through co-curricular activities. First, extracurriculars help inculcate responsibility and accountability among the learners. As pointed out by Bobdey et al. (2021), the students who engaged in extracurricular activities were punctual and more responsive to their tasks within the classroom and other areas of responsibility. Sports and other co-curricular activities assist pupils in group performance. This is in light of a number of findings by Boelens and colleagues in the University of Cambridge's study indicating that participation in cocurricular activities fosters development of teamwork and collaboration (2022). These abilities can also enable students to be successful in their jobs when they are in various organisations that adopt the modern methods of working in teams. The third hypothesis is as follows:

There is a significant relationship between Parental Support and students' well-being. Parental involvement is imperative for the well-being of the students. Many studies confirm that parental involvement and support enhance a child's wellbeing as a student (Freel et al., 2022). Positive parenting entails the provision of support, which can also be in the form of emotional support from the parents. Parents' emotional support boosts students' self-esteem. Humphries et al. Continuing to examine the link between the above factors, it was specified that parental emotional support enhances academic achievement, anxiety, depression, and social skills in children. Other types of assistance involve helping the child with his/her homework and projects by the parents. It is shown that parents who assist their children with homework assignments receive higher grades and have better results on achievement tests (Kotera et al., 2022).

The fourth hypothesis is going to explain the effect of Parental Support on the life values of college students. Offering support to college students can have a highly influential impact on their values in life. Findings revealed that college students' perceived parental support enhances purpose and identity, which shape their life values (Goodman et al., 2022). For purpose, Parental Support is found to enhance the positive aspect of purpose, which is a life value among students. As stated by Law et al. (2019), the study's findings revealed that when students received support from their parents, they often had a purpose and direction in life, which enhanced life values. As previously discussed, Parental Support influences identity construction, which is a second aspect of life values among pupils. College students require parental support for the development of healthy self-identity. By providing emotional and practical assistance, parents can enable children to recognise and embrace their values and beliefs as well as their goals in life—life values (Chen et al., 2020).

The fifth hypothesis will further examine the effect of academic success on student well-being. Humphries et al. (2019) posit that good grades enhance the quality of life among students. Employment, education, positive feelings and self-esteem, and healthy behaviour were associated with academic performance. Other factors that

relate to students include achievement, and this has a positive correlation with a student's well-being (Câmara-Costa et al., 2021). Other studies show that educational achievement enhances student well-being. In their study, Edgar et al. (2019) noted that emphatic and academically successful students experienced decreased anxiety and depression. The sixth hypothesis will also explore how academic success influences the life values of college students. Academic success is one of the primary objectives for college students since it may lead to numerous benefits such as better employment opportunities, higher salaries, and personal growth.

A plethora of empirical findings reveals that academic achievement has a positive effect on students' values in life. Another study conducted by LaForett and De Marco (2020) examined from where students derived utility and revealed that students reported higher utility from self-development, social responsibility, and personal growth values related to their academic success. The same way, research conducted by Tirado-Morueta et al. (2020) found that there was an association between academic performance and values like social justice, community service, and environmental stewardship among students. Second, academic achievements influence the students' values on work and career orientation as well. The seventh a, b, c, d, e, and f hypotheses relate to the impact of Coping Strategies on students' welfare, academic performance, and co-curricular activities.

Perceived Parental Support, students' perceived well-being, life values, college success, life attitudes, and students' values. Coping mechanisms go a long way in mediating the link between ASPs and overall students' health. It was found that problem-focused coping and social support-seeking had only partial mediator roles for the relationship between extracurricular activities and well-being (Binasis, Kaplun, & Schmied, 2022). These data suggest that Coping Strategies have direct impacts on students' welfare. Aim-orientated and social support-seeking are among the useful strategies that can enhance extracurricular results (Lyu, Shepherd, & Lee, 2023).

Makungo and Nkuna (2023) found that coping mechanisms serve as a mediator in the relationship between extracurricular activities and college students' life values. In this respect, it becomes evident that extracurricular activities enrich students' life values while acknowledging that the enhancement might be partly due to coping strategy. The findings revealed that problem-focused coping partially mediated the relationship between extracurricular activities and life values. Thus, these findings are relevant to college students and their counsellors. Boelens et al. (2022) say that these notions spur leadership, team spirit, and perseverance through extracurricular activities.

As the recent research has shown, coping mechanisms can also serve as a mediator in the relationship between parental help and the overall well-being of students. Law et al. (2019) conducted a study that showed that coping processes played a massive mediating role in the relationship between Parental Support and the psychological well-being of Chinese university students. A study done by Rodríguez-Jiménez et al. (2022) found that scholars who received higher levels of Parental Support showed a higher likelihood of using effective coping styles, which include imaginative reevaluation and problem-solving. Thus, the above-identified adaptive Coping Strategies were discovered to be significantly related to enhanced psychological health. This paper aims to establish that the experience of attending university can be a bundle of problems for college students, as they face a range of stressors that include education, personal, and social domains.

The utilisation of coping approaches is one significant factor in promoting the management of tension and the preservation of usual health among students. At this stage, emotional and practical support for students with the help of Dad and Mom is the most important factor. The relationship between the parent's control and the life values of the college students has been put into question by means of pupils in the recent past. Furthermore, the moderating role of Coping Strategies on this association has also been examined (Yan & Wang, 2019). Moreover, the study found that the use of Coping Strategies helped to mediate the relationship between parents and the roles and values of the people involved in their lives.

Scholars in the fields of education and psychology have researched the impact made by performance in relation to the physical and emotional state of the students. Following Coping Strategies affects the Academic Success and well-being relationship, as recent studies show. Coping techniques are helpful for students who have problems with stress and tension generated by academic challenges such as tests, papers, and deadlines. The study further showed that students using effective coping styles showed higher wellness regardless of the regulation of achievement. Several studies have shown that life values also act as important predictors of academic performance, as highlighted by Canet-Juric et al. (2021). Psycho-ethological values are related to one's beliefs and attitudes regarding the importance of life. Thus, it can be said that the mere presence of these values does not predispose to academic success. Coping strategies are significant to enable students to handle different stress factors experienced while in college. Stress management strategies are referred to as purposeful actions that people who experience stress engage in to minimise its impact, and they are categorised as problem-solving, using social support, and avoidance (Öztaş, Yava, & Koyuncu, 2023).

The eighth A and B hypotheses are to examine whether the Learning Environment will have a significant moderating effect on the following relationships: Coping Strategies and student well-being, Coping Strategies, and college students' life values. M. Chen et al. in a study conducted in 2023 found that Learning Environment had a moderation effect on the relationship between Coping Strategies and the well-being of students. The study showed that when students have a problem-focused style that involves seeking help or taking action to change the situation, it was found to relate to higher levels of well-being, where the students perceived the Learning Environment as positive and that they could progress academically. In the study performed by Lee et al. (2023), it is highlighted how the Learning Environment plays a crucial role when investigating the effectiveness of various Coping Strategies on the well-being of students. Hence, it is vital for educators as well as administrators to strive towards fostering healthy and positive learning environments that ensure effective, healthy coping strategies by students. There are many ways to achieve this goal, and such methods include providing students with both emotional and academic support; creating opportunities for social interaction and collaboration; and applying policies that help build an overall positive learning setting (Wolters et al., 2023).

Research has shown that the relationship between Coping Strategies and personal values depends on the educational environment that college students experience. Fořtová, Sedláčková and Tůma (2021) found that there was an interaction effect in the coping mechanisms and life values whereby the students' academic stress impacted the

extent of the relationship. The study established that there was a positive relationship between problem-focused coping strategies and life values in students with low academic stress. However, this relationship was not seen in students who reported high levels of academic stress. In the study presented by Zhang (2022), it is crucial to understand the educational context that shapes the relationship between Coping Strategies and personal values in university students. Perceived social support for learning may enable the use of problem-solving coping styles and thereby enhance the pursuit and realisation of life goals and values. Conversely, a non-supportive learning environment can foster emotion-focused coping, which is counterproductive to the development and attainment of life values. The summary of hypotheses is presented below in Table 8.

Table 9: Summary of Hypotheses.

Hypothesis	Relation	Decision
H1	EA -> SWB	Accepted
H2	PS -> SWB	Accepted
H3	AS -> SWB	Accepted
H4	EA -> CSLV	Accepted
H5	PS -> CSLV	Accepted
H6	AS -> CSLV	Accepted
H7a	EA -> CS -> SWB	Accepted
H7b	PS -> CS -> SWB	Accepted
H7c	AS -> CS -> SWB	Accepted
H7d	EA -> CS -> CSLV	Accepted
H7e	PS -> CS -> CSLV	Accepted
H7f	AS -> CS -> CSLV	Accepted
H8a	LE * CS -> SWB	Accepted
H8b	LE * CS -> CSLV	Accepted

7. Conclusion

The present study highlights the role of extra-curricular learning, Parental Support, and academic performance in cultivating the welfare and ethics of the attendees of university. The aforementioned remark stresses the middle part of the aforementioned relate and the moderating effect that Learning Environment affords. The results of the study reveal that 'extracurricular activities' backed by parental involvement have a positive impact upon the students' academic life. This is related to the enhancement of quality of life and the development of better individual ethics. Moreover, better Coping Strategies enabled the students to effectively manage the challenges and stress related to college life, thereby improving their overall well-being. In conclusion, the results of this research underscore the importance of fostering a favourable and supportive academic environment for university students. Such an environment should foster and support the many aspects that contribute to their academic success and well-being.

7.1. Implications

7.1.1. Theoretical Implications

The findings highlight the protective role of extracurricular activities, parental involvement, and academic achievements on students' psychological health and character. These outcomes indicate that the frequency of extracurricular activities, family support, and academic achievements can positively affect college students'

well-being and values. The research also established coping mechanism as another mediating variable among these variables, suggesting that people who possess efficient coping mechanisms are likely to effectively confront the challenges of university life and maintain their well-being and ethical standards. As mentioned, it can be concluded that the role of Learning Environment as a moderator is an important aspect of understanding the need to create a favourable context that would allow students to engage them in Extracurricular Activities, support from parents, and achievement of academic objectives.

7.1.2. Practical Implications

From the research study, it can therefore be deciphered that universities need to allocate more significance to activities that have positive impacts on the welfare and virtues of students, like volunteering or leadership programs. The accomplishment of these activities can help students to learn how to cope with different factors and may provide ways by which parents can support. The role of parents in the college lives of their children can greatly determine the success of the students in their academic endeavours. This can be accomplished through offering reassurance, maintaining available communication, and fostering a healthy perspective toward academic commitments. It has been demonstrated that parental involvement in their children's schooling benefits kids' well-being and value system. Based on the above findings, it is recommended that higher education institutions place a premium on cultivating a favourable gaining knowledge of environment that would foster active student involvement and academic success. A potential strategy that could be provided to those who experience this racial trouble includes providing the coping sources, developing of the specific mentorship programs, and fostering of the communal atmosphere among the college students should be considered as capability measures in the response to this trouble. This suggests that it is important to remember that numerous groups of pupils have various needs, including first-generation university learners and those from marginalised backgrounds, among others, and therefore it's essential to address provisions of help appropriately.

7.2. Limitations

Therefore, the selection bias of the study can be attributed to its distinct focus on university college students who participate in co-curricular activities and those who get parental assistance. The research relies on self-reported statistics, which can be influenced by response bias and social desirability bias. The research does not reproduce different potential variables that can impact the students' well-being and that are not limited to mental health support, social support, and financial pressure. This investigation focuses on the evaluation of coping as the mediating variable and the mastering environment as the moderator within the relationship between the extracurricular activities, parental assistance, academic achievement, and average well-being.

7.3. Future Directions

It is therefore possible to conduct longitudinal research with the objective of establishing the ways in which the students' extracurricular activities, parental support, and achievement level affect their general welfare over a given period. Using a qualitative research approach may help in gaining an overall understanding of the ways used by

the students to cope and the factors influencing them. Future studies could be extended to consider the moderators and mediators such as the social support and mental health of the participants if allowed by ethical guidelines. The study might comprise university students with no parental care or students with no involvement in any co-curricular activities. It might also be important to replicate the study across different cultures to establish the extent to which the results are generalisable to other cultures.

Acknowledgement

This research was supported by Research on Prevention and Intervention of Cyberbullying among College Students in 2024 Guangxi Education Planning Project.

References

- Amenya, P. C. A., Annan, R. A., Apprey, C., & Kpewou, D. E. (2021). Physical fitness and cognitive function among school-aged children in selected basic schools in the Ho Municipality of Ghana. *Heliyon*, 7(3), e06324. <https://doi.org/10.1016/j.heliyon.2021.e06324>
- Bang, H., Won, D., & Park, S. (2020). School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences. *Children and Youth Services Review*, 113, 105012. <https://doi.org/10.1016/j.childyouth.2020.105012>
- Binasis, T., Kaplun, C., & Schmied, V. (2022). Parents' beliefs, perceptions and practices: Influence on child school readiness in Western Sydney, Australia. *Health & Social Care in the Community*, 30(6), e4103-e4112. <https://doi.org/10.1111/hsc.13804>
- Bobdey, S., Narayan, S., Ilankumaran, M., & Pawar, A. A. (2021). Association of personality traits with performance in military training. *Medical Journal Armed Forces India*, 77(4), 431-436. <https://doi.org/10.1016/j.mjafi.2020.12.022>
- Bodolica, V., Spraggon, M., & Badi, H. (2021). Extracurricular activities and social entrepreneurial leadership of graduating youth in universities from the Middle East. *The International Journal of Management Education*, 19(2), 100489. <https://doi.org/10.1016/j.ijme.2021.100489>
- Boelens, M., Smit, M. S., Raat, H., Bramer, W. M., & Jansen, W. (2022). Impact of organized activities on mental health in children and adolescents: An umbrella review. *Preventive Medicine Reports*, 25, 101687. <https://doi.org/10.1016/j.pmedr.2021.101687>
- Câmara-Costa, H., Pulgar, S., Cusin, F., Labrell, F., & Dellatolas, G. (2021). Associations of language-based bedtime routines with early cognitive skills and academic achievement: A follow-up from kindergarten to middle school. *British Journal of Developmental Psychology*, 39(4), 521-539. <https://doi.org/10.1111/bjdp.12378>
- Canet-Juric, L., del-Valle, M. V., Gelpi-Trudo, R., García-Coni, A., Zamora, E. V., Introzzi, I., et al. (2021). Development and validation of the executive function questionnaire (Cufe) for children aged 9-12 years. *Avances en Psicología Latinoamericana*, 39(1),

- 1-25. <https://doi.org/10.12804/revistas.urosario.edu.co/apl/a.9892>
- Carolan, B. V. (2018). Extracurricular activities and achievement growth in kindergarten through first grade: The mediating role of non-cognitive skills. *Early Childhood Research Quarterly*, 45, 131-142. <https://doi.org/10.1016/j.ecresq.2018.06.004>
- Chen, M. T., Lin, Y. C., Chang, Y. P., & Huang, C. L. (2020). Buffering effects of parent-child reading on young child development in families with immigrant mothers. *Bulletin of Educational Psychology*, 52(2), 389-414. [https://doi.org/10.6251/BEP.202012_52\(2\).0007](https://doi.org/10.6251/BEP.202012_52(2).0007)
- Dede Yildirim, E., & Roopnarine, J. L. (2019). Maternal and Paternal Cognitive Engagement and Children's Literacy Skills in 25 African Countries. *Journal of Black Psychology*, 45(8), 603-638. <https://doi.org/10.1177/0095798419890953>
- Dehghan Manshadi, Z., Fallah, A., & Chavoshi, H. (2023). Childhood maltreatment and sense of parenting competence: The mediating role of parental reflective functioning and perceived social support. *Child Abuse & Neglect*, 135, 105949. <https://doi.org/10.1016/j.chiabu.2022.105949>
- Edgar, S., Carr, S. E., Connaughton, J., & Celenza, A. (2019). Student motivation to learn: is self-belief the key to transition and first year performance in an undergraduate health professions program? *BMC Medical Education*, 19(1), 111. <https://doi.org/10.1186/s12909-019-1539-5>
- Fořtová, N., Sedláčková, J., & Tůma, F. (2021). And My Screen Wouldn't Share...: EFL Student-Teachers' Perceptions of ICT in Online Teaching Practice and Online Teaching. *Íkala, Revista de Lenguaje y Cultura*, 26(3), 513-529. <https://doi.org/10.17533/udea.ikala.v26n3a03>
- Freel, L., O'Reilly, M., Fleury, J., Adams, S., & Vostanis, P. (2022). Digital social and emotional literacy intervention for vulnerable children in Brazil: participants' experiences. *International Journal of Mental Health Promotion*, 24(1), 51-67. <https://doi.org/10.32604/ijmhp.2022.015706>
- Garakani, A., Zhai, Z. W., Hoff, R. A., Krishnan-Sarin, S., & Potenza, M. N. (2021). Gaming to relieve tension or anxiety and associations with health functioning, substance use and physical violence in high school students. *Journal of Psychiatric Research*, 140, 461-467. <https://doi.org/10.1016/j.jpsychires.2021.05.055>
- Goodman, G., Dent, V. F., Tuman, D., & Lee, S. (2022). Drawings from a play-based intervention: Windows to the soul of rural Ugandan preschool children's artistic development. *The Arts in Psychotherapy*, 77, 101876. <https://doi.org/10.1016/j.aip.2021.101876>
- HaitaoHao, Sbeih, A., & Shibly, F. H. A. (2021). WITHDRAWN: Physical education and its role in improving the health of college students by active participation and optimization by deep learning. *Aggression and Violent Behavior*, 101628. <https://doi.org/10.1016/j.avb.2021.101628>

doi.org/10.1016/j.avb.2021.101628

- Herguner, G., Son, S. B., Herguner Son, S., & Donmez, A. (2020). The Effect of Online Learning Attitudes of University Students on their Online Learning Readiness. *TOJET: The Turkish Online Journal of Educational Technology*, 19(4), 102-110. <https://tojet.net/articles/v19i4/1949.pdf>
- Hoffman, A. J. (2017). Understanding conflict and the role of community development: Is building a peaceful society within our reach? *Aggression and Violent Behavior*, 37, 63-70. <https://doi.org/10.1016/j.avb.2017.09.003>
- Huang, J. (2022). A Case Probe into Emotional Experiences of Chinese English Majors in L2 Listening Learning Process: A Positive Psychology Perspective. *Sage Open*, 12(1), 21582440221079815. <https://doi.org/10.1177/21582440221079815>
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Rathmann, C., & Smith, S. (2019). Support for parents of deaf children: Common questions and informed, evidence-based answers. *International Journal of Pediatric Otorhinolaryngology*, 118, 134-142. <https://doi.org/10.1016/j.ijporl.2018.12.036>
- Johnson, M. W. (2022). But there is a God: Teaching Nat Turner in early childhood education. *Journal of Early Childhood Literacy*, 22(4), 459-480. <https://doi.org/10.1177/14687984221135464>
- Jones, K. M. L., & Hinchliffe, L. J. (2023). Ethical issues and learning analytics: Are academic library practitioners prepared? *The Journal of Academic Librarianship*, 49(1), 102621. <https://doi.org/10.1016/j.acalib.2022.102621>
- Kanaya, T., & Santiago, M. (2022). Mother-Child Storytelling Patterns among First-Generation Latino Dyads: Implications for Improving Home-School Engagement in Early Literacy Skills. *Journal of Latinos and Education*, 21(2), 157-165. <https://doi.org/10.1080/15348431.2019.1634573>
- Khamsuk, A., & Whanchit, W. (2021). Storytelling: An alternative home delivery of English vocabulary for preschoolers during COVID-19's lockdown in southern Thailand. *South African Journal of Childhood Education*, 11(1), a897. <https://doi.org/10.4102/sajce.v11i1.897>
- Kinney, J. (2022). Revisiting the Socratic method of teaching to improve third-year pharmacy students critical thinking and advanced pharmacy practice experience readiness in a critical care elective. *Currents in Pharmacy Teaching and Learning*, 14(4), 499-506. <https://doi.org/10.1016/j.cptl.2022.03.014>
- Kobayashi, M., Koga, Y., Kako, J., Kakeda, T., Kiyohara, H., Kimura, Y., et al. (2023). How has the COVID-19 pandemic influenced nursing students' academic experience and career choices? A qualitative descriptive analysis. *Teaching and Learning in Nursing*, 18(1), 30-36. <https://doi.org/10.1016/j.teln.2022.10.009>
- Kotera, Y., Aledeh, M., Barnes, K., Rushforth, A., Adam, H., & Riswani, R. (2022). Academic

- Motivation of Indonesian University Students: Relationship with Self-Compassion and Resilience. *Healthcare*, 10(10), 2092. <https://doi.org/10.3390/healthcare10102092>
- La Charite, J., Macinko, J., Hedrick, R., Santoro, M., & Dudovitz, R. (2023). Extracurricular Activities, Child and Caregiver Mental Health, and Parental Aggravation—A National Cross-Sectional Study. *Academic Pediatrics*, 23(7), 1394-1402. <https://doi.org/10.1016/j.acap.2023.01.001>
- LaForett, D. R., & De Marco, A. (2020). A Logic Model for Educator-Level Intervention Research to Reduce Racial Disparities in Student Suspension and Expulsion. *Cultural Diversity and Ethnic Minority Psychology*, 26(3), 295-305. <https://doi.org/10.1037/cdp0000303>
- Law, J., Clegg, J., Rush, R., Roulstone, S., & Peters, T. J. (2019). Association of proximal elements of social disadvantage with children's language development at 2 years: an analysis of data from the Children in Focus (CiF) sample from the ALSPAC birth cohort. *International Journal of Language & Communication Disorders*, 54(3), 362-376. <https://doi.org/10.1111/1460-6984.12442>
- Lee, T., Lee, S. J., Yoon, Y. S., Ji, H., Yoon, S., Lee, S., et al. (2023). Personal Factors and Clinical Learning Environment as Predictors of Nursing Students' Readiness for Practice: A Structural Equation Modeling Analysis. *Asian Nursing Research*, 17(1), 44-52. <https://doi.org/10.1016/j.anr.2023.01.003>
- Lee, W. K., & Joo, Y. S. (2020). Adolescent extracurricular activity participation: Associations with parenting stress, mother–adolescent closeness, and social skills. *Children and Youth Services Review*, 116, 105110. <https://doi.org/10.1016/j.childyouth.2020.105110>
- Li, H., Zhang, A., Zhang, M., Huang, B., Zhao, X., Gao, J., et al. (2021). Concurrent and longitudinal associations between parental educational involvement, teacher support, and math anxiety: The role of math learning involvement in elementary school children. *Contemporary Educational Psychology*, 66, 101984. <https://doi.org/10.1016/j.cedpsych.2021.101984>
- Li, J., & Che, W. (2022). Challenges and coping strategies of online learning for college students in the context of COVID-19: A survey of Chinese universities. *Sustainable Cities and Society*, 83, 103958. <https://doi.org/10.1016/j.scs.2022.103958>
- Lyu, J., Shepherd, D., & Lee, K. (2023). From intentional to nascent student entrepreneurs: The moderating role of university entrepreneurial offerings. *Journal of Innovation & Knowledge*, 8(1), 100305. <https://doi.org/10.1016/j.jik.2023.100305>
- Makungo, R., & Nkuna, T. R. (2023). Prioritising climate coping and adaptation strategies for smallholder farmers in Luvuvhu River Catchment, South Africa. *Climate Services*, 30, 100361. <https://doi.org/10.1016/j.cliser.2023.100361>
- Mendoza, N. B., & Yan, Z. (2023). Exploring the moderating role of well-being on the adaptive link between self-assessment practices and learning achievement. *Studies in Educational Evaluation*, 77, 101249. <https://doi.org/10.1016/j.stueduc.2023.101249>

- Mose, L. S., Jensen, R. H., Nygaard, N.-P. B., Pedersen, S. S., & Gram, B. (2022). Use of coping strategies in the management of medication overuse headache. *Patient Education and Counseling*, *105*(2), 390-397. <https://doi.org/10.1016/j.pec.2021.05.035>
- Neha, T., Reese, E., Schaughency, E., & Taumoepeau, M. (2020). The role of whānau (New Zealand Māori families) for Māori children's early learning. *Developmental Psychology*, *56*(8), 1518-1531. <https://doi.org/10.1037/dev0000835>
- O'Flynn-Magee, K., Rodney, P., Pearson, M., Afonso Burnay, M., & Daly, Z. (2020). Interrupting the cycle of bullying witnessed or experienced by nursing students: An ethical and relational action framework. *Nurse Education Today*, *91*, 104458. <https://doi.org/10.1016/j.nedt.2020.104458>
- Oberle, E., Ji, X. R., Kerai, S., Guhn, M., Schonert-Reichl, K. A., & Gadermann, A. M. (2020). Screen time and extracurricular activities as risk and protective factors for mental health in adolescence: A population-level study. *Preventive Medicine*, *141*, 106291. <https://doi.org/10.1016/j.ypmed.2020.106291>
- Olivier, E., Archambault, I., De Clercq, M., & Galand, B. (2019). Student Self-Efficacy, Classroom Engagement, and Academic Achievement: Comparing Three Theoretical Frameworks. *Journal of Youth and Adolescence*, *48*(2), 326-340. <https://doi.org/10.1007/s10964-018-0952-0>
- Öztaş, İ., Yava, A., & Koyuncu, A. (2023). Exposure of Emergency Nurses to Workplace Violence and Their Coping Strategies: A Cross-Sectional Design. *Journal of Emergency Nursing*, *49*(3), 441-449. <https://doi.org/10.1016/j.jen.2022.09.002>
- Pagani, L. S., Harbec, M.-J., Fortin, G., & Barnett, T. A. (2020). Childhood exercise as medicine: Extracurricular sport diminishes subsequent ADHD symptoms. *Preventive Medicine*, *141*, 106256. <https://doi.org/10.1016/j.ypmed.2020.106256>
- Pather, N., Blyth, P., Chapman, J. A., Dayal, M. R., Flack, N. A. M. S., Fogg, Q. A., et al. (2020). Forced Disruption of Anatomy Education in Australia and New Zealand: An Acute Response to the Covid-19 Pandemic. *Anatomical Sciences Education*, *13*(3), 284-300. <https://doi.org/10.1002/ase.1968>
- Peterson, A. (2018). Big Data in Education: New Efficiencies for Recruitment, Learning, and Retention of Students and Donors. In R. Nisbet, G. Miner, & K. Yale (Eds.), *Handbook of Statistical Analysis and Data Mining Applications (Second Edition)* (pp. 259-277). Academic Press. <https://doi.org/10.1016/B978-0-12-416632-5.00013-X>
- Rahman, S. R., Islam, M. A., Akash, P. P., Parvin, M., Moon, N. N., & Nur, F. N. (2021). Effects of co-curricular activities on student's academic performance by machine learning. *Current Research in Behavioral Sciences*, *2*, 100057. <https://doi.org/10.1016/j.crbeha.2021.100057>
- Riegel, M., Randall, S., Ranse, K., & Buckley, T. (2021). Healthcare professionals' values about and experience with facilitating end-of-life care in the adult intensive care unit. *Intensive and Critical Care Nursing*, *65*, 103057. <https://doi.org/10.1016/j.iccn.2021.103057>
- Rodríguez-Jiménez, R.-M., Carmona, M., García-Merino, S., Díaz-Ureña, G., & Lara

- Bercial, P. J. (2022). Embodied Learning for Well-Being, Self-Awareness, and Stress Regulation: A Randomized Trial with Engineering Students Using a Mixed-Method Approach. *Education Sciences*, 12(2), 111. <https://doi.org/10.3390/educsci12020111>
- Stevenson, J., Pimperton, H., Kreppner, J., Worsfold, S., Terleksi, E., Mahon, M., et al. (2018). Language and reading comprehension in middle childhood predicts emotional and behaviour difficulties in adolescence for those with permanent childhood hearing loss. *Journal of Child Psychology and Psychiatry*, 59(2), 180-190. <https://doi.org/10.1111/jcpp.12803>
- Suldo, S. M., Friedrich, A. A., White, T., Farmer, J., Minch, D., & Michalowski, J. (2009). Teacher Support and Adolescents' Subjective Well-Being: A Mixed-Methods Investigation. *School Psychology Review*, 38(1), 67-85. <https://doi.org/10.1080/02796015.2009.12087850>
- Tao, W., Lee, Y., Sun, R., Li, J.-Y., & He, M. (2022). Enhancing Employee Engagement via Leaders' Motivational Language in times of crisis: Perspectives from the COVID-19 outbreak. *Public Relations Review*, 48(1), 102133. <https://doi.org/10.1016/j.pubrev.2021.102133>
- Tirado-Morueta, R., Berlanga-Fernández, I., Vales-Villamarín, H., Guzmán-Franco, M. D., Duarte-Hueros, A., & Aguaded-Gómez, J. I. (2020). Understanding the engagement of elementary school students in one-to-one iPad programs using an adaptation of self-system model of motivational development. *Computers in Human Behavior*, 105, 106224. <https://doi.org/10.1016/j.chb.2019.106224>
- Umeh, Z., Bumpus, J. P., & Harris, A. L. (2020). The impact of suspension on participation in school-based extracurricular activities and out-of-school community service. *Social Science Research*, 85, 102354. <https://doi.org/10.1016/j.ssresearch.2019.102354>
- van de Venter, R., & Hills, P. E. (2022). Education and empowerment for coping (EEC) support strategies: a framework for diagnostic radiography students to cope with death and dying patient experiences in the workplace. *Journal of Medical Imaging and Radiation Sciences*, 53(4, Supplement 1), S6-S7. <https://doi.org/10.1016/j.jmir.2022.10.023>
- Wigfield, A. (2023). The Role of Children's Achievement Values in the Self-Regulation of Their Learning Outcomes. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of Learning and Performance* (pp. 101-124). Routledge. <https://doi.org/10.4324/9780203763353-5>
- Wolters, C. A., Iaconelli, R., Peri, J., Hensley, L. C., & Kim, M. (2023). Improving self-regulated learning and academic engagement: Evaluating a college learning to learn course. *Learning and Individual Differences*, 103, 102282. <https://doi.org/10.1016/j.lindif.2023.102282>
- Yan, X., & Wang, S. J. (2019). Infrastructure-Integrated Photovoltaic (IIPV): a boost to solar energy's green credentials? *Energy Procedia*, 158, 3314-3318. <https://doi.org/10.1016/j.egypro.2019.01.973>
- Yilmaz, B., & Tantekin Erden, F. (2022). Exploring humour within the early childhood period from children's and teachers' perspectives. *Journal of Childhood, Education & Society*, 3(2), 151-167. <https://doi.org/10.37291/2717638X.202232168>

- Zhang, P. (2022). How does repetition affect vocabulary learning through listening to the teacher's explicit instruction? The moderating role of listening proficiency and preexisting vocabulary knowledge. *Language Teaching Research*, 13621688221140521. <https://doi.org/10.1177/13621688221140521>
- Zhao, X., Xia, Q., & Huang, W. (2020). Impact of technostress on productivity from the theoretical perspective of appraisal and coping processes. *Information & Management*, 57(8), 103265. <https://doi.org/10.1016/j.im.2020.103265>

Appendix-1

Questionnaire

Demographic Information (Please chose one option from Demographic information).

Gender

_____ Male

_____ Female

Age

_____ 14-16 years

_____ 17- 19

_____ 20 years and above

College

_____ 1st year

_____ 2nd year

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Extracurricular Activities	1	2	3	4	5
Are Extracurricular Activities important for the overall development of a student?					
Can Participation in Extracurricular Activities help students develop important life skills such as leadership, teamwork, and time management?					
Are Extracurricular Activities helping students discover their passions and interests outside of the classroom?					
Can Students who participate in Extracurricular Activities be more likely to be successful in their academic pursuits?					
Can Extracurricular Activities provide students with opportunities to network and build connections with peers and professionals in their fields of interest?					
Parental Support					
Are My parents attending my important events and activities?					
Are My parents providing guidance and advice when I need it?					
Are My parents listening to my problems and concerns?					
Are My parents respecting my decisions and choices?					
Are My parents encouraging me to pursue my goals and aspirations?					
Academic Success					
I attend all my classes and take thorough notes.					
I actively participate in class discussions and ask questions when I don't understand something.					
I study regularly and consistently throughout the semester.					
I seek help when I'm struggling with a subject or assignment.					
I prioritize my schoolwork over social activities and leisure time.					
Coping Strategies					
I give myself time and space to take a break and rest when I need it.					
I try to maintain a positive attitude and focus on the good things in my life.					
I write down my thoughts and feelings in a journal to process and reflect on them.					
I seek professional help or therapy if my stress levels become unmanageable.					
I set boundaries and say no to activities or situations that may cause me unnecessary stress.					
Learning Environment					
Is The seating arrangement in the classroom appropriate for learning?					
Can The teacher be approachable and available for questions?					
The teacher explains concepts clearly and uses a variety of teaching methods.					
Can The teacher/professor be knowledgeable and able to convey information effectively?					
The teacher provides timely and constructive feedback on assignments.					

Student Well-being

- I am able to balance my academic and personal life.
- I feel engaged and motivated in my classes.
- I have positive relationships with my classmates.
- I feel comfortable speaking up and asking for help when needed.
- I have a sense of purpose and direction in my academic and personal life.

College Students' Life Values

- Can education be important for personal growth and success?
 - I value hard work and willing to put in the effort to achieve goals.
 - I value honesty and integrity and strive to be truthful in all my actions.
 - I value diversity and believe in treating everyone with respect and kindness.
 - I value independence and am willing to take responsibility for my actions.
-