

The Influence of Psychological Safety and Coping Strategies on Subjective Well-being Among Relocated Students

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Abstract— Objective: This study aims to investigate the levels of subjective well-being and psychological safety among relocated students, with the expectation that the research findings will support relocation efforts and improve the well-being and safety of these students. **Methods:** The study utilized the Psychological Safety Scale, the Trait Coping Strategies Questionnaire, and the Life Satisfaction Scale to survey 322 students from relocation areas in Sichuan Province, analyzing their subjective well-being, psychological safety, and coping strategies. **Results:** (1) The demographic variable analysis revealed significant differences in the subjective well-being of students in relocation areas based on their romantic status and level of education. Specifically, single students reported higher life satisfaction than those in romantic relationships, while middle school and university students exhibited the highest subjective well-being, and high school students showed the lowest. (2) Correlation analysis indicated a significant positive correlation between subjective well-being and psychological safety in students from relocation areas, while subjective well-being was negatively correlated with negative coping strategies and not significantly related to positive coping. (3) In the hierarchical regression model, sense of control within psychological safety positively and positive coping within coping strategies predicted subjective well-being, whereas negative coping negatively predicted subjective well-being. **Conclusion:** Enhancing sense of control and positive coping or reducing negative coping strategies can effectively help individuals improve their subjective well-being. Therefore, educators and policymakers should focus on strategies to enhance psychological safety and coping abilities of relocated students, enabling them to better adapt to new learning environments and effectively promote their psychological health and subjective well-being.

Keywords— Psychological Safety; Coping Strategies; Subjective Well-being; Relocated Students; Hierarchical Regression Analysis.

I. INTRODUCTION

As urbanization accelerates, the phenomenon of relocation is becoming increasingly common, especially in the education sector, where many students migrate to new learning environments for family reasons or policy directives. These relocated students face challenges in adapting to their new surroundings, and their subjective well-being is likely to decline as a result of relocation. Therefore, enhancing their subjective well-being is crucial. Subjective well-being is an individual's overall evaluation of their life, typically encompassing both emotional well-being and life satisfaction (Martela & Sheldon, 2019). Research has shown that subjective well-being is closely related to factors such as mental health, social support, and adaptability (Tomás et al., 2020). For relocated students, improving subjective well-being not only contributes to enhanced mental health but also positively affects academic performance and social interactions (Tomás et al., 2020). Consequently, a thorough investigation into the subjective well-being of relocated students and its influencing factors can provide important theoretical foundations and practical guidance for the development of educational policies and psychological counseling.

Psychological safety refers to the perception of security and stability in their environment. Research has shown that psychological safety is closely related to an individual's sense of well-being. According to hierarchy of needs theory, the need for safety is one of the fundamental human needs; a lack of security can lead to anxiety and discomfort, which in turn

affects mental health and well-being (Waltemire & Bush, 2020). For relocated students, new environments often come with uncertainties and feelings of unfamiliarity, which may lead to a decrease in their psychological safety (Tananuraksakul & Hall, 2011). Studies have found that individuals with high levels of psychological safety are better able to maintain positive emotions and attitudes when faced with stress and challenges (Hebles et al., 2022). For example, the results of a study indicated that psychological safety could significantly predict subjective well-being, particularly during the process of adapting to new environments (Spomer, 2022). Therefore, the impact of psychological safety on the subjective well-being of relocated students should not be overlooked.

Coping strategies are the methods individuals use to handle stress and challenges. Lazarus and Folkman classified coping strategies into adaptive and negative styles. Positive coping focuses on problem-solving, while negative coping emphasizes the emotional response itself (Biggs et al., 2017). Research has shown that the utilization of positive coping strategies can enhance psychological resilience and improve their subjective well-being (Wu et al., 2020). For students affected by relocation, positive coping can assist them in better adjusting to their new environments, thereby enhancing both their psychological safety and subjective well-being. Research has found a positive correlation between the use of positive coping strategies and subjective well-being among relocated students (Fischer et al., 2021). In contrast, negative coping can exacerbate negative emotions during the adjustment process (Jiang & Deng, 2024), leading to detrimental effects on

subjective well-being. In addition, negative coping strategies may hinder adaptation to new environments and result in a decline in subjective well-being.

The interaction between psychological safety and coping strategies is closely related, and both can jointly influence subjective well-being. A high level of psychological safety can promote individuals to adopt positive coping strategies, thereby enhancing subjective well-being (Obrenovic et al., 2020). For instance, research demonstrates that psychological safety can enhance self-efficacy, which, in turn, encourages them to employ more effective coping strategies (Wang & Zhang, 2021). This process is particularly important for relocated students, as they often face the pressure of adapting to new environments. Some studies support this notion, finding that improvements in psychological safety correlate positively with social adaptability and effectively reduce anxiety resulting from environmental changes (Frazier et al., 2017). Furthermore, research indicates that among relocated students facing challenges, those with higher levels of psychological safety are more likely to use positive problem-solving coping strategies rather than negative avoidance strategies, which helps them better adapt to new environments and improve life satisfaction (Sagone & De Caroli, 2014). These studies highlight that psychological safety not only influences the selection of coping strategies but also further promotes the enhancement of subjective well-being through positive coping.

The relocation assistance program aims to help impoverished families improve their living conditions. However, as the relocated population adapts to new environments, new social and psychological issues gradually emerge. In particular, the subjective well-being of relocated students has become a focal point of concern. Research indicates that adaptability and psychological state in new environments not only affect their academic performance but also relate to their physical and mental health. It is of significant theoretical and practical importance to explore the influence of psychological safety and coping strategies on the subjective well-being of relocated students. Therefore, the objectives of this study are threefold: (1) to understand the situation regarding psychological safety, coping strategies, and subjective well-being among relocated students, and to examine the differences in these variables across different demographic backgrounds; (2) to analyze the relationship among psychological safety, coping strategies, and subjective well-being, thereby exploring their internal structure and correlations; (3) to investigate the predictive role of psychological safety and coping strategies on subjective well-being through the construction of a hierarchical regression model. Based on existing literature and theoretical analyses, the study puts forward the following hypotheses: (1) Different demographic variables (such as gender, age, and family economic status) significantly affect the psychological safety, subjective well-being, and coping strategies of relocated students; (2) There are correlations among psychological safety, coping strategies and subjective well-being (3) Psychological safety and coping strategies have a significant predictive effect on subjective well-being, meaning that both

factors can predict the levels of subjective well-being among students who have been relocated.

II. METHODS

2.1 Participants

In Sichuan Province, a total of 350 questionnaires were distributed, targeting relocated students as the research Participants. A total of 322 valid questionnaires were collected, resulting in a valid rate of 92%. Among the Participants, 130 were male (40.4%) and 192 were female (59.6%); in terms of educational stage, 142 were in junior high school (44.1%), 101 in senior high school (31.4%), and 79 in collegiate (24.5%); regarding relationship status, 89 were in a relationship (27.6%) and 233 were single (72.4%); All 322 participants had not emigrated(100%), and none had not emigrated (0%); with respect to nation, 113 were Han (35.1%), 77 were Miao (23.9%), 37 were Dong (11.5%), and 95 belonged to other groups (29.5%); there were 137 who spoke minority languages (42.5%) and 185 who did not (57.5%). Details can be seen in Table 1.

TABLE 1. Relocated Students Information

Variables		Number	Percentage(%)
Gender	Male	130	40.4
	Female	192	59.6
	Junior high school	142	44.1
Educational stage	Senior high school	101	31.4
	collegiate	79	24.5
	In relationship	89	27.6
Relationship status	Singlehood	233	72.4
	Yes	0	0
Emigrate or not	No	322	100
	Han	113	35.1
Nation	Miao	77	23.9
	Dong	37	11.5
	other	95	29.5
Speak a minority language	Yes	137	42.5
	No	185	57.5

2.2 Measurements

Satisfaction With Life Scale (SWLS): This study employed the Satisfaction with Life Scale developed by Diener (1985) to measure subjective well-being from the perspective of life satisfaction. The scale consists of 5 items rated on a 7-point Likert scale from “strongly disagree” to “strongly agree”. A higher score indicates greater satisfaction in various aspects of life, while a lower score reflects dissatisfaction (Diener et al., 1985).

Security Questionnaire (SQ): The study utilized the Security Questionnaire to measure psychological safety (An & Yang, 2010). This scale is composed of two factors: the Interpersonal Security Factor (8 items) and the Sense of Control Factor (8 items), totaling 16 items. Each item is rated on a 5-point scale from “strongly agree” to “strongly disagree,” with all items scored positively. The scale has been found to have significant correlations with Maslow’s concepts of security and insecurity.

Trait Coping Style Questionnaire (TCSQ): The Trait Coping Style Questionnaire is a self-developed coping questionnaire (Zhou et al., 2005). It includes two factors: Positive Coping (10

items) and Negative Coping (10 items). The low correlation between Positive and Negative Coping indicates good differentiation between the items of the two factors. The scale comprises 20 items, all rated on a 5-point scale from “definitely not” to “definitely”

2.3 Data acquisition process

In the Sichuan regions affected by relocation, anonymous paper and online questionnaires were distributed, with each survey session lasting approximately 45 minutes. All questionnaires were filled out under the supervision of research personnel, who collected them upon completion. Data were analyzed using SPSS 25.0 software.

III. RESULTS

3.1 Differences in demographic variables

An independent samples t-test was conducted to analyze the gender differences in subjective well-being among relocated students. The results, as shown in Table 2, indicate that there are no significant gender differences in subjective well-being ($t=1.091, p>0.05$). An independent samples t-test was also employed to analyze the impact of romantic status on the subjective well-being of relocated students, with the results presented in Table 2 demonstrating that romantic status does not significantly affect the subjective well-being of relocated students ($t=1.358, p>0.05$). A one-way ANOVA was conducted to examine the differences in subjective well-being among students at various educational stages in relocation areas, with the outcomes detailed in Table 2 showing that middle school students had the highest subjective well-being scores, followed by university students.

Post-hoc tests revealed that the subjective well-being of high school students in relocation areas was significantly lower than that of middle and university students. Finally, as indicated in Table 2, the overall average subjective well-being score of relocated students in this study is 16.57, suggesting a generally low level of subjective well-being among these students. The minimum score for subjective well-being was 5, while the maximum score was 35, indicating a considerable disparity in

subjective well-being levels among relocated students that requires further attention.

TABLE 2. The difference of subjective well-being in demographic variables of relocated students

Variables	Subjective well-being	Difference test
Sex		$t=1.09$
Male(n=130)	17.03 ± 6.96	
Female(n=192)	16.26 ± 5.59	
Relationship status		$t=1.49$
In relationship(n=89)	17.34 ± 7.11	
Singlehood(n=233)	16.29 ± 5.78	
Educational stage		$F=19.12^{***}$
Junior high school(n=142)	18.06 ± 5.68	
Senior high school(n=101)	13.94 ± 5.65	
Collegiate(n=79)	17.39 ± 6.81	
Subjective well-being		
Min	5	
Max	35	
$M \pm SD$	16.57 ± 6.18	

Note: * $p<0.05$, ** $p<0.01$, *** $p<0.001$, same below.

3.2 Correlation Analysis

The correlation analysis of psychological safety, coping strategies, and subjective well-being yielded results as shown in Table 3. There was no significant correlation between subjective well-being and coping strategies, as well as their sub-dimension of positive coping; however, a significant negative correlation was observed with negative coping strategies ($p<0.01$). Additionally, subjective well-being was significantly positively correlated with psychological safety and all of its sub-dimensions ($ps<0.001$). A negative correlation was found between negative coping and positive coping strategies ($p<0.001$) and significant negative correlations were also identified between negative coping and psychological safety and all its dimensions ($ps<0.001$). Positive coping strategies were not significantly correlated with interpersonal safety; however, they showed significant positive correlations with the sense of control and psychological safety ($ps<0.05$). Coping strategies were significantly positively correlated with psychological safety, interpersonal safety and perceived control ($ps<0.001$).

TABLE 3. Correlation analysis of psychological safety, coping strategies, and subjective well-being

Variables	1	2	3	4	5	6
1. Subjective well-being	-					
2. Negative coping	-0.180**	-				
3. Positive coping	0.106	-0.389***	-			
4. Coping strategies	0.045	0.834***	0.833***	-		
5. Interpersonal security	0.218***	-0.521***	0.090	0.367***	-	
6. Sense of Control	0.307***	-0.547***	0.131*	0.407***	0.768***	-
7. Psychological security	0.281***	-0.569***	0.119*	0.413***	0.934***	0.946***

3.3 Hierarchical Regression Analysis

This study employed hierarchical regression analysis to examine the impact of psychological safety, coping strategies, and demographic variables on the subjective well-being of relocated students. The results are presented in Table 4. In Model 1, demographic variables such as gender, romantic status, ethnicity, and educational stage were included as control variables in the regression model. The findings indicated that

romantic status ($\beta=-0.200, p<0.05$) and level of education ($\beta=-0.198, p<0.01$) had significant negative predictive effects on subjective well-being. In Model 2, alongside the demographic variables, dimensions of coping strategies—positive coping and negative coping—were also included in the regression model. The results revealed that positive coping ($\beta=0.202, p<0.001$) significantly positively predicted subjective well-being, while level of education ($\beta=-0.198, p<0.05$) and negative coping ($\beta=-0.239, p<0.001$) significantly negatively predicted

subjective well-being. In Model 3, in addition to the demographic variables and coping strategies, the dimensions of psychological safety, perceived control and interpersonal control were incorporated into the regression model. The results

indicated that positive coping ($\beta=0.193, p<0.01$) and perceived control significantly positively predicted subjective well-being ($\beta=0.306, p<0.001$).

TABLE 4. Hierarchical regression analysis of psychological security and coping strategies on subjective well-being

Variables	Model 1		Model 2		Model 3	
	β	<i>t</i>	β	<i>t</i>	β	<i>t</i>
Control Variables						
Sex	-0.063	-1.125	-0.042	-0.762	-0.046	-0.862
Relationship status	-0.200	-2.442*	-0.17	-1.841	-0.117	-1.276
Nation	-0.038	-0.681	-0.034	-0.634	-0.019	-0.350
Educational stage	-0.227	-2.800**	-0.198	-2.497*	-0.112	-1.345
FAD Variables						
Negative coping			-0.239	-3.756***	-0.113	-1.478
Positive coping			0.202	2.995**	0.193	2.906**
Sense of Control					0.306	3.532***
Interpersonal security					-0.089	-1.038
<i>F</i>	2.643*		5.300***		5.977***	
<i>R</i> ²	0.032		0.092		0.133	
Adjusted <i>R</i> ²	0.020		0.074		0.110	
ΔR^2	0.032*		0.059***		0.041**	

IV. DISCUSSION

This study aims to explore the relationship between the subjective well-being, psychological safety, and coping strategies of students who have relocated due to poverty alleviation initiatives. The research findings indicate that the subjective well-being among relocated students is relatively high. Most students exhibit medium levels of subjective well-being, this can generally be attributed to the government’s emphasis on poverty alleviation projects and the material support provided to relocating families. These factors lay a foundation for the psychological development of the students. However, the lower well-being of certain students may be related to individual differences such as family environment and personality traits (Lampropoulou, 2018). In terms of gender differences, the study found no significant disparity in subjective well-being between male and female students. This aligns with some research findings, suggesting that gender roles in modern society are becoming increasingly egalitarian, with both male and female students facing similar levels of pressure and support in their families and schools (Yu & Duan, 2021). Regarding the influence of relationship status on subjective well-being, some research indicates that single students report higher life satisfaction than those in romantic relationships. Research suggests that this discrepancy may stem from differences in sample composition (Londero-Santos et al., 2021); the backgrounds and experiences of relocated students might expose their well-being to a broader range of external influences. There are significant differences in subjective well-being among students at different educational stages, with middle school and university students demonstrating higher subjective well-being, while high school students report the lowest levels. This may be associated with the immense pressure of college entrance examinations, expectations from relatives and friends, and challenges in adapting to new environments during the high school phase. This finding serves as a warning for educators to pay greater attention to the psychological support of high school students.

The results of the correlation analysis indicate that subjective well-being is significantly positively correlated not

only with the total score of psychological safety but also with its sub-dimensions, such as interpersonal safety and perceived control. This finding is consistent with previous research, where many scholars have pointed out that psychological safety plays a key role in emotional well-being. For instance, There is a study mentioned that psychological safety encourages individuals to express their thoughts and feelings when facing challenges, thereby enhancing overall happiness and satisfaction (Plester & Lloyd, 2023). Moreover, good interpersonal relationships and higher perceived control contribute to improved subjective well-being (Williams et al., 2018). The above results also suggest that enhancing sense of control can help boost their well-being. It is noteworthy that there is no significant correlation between subjective well-being and positive coping strategies. Positive coping typically refers to constructive strategies employed in the face of stress, such as seeking support and thinking positively. This suggests that for students experiencing relocation, positive coping may not be a direct influencing factor of subjective well-being. In contrast, there is a significant negative correlation between negative coping strategies and subjective well-being. This indicates that in a context of relocation, students may opt for avoidance and other negative coping mechanisms in response to external pressures, which, in turn, adversely affects their psychological health. This phenomenon may be explained by the fact that relocated students tend to choose passive or negative responses when coping with stress, thereby lowering their subjective well-being. This viewpoint aligns with coping theory, which posits that the characteristics of a situation (such as psychological safety) can influence choice of coping strategies and their ultimate psychological state (Folkman & Moskowitz, 2004). Furthermore, the significant positive correlation between negative coping and psychological safety suggests a complex relationship between psychological safety and coping strategies. Although negative coping may seem detrimental on the surface, in certain contexts, this coping approach might reflect adaptability to the environment, especially in situations of insufficient safety where negative coping could serve as a self-protective mechanism. Relevant research indicates that in unsafe environments, individuals may tend to employ negative

coping strategies to minimize potential risks and conflicts (Repetti et al., 2002). This implies that when individuals lack a sense of safety in the face of psychological threats, they may be more inclined towards negative emotional and behavioral responses, which may signal a deficiency in personal psychological safety.

Through hierarchical regression analysis, it was found that educational stage and romantic relationship status significantly influence subjective well-being. Notably, educational stage exhibited a negative predictive effect in the regression analysis. In Model 2, both negative and positive coping strategies significantly impacted levels of subjective well-being, with the positive predictive role of positive coping strategies underscoring the dual effects of coping approaches. Further analysis in Model 3 demonstrated the importance of psychological safety in relation to subjective well-being, particularly highlighting the significant positive correlation between a sense of control and subjective well-being. This indicates that enhancing sense of control can contribute to improving their well-being, especially in the context of relocation, where adaptation to their environment is directly related to their perceived sense of control. This finding aligns with research that focuses on the sense of control individuals experience when coping with life stress and its impact on mental health. For example, Lazarus and Folkman posited in their coping theory that sense of control in the face of stress positively influences psychological adaptation (Folkman, 1984). Recently, researchers have also explored the relationship between sense of control and subjective well-being. Some studies have also emphasized that self-efficacy, which is the confidence in abilities and belief in the capacity to control life events, significantly affects emotional state and well-being (Chýlová & Natovová, 2013). Therefore, in the context of relocation, enhancing sense of control may be an effective way to improve their subjective well-being. Regarding the positive predictive relationship between positive coping strategies and subjective well-being, research indicates that active coping strategies can effectively alleviate psychological stress and promote emotional balance. For example, research showed that individuals who employ positive coping strategies (such as seeking support and problem-solving) typically exhibit higher life satisfaction compared to those adopting negative coping strategies (such as avoidance and denial) (Rodrigues et al., 2023). This is consistent with the findings of this study, suggesting that students who engage in positive coping strategies in a relocation context are better able to adapt to new environments, thereby enhancing their subjective well-being. Recent studies further explored the influence of cultural background on coping strategies and well-being. Research indicated that cultural differences may affect the selection of coping strategies (Dakhli et al., 2013). Within different cultural contexts, individuals may be more inclined to adopt specific coping strategies. For instance, in Eastern cultures, harmonious interpersonal relationships are highly valued, which may lead students to be more inclined to seek social support when facing stress. This implies that the cultural background of relocated students may also influence their coping strategies and well-being. Furthermore, The research demonstrated that individuals

with strong adaptability in a migration context can enhance their subjective well-being through positive coping and emotional regulation (Kuo, 2014). This again emphasizes the importance of talent development and social support in enhancing psychological safety and subjective well-being. Therefore, educators and policymakers should focus on how to enhance sense of control and positive coping abilities, enabling them to better adapt to new learning environments. By integrating these factors, a more effective approach can be employed to promote mental health and well-being.

Although this study analyzed the levels of well-being and sense of safety among relocated students, there are still several shortcomings that warrant improvement and refinement in future research. 1. Insufficient Sample Representativeness: This study surveyed only 322 students from the relocated areas in Sichuan, resulting in a relatively small sample size limited to a specific region. This may constrain the generalizability of the findings. Future research should consider expanding the sample range to include relocated students from diverse regions and backgrounds to enhance the external validity of the study. 2. Limitations of Cross-Sectional Design: The study employed a cross-sectional design, collecting data at a single time point, which does not allow for the examination of changes or causal relationships in the well-being and sense of safety among relocated students. Subsequent research could adopt a longitudinal design to track changes in students' psychological states over time, thereby gaining a more comprehensive understanding of their developmental processes. 3. Lack of In-Depth Qualitative Analysis: The study primarily relied on quantitative questionnaires for data collection and did not delve into the subjective experiences and feelings of relocated students. Qualitative research methods, such as interviews or focus group discussions, could provide richer contextual information and deeper insights, revealing the specific challenges and coping strategies faced by relocated students in adapting to their new environments.

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