



Study on the Factors Affecting Subjective Well-Being Among Middle School Students in China

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Abstract

Background and Aims: This conceptual review article examines why accusations of Western double standards have become a durable frame in the contestation of the liberal international order. Existing international-relations scholarship has explained this contestation mainly through changes in material power, norm diffusion, or status politics. Less attention has been given to the behavioral micro-foundations through which perceived hypocrisy becomes a self-reinforcing source of mistrust. The article, therefore, asks how perceptions of selective moralism are aggregated into state-level diplomatic behavior and what this mechanism means for trust, legitimacy, sovereignty, and security in a multiplex world order.

Methodology: The study uses a conceptual review design. It synthesizes literature on liberal-order contestation, political trust, procedural justice, and behavioral political economy. Five paired historical episodes from 1999 to 2024 are used as illustrative cases, selected because each pair contains a comparable norm claim but divergent Western framing. The cases are not treated as a coded dataset; they are used for theory-building comparison, mechanism clarification, boundary-condition identification, and the development of falsifiable expectations.

Results: The review reveals that the selective-moralism frame resonates because it transforms diffuse resentments into perceptions of hypocrisy. These perceptions are then mediated by leaders' narrative strategies, bureaucratic pathologies, media hype, partisan competition, and coalition calculus. The two episodes illustrate a common pattern: asymmetric norm enforcement, perception of fairness violations, motivated social cognition, trust displacement, and hedging. Structural realist theories point to enabling conditions; constructivist theories point to normative contestation. Behavioral political economy explains how the accusation of hypocrisy becomes pervasive and durable.

Conclusion: The selective-moralism trap is conceptualized here as a behavioral force multiplier, not as an analytical substitute for structural realism or constructivism. Institutions that seek to rebuild trust also need to mitigate perceptions of procedural unfairness on their own merits,





through consistency, transparency, correctability, and representativeness. Three practical measures are proposed: procedural-fairness audits, reform of international-relations curricula, and early-warning indicators linking legitimacy shortfalls to conflict-prevention mechanisms. Keywords: behavioral political economy; selective moralism; liberal international order; procedural justice; multipolarity.

Keywords: Behavioural Political Economy; Trust and Legitimacy; Selective Moralism; Multipolarity; Sovereignty and Security

Introduction

The "Double Reduction" strategy and the extensive advancement of quality education in China have heightened focus on the mental health and subjective well-being of middle school pupils. Subjective well-being denotes individuals' comprehensive assessment of their lives based on personal criteria, encompassing cognitive evaluations like life satisfaction and emotional experiences, both positive and negative (Diener, 1984; Diener et al., 1985). For teenagers, subjective well-being is intricately linked to psychological adjustment, academic adaptation, interpersonal connections, and long-term development (Diener et al., 1999; Roeser et al., 1996). Nonetheless, numerous middle school adolescents continue to encounter diminished life satisfaction, academic pressure, inadequate parent-child communication, and peer disputes, which may adversely affect their general well-being (Rohner & Britner, 2002; Rubin et al., 2006).

Prior research indicates that subjective well-being is affected by both internal psychological traits and external support mechanisms. Internal variables, including resilience, a growth mindset, and self-compassion, may enhance teenagers' ability to navigate academic and social problems more effectively (Neff, 2003a; Neff, 2003b; Yeager & Dweck, 2012). Students who perceive that personal abilities are malleable are more inclined to exhibit adaptive motivation and resilience in the face of challenges (Dweck, 2006; Yeager & Dweck, 2012). Self-compassion may enhance positive self-perceptions and emotional control, hence fostering adolescents' psychological well-being (Neff, 2003a; Neff & Germer, 2013).

Alongside individual psychological resources, social support from family, classmates, and educators significantly influences teenagers' subjective well-being. Affirmative parent-child ties, supportive peer interactions, and nurturing teacher-student relationships might enhance students' sense of belonging and psychological security (Rohner & Britner, 2002; Roeser et al., 1996; Rubin et al., 2006). This study investigates middle school students in Pu'er City, Yunnan Province, analyzing the relationships between three internal variables—resilience, growth mindset, and self-compassion—and three external variables—family support, peer support, and teacher support—in relation to subjective well-being. This study aims to enhance localized



research on teenage well-being and furnish empirical data for mental health education and intervention strategies in primary and middle schools.

Research Objectives

This study was conducted to;

1) to explore the relationship between resilience, growth mindset, family support, peer support, teacher support, and self-compassion and the subjective well-being of Chinese middle school students.

2) To explore the influence of resilience, growth mindset, family support, peer support, teacher support, and self-compassion on the subjective well-being of Chinese middle school students.

Methodology

Participants

Using stratified random sampling, a total of 300 middle school students from grades 7, 8, and 9 at Pu'er No.1 Middle School in Yunnan Province were selected as the study subjects. The sample encompassed both urban and rural students as well as members of multiple ethnic groups, demonstrating regional representativeness in terms of demographic composition.

Methodology

This study is a factor-based cross-sectional study that uses middle school students' subjective well-being as the dependent variable and six independent variables: resilience, growth mindset, family support, peer support, teacher support, and self-compassion, aiming to examine the correlations and predictive effects between the independent and dependent variables.

Research Tools

This study integrated internationally recognized classic scales and developed a revised questionnaire tailored to the linguistic habits and developmental contexts of Chinese middle school students. The entire questionnaire employs a 5-point Likert scale (1 = strongly disagree, 2 = somewhat disagree, 3 = neutral, 4 = somewhat agree, 5 = strongly agree), with some items featuring reverse scoring and all data uniformly converted. The overall Cronbach's α coefficient was 0.945, the reliability of each subscale was from 0.789 to 0.862, and the content validity IOC values were all 1.0, indicating good reliability and validity.

1. Subjective Well-being Scale: It consists of the Life Satisfaction Scale (SWLS) and the Positive and Negative Affect Scale (PANAS), with a total of 8 items.

2. Psychological Resilience Scale: Based on the dual-system model of psychological



resilience, it has two dimensions, personal strength and support strength, with a total of 8 items.

3. Growth Mindset Scale. The scale was based on Dweck's theory and the Chinese version adaptation, with 8 items in total. The scale has two dimensions: beliefs in competence development and tendency to accept challenges.

4. Family Support Scale: This scale includes four dimensions: emotional support, practical support, communication support, and value support. The total number of items is 8.

5. Peer Support Scale: 15 items measuring peer acceptance, friendship support, and conflict resolution support. Teacher Support Scale: Comprises four categories of support, academic, emotional, behavioral, and psychological, with a total of 14 items.

6. Self-compassion scale: Based on Neff's theory, it comprises three dimensions, self-kindness, Common humanity, and mindfulness, with a total of 13 items.

Testing Process

The questionnaires were distributed uniformly online per class. Before administration, the investigator explained the study objectives, response requirements, and confidentiality principles, clarifying that there were no right or wrong answers and urging students to respond based on their actual circumstances. Questionnaires were collected immediately; invalid responses, including those with repetitive answers or missing responses, were excluded, resulting in 300 valid responses with a 100% validity rate.

Data Analyses

Data were processed using SPSS statistical software, with descriptive statistics employed to analyze the overall score levels of each variable. Pearson correlation analysis was conducted to examine the relationship between the six independent variables and subjective well-being, while stepwise multiple regression analysis was utilized to assess the predictive effects of each variable on subjective well-being.

Results

Description of Statistical Indicators

The following statistical indicators are used throughout the results section. N represents the sample size; Min and Max indicate the minimum and maximum observed values, respectively; M denotes the mean; SD represents the standard deviation; R refers to the multiple correlation coefficient; and R^2 represents the coefficient of determination. In this study, Y denotes subjective well-being, X1 resilience, X2 growth mindset, X3 family support, X4 peer support, X5 teacher support, and X6 self-compassion.

Descriptive Statistics

Table 1 presents the descriptive statistics for subjective well-being and the six independent

variables. The mean score for subjective well-being was 3.32 ($SD = 0.76$), indicating a moderate level. Similarly, resilience ($M = 3.19$, $SD = 0.73$), growth mindset ($M = 3.29$, $SD = 0.72$), family support ($M = 3.25$, $SD = 0.73$), peer support ($M = 3.24$, $SD = 0.66$), teacher support ($M = 3.17$, $SD = 0.59$), and self-compassion ($M = 3.30$, $SD = 0.62$) were all at moderate levels. The standard deviations ranged from 0.59 to 0.76, suggesting relatively consistent responses with moderate individual variability across the sample.

Table 1 Descriptive Statistics of Subjective Well-Being and Independent Variables

Variable	N	Min	Max	M	SD	Level
Subjective Well-Being (Y)	300	1.38	4.75	3.32	0.76	Moderate
Resilience (X1)	300	1.38	4.75	3.19	0.73	Moderate
Growth Mindset (X2)	300	1.25	4.75	3.29	0.72	Moderate
Family Support (X3)	300	1.38	4.63	3.25	0.73	Moderate
Peer Support (X4)	300	1.36	4.71	3.24	0.66	Moderate
Teacher Support (X5)	300	1.71	4.57	3.17	0.59	Moderate
Self-Compassion (X6)	300	1.62	4.69	3.30	0.62	Moderate

Correlation Analysis

Pearson correlation coefficients were computed to examine the relationships between subjective well-being and the six independent variables. As shown in Table 2, subjective well-being was significantly and positively correlated with all six variables ($p < .01$). The strongest correlation was observed between subjective well-being and resilience ($r = .562$), followed by peer support ($r = .542$), self-compassion ($r = .540$), growth mindset ($r = .531$), family support ($r = .471$), and teacher support ($r = .451$). Correlations among the independent variables were also positive and statistically significant ($p < .01$).

Table 2 Pearson Correlation Matrix

Variable	Y	X1	X2	X3	X4	X5	X6
Y	1	.562**	.531**	.471**	.542**	.451**	.540**
X1		1	.495**	.488**	.594**	.560**	.523**
X2			1	.436**	.430**	.504**	.454**
X3				1	.462**	.479**	.389**

Variable	Y	X1	X2	X3	X4	X5	X6
X4					1	.510**	.442**
X5						1	.393**
X6							1

Note. $p < .01$.

Multiple Regression Analysis

A multiple linear regression analysis was conducted to determine the predictive effects of resilience, growth mindset, family support, peer support, teacher support, and self-compassion on subjective well-being. The overall regression model explained **48.9%** of the variance in subjective well-being ($R^2 = .489$).

As presented in Table 3, self-compassion was the strongest predictor of subjective well-being ($\beta = .224, p < .001$), followed by growth mindset ($\beta = .207, p < .001$) and peer support ($\beta = .199, p < .001$). Resilience ($\beta = .160, p = .008$) and family support ($\beta = .118, p = .024$) also showed statistically significant positive effects. In contrast, teacher support did not significantly predict subjective well-being ($\beta = .011, p = .841$).

Table 3 Multiple Regression Analysis Predicting Subjective Well-Being

Predictor	B	SE	β	t	p
Constant	-0.016	0.215	—	-0.073	.942
Resilience (X1)	0.166	0.062	.160	2.670	.008
Growth Mindset (X2)	0.219	0.056	.207	3.919	< .001
Family Support (X3)	0.123	0.054	.118	2.276	.024
Peer Support (X4)	0.227	0.063	.199	3.597	< .001
Teacher Support (X5)	0.014	0.071	.011	0.201	.841
Self-Compassion (X6)	0.275	0.063	.224	4.343	< .001

Table 3 presents the results of the multiple regression analysis examining the predictive effects of resilience, growth mindset, family support, peer support, teacher support, and self-compassion on middle school students' subjective well-being.

The results indicate that self-compassion was the strongest positive predictor of subjective well-being ($\beta = .224, B = 0.275, t = 4.343, p < .001$), suggesting that students with higher levels

of self-compassion tended to report higher levels of subjective well-being. Growth mindset also demonstrated a significant positive predictive effect ($\beta = .207$, $B = 0.219$, $t = 3.919$, $p < .001$), followed by peer support ($\beta = .199$, $B = 0.227$, $t = 3.597$, $p < .001$). These findings indicate that students who possess a stronger growth mindset and perceive greater peer support are more likely to experience higher subjective well-being.

In addition, resilience significantly predicted subjective well-being ($\beta = .160$, $B = 0.166$, $t = 2.670$, $p = .008$), indicating that greater resilience was associated with higher levels of well-being. Family support also showed a statistically significant positive effect ($\beta = .118$, $B = 0.123$, $t = 2.276$, $p = .024$), although its predictive strength was weaker than that of self-compassion, growth mindset, peer support, and resilience.

By contrast, teacher support did not significantly predict subjective well-being ($\beta = .011$, $B = 0.014$, $t = 0.201$, $p = .841$), indicating that, after controlling for the other variables included in the model, teacher support did not make a unique contribution to explaining students' subjective well-being. Furthermore, the intercept was not statistically significant ($B = -0.016$, $p = .942$), suggesting that the constant term was not meaningfully different from zero.

Overall, the standardized regression coefficients (β) ranked the predictors of subjective well-being in descending order as follows: self-compassion ($\beta = .224$), growth mindset ($\beta = .207$), peer support ($\beta = .199$), resilience ($\beta = .160$), family support ($\beta = .118$), and teacher support ($\beta = .011$, not significant). These findings indicate that self-compassion was the most influential predictor of subjective well-being in the present study, whereas teacher support did not demonstrate a statistically significant independent effect.

Regression Equation

Based on the unstandardized regression coefficients, the prediction equation for middle school students' subjective well-being is:

$$\hat{Y} = -0.016 + 0.166X_1 + 0.219X_2 + 0.123X_3 + 0.227X_4 + 0.014X_5 + 0.275X_6$$

where:

- ($\hat{Y}$) = Predicted subjective well-being
- (X_1) = Resilience
- (X_2) = Growth mindset
- (X_3) = Family support
- (X_4) = Peer support
- (X_5) = Teacher support
- (X_6) = Self-compassion

Although teacher support (X_5) was included in the regression model, its regression

coefficient was not statistically significant ($B = 0.014$, $\beta = .011$, $t = 0.201$, $p = .841$). Therefore, teacher support did not make a unique contribution to predicting subjective well-being after controlling for the other variables.

Accordingly, the statistically significant prediction model can be expressed as:

$$\hat{Y} = -0.016 + 0.166X_1 + 0.219X_2 + 0.123X_3 + 0.227X_4 + 0.275X_6$$

This equation indicates that, holding all other variables constant, each one-unit increase in resilience, growth mindset, family support, peer support, and self-compassion is associated with increases of 0.166, 0.219, 0.123, 0.227, and 0.275 units, respectively, in the predicted subjective well-being score.

Discussion

The findings indicated that the subjective well-being of middle school children and the six contributing elements were all at moderate levels. This indicates that the adolescents in the sample typically have fundamental psychological resources and obtained a measure of support from their families, peers, and educators. Nonetheless, none of the factors attained a significant level, suggesting substantial potential for enhancement in students' well-being, psychological adjustment, and external support systems. Given that subjective well-being encompasses both life satisfaction and emotional experience, a moderate level suggests that kids may continue to encounter academic pressure, interpersonal problems, and emotional issues in their everyday school life (Diener, 1984; Diener et al., 1985).

The correlation results demonstrated that resilience, growth mindset, self-compassion, family support, peer support, and teacher support were positively correlated with subjective well-being. This discovery aligns with other studies indicating that well-being is influenced by both internal psychological assets and external social contexts (Diener et al., 1999; Roeser et al., 1996). Internally, pupils exhibiting greater resilience are better equipped to adjust to setbacks, whilst those with a growth mindset tend to perceive challenges as opportunities for improvement instead of indicators of personal failure (Dweck, 2006; Yeager & Dweck, 2012). Moreover, self-compassion allows students to acknowledge their flaws with a more equitable and benevolent perspective, potentially diminishing self-blame and adverse feelings (Neff, 2003a, 2003b). Collectively, these psychological attributes establish a crucial internal basis for subjective well-being.

External support significantly contributes to students' well-being. Family support offers emotional security and a stable foundation for adolescents' psychological development, whereas peer support is crucial during adolescence as peer relationships serve as a primary source of belonging, acceptance, and emotional connection (Rohner & Britner, 2002; Rubin et



al., 2006). Teacher support can enhance kids' school adjustment by fostering a pleasant psychological environment and reinforcing their sense of belonging within the school (Roeser et al., 1996). The positive correlations identified in this study indicate that students' subjective well-being is influenced not by a singular factor, but by the synergistic impacts of individual psychological strengths and nurturing interpersonal settings.

The regression analysis indicated that self-compassion was the most significant predictor of subjective well-being. This suggests that students' self-perception may significantly impact their well-being. Middle school adolescents frequently encounter stress from assessments, academic competition, and social appraisal. Students lacking self-compassion may readily succumb to self-criticism and emotional fatigue when confronted with failure or dissatisfaction. Conversely, pupils exhibiting greater self-compassion are inclined to approach themselves with empathy, acknowledge transient deficiencies, and sustain emotional equilibrium (Neff, 2003a; Neff & Germer, 2013). Consequently, self-compassion may be considered a fundamental internal protective element for enhancing students' subjective well-being.

The growth mindset and peer support were significant determinants of subjective well-being. A growth mindset enables students to perceive setbacks constructively and sustain motivation when confronted with academic or personal problems (Dweck, 2006; Yeager & Dweck, 2012). Simultaneously, peer support directly influences adolescents' daily educational experiences. Supportive peer interactions can mitigate loneliness, foster a sense of belonging, and amplify pleasant emotional experiences (Rubin et al., 2006). Consequently, both a growth mentality and peer support are essential elements that enhance students' well-being.

Resilience and familial support emerged as fundamental protective variables. Resilience enables pupils to manage stress and rebound from challenges, whereas familial support offers emotional comfort and psychological stability. Prior studies have shown that parental acceptance and supportive familial ties are significantly associated with teenagers' mental health and adjustment (Rohner & Britner, 2002). Consequently, while these two criteria may not be the most potent predictors, they are nonetheless fundamental for sustaining students' subjective well-being.

Ultimately, teacher support did not exhibit a significant independent predictive influence in the regression model. This does not imply that teacher support is insignificant. Conversely, its impact may have diminished when peer support, family support, and individual psychological aspects were concurrently considered. Throughout puberty, pupils' emotional emphasis typically transitions progressively from adults to peers, perhaps diminishing their emotional reliance on teachers. Furthermore, if teacher support predominantly manifests in academic management rather than emotional advice and psychological care, its direct impact on subjective well-being





may be constrained. This conclusion indicates that schools ought to enhance the emotional and developmental roles of teacher support, emphasizing not only academic oversight but also the provision of care, encouragement, and psychological counsel to pupils.

The findings indicate that enhancing middle school pupils' subjective well-being necessitates focus on both internal psychological growth and external support mechanisms. Educational institutions ought to implement treatments that foster self-compassion, a growth attitude, and resilience, while simultaneously enhancing family-school collaboration, peer relationship education, and emotional support from educators. Such extensive initiatives may assist students in cultivating more favorable self-perceptions, enhanced interpersonal relationships, and elevated levels of subjective well-being.

Conclusion

The middle school students' subjective well-being, resilience, growth mindset, family support, peer support, teacher support, and self-compassion in Pu'er City, Yunnan Province are at moderate levels, and all indicators have room for improvement. The six key factors, resilience, growth mindset, family support, peer support, teacher support, and self-compassion, were all significantly positively correlated with the subjective well-being of middle school students. Self-compassion, growth mindset, peer support, resilience, and family support are important positive predictors of the middle school students' subjective well-being, among which self-compassion has the strongest predictive power. Teacher support has no independent predictive effect on subjective well-being. In conclusion, the main factors of middle school students' subjective well-being are internal positive psychological qualities, and the key auxiliary factors are peer and family support. Peer guidance and collaboration between home and school are important for schools to pay attention to the mental health of students.

Recommendation

Provide students with mental health courses and group counseling sessions, focusing on cultivating students' self-compassion and helping them accept imperfections; promote the concept of growth mindset to correct the misconception of "fixed ability"; carry out stress resilience training to improve students' resilience and enable students to autonomously adjust negative emotions, helping students build up positive psychological qualities.

Creating a friendly interpersonal environment on campus: homeroom teachers lead group activities, create platforms for peer interaction, provide interpersonal communication and conflict resolution skills, and develop a friendly and inclusive classroom atmosphere, which also leads to a change in teachers' educational philosophy, reduces reliance on single academic





assessments, increases emotional support and psychological guidance for students, and tackles the shortcomings in teachers' emotional support skills.

Constructing a High-Quality Family Support System. The school regularly organizes family education seminars to guide parents to abandon the overemphasis on academic achievements, enhance parent-child communication and emotional support, and offer comprehensive support for children, including emotional, material, and value support, thereby creating a warm family environment.

Establish a home-school collaborative education mechanism and a regular communication channel between family and school to timely monitor the psychological state and behavioral manifestations of students. For students with high levels of psychological stress or low levels of well-being, joint interventions should be implemented to promote the coordinated efforts of education and provide comprehensive protection for adolescents' mental health.

Limitations and Implications

This study is a cross-sectional investigation, which can only establish correlations between variables but cannot determine causal relationships; the sample was limited to a single middle school with restricted geographical and institutional characteristics, resulting in a narrow scope of generalizability for the findings.

Future longitudinal tracking studies could be conducted to investigate the dynamic changes and causal relationships between various factors and subjective well-being; the sampling scope should be expanded to include both urban and rural areas, different educational stages, and diverse school types to enhance the generalizability of findings; mediation and moderating variables should be incorporated to thoroughly analyze the underlying mechanisms of each factor's impact, while qualitative methods such as interviews and case studies should be integrated to comprehensively elucidate the influence mechanisms on middle school students' well-being.

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