

The Interventions to enhance the Well-being of Children at early education in China: The Mediating Moderating Approach

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Abstract

This research effort depicts the well-being of children in China who have experienced devastating developments in their immediate environment and are indulged in negative emotions which result in negative psychological and behavioral consequences. The study focuses on the interventions taken into consideration in prior literature to address the problem of the 'left-behind children'. The current research paper seeks to assess the well-being of children influenced by important factors that shape the behavior at early schooling. Tolerance, respect and moral identity are found to be crucial factors that influence individual behavioral outcomes; therefore, the current study empirically investigates the impact of these behavioral interventions. The study reports mixed results as two direct hypotheses' i.e., moral identity to well-being and tolerance-respect to well-being are observed to be insignificant, however the remaining direct, moderating, and mediating relationship are found to be statistically significant. The implications, limitations and future directions of the current research study are highlighted in the concluding sections of the study.

Keywords: resilience, well-being, tolerance-respect, moral identity, perceived social support

Introduction and Background

The current research effort addresses the inspiring aspect of positive psychology by investigating the emotional, cognitive, and behavioral patterns of individuals. The development of intentional activities influenced by well-being leads towards the unveiling the promising factors that impact the behavior. The iconic and first generation positive psychology interventions namely the Three Good Things exercise, the Gratitude Visit, and Using Your Signature Strengths in New Ways has been established that has been found tough and difficult (Seligman, Steen, Park, & Peterson, 2005). It has been reported that positive psychology has gained the attention of several research scholars who have contributed to the development of interventions; however, these traditional interventions have become an obstacle for considering new interventions. The research studies have suggested to investigate the activities along with other actions may found to be motivating, efficacy beliefs, social support and baseline affective states of an individual (Schueller, 2014). Several factors including socioeconomic, cultural, or genetic factors are observed to be the causes of mental health problems among children which becomes a major risk of their life, negatively impacting the behavior and well-being. The WHO (World Health Organization) has labelled these issues and problems as one of the main

causes of disabilities and depression which continues to be prevalent among a large number of individuals worldwide (Salas, 2018). The development of higher level of physical and psychological well-being contributes in shaping the behavior of individuals to face the challenges of life through suitable interventions at the early education or school level that allows student to acquire the specified skills and strategies (Cronin et al., 2020).

Past studies have focused on physical activities and sports as means of personal and social development of individuals. Researchers and scholars have suggested that physical education and sports are found to be effective in the transformation of skills, in particular, strategic developmental skills that reduce negative emotions and negative devastating behavior while increasing positive outcomes such as well-being (Opstoel et al., 2020). It has been believed that physical activities and sports enhance the skills of individuals and add value to their life at different stages. Past scholars have suggested to conduct studies focusing on physical activities such as sports that enhance the psychological well-being of the individuals (Piñeiro-Cossio, Fernández-Martínez, Nuviala, & Pérez-Ordás, 2021). The current research study addresses the potential gap in existing literature by highlighting interventions that impact the well-being of individuals by focusing on the early school education experience in China with a view to mitigating negative emotions and enhancing

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positive behavioral outcomes.

Prior studies have stated that higher level of well-being possessed by an individual are found to be more successful at work, among friends, in relationships, at educational activities and in physical health. Psychological well-being enhances the attention, creativity, innovative mindset, holistic and creative thinking. The psychological well-being is referred as eudaimonia (happiness) tradition, but subjective well-being is derived from satisfaction through pleasure, reduce in pain, the psychological well-being enable individuals to attain maximum potential in development of capabilities, personal growth and understanding the achievement of happiness (Butler & Kern, 2016). It has been stated that the process of pursuing values and personal growth that make an individual to feel alive referred as psychological well-being. Scholars have introduced six dimensions of psychological well-being in an integrated Model of Personal Development namely self-acceptance, autonomy, personal growth, purpose in life, environmental mastery and positive relations (Ryff, 2018). The study also reported that information on interventions is limited in the school sports context, however the model is recognized as logical and valid. The study highlights how physical activities and sports are useful tools for implementation. Another study depicts that physical activities and sports reduce health-related risks such as metabolic issues, it reduces the chances of cancer, improve cardiovascular health, strengthened bones and effective physical conditions, on a psychological level these activities improve cognitive abilities, performance, cognitive function and mental health, which in turn improves and enhances psychological well-being (Mnich, Weyland, Jekauc, & Schipperijn, 2019).

It has been stated that there is limited information and research available on the physical activities and psychological well-being for children in the context of schools. It is therefore, important to conduct a study that seeks to justify interventions for the development of well-being in a way that also promotes the psychological well-being through education and sports at schools (Piñeiro-Cossio et al., 2021). The well-being and health of students in school is considered as a key factor to consider when studying the causes the development of negative violent behavior as the result of any unwanted event occurrence. The school sector has observed bullying as one of the major issues that causes the development of violent or negative emotions and behavior among students that further affects (negatively) the well-being of an individual. One study shows how serious health problems are found among students faced with unwanted or unwelcome happenings including bullying or other behavioral setbacks; for this

reason, studies have stressed upon the development of effective anti-bullying interventions that successfully mitigate negative emotions and positively change behavior among individuals (Silva, Lima, Acioli, & Barreira, 2020). Past studies have focused on development and demonstration of effective antibullying interventions to reduce the negative impacts and consequences on the behavior of individuals. However, these interventions are still insufficient to completely eradicate the issue in schools, even though past studies have recommended various practices to be adopted at the workplace or in educational institutes to reduce the among of bullying through education, sports and physical activities (Montero-Carretero, Roldan, Zandonai, & Cervelló, 2021). Scholars have given attention to children for behavior triggered due to various negative actions that causes major behavioral damages including negative emotions due to education, health, and well-being. However, the studies have depicted that perceived capacity of sports, physical activities and physical education contribute to positive development of individual at school level. Only a limited number of studies focus on the environment where such activities take place and can impact the behavior. Currently, the academic literature has grown on understanding the experiences of youth and depicts how lack of awareness among professionals and peers creates issues and problems that negatively impact individual behavior. The stability of family, peer and school relationship found to be important factors that influence the well-being of an individual that attract the attention, education allows to address the poorer health and special educational needs (Mannay et al., 2015).

It has been seen that in the UK, children report a poorer level of mental and physical health than their peers. The research highlights that this could be connected to previously occurring experiences during schooling or family life including abuse or neglect that may negatively impact physical health which can further lead to mental health issues (Selwyn, Wood, & Newman, 2017). There is research-based evidence which show that emotional and cognitive hindrance are a consequence of such issues at educational or workplaces due to a range of factors. Involvement in sports and physical activities at school and educational institutes is an important factor that contributes to the stability of under observed samples. The study reports that under observed children are found to be shaped significantly at their homes, schools, and in communities that have quality education, health and well-being as compared to socially deprived, abused or neglected children. A number of research studies have contributed in assessing the important factors that play a

key role in the development of policies and practices aimed at addressing the issues of individual well-being (Hayden, 2007; Stein, 2012).

Prior studies have studied a number of variables that may impact the well-being of individuals including supportive style, basic psychological needs, motivation, innovation efficiency, comprehensive innovative efficiency, pure technology efficiency, behavioral self-regulations, psychological education, and organizational support in different settings and in diverse study samples (Chen & Breedlove, 2020; Hautakangas, Kumpulainen, & Uusitalo, 2021; Montero-Carretero et al., 2021; Piñeiro-Cossio et al., 2021). Other past studies have justified different kinds of interventions that can potentially contribute to various behavioral changes such as interventions focusing on skills possessed by individuals, self-regulations, psychological education, physical sports or school based-comprehensive interventions such as ANGELO, web-based interventions, mobile-health interventions, video-games interventions and anti-bullying interventions (Hautakangas et al., 2021; Liu et al., 2019; Okorodudu, Bosworth, & Corsino, 2015). The current study intends to determine how the well-being of respondents is influenced by moral identity, tolerance-respect, and resilience. The role of perceived social support is also incorporated in the present assessment of the well-being of an individual. The current study intends to determine the mediating role of resilience between moral identity, tolerance respect and well-being. Moreover, the moderation effect of perceived social support is also examined vis-a-vis the relationship between resilience and well-being. The study is unique in terms of its assessment the relationships among the variables understudy empirically and contributes to the existing body of knowledge as to how these factors are important for the development of interventions that positively influence the well-being of students enrolled in early education centers.

Literature Review

Resilience and Well-being

The research scholars have given special attention recently to the left-behind children, the policy makers and strategists have considered the importance of the matter and addressed the issues related to children. The left-behind children referred as children under 18 years of age and left behind due to any reason including migration of parents for job or any other reason (Hoang, Lam, Yeoh, & Graham, 2015). The number of left-behind children in China and other countries has increased recently. The statistics show that in Thailand 20% children got separated from the parents and family due to migration of parents

for earning and living far. In China the situation is observed to be more intense that there are approximately 6.1 million children have been left-behind that accounted for 37.7% for total number of children in the rural area. The number found to be even higher since 2016 that 9.02 million children were affected by the phenomenon and rapid increase is still evident (Fan & Lu, 2020). The continuous developments in urban regions motivates employees to migrate on other place for higher level of earning and income, so therefore, these migrants leave their kids behind at local original residences (Li, Zhang, & Li, 2018). It has been highlighted that left-behind children are found to be deprived and are forced to face shortage of routine life material, lack of emotional support and insufficient material to live due to separation of guardian (parents). Their physical and mental health also suffers and is found to be poor as compared to children living with their parents, moreover, the left-behind children face difficulties in their academic life. Another sensitive issues has been identified wherein left-behind children face the problem of communication and are not able to communicate with other mates or teachers, so they experience lack of social support and feel insecure, which negatively affects their personality (Wu et al., 2017).

The mental well-being of left-behind children is observably low due to separation from family members, and their well-being must be positively functioning as it shows absence of psychological stress. The low mental well-being is evident from hyperactivity, psychological problems, problematic behavior, prosocial behavior, and inattention. Left-behind children are found to be emotionally disturbed, indulge in depression, anxiety, and loneliness that further negatively influence the behavior (Cheng & Sun, 2015; Hu, Lu, & Huang, 2014). the number of behavioral problems encountered due to lack of social support, insufficient care, negative emotions, lack of education, and lack of concern leads them to lower well-being. The research scholars have suggested to take an immediate and quick action towards mental well-being of Chinese children to provide them social support by the policy makers. The research scholars have stressed upon the contributions in providing the external social support and development of individual characteristics to improve the well-being of such children in China (Fan & Lu, 2020). The prior research has highlighted the resilience as one of the important characteristics that influence the well-being, so therefore current research effort incorporated the construct resilience to investigate the role and influence of resilience vis-a-vis well-being.

The literature has defined resilience as the capacity of successful adaptation in the face of threats in the

environment that disturb the viability of function. The resilience theory emphasizes the strength of an individual to overcome the potential harm or risk – a characteristic that contributes to the developmental outcome of an individual (Masten, 2014). The prior study depicts that resilient child possess the characteristics of autonomy, self-efficacy, purposeful, social competence and adaptability. Their natural cognitive ability to respond to a risk is found to be active and studies have demonstrated the effect of resilience on the well-being of children (Anyan, Worsley, & Hjemdal, 2017; Newland, 2015). The prior literature argues that resilience contributes to the achievement of positive psychological well-being and assists in successfully with externalities while avoiding negative influences that occur due to a lack of social support (Luthar & Zelazo, 2003). The proactive factor assists individuals in overcoming risks and manage stressful events that may harm them; therefore, resilience is considered as a proactive factor that helps one avoid risks. It has been found that an increase in the resilience of the children depends upon proactive factor achievements and internal proactive factors related to their family, schools, community and surrounding environment (Masten, 2018). The care and support from family is considered a proactive factor as a supportive connection between the guardian and the child fulfills is seen enhancing the resilience of the children. The environment within the family has a significant impact on the development of the children as the social support forthcoming from members of one's immediate the family is a significant source of support, as underpinned and posited by the ecosystem theory. Therefore, it is established that the family environment must remain supportive for children to enhance the resilience (Newland, 2015). The social support received from a family member or friend or from a peer or colleague also help improve the level of resilience among children. It has been frequently discussed in the literature that a good relationship among friends promotes positive behavioral outcomes, and hence, improve their resilience; similarly, the support from a teacher or neighbor is also found to positively influence children's behavior. Social networks and community collectives can help children to overcome stressful situations and cultivate the abilities that foster their individual well-being (Li et al., 2018; Pitzer & Skinner, 2017). Considering the foregoing, the following hypothesis is derived:

H1: The Resilience positively significantly influence the Well-being of Children at Schools

Moral Identity, Resilience and Well-being

Contemporary theories of well-being focus on happiness

or prosperity through the process of facilitating sustainable individual well-being by developing resilience. Previous studies suggest that moral aspects of human identity contribute to improvement in interpersonal relations and individual resilience level as a consequence of human interactions and experiences in different life stages including emotional, intellectual, spiritual and material interactions and experiences (Cloninger, 2013). Positive dimensions of human life contribute to social dynamics in a way that improves the social aspect of human life and facilitate positive human development and interactions. Human well-being is found to be affected by large scale migrations as noted earlier with migration for diverse purposes resulting in children being left behind and being forced to face unknown challenges. Human well-being and survival depend upon one's moral identity which is defined in terms of traits such as caring, compassionate, friendly, generous, honest, integrate, kind, helpful, fair and hard-working. IT is argued that moral identity promotes well-being as it harmonizes relationships with others and makes it easier to face challenges (Aquino & Reed II, 2002; Cloninger, 2013; Garcia, Moradi, Amato, Granjard, & Cloninger, 2018).

Previous studies have introduced the effective intervention anti-bullying program to tackle the behavior and negative outcomes of the students as frequent bullying events negatively impact the personalities of individuals. Past studies have recommended that interventions provide different strategies that affect long term sustainability, moral reasoning, cognitive process, and the morally acceptable decision under specific situations, and in this way, contributes to a safer and fair society (Zych, Farrington, Llorent, & Ttofi, 2017). The importance of moral conduct and moral identity that is defined as the commitment to sense of self in action that promote positive behavior and protects their well-being. The stronger the moral identity, the higher the ethical conduct that prevails in each situation and pushes individuals to avoid any kind of disengagement and negative emotions. The moral disengagement is understood as the ability of a person that justify the behavior and not acceptable with own ethical codes and among the negative emotions. Therefore, it is stated in previous studies that strong moral identity leads towards a higher level of ethical code and avoidance of any kind of negative emotions (Bjärehed, Thornberg, Wänström, & Gini, 2020). Moral identity prevents the young people to trigger bullying behavior, some authors suggested to generate positive school climates with higher level of morality and ethical conduct to prevent negative emotions. A few examples in Germany have been reported that focus on the role of morality in

helping reduce negative behavior or bullying, however, there is a lack of intervention that assist in implementation of motivational strategies for achievement of values and contribute in success of program (Montero-Carretero et al., 2021).

Therefore, on the base of above discussion following hypotheses can be formed that moral identity influence the resilience and well-being:

H2: Moral Identity significantly influence the resilience among children at early school level

H3: Moral Identity significantly influence the Well-being among children at early school level

Tolerance-respect, Resilience and Well-being

The tolerance-respect is an important value that does not only depend upon the relationship among participants but also on an urgent societal requirement which acts as the foundation of all human societies. The moral and realistic tolerance reflect in the society, progress and in societal values, that oppose violence, extreme behavior, avoid disruption and destabilizing the firm (Al Majali & AlKhaaldi, 2020). The literature depicts that there is a problem in developing the understating with tolerance as it is a fundamental factor within the education system and remains at the core of the sustainability of a society. Problems resulting from an increasingly multicultural society reveal that tolerance from the perspective of positive interaction may be ethnically different. It is considered as a moral virtue that ensures that one treat individuals without any discrimination. It is considered an essential factor for functioning in the society, protection of individual's respect, ethnic identification and ideology (Karpov, 2017). The fair act, objectivism and loyalty towards relations, firms, workplace, and families is considered part of a tolerant behaviour which involves respecting the customs, beliefs and cultural background of all individuals. These moral values and ideals come under the umbrella term of tolerance and ensure the development of a progressive society with respect for all human beings (Al Majali & AlKhaaldi, 2020).

The study conducted on child development has been taken into consideration and it has been reported that children are exposed to several challenges during their growth that impact their behavior and influence their social life. The study suggests developing a framework while considering the role of schools, teachers, and psychologists in the development of children. The study has focused on tolerance and respect among participants to foster behavioral benefits. The study highlights that bibliotherapy is found to be highly effective in enhancing the level of empathy, respect, acceptance and tolerance

which further impacts individual behavior by eradicating negative emotions and facilitating positive behavioral outcomes (Lucas & Soares, 2013).

The study has been conducted to determine the effectiveness of intervention programs aimed at reducing bullying among students and improving their social and positive behavior, the relationship is underpinned by self-determination. Education is the primary responsibility of teachers and physical education has key importance in developing and shaping the behaviors of students, therefore, effective training sessions are required for implementation of interventions for positive consequences. The study considers several variables and factors that impact on psychological behavioral outcomes such as the supportive style of the teachers, basic psychological needs, motivational perspective, tolerance, harassment, and victimization. The study found significant results as to how these factors influence the behavior of individual students i.e., a higher effect size was observed with motivation, basic psychological needs, tolerance, and bullying. The study contribute to the existing body of knowledge that applications under SDT provides the grounds to improve the anti-bullying initiatives through effective training (Montero-Carretero et al., 2021).

There is lack of empirical evidence investigating the influence of tolerance-respect to predict the behavioral outcomes, the present study incorporates the tolerance-respect intervention that must be shaped to harvest the appropriate positive behavioral outcomes. The previous section of the study shows that children in China face multiple challenges related to their behavior which may be attributable to several factors as noted earlier. Therefore, there is a dire need to shape their personality and grooming with the perspective of tolerance. Considering the foregoing, following hypothesized relationships are derived:

H4: Tolerance-respect significantly influence the resilience among children at early school level

H5: Tolerance-respect significantly influence the Well-being among children at early school level

Perceived social support and Well-being

Child development is a sensitive task that need to be carefully curated and steered. This is particularly so in the case of children at school as it is considered crucial for their mental development and well-being. Social support refers to the feeling that an individual is beloved, cared and feels like a part of a supportive social network. Previous works have classified supportive social network into actual and perceived types of social support (Su, Li, Lin, & Zhu, 2017). The study has found that there is a significant impact of

social support on the well-being of children and actual social support has a stronger impact than perceived social support. The study investigates into the perception of social support among left-behind children to assess their behavioral outcomes, which shows that family, friends, and other participants influence the well-being of children. In the past, scholars have aided individuals through effective utilization of social support in a way that enhances their well-being of individual and affect their development. The study highlights that social support is found to be highly effective in this regard as it significantly influences psychological well-being which improve their satisfaction level and contribute to their individual development (Zhou & Lin, 2016).

The social support theory posits that higher level of social support contributes to well-being and reduces the level of pressure and stress. The model of theory interprets that perceived social support enhances the well-being among affected participants such as children at schools who may be affected due to separation of parents or left-behind due to any reason and have received limited interaction and care in their life. The psychological health of the individual improved as a result of effective social support and in accordance with the theoretical model, the emotional care and warmth improve children's well-being and lead to positive behavioral outcomes (Brabeck & Sibley, 2016). The interpersonal relationship with friends, peers and groups can satisfy and improve the psychological health of children. Teachers as potential sources of assistance can enhance the performance of children by enhancing their skills, increasing their knowledge, shaping their behavior and providing a solution to their psychological problems, and in doing so, promote their well-being (Zhao, Liu, & Wang, 2015).

Mental well-being can be improved for deprived children through effective social support. The present study examines 400 left-behind children and finds that psychological well-being is positively influenced by social support (Xing, Yu, Xu, & Chen, 2017). Another research study finds that social support from peers, colleagues, and friends significantly influences the satisfaction level and psychological well-being of children. The study highlight that teachers can enhance the well-being of individual students through effective and valid information dissemination and emotional support (Danielsen, Samdal, Hetland, & Wold, 2009; Kim & Kim, 2013). Therefore, based on above literature it is evident that social support influences the behavioral outcomes of the participants and thus, the following hypothesis is derived:

H6: Perceived social support significantly influences Well-being among children at early school level

Moderation role of perceived social support

This study intends to investigate the moderating role of perceived social support between resilience and well-being. The current study argues that perceived social support moderates the relationship by strengthening the link between resilience and well-being. The previous section establishes the link that perceived social support influence well-being, and that resilience also influences well-being; therefore, it is argued that perceived social support will increase the impact and strengthen the relationship between resilience and well-being. Based on the above, the following moderating hypothesis is derived as under:

H7: Perceived social support significantly moderates the relationship between Resilience and Well-being among children at early school level

Mediating Role of Resilience

The current study investigates the mediating role of resilience between exogenous constructs, moral identity and tolerance-respect and endogenous constructs i.e., well-being. The study argues that moral identity and tolerance-respect influence the level of resilience among children and further enhances their well-being, so therefore, resilience mediates the relationship between the independent and dependent constructs of the study. Previous studies have identified the gap for conducting empirical research to explain the phenomenon of well-being as influenced by tolerance-respect and moral identity, and as mediated by resilience. The study intends to incorporate children's well-being and study the mediation effect of resilience. Prior studies have been conducted in the context of Western countries; however, the current study focuses on China as there is insufficient empirical evidence investigating the influence of these intervening factors with a view to explaining children's well-being. The previous study investigates the mediating role of resilience between perceived social support and mental well-being and reported significant mediation results between perceived social support and mental well-being (Fan & Lu, 2020). Based on previous studies, the current study also argues that resilience mediates the relationship, therefore, the following mediating hypothesis is proposed:

H8: Resilience significantly mediates the relationship between tolerance-respect and Well-being among children at early school level.

H9: Resilience significantly mediates the relationship between moral identity and Well-being among children at early school level.

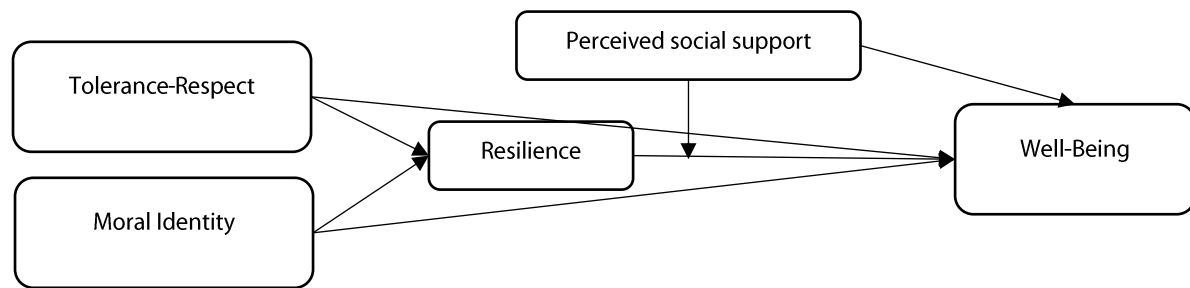


Fig 1: Research Framework

Research Framework

The above shown research framework presents the scheme of the current study; the hypothesis H1 investigates the relationship between resilience and well-being, the hypothesis H2 determines the relationship between moral identity to resilience and H3 investigates the relationship between moral identity and well-being. The H4 investigates the relationship between tolerance-respect and resilience, and H5 determines the relationship between tolerance-respect and well-being. The hypothesis H6 investigates the relationship between perceived social support and well-being, and H7 examines the moderation role of perceived social support between resilience and well-being. The H8 and H9 investigate the mediating role of resilience between tolerance-respect and well-being, and between moral identity and well-being, respectively.

Research Methodology

The current research is quantitative in nature as the data was collected through questionnaires from concerned persons who act as guardians of children from Chuzhou from early education school. The data was collected from schoolteachers pertaining to children and their behavior as observed in the course of their daily routine life. The purposive sampling technique was utilized because the research has a specific purpose of investigating the psychological behavioral outcome well-being influenced by intervening factors including tolerance-respect, moral identity, resilience, and perceived social support. A total of 130 responses were recorded for data analysis.

Measurement Scale

The measurement scale for all variables of the current study were adopted from previous studies. The measurement scale for well-being was adopted from the study of (Benraiss-Noailles & Viot, 2021), that consists of 05 items. The 04 items measurement scale of tolerance-respect was adopted from the study of (Montero-Carretero et al., 2021). The 08 items measurement scale of moral

identity was taken from the study of (Montero-Carretero et al., 2021). The resilience was measured through the 10 items scale adopted from the study of (Callueng, Aruta, Antazo, & Briones-Diato, 2020). The measurement scale of perceived social support was taken from the study of (Larson, 1993), that consists of 05 items. All items were measured on the 5-point Likert scale.

Analysis and discussion

This section of the research paper presents an analysis of collected data. The collected data has been analyzed using Smart-PLS. The measurement model was utilized to assess the construct validity and reliability, and the PLS algorithm approach was used for this process. The structural equation model was utilized to investigate the relationship between the constructs of the framework.

Measurement Model Assessment

The PLS algorithm method was utilized in Smart-PLS to assess the validity and reliability of the constructs. The validity and reliability of the constructs was assessed by examining the values of Cronbach alpha (α), Composite reliability and average variance extracted (AVE). The value for Cronbach alpha and composite reliability must remain higher than 0.70 for acceptability. If the value is found to be higher than 0.80, it is considered as good reliability and a value higher than 0.90 indicates excellent reliability. The average variance extract must remain higher than 0.50 for acceptability, as suggested by (George & Mallery, 2019).

Table 1 below shows the values for Cronbach alpha, composite reliability, and AVE

Table 1

Constructs	Cronbach α	CR	AVE
tol	0.945	0.961	0.859
res	0.936	0.946	0.635
wb	0.792	0.854	0.563
mi	0.884	0.908	0.554
pss	0.947	0.959	0.824

Note: tol (tolerance-respect), res (resilience), wb (well-being), mi (moral identity), pss (perceived social support)

The above Table 1 presents the Cronbach alpha, composite reliability and AVE for all constructs, the values of variables for Cronbach alpha are found to be 0.945, 0.936, 0.792, 0.884 and 0.947 for tolerance-respect, resilience, well-being, moral identity, and perceived social support, respectively. These values satisfy the condition for acceptable Cronbach alpha as all values are at an acceptable level. The composite reliability reported for variables tolerance-respect, resilience, well-being, moral identity, and perceived social support as 0.961, 0.946, 0.854, 0.908 and 0.959, respectively, which means it satisfies the condition for minimum acceptable level for construct reliability. The AVE is found to be higher than 0.5 in all constructs with tolerance-respect, resilience, well-being, moral identity and perceived social support found to have values 0.859, 0.635, 0.563, 0.554 and 0.824, respectively, therefore, all constructs satisfy the minimum reliability level.

Discriminant validity

The discriminant validity is shown in Table 2 below wherein the square root of AVE is compared to the correlation values of other constructs. It bears to note that the square root of AVE must remain higher than the correlation values of other constructs, which represents the acceptable discriminant validity criteria as suggested by (Fornell & Larcker, 1981).

Table 2

Discriminant Validity

Constructs	mi	pss	res	tol	wb
mi	0.744				
pss	0.413	0.908			
res	0.570	0.534	0.797		
tol	0.409	0.717	0.509	0.927	
wb	0.423	0.512	0.545	0.502	0.750

Note: tol (tolerance-respect), res (resilience), wb (well-being), mi (moral identity), pss (perceived social support)

Table 2 demonstrates the discriminant validity; the square root of AVE is located at the intersection cell of each construct. The square root of AVE must remain higher than the correlational value of other constructs. The above table satisfies the condition for acceptable discriminant validity. The square root of AVE for moral identity is found to be 0.744 which is higher than all the remaining correlational values, the square root AVE value of perceived social support is found to be 0.908 which is higher than the remaining correlation values, the square root of AVE for resilience is found to be 0.797, the square root of AVE for tolerance-respect is found to be 0.927 which remains higher than remaining correlational values. The above table satisfies the suggested criterion for acceptable discriminant validity.

The measurement model is shown in Figure 2 below.

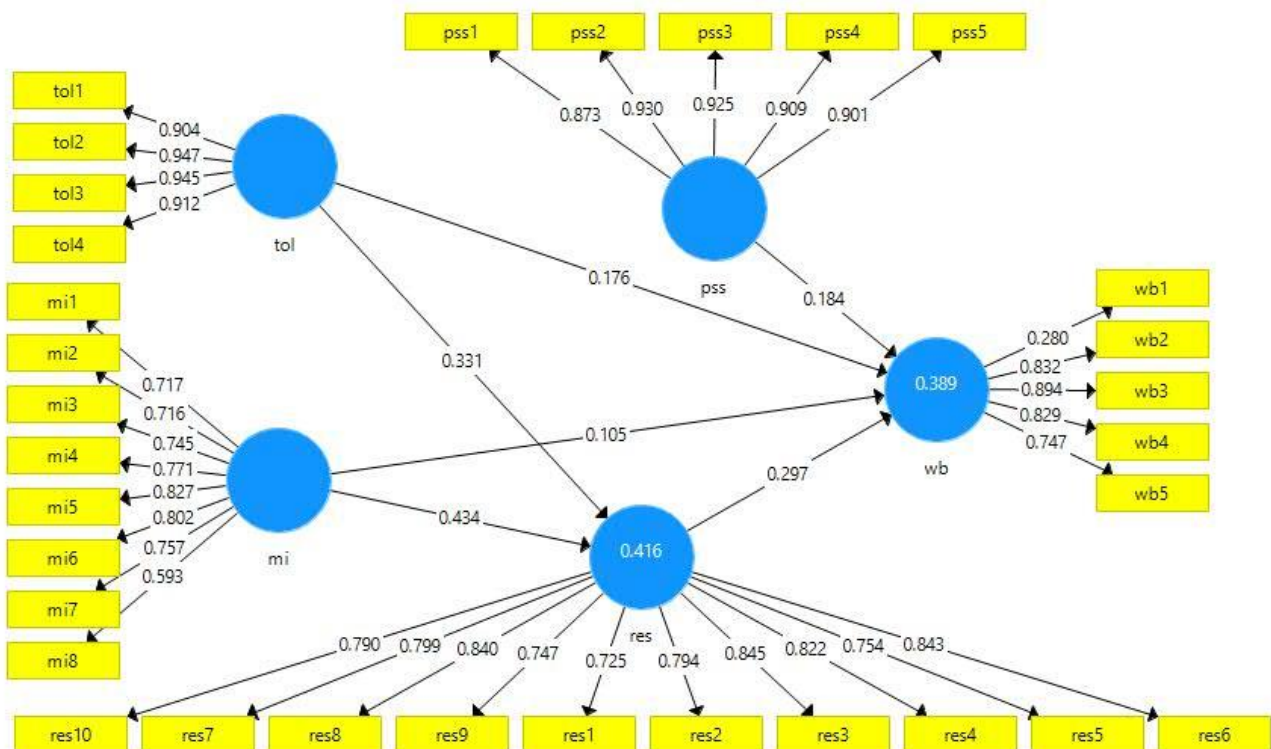


Fig 2: Measurement model: Note: tol (tolerance-respect), res (resilience), wb (well-being), mi (moral identity), pss (perceived social support)

The above Figure 2 illustrates the measurement model drawn on Smart-PLS, and the constructs are shown along with their relevant items. The tolerance-respect has 04 items, moral identity is measured on 08 items, resilience is measured based on 10 items, perceived social support is measured on 05 items and well-being is measured based on 05 items.

Structural Equation Model (SEM)

The second section of the analysis is presented with SEM being used for hypothesized relationship testing. The bootstrapping method was used for relationship testing. The relationship is assessed based on the T-value and p-value between the constructs. The T-value must remain higher than 1.96 for acceptable significance with 05% error margin and p-value should remain lower than 0.05 for acceptable significance level. The model was used to test all 09 hypotheses including direct, mediating, and moderating variables. The direct hypotheses H1, H2, H3, H4, H5, and H6 test the direct relationship between constructs. This section presents and discusses each relationship. Table 3 below presents the result of the direct hypotheses:

Table 3

Direct relationship testing.

S#	Hypotheses	Original sample (β)	t-value	p-value
1	res→wb	0.297	3.459	0.001
2	mi→res	0.434	6.762	0.000
3	mi→wb	0.105	1.339	0.181
4	tol→res	0.331	5.517	0.000
5	tol→wb	0.176	1.938	0.053
6	pss→wb	0.184	1.978	0.048

Note: tol (tolerance-respect), res (resilience), wb (well-being), mi (moral identity), pss (perceived social support)

Hypothesis H1: The Resilience positively significantly influence the Well-being of Children at Schools

The first hypothesis H1 investigates the relationship between resilience and well-being. The purpose of the current study is to determine the well-being of the children at early education level. The result of the first hypothesis shows that ($\beta = 0.297$, t-value = 3.459, p-value = 0.001), there is a statistically significant relationship wherein resilience influences well-being, and the result of the hypothesis corroborate the arguments developed in the literature that resilience positively influences well-being among children. The result of the study are also in-line with the previous study of (Fan & Lu, 2020).

Hypothesis H2: Moral Identity significantly influences the

level of resilience among children at early school level.

The first hypothesis H2 investigates the relationship between moral identity and resilience. The purpose of the study is to determine the well-being of children at early education level. The result of the first hypothesis shows a ($\beta = 0.434$, t-value = 6.762, p-value = 0.000), the significant statistically relationship between the two with moral identity influencing the level of resilience/ The result of the hypothesis is in line with the argument developed in the literature.

Hypothesis H3: Moral Identity significantly influences Well-being among children at early school level.

The first hypothesis H3 investigates the relationship between moral identity and well-being. The purpose of the study is to determine the well-being of the children at early education level. The result of the first hypothesis shows that ($\beta = 0.105$, t-value = 1.339, p-value = 0.181), and these results are found to be insignificant statistically in that moral identity has no relationship with well-being, and therefore, the result of the hypothesis is rejected.

Hypothesis H4: Tolerance-respect significantly influence the resilience among children at early school level.

The first hypothesis H4 investigates the relationship between tolerance-respect and resilience. The result of the first hypothesis shows that ($\beta = 0.331$, t-value = 5.517, p-value = 0.000), and these results are found to be statistically significant in that resilience is influenced by tolerance-respect, and the result of the hypothesis satisfies the argument developed in the literature to that effect.

Hypothesis H5: Tolerance-respect significantly influences the Well-being among children at early school level.

The first hypothesis H5 investigates the relationship between tolerance-respect and well-being. The purpose of the study is to determine and understand the factors that affect the levels of well-being of children at early education level. The result of the first hypothesis shows that ($\beta = 0.176$, t-value = 1.938, p-value = 0.053), are found to be insignificant statistically and are therefore rejected on statistical grounds.

Hypothesis H6: Perceived social support significantly influences the Well-being among children at early school level.

The first hypothesis H6 investigates the relationship between perceived social support and well-being. The purpose of the study is to determine the well-being of the children at early education level. The result of the first hypothesis shows that ($\beta = 0.184$, t-value = 1.978, p-value = 0.048), and these results are found to be significant statistically, which satisfies the arguments developed in the literature as to how perceived social support influences well-being among children. The result of the study is also

in-line with the previous study of (Fan & Lu, 2020).

Moderation effect:

Hypothesis 7: Perceived social support significantly moderates the relationship between Resilience and Well-being among children at early school level.

Table 4 presents the moderation effect of perceived social support.

Table 4

Moderation effect

Hypothesis	Original sample (β)	t-value	p-value
res*pss→wb	0.142	2.524	0.012

Note: res (resilience), wb (well-being), pss (perceived social support)

The above table demonstrates the significant moderation effect of perceived social support between resilience and well-being, and shows that support from friends, family, and colleagues plays an important role in ensuring the well-being and generating positive behavioral outcomes among individuals. The argument of the study is found to statistically significant in that perceived social support strengthens the relationship; the direct relationship between perceived social support was significant with the 1.978 t-value and moderation relationship is found to be stronger that is perceived social support significantly moderates the relationship by strengthening it.

Mediating effect

The study investigates the mediation effect of resilience between moral identity, tolerance-respect and well-being.

Hypothesis 8: Resilience significantly mediates the relationship between tolerance-respect and well-being among children at early school level.

Hypothesis 9: Resilience significantly mediates the relationship between moral identity and well-being among children at early school level.

Table 4 demonstrates the mediation effect.

Table 5

Mediation effect

S#	Hypotheses	Original sample (β)	t-value	p-value
1	tol→res→wb	0.098	3.126	0.002
2	mi→res→wb	0.129	2.857	0.004

Note: tol (tolerance-respect), res (resilience), wb (well-being), mi (moral identity)

The above results shows that resilience mediates the relationship between tolerance-respect, moral identity, and well-being significantly. The argument of the study

remains acceptable and T-values of both the mediating hypotheses shows statistically significant results. Prior studies exemplify how resilience is a good mediator to explain well-being and how it is influenced by different variables and factors. The current study finds significant results of mediation similarly to previous studies which report statistically significant mediation results between perceived social support and well-being (Fan & Lu, 2020).

Implications of the study

The study is useful in assessing the well-being of children in China. Large-scale disruption is faced in China of children brought up in the absence of parents who are travelling to other parts of the country for earning purposes with the children left-behind having to face devastating negative behavioral outcomes. The study contributes to identifying and verifying the factors that play a role in reducing the development of negative emotions among children. The study helps in designing interventions that ensure tolerance-respect among participants. The present study also takes stock of the role of moral values and identity in shaping individual behavior and reducing the negative emotions and behavioral outcomes. The previous studies highlight the number of interventions including basic psychological needs, motivation, bullying, tolerance and morality to shape the useful behavior of children at schools (Montero-Carretero et al., 2021). Similarly, previous studies have called for the introduction of positive psychological interventions to enhance the well-being of participants. The study suggests introduction of behavioral, cognitive and emotional interventions to support students with a view to improving their well-being (Pawelski, 2020). The current study is useful in developing activities, modules and programs to foster the values of tolerance and respect, and a sense of morality and moral identity among the students as well as resilience through a supportive culture as part of comprehensive educational effort aimed at improving the well-being of children.

Limitation and Future Research Avenue

There are several limitations inherent to the current research study. Firstly, China is a large country in terms of population, therefore, it was not an easy task (in fact, nearly impossible) to cover the whole country as sample. The limited time and budget of the project is another major limitation of the study. Another challenge faced by the researcher is to identify relevant previously established empirical research articles which are limited in number

and have been conducted in different, and therefore non-comparable geographical settings, country contexts and cultures. The researcher has rarely come across a specific study that takes stock of intervention in shaping the behavior of students. Future studies can be conducted to reduce negative emotions and enhance positive behavioral outcomes through innovative initiatives and other factors. In the future, a detailed and longitudinal study must be conducted to assess individual behavioral patterns prior to and after the introduction of interventions.

Conclusion

The current research effort examines the well-being of children in China who have experienced devastating and turbulent changes in their environment during their lifetime. Migration within China has increased recently due to more earning options away from hometowns which means that many parents leave their children and travel to

other places for employment. This separation leads to several complex issues among children. The next phase is early education which plays an important role in shaping the behavior of individuals. The study incorporates the number of behavioral interventions factors including tolerance-respect, moral identity to create the resilience which further impacts on well-being among participants. The study also considers the moderation effect of perceived social support and found significant moderation effect. The significant mediating effect of resilience is also observed. The study recommends schools to incorporate tolerance and morality related programs that improve the level of resilience and well-being among students.

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