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ARTICLE

The Relationship between Parents' Expectations and Career Adaptability of Primary School Students: The Mediating Effect of Proactive Personality

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ABSTRACT

With the development and changes of society and the further iteration and renewal of parents' concepts, the importance and influence of future career planning of primary school students have become increasingly prominent. Parental expectation is a very important part of influencing proactive personality, and it is also an important part of improving career adaptability, personal quality and comprehensive ability. This study explores the relationship between parents' expectation, proactive personality and career adaptability of primary school students. This paper deeply analyzes the influence of proactive personality on career adaptability, so as to provide theoretical support for improving the career adaptability of primary school students. In this study, the Chinese version of "Career Resilience", "Parental Expectation Questionnaire" and "Proactive Personality Measurement" (PPS) were used as research tools to conduct psychological measurement on 287 students in grade 5 and 6 of a primary school in Beijing. SPSS29.0 and Process statistical software were used to explore the status quo and relationship of proactive personality, parents' expectation and career adaptability of primary school students. The conclusions of this study are as follows: (1) The correlation analysis results between parental expectation and proactive personality are significant, and there is a significant positive correlation. (2) The correlation analysis results between parents' expectations and career adaptability are significant, and there is a significant positive correlation. (3) The correlation analysis results between career adaptability and proactive personality were significant, showing a significant positive correlation. (4) Both parents' expectation and proactive personality have significant direct and positive effects

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on career adaptability, and proactive personality plays a partial mediating role between parents' expectation and career adaptability.

Keywords: Primary School Students; Parental Expectations; Proactive Personality; Career Adaptability; Mediating Effect

1. Introduction

1.1. Career Adaptability

Career adaptability refers to the ability of an individual to cope with various challenges in his career, reflecting the state of readiness shown by an individual in the face of predictable work tasks, career roles, and career mutations or uncertainties. This concept covers four core dimensions: career concern, that is, the degree to which individuals attach importance to career development; Career control reflects the individual's autonomy and control in career planning and management. Career curiosity reflects the individual's desire to explore the future career; And career confidence, that is, the positive self-perception that an individual holds in his career. These four dimensions together constitute a comprehensive framework of career adaptability, and improving the ability of the four dimensions can help individuals better adapt to and cope with various challenges and changes in their career^[1]. Individual's career adaptability is regarded as an indispensable psychological resource, which has a profound impact on his future career development and his ability to cope with the complex and changeable professional environment. From the perspective of career construction theory, the importance of career adaptability is particularly prominent. It can not only help individuals effectively deal with various uncertainties and challenges in their career, but also provide strong support for individuals to achieve more remarkable achievements in their career path. The positive effects of career resilience can be seen in many ways. First of all, it enables individuals to adapt to changes in the career environment more flexibly. Whether it is the rapid development of the industry or the upgrading of technology, career adaptability can help individuals quickly adjust themselves to adapt to the new working environment and work requirements^[2]. Secondly, career resilience also plays a crucial role in the pursuit of professional success and personal growth. It encourages individuals to maintain a positive attitude in the face of difficulties and challenges, and constantly explore

new possibilities, so as to maximize their self-worth. This kind of adaptability can not only help individuals better cope with the challenges in their careers, but also play a decisive role at key moments, providing a solid guarantee for the overall development and growth of individuals. Therefore, cultivating and improving individual's career adaptability is of immeasurable value for their future career development and personal growth.

A study by Skoriko and Vondracek^[3] showed that for American middle school students, good career adaptation can reduce the incidence of adolescent problem behaviors, improve their happiness and reduce negative emotions. There is a lack of research on career adaptability in senior primary school at home and abroad. But in fact, career adaptability also has a very important significance for primary school students^[4]. Better career adaptability can help them make career decisions and goals that are more suitable for them.

1.2. Parental Expectations

Research shows that families play a key role in this, and parents are the most central part of the influence^[5]. Parents have an influence on their children's career aspirations, career goals and career decisions, and this influence is usually reflected through expectations and communication^[6]. Parents as an important guide on the path of children's growth, they provide care and support for children's daily life at the same time, but also in the child has not yet formed an independent world view and outlook on life, the initial planning and imagination of its future. This kind of expectation and planning is not a simple fantasy or fantasy, but a deliberate decision based on a deep understanding of the child's character, interests, abilities and other characteristics. Parents' expectations not only include the expectation of their children's future achievements, but also reveal their trust in their children's abilities. They will actively guide and help children choose the right direction for their growth at all stages of their children's growth, and strive to lay a solid foundation for their future career. Therefore, it can be said that

parents' expectations shape the growth trajectory of children to a large extent and are an important factor in the formation of children's career resilience^[7].

1.3. Proactive Personality

In addition to parents' expectations and planning, children's personality traits also play an important role in the formation of their career resilience^[8]. As one of children's personality characteristics, proactive personality has a significant impact on their career adaptability. Children with proactive personality can often be more active and proactive to explore the unknown world, and more courageous to face difficulties and challenges^[9]. In the face of career choices, they will also be more firm in their beliefs and goals^[10]. Children with different personality traits, even under the same background and resource conditions, may show completely different career resilience and choices. Therefore, there may be a certain correlation between children's proactive personality and career adaptability, and it is of great significance to cultivate and promote individual proactive personality traits for individual development and success. Their interaction will affect the child's career development and career planning^[11].

At the same time, studies have shown that parents' expectations of primary school students are closely related to their children's career adaptability. In recent years, empirical studies on career resilience have found a close relationship between proactive personality and career resilience^[12]. Proactive personality refers to a stable tendency of an individual to take the initiative to influence the surrounding environment^[13]. On this basis, the research question I put forward is the relationship between parents' expectation, active personality and pupils' career adaptability and the mediating role of active personality.

2. Materials and Methods

2.1. Subjects

The study participants were students in a primary school in the city of Beijing, with a random sample drawn from each class. From fifth to sixth grade, five classes were selected from each grade, with 145 participants, for a total of 290 students. A total of 278 effective questionnaires were collected, with an effective rate of 95.8%. Among

them, 130 were male, accounting for 46.8%; There are 148 girls, accounting for 53.2%. There were 155 only children, accounting for 55.8%; There were 123 non-only children, accounting for 44.2%; The fifth grade accounted for 134, or 48.2%, and the sixth grade accounted for 144, or 51.8%.

2.2. Research Tools

In this study, the sample was assessed by the career resilience scale, the parental expectation Scale and the proactive personality scale.

2.2.1. Parental Expectation Scale

The Parental Expectation Questionnaire was compiled by Cheng Lin^[14] and revised by Jin Lu^[15]. The questionnaire has 24 questions and five dimensions. The five-point scoring method is used to sum the scores, and the higher the score, the higher the expectation. In this study, the overall reliability α value of the parental expectation scale was 0.824, and the reliability α value of all dimensions remained above 0.8. This result shows that the reliability of the questionnaire conforms to the preset standard of this study, indicating that the scale data has good reliability.

2.2.2. Proactive Personality Scale

In 2009, Shang Jiayin and Gan Yiqun jointly launched the Proactive Personality Measurement (PPS) scale, which was adapted from the research results of Bateman and Crant^[16]. The modified PPS scale is excellent in reliability and accuracy. It contains 11 independent items and has been verified by systematic structural analysis. Since this study focuses on primary school students, in order to ensure the validity and applicability of the scale, we conducted a detailed reliability test on the Chinese version of PPS revised in 2009. SPSS 29.0 was used to analyze the Klonbach α coefficient of the proactive personality inventory, and the results showed that the Klonbach α value was 0.922, which met the research requirements.

2.2.3. Career Adaptability Scale

In this study, the career resilience Scale compiled by Savickas and Porfeli^[17] was selected and the Chinese version revised by Hou et al.^[18] was adopted for testing. The scale covers four key dimensions: career concern (corresponding to questions 1–6), career control (corresponding to questions 7–12), career curiosity (corresponding to questions 13–18),

and career confidence (corresponding to questions 19–24), with a total of 24 items. By calculating the average score of all items, the higher the score, the higher the level of career resilience^[19]. Previous studies have shown that the α coefficient of all dimensions of the career resilience scale is stable above 0.7, while the α coefficient of the total scale is over 0.8, indicating good reliability. In this study, the α coefficient of the total career resilience table is as high as 0.927, which further verifies its high stability and reliability in measurement.

2.3. Statistical Methods

SPSS29.0 was used to conduct descriptive statistics, independent sample t test, variance analysis, correlation analysis, multiple regression analysis and so on.

3. Results

3.1. Common Method Deviation Test

In this study, self-reported questionnaire was used to collect research data, and reverse scoring of some questions was used to reduce common method bias in the collection process. Harman single factor test was used to evaluate the common method bias, and the results showed that there were 9 factors with eigenvalues greater than 1, among which the explanatory variance of the first factor was 32.61%, which was lower than the critical standard of 40%. Therefore, it can be assumed that there are no significant common methodological biases in this study.

3.2. Difference Analysis of Parents' Expectation, Proactive Personality and Career Adaptability of Primary School Students

The differences of parental expectation, career adaptability and proactive personality among students of different genders were analyzed. There are significant differences in parental expectation, career adaptability and proactive personality.

The differences of parental expectation, career adaptability and proactive personality among students of different grades were analyzed. There are significant differences in parental expectations, but no significant differences in career adaptability and proactive personality.

3.3. Correlation Analysis of Parents' Expectation, Proactive Personality and Career Adaptability of Primary School Students

According to the Pearson correlation analysis in the **Table 1**, there is a significant correlation between parents' expectation, proactive personality and career adaptability of primary school students. Among them, the correlation analysis results between parental expectation and proactive personality were significant, showing a significant positive correlation ($r = 0.563, p < 0.001$). There was a significant positive correlation between parental expectation and career adaptation ($r = 0.702, p < 0.001$). There was a significant positive correlation between career adaptability and proactive personality ($r = 0.726, p < 0.001$).

Table 1. Correlation between parental expectation, proactive personality and career adaptability of primary school students (N = 278).

Variable;	1	2	3
Parents expect	1		
Career adaptability	0.702**	1	
proactive personality	0.563**	0.726***	1

**. At the 0.01 level (two-tailed), the correlation was significant. *. At the 0.05 level (two-tailed), the correlation was significant.

3.4. The Influence of Parents' Expectations on Career Adaptability of Primary School Students: An Examination of the Mediating Effect of Proactive Personality

This study set parental expectation and career adaptability as control variables to explore the mediating effect of

proactive personality. The results showed that parental expectation could significantly predict career adaptability ($\beta = 0.702, t = 16.380, p < 0.001^{***}$). Proactive personality could positively predict career adaptability ($\beta = 0.484, t = 11.269, p < 0.001^{***}$). Parental expectation significantly positively predicted proactive personality ($\beta = 0.563, t = 11.19, p < 0.001^{***}$). Proactive personality plays a partial mediating

role in the relationship between parental expectation and career adaptability.

In summary, according to the analysis results, it can be concluded that both parents' expectation and proactive personality have significant direct and positive effects on career adaptability, and proactive personality plays a partial mediating role in parents' expectation and career adaptability. The overall model fits well and significantly. The results are shown in **Table 2**.

According to the results of the mediation effect test, the confidence interval does not include 0, indicating that

the direct path can significantly predict career adaptability.

Therefore, it can be concluded that the action path of this study is composed of parental expectation-proactive personality-career adaptation, with an indirect effect value of 0.282. In summary, it can be concluded that proactive personality plays a significant mediating role between parents' expectations and students' career adaptability, and there is a partial mediating role, that is, parents' expectations can have an impact on students' career adaptability through proactive personality (a partial mediating role). The results are shown in **Table 3** and **Figure 1**.

Table 2. Mediating effect test of proactive personality (n = 278).

Variable;	Career Adaptability			Proactive Personality			Career Adaptability		
	β	t	p	β	t	p	β	t	p
constant	0.949	5.054	<0.001	0.923	2.299	0.022	0.707	4.498	<0.001
Parents expect	0.702	16.380	<0.001	0.563	11.19	<0.001	0.429	9.992	<0.001
proactive personality							0.484	11.269	<0.001
R	0.70			0.56			0.81		
R2	0.493			0.317			0.653		
F	268.311			128.123			258.893		

Table 3. Breakdown of total effects and direct effects and mediation effects.

Metavariable	Effect;	Effect	SE	95%CI Floor;	95%CI Toplimit	Effect Ratio
proactive personality	indigo effect	0.282	0.044	0.206	0.371	38.8%
	direct effect	0.444	0.044	0.357	0.531	61.2%
	ensemble	0.726	0.044	0.639	0.813	

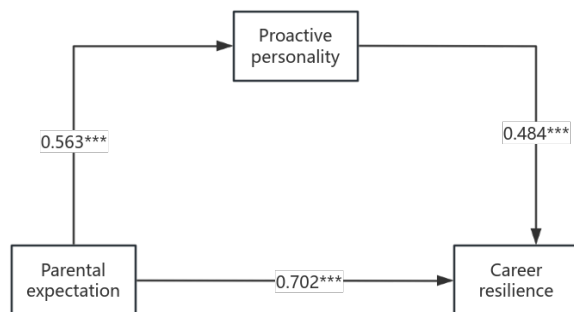


Figure 1. Effect of parents' expectation on career adaptability: test of the mediation effect of active personality.

Note: ** $P < 0.01$, *** $P < 0.001$.

4. Discussion

Through sorting out the questionnaire results of parents' expectation, proactive personality and career adapt-

ability of primary school students, and using the method of independent sample T test, the differences between parents' expectation, proactive personality and career adaptability of primary school students and each grade and gender were analyzed. The results show that there is no significant difference between proactive personality and career adaptability in grade, but there is significant difference between parents' expectation in grade. There are significant differences in gender. There is significant correlation between parents' expectation, active personality and career adaptability. There is a significant positive correlation between parental expectation and career adaptability. There is a significant positive correlation between career adaptability and proactive personality.

4.1. Differences of Demographic Variables in Various Indicators

At grade level, there are significant differences in parents' expectations. Factors such as family environment, parents' educational background and values may have an impact on parents' expectations. There is no significant difference in proactive personality among grades. The social culture and educational environment of the fifth and sixth grade students in the sample are relatively consistent, and there is no significant difference. The performance of all initiatives is relatively similar, resulting in no significant difference. There is no significant difference in the career adaptability of primary school students in grade. The age range of grade 5 and Grade 6 students is relatively small, and their career adaptability may not be significantly different in grade.

In terms of gender, there are significant differences in parents' expectations. Parents' expectations of primary school boys are higher than those of primary school girls. According to research findings, parents have higher average educational expectations for boys than girls^[20]. There are significant differences of proactive personality in gender. Studies have pointed out that male traits have a direct impact on the development of proactive personality, and their explanation rate is as high as 38.7%, so they can predict the formation of proactive personality to a large extent^[21]. At the same time, considering the profound influence of gender role expectation and social culture, men are usually more likely to show the characteristics of proactive personality^[22]. The career adaptability of primary school students has significant difference in gender. In some societies and cultures, there may be differences in expectations, roles and parenting styles for boys and girls, which may result in them exhibiting different characteristics and needs in terms of career resilience, leading to significant gender differences.

4.2. Correlation between Parents' Expectation, Proactive Personality and Career Adaptability of Primary School Students

The results of this study support the hypothesis that there is a significant correlation between parents' expectations, proactive personality and career adaptability. This means that the higher the parents' expectations of their children, the stronger the child's own proactive personality per-

formance. Secondly, the correlation analysis results between parents' expectation and career adaptability also show a significant positive correlation. This suggests that parental expectations can stimulate children's positive attitude towards future career development and promote their ability to adapt to future careers. In addition, the correlation analysis results between career adaptability and proactive personality also showed a significant positive correlation. This suggests that individuals with higher proactive personality traits may help them better adapt to future career development.

4.3. The Mediating Role of Proactive Personality between Parents' Expectation and Career Adaptability of Primary School Students

The results of this study support the mediation model of parental expectation, proactive personality and career adaptability, and provide empirical support for related theories. This mediation model shows that parents' expectations have not only a direct effect on children's career adaptability, but also an indirect effect through stimulating children's proactive personality traits. It is of great significance to understand the multiple influencing factors and mechanisms of personal development, and provides a theoretical basis for related research. In addition, the results of this study also provide certain guidance for educational practice and intervention, and encourage educators to pay more attention to cultivating students' initiative and career adaptability. However, there are also some limitations in this study, such as the limitations of sample selection and cross-cultural differences. Therefore, future studies can examine a larger sample and consider the influencing factors in different cultural backgrounds to comprehensively and deeply explore the relationship between parental expectations, personality traits and career resilience.

In summary, this study is of great significance for revealing the relationship between parental expectation, proactive personality and career adaptability, and provides some theoretical and practical guidance for family education, school education and career planning. However, future research needs to further explore more influencing factors and mechanisms to improve the breadth and depth of research. Only by deepening our understanding and application of these relationships can we better support and facilitate students' personal development and career planning.

5. Conclusions

Using questionnaire method, this study explores the relationship between parents' expectation, proactive personality and career adaptability of primary school students. The main conclusions are as follows:

First, the correlation analysis results between parental expectation and proactive personality are significant, showing a significant positive correlation.

Second, the correlation analysis results between parents' expectation and career adaptability are significant, showing a significant positive correlation.

Third, the correlation analysis results between career adaptability and proactive personality are significant, showing a significant positive correlation.

Fourth, both parents' expectation and proactive personality have significant direct and positive effects on career adaptability, and proactive personality plays a partial mediating role between parents' expectation and career adaptability.

Author Contributions

Y.F.: Responsible for literature review, data collection, data analysis and thesis writing. S.L.: Responsible for overall design and thesis writing.

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Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

In the data availability statement, authors should provide information about the availability of data and materials used in the study. It should include details about how and where to access the data, including any restrictions on access or use. The statement should be clear and concise, and should provide

sufficient information for others to access and use the data. If the data is not publicly available, authors should explain why and describe any conditions or limitations on access.

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Conflicts of Interest

The authors declare no conflict of interest.

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ARTICLE

Self-Efficacy and Resilience: A Relative Study among College NSS and Non-NSS Students

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ABSTRACT

The present study explores the relationship between self-efficacy and resilience among college students, with a particular focus on comparing National Service Scheme (NSS) volunteers and non-NSS students. The study utilized a cross-sectional design involving 147 students (71 NSS volunteers and 76 non-NSS students) from different colleges of Kanpur Nagar. MDRS - H, which stands for the Multi-dimensional scale of Resilience in Hindi, was established by Singh and Khullar. It is utilised for the purpose of measuring resistance and the Hindi version of the General Self-Efficacy Scale developed by Sud, Schwarzer, and Jerusalem was administered to measure self-efficacy. Results indicated that NSS students exhibited higher levels of both self-efficacy and resilience compared to their non-NSS counterparts. Self-efficacy significantly positively correlated with Resilience in NSS students and non- NSS students. Regression analyses suggested that resilience was a strong predictor of self-efficacy in both students NSS and non-NSS. However, the association was most likely stronger for NSS students because they were exposed to more resilience-building activities. The study contributes to the growing body of literature on the positive impact of extracurricular activities on students' psychological well-being and provides insights into how participation in such programs may enhance both resilience and self-efficacy in college students.

Keywords: Self-Efficacy; Resilience; NSS College Students; Non-NSS College Students

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1. Introduction

Self-efficacy and resilience are two critical psychological constructs that influence an individual's ability to face challenges, adapt to adversity, and achieve personal goals. Self-efficacy, a concept introduced by Albert Bandura^[1], refers to the belief in one's ability to perform specific tasks or behaviors necessary to achieve desired outcomes. Resilience, on the other hand, is the capacity to recover from stress, adversity, or setbacks^[2]. Together, these constructs play a crucial role in shaping a person's mental health, well-being, and overall success, especially in demanding environments such as academic settings.

College students, especially those involved in National Service Scheme (NSS) activities, often encounter situations that test their self-efficacy and resilience. NSS programs are designed to promote community service, leadership, and social responsibility among students. Participation in NSS provides students with unique opportunities to develop essential life skills, which may enhance their self-efficacy and resilience compared to their non-NSS counterparts. By engaging in community service, leadership roles, and teamwork, NSS students may develop a stronger sense of efficacy in their abilities to impact both their communities and their personal lives.

This study aims to explore the differences in self-efficacy and resilience between college students who participate in NSS and those who do not. Understanding these differences can provide valuable insights into the benefits of service-oriented programs and inform interventions to promote psychological well-being in academic settings.

2. Literature Review

Resilience, generally understood as the capacity to recover from stress, adversity, failure, or challenges, is a critical psychological construct. It is often posited that resilience plays a predictive role in the development of self-efficacy, which is defined by Bandura as an individual's belief in their capability to execute behaviours necessary^[3] to produce specific performance attainments^[1]. This theoretical link can be explained through several psychological frameworks.

2.1. Theoretical Explanation:

1. **Social Cognitive Theory:** Albert Bandura's Social Cognitive Theory emphasizes that self-efficacy is developed through personal experiences, vicarious experiences, verbal persuasion, and physiological states. Resilience fosters self-efficacy by enhancing an individual's ability to cope with challenges effectively. For instance, people with higher resilience are more likely to interpret setbacks as learning opportunities rather than failures, thus reinforcing their belief in their ability to overcome difficulties^[1].
2. **Broaden-and-Build Theory:** Fredrickson's Broaden-and-Build Theory suggests that positive emotions expand cognitive and behavioural tendencies, which in turn build personal resources, including resilience. Resilient individuals experience positive emotions even in the face of adversity, which can broaden their perspective, encouraging a sense of mastery and control. This broadened perspective increases their belief in their capabilities, directly contributing to higher self-efficacy^[3].
3. **Psychological Capital:** Luthans et al. describe resilience as one of the key components of Psychological Capital, along with hope, optimism, and self-efficacy. Resilience enables individuals to persist in the face of setbacks, thereby contributing to a stronger sense of self-efficacy. Overcoming adversity with resilient attitudes reinforces self-belief, further enhancing self-efficacy levels^[4].
4. **Learned Optimism:** Resilience can also be connected to learned optimism. Those with resilient mindsets are more likely to maintain optimistic outlooks even when confronted with difficulties. This optimism is crucial for the development of self-efficacy, as it allows individuals to view challenges as surmountable and within their control, fostering a belief in their ability to achieve success^[5].

Resilience helps individuals to frame challenges in a way that fosters persistence and belief in their abilities. As a result, resilient individuals are more likely to develop strong self-efficacy, as they repeatedly experience and perceive their capacity to manage and succeed despite difficulties.

2.2. Self-Efficacy in College Students

Over the past decade, research has consistently highlighted the significance of self-efficacy in determining academic success and psychological well-being among college students. A meta-analysis by Honicke and Broadbent^[6] found that self-efficacy was a strong predictor of academic performance, emphasizing its role in motivating students to engage in learning tasks and persevere in the face of challenges. Similarly, Schunk and DiBenedetto^[7] noted that self-efficacy fosters academic persistence, encouraging students to set higher goals and exert more effort in achieving them.

2.3. Resilience in College Students

Resilience has also gained significant attention in the academic literature as a crucial factor in coping with stress and adversity. According to Hartley^[8], resilience serves as a protective factor that helps college students manage stressors and maintain academic performance despite challenges. Furthermore, a study by Grit et al.^[9] found that resilience positively influenced students' mental health, reducing the likelihood of anxiety and depression during stressful periods.

2.4. The Impact of Service Programs on Psychological Well-being

Participation in service-learning programs such as NSS has been linked to increased self-efficacy and resilience. A study by McMenamin et al.^[10] demonstrated that students who engaged in community service activities reported higher levels of self-efficacy and a greater sense of purpose compared to non-participants. The researchers attributed this to the leadership and problem-solving skills developed through service activities. Similarly, a study by Bowen^[11] found that students involved in service-learning programs exhibited higher resilience levels, as these experiences exposed them to real-world challenges and required adaptive coping strategies.

2.5. NSS Participation and Student Development

The National Service Scheme (NSS) in India has been instrumental in fostering personal and social development

among college students. Singh and Kumar^[12] found that NSS volunteers exhibited higher levels of self-efficacy and resilience compared to non-participants. The study highlighted that the structured nature of NSS activities — emphasizing teamwork, leadership, and community engagement— was seen as instrumental in cultivating these psychological strengths.

2.6. Comparative Studies between NSS and Non-NSS Students

Comparative studies between NSS and non-NSS students have further supported the notion that service participation enhances self-efficacy and resilience. For instance, a study by Sahoo et al.^[13] reported that NSS volunteers with non-NSS students in terms of their psychological well-being and found that NSS students scored significantly higher on measures of self-efficacy and resilience. This difference was attributed to the experiential learning opportunities provided by NSS, which encouraged students to step out of their comfort zones and develop a sense of achievement.

2.7. The Role of Social Support in Building Resilience

Social support plays a critical role in fostering resilience among college students. Rutter^[14] emphasized that social relationships and support networks contribute to an individual's ability to bounce back from adversity. NSS programs, which emphasize teamwork and community engagement, provide students with a sense of belonging and social support, which may contribute to higher resilience levels. Likewise, a study by Liu et al.^[15] highlighted that students who participated in community service reported greater social support, which in turn enhanced their resilience and coping abilities.

2.8. Leadership and Self-Efficacy Development in NSS

NSS participation often involves taking on leadership roles, which can significantly impact students' self-efficacy. A study by Bowers et al.^[16] found that students who assumed leadership positions in service programs developed a stronger belief in their abilities to influence others and handle complex tasks. This increase in self-efficacy was attributed to the responsibilities and decision-making involved in leadership

roles, which required students to practice and refine their skills.

2.9. Gender Differences in Self-Efficacy and Resilience

Research has also explored gender differences in self-efficacy and resilience among college students. In a study by Saxena and Pradhan^[17], male and female students were found to exhibit different patterns in the development of self-efficacy and resilience. Male students reported higher self-efficacy in academic tasks, while female students demonstrated greater resilience in handling stress and adversity. This highlights the importance of considering gender as a factor in comparative studies between NSS and non-NSS students.

2.10. The Long-Term Impact of NSS Participation

Longitudinal studies have examined the lasting effects of NSS participation on self-efficacy and resilience. A study by Ramakrishnan and Thomas^[18] followed NSS alumni and found that the skills and attitudes developed during their college years had a long-term positive impact on their self-efficacy and resilience in their professional and personal lives. The study suggested that the experiential learning gained through NSS had enduring benefits, reinforcing the value of such programs in fostering psychological growth.

2.11. Cultural Factors Influencing Self-Efficacy and Resilience

Cultural factors also play a role in shaping self-efficacy and resilience among college students. Research by Sharma and Gupta^[19] emphasized that cultural values, such as collectivism and community-oriented goals, prevalent in Indian society, influenced the development of self-efficacy and resilience among NSS students. The study found that these cultural factors, combined with the NSS program's emphasis on service and social responsibility, created a supportive environment for fostering psychological growth.

3. Rationale of the Study

The constructs of self-efficacy and resilience are critical in understanding how individuals cope with challenges,

maintain motivation, and succeed in both personal and academic realms. Among college students, these psychological factors are particularly significant, as they navigate the complexities of academic pressures, social relationships, and the transition to adulthood. However, not all students develop self-efficacy and resilience at the same level, and their participation in extracurricular activities such as the National Service Scheme (NSS) may play a pivotal role in shaping these qualities.

The National Service Scheme (NSS) is an initiative in Indian colleges that encourages students to engage in community service and social development activities. NSS aims to instill a sense of social responsibility, leadership, and teamwork among students, which can contribute to their psychological development. Participation in NSS often involves problem-solving, collaboration, and leadership experiences, which may enhance self-efficacy—the belief in one's ability to succeed in specific situations—and resilience, the ability to recover from setbacks and adapt to adversity.

Despite the importance of these traits, there is limited empirical research comparing the levels of self-efficacy and resilience between NSS and non-NSS college students. Understanding these differences can provide insights into the psychological benefits of service-oriented programs and inform interventions that can enhance student development in academic settings.

This study seeks to address this gap by exploring the relative levels of self-efficacy and resilience among college students involved in NSS and those who are not. By identifying whether NSS participation contributes to higher levels of these psychological traits, the study can offer evidence to support the integration of service programs into the college curriculum as a means of fostering well-rounded, resilient, and confident students. Ultimately, this research aims to inform educators and policymakers on the potential long-term benefits of service learning for student development.

4. Methodology

4.1. Objective

The objective of current study considering literature review tries

1. To assess the levels of resilience and self-efficacy among NSS and non-NSS students.

2. To examine the differences in resilience and self-efficacy between NSS and non-NSS students.
3. To analyze the relationship between resilience and self-efficacy among students.
4. To predict self-efficacy based on variations in resilience among NSS and non-NSS students.

4.2. Hypothesis

The following hypothesis was developed for the study based on the objective.

1. Students in the NSS program will have higher levels of self-efficacy compared to students in the non-NSS students.
2. Students in the NSS program will exhibit greater resilience than students in the non-NSS students.
3. There will be significant differences in resilience and self-efficacy between students in the NSS and non-NSS students.
4. Self-efficacy and resilience will be significantly correlated in both NSS and non-NSS students.
5. Resilience will significantly predict self-efficacy in both NSS and non-NSS students.

4.3. Research Design and Sample

The descriptive survey method and the correctional research design have both been utilised in the research study that has been conducted. For the purpose of this investigation, a method of random sampling that is stratified through a disproportionate distribution was chosen. 147 individuals took part in the research, with 71 students from the NSS and 76 students from non-NSS students. Within the age range of 18 to 25 years old are the participants. The information was gathered from a variety of institutes located in Kanpur Nagar (See **Figure 1**).

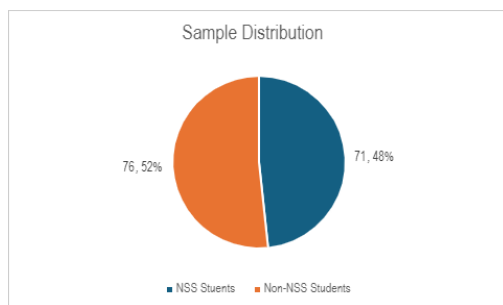


Figure 1. Sample distribution.

4.4. Inclusion and Exclusion Criteria

4.4.1. Inclusion Criteria of Sample for NSS Students

- Only college students
- NSS cadet students
- Age range 18–25 years

4.4.2. Inclusion Criteria of Sample for Non-NSS Students

- Only college students
- Non-NSS cadet students
- Age range 18-25 years

4.4.3. Exclusion Criteria of Sample

- Students who study in School or have completed college
- Non-NSS cadet students
- Age range below and above 18-25 years

4.5. Measures

4.5.1. MDRS-H, Which Stands for the Multi-Dimensional Scale of Resilience in Hindi

MDRS-H, was established by Singh and Khullar^[20]. It is utilised for the purpose of measuring resistance. Within this category, the following subtypes of internal locus of control were covered. Self-acceptance is essential. Characteristics like assertiveness, tenacity, forgiveness, sociability, optimism, emotional maturity, humour, and mindfulness are all important. Each statement is presented with five different response alternatives, which are as follows: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. All of the statements are cluttered together. The positive statements need to be scored with a score of five for strongly agreeing, four for agreeing, three for neither agreeing nor disagreeing, two for disagreeing, and one for strongly disagreeing. On the other hand, all of the negative statements need to be scored in the opposite manner, with one equaling strongly agreeing, two equaling agreeing, three equaling neither agreeing or disagreeing, four equaling disagreeing, and five equaling strongly disagreeing. According to the Spearman-Brown coefficient, the split half reliability is 0.798, while the Guttman split half coefficient for the scale is 0.796. Both of these values are based on the scale.

4.5.2. Hindi Version of the General Self-Efficacy Scale

Developed by Sud, Schwarzer, and Jerusalem^[21]. Scale consists of ten items, with a rating system that ranges from “Not at all True” to “Hardy True” to “Moderately True” to “Exactly true.” The reliability of this test is measured by Cronbach’s alpha and ranges between 0.76 to 0.90.

4.6. Procedure

Before beginning the data gathering process, the participants gave their written agreement to share their information. Each and every piece of information that was associated with this study was communicated to the participants in both verbal and written form. The subsequent processing did not take place until after they had given their agreement to take part in the study. It was necessary to create a relationship with the participants before the delivery of the exam in order to ensure that they would feel at ease when providing their responses. They were urged to respond to each and every individual question. During the course of data collecting, complete adherence to all ethical requirements was maintained. Each and every participant was required to finish the psychometric instrument. The scoring of the instrument was carried out in accordance with the scoring technique that was given for each scale.

4.7. Statistics Analysis

The information that was gathered was coded and then input into the statistical programme for the social sciences (SPSS Version 24.0) for analysis. The data that was coded and cored were then analysed in terms of correlation for computing in a number of different variables.

5. Results

5.1. Result Related to Self-Efficacy

Results related to Self-Efficacy have been presented in **Table 1** and **Figure 2**. The study reveals that NSS students had slightly higher self-efficacy than non-NSS students, with mean and SD values of 31.43 and 30.98 respectively, indicating no significant difference in self-efficacy ($t = 0.388$, $p > 0.05$).

5.2. Result related to Resilience

Table 1 and **Figure 3** shows the resilience mean and standard deviation for NSS and non-NSS students. NSS students had a mean and standard deviation of 71.77 (9.54), whereas non-NSS students had 69.90 (11.98). Total resilience was not significantly different between NSS and non-NSS students ($t = 1.40$, $p > 0.05$). NSS students were overall more resilient, according to the mean value.

The mean and standard deviation in NSS were 8.36 (1.95) and 8.03 (2.47) for non-NSS students, respectively. Significant differences in the internal locus of control were seen between NSS and non-NSS learners ($t = 0.884$, $p < 0.05$). The average showed that NSS students had a higher internal locus of control.

Self-acceptance averaged 8.49 (1.65) for NSS students and 8.19 (2.44) for non-NSS students. A significant difference ($P < 0.01$, $t = 0.853$) was found between students who participated in NSS and those who did not participate in self-acceptance. The average result showed that NSS participants were more likely to accept themselves.

NSS and non-NSS students had mean assertiveness ratings of 7.56 (1.72) and a standard deviation of 7.00 (1.93). Assertiveness did not differ between NSS and non-NSS students ($t = 1.854$, $P > 0.05$). NSS students scored higher on assertiveness than non-NSS students.

The hardiness exam mean score for NSS students was 6.09 (1.48), whereas the standard deviation for non-NSS students was 5.76 (1.50). On the hardiness test, NSS and non-NSS youngsters did not differ statistically ($t = 1.345$, $P > 0.05$). The mean value showed that NSS students were more resilient.

NSS students scored 7.61 (1.84) on the forgiveness scale, whereas non-NSS students scored 7.57 (2.25). Compared to non-participants, NSS participants demonstrated a substantial forgiving difference ($t = 0.120$, $p < 0.05$). NSS students had a higher mean forgiveness value than non-NSS students.

NSS students scored 7.46 (1.76) on the sociability sub-test, whereas non-NSS students scored 7.27 (2.43). There was a significant difference in sociability between NSS and non-NSS students ($t = 0.53$, $p < 0.0501$). NSS students were statistically more sociable than non-NSS pupils.

NSS students scored 7.12 (1.66) on the optimism scale, whereas non-NSS students scored 7.00 (1.67). There was

no significant difference in optimism between NSS and non-NSS students ($t = 0.461$, $p > 0.05$). NSS students were more optimistic than non-NSS students (mean value).

We compared the means and standard deviations of NSS and non-NSS students. NSS students had an average emotional maturity of 6.11 (1.88) and non-NSS students 6.00 (2.11). Emotional maturity did not differ between NSS and non-NSS students ($t = 0.340$, $P > 0.05$). NSS students were emotionally mature, according to the mean value.

The NSS students' mean and standard deviation for humor were 6.70 (1.60) and 6.32 (1.90), respectively. Humour

was not significantly different between NSS and non-NSS students ($t = 1.286$, $P > 0.05$). NSS students were more humorous than non-NSS students, according to the mean score.

NSS students averaged 6.56 (1.45) on mindfulness, whereas non-NSS students averaged 6.39 (1.45). Those who participated in NSS had similar mindfulness levels to those who did not ($t = 0.704$, $P > 0.05$). The average result suggested that NSS students were more aware than non-NSS students.

Table 1. Group differences in self-efficacy and resilience among NSS and non-NSS students.

	NSS Students Mean (SD)	Non-NSS Students Mean (SD)	t-Value
Self-Efficacy	31.43 (7.15)	30.98 (6.84)	0.388
Dimension of Resilience			
Internal locus of control	8.36 (1.95)	8.03 (2.47)	0.884*
Self-acceptance	8.49 (1.65)	8.19 (2.44)	0.853*
Assertiveness	7.56 (1.72)	7.00 (1.93)	1.854
Hardiness	6.09 (1.48)	5.76 (1.50)	1.345
Forgiveness	7.61 (1.84)	7.57 (2.25)	0.120*
Sociability	7.46 (1.76)	7.27 (2.43)	0.530*
Optimism	7.12 (1.66)	7.00 (1.67)	0.461
Emotional Maturity	6.11 (1.88)	6.00 (2.11)	0.340
Humour	6.70 (1.60)	6.32 (1.90)	1.286
Mindfulness	6.56 (1.45)	6.39 (1.45)	0.704
Total Resilience	71.77 (9.54)	69.90 (11.98)	1.40

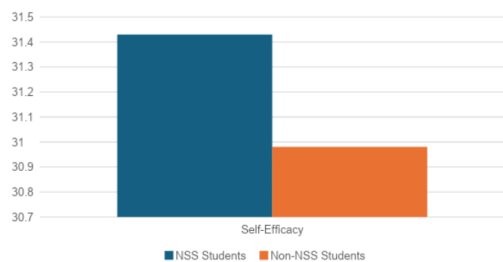


Figure 2. Group differences in self-efficacy among NSS and non-NSS students.

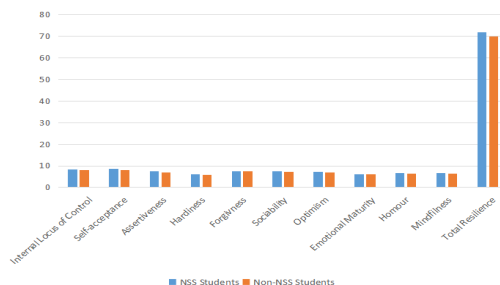


Figure 3. Group differences in resilience among NSS and non-NSS students.

5.3. Results Related to the Relationship between Resilience and Self-Efficacy in NSS Students

Results related to the relationship between resilience and self-efficacy in NSS students have been presented in **Table 2**. It has been found that there is a significant and positive correlation between self-efficacy and total resilience ($r = 0.769$, $p < 0.01$).

Internal locus of control ($r = 0.553$, $p < 0.01$), Self-acceptance ($r = 0.714$, $p < 0.01$), Assertiveness ($r = 0.411$, $p < 0.01$), Forgiveness ($r = 0.640$, $p < 0.01$), Sociability ($r = 0.517$, $p < 0.01$), Optimism ($r = 0.382$, $p < 0.01$), Emotional Maturity ($r = 0.229$, $p < 0.05$), Humour ($r = 0.436$, $p < 0.01$) and Mindfulness ($r = 0.341$, $p < 0.01$) were also positively significantly correlated with Self-efficacy.

Table 2. Correlations between self-efficacy and resilience in NSS students.

	Self-Efficacy
Internal locus of control	0.553**
A Self-acceptance	0.714**
A Assertiveness	0.411**
A Hardiness	0.111
A Forgiveness	0.640**
A Sociability	0.517**
A Optimism	0.382**
Emotional Maturity	0.229*
Humour	0.436**
Mindfulness	0.341**
Total Resilience	0.769**

5.4. Results Related to the Relationship between Resilience and Self-Efficacy in Non-NSS Students

Results related to the relationship between resilience and self-efficacy have been presented in **Table 3**. It has been found that there is a significant and positive correlation between self-efficacy and total resilience ($r = 0.458$, $p < 0.01$).

Internal locus of control ($r = 0.248$, $p < 0.05$), Self-acceptance ($r = 0.328$, $p < 0.01$), Assertiveness ($r = 0.509$, $p < 0.01$), Optimism ($r = 0.472$, $p < 0.01$), Emotional Maturity ($r = 0.288$, $p < 0.05$) and Mindfulness ($r = 0.337$, $p < 0.01$) were also positively significantly correlated with Self-efficacy.

Table 3. Correlations between self-efficacy and resilience non-NSS students.

	Self-Efficacy
Internal locus of control	0.248*
A Self-acceptance	0.328**
A Assertiveness	0.509**
A Hardiness	0.037
A Forgiveness	0.140
A Sociability	0.055
A Optimism	0.472**
Emotional Maturity	0.288*
Humour	0.149
Mindfulness	0.337**
Total Resilience	0.458**

5.5. Regression Analysis with Resilience as Predictor Variables and Self-Efficacy as Criterion Variables

Results related to hierarchical regression analysis with resilience as predictor and self-efficacy as criterion variable

in NSS and non-NSS students is presented in **Table 4**. It is quite apparent from **Table 3** that resilience significantly contributes 58.2% and 21.0% of the variance in self-efficacy for the NSS and non-NSS students. The positive beta values, however, indicate that the resilience increased the self-efficacy ($\beta = 0.769$, $p < 0.001$) in the NSS and non-NSS students ($\beta = 0.458$, $p < 0.01$).

6. Discussion

Based on our objectives, we tested the following hypothesis and found results, which we explain below, along with supporting findings.

In this present study, the first hypothesis was that students in the NSS program will have higher levels of self-efficacy compared to students in the non-NSS students.

The present study results partially accepted the first hypothesis, as the mean self-efficacy of NSS students was slightly higher than that of non-NSS students. Previous studies by Vincent and Abhishankhar^[22] support the present finding, revealing a high level of self-efficacy among NSS students. A person's feelings of self-efficacy have a substantial impact on how they approach or manage their work, goals, and challenges. For example, a person who has a high sense of self-efficacy is more likely to regard obstacles as challenging tasks, to acquire a stronger sense of commitment, to become more self-motivated and confident, and to recover from failures and disappointments more quickly. On the other hand, those who have poor self-efficacy tend to avoid challenging tasks and are more likely to experience feelings of insecurity. Participation in NSS activities provides hands-on experiences, challenges, and responsibilities that account for this difference in self-efficacy between NSS students and non-NSS students. Through engaging in community service initiatives and projects, NSS students often develop a strong belief in their ability to overcome obstacles, meet goals, and make a positive impact. These experiences of actively contributing to society and seeing the results of their efforts can significantly boost their self-efficacy compared to those who do not participate in such activities.

The second hypothesis was that the students in the NSS program will exhibit greater resilience than students in the non-NSS students.

The present study's results confirm the above hypoth-

Table 4. Regression analysis with resilience as predictors criterion variable: self-efficacy.

NSS Students					
Predictors Variable	R ²	Adjusted	ΔR ²	ΔF	β
Controlled Variables, (C.V.)	0.344	0.280	0.344	5.39	
Total resilience	0.592	0.586	0.592	107.258***	0.769***
Non-NSS Students					
Controlled Variables, (C.V.)	0.154	0.085	0.154	2.22	
Total resilience	0.210	0.198	0.210	18.32**	0.498**

*** p < 0.001, ** p < 0.01.

C. V. - (Controlled Variables): - gender, family income, age, religion, domicile, and education

esis. The study found that NSS students exhibited slightly higher total resilience compared to non-NSS students. Results revealed that those sub-types of resilience also showed that, based on the mean value, NSS students had higher levels of internal locus of control, self-acceptance, assertiveness, hardship, forgiveness, sociability, optimism, emotional maturity, humour, and mindfulness than non-NSS students. This present research finding, supported by Mantzios et al.^[23], found that NSS students scored higher in mindfulness, positive affect, and resiliency and reported higher levels of satisfaction. The diverse challenges and experiences that NSS students encountered during their participation in National Service Scheme activities contributed to their higher resilience compared to non-NSS students. Engaging in community service projects often exposes NSS students to different situations that require adaptability, problem-solving skills, and the ability to bounce back from setbacks. By facing and overcoming these challenges, NSS students develop a greater capacity to cope with adversity, manage stress, and navigate difficult circumstances, ultimately contributing to their enhanced resilience levels compared to their non-NSS counterparts.

The third hypothesis of the present research was that there will be significant differences in resilience and self-efficacy between students in the NSS and non-NSS students.

The present study results reveal that there was no significant group difference in self-efficacy. The present study's results reject the above hypothesis. In a situation where there are insignificant group differences in self-efficacy among NSS and non-NSS students, it may suggest that factors other than participation in NSS activities are influencing the levels of self-efficacy in these groups. Other variables, such as personal experiences, individual characteristics, or ex-

ternal factors, could be playing a more substantial role in shaping self-efficacy beliefs in this specific scenario. This outcome highlights the complexity of self-efficacy development and the need to consider a range of factors beyond just involvement in NSS activities when examining differences in self-efficacy among students. and resilience.

The present study results reveal that there was no significant group difference in resilience. The present study's results reject the above hypothesis. On the other hand, there was a significant group difference in other dimensions of resilience, e.g., internal locus of control, self-acceptance, forgiveness, and sociability. Participation in NSS activities often fosters a sense of responsibility and empowerment, leading to a higher internal locus of control. Engaging in community service can also promote self-acceptance by encouraging students to embrace their strengths and weaknesses while making a positive impact on others. Additionally, the collaborative nature of NSS projects can cultivate forgiveness and understanding as students learn to work with diverse groups and navigate challenges together. The social interactions and teamwork involved in NSS activities can promote sociability by encouraging students to communicate effectively, build relationships, and support one another towards common goals.

The fourth hypothesis of the present research was that self-efficacy and resilience will be significantly positively correlated in both NSS and non-NSS students.

We found significant and positive correlations between resilience and self-efficacy in both NSS and non-NSS students. The present research findings accepted the fourth hypothesis. The study also found significant correlations between self-efficacy and other subtypes of resilience, including internal locus of control, self-acceptance, assertive-

ness, forgiveness, and mindfulness. Other researchers, like Bhavna^[24], also found a strong connection between resilience and self-efficacy, supporting the present findings. Victor and Nigeria^[25] identified similar results, demonstrating a positive relationship between students' academic self-efficacy and academic resilience. There was a significant and positive correlation between resilience and self-efficacy^[26–29]. The significant relationship between self-efficacy and resilience suggests that individuals who exhibit higher levels of self-efficacy are likely to also demonstrate greater resilience in the face of challenges and adversity. This correlation implies that students who believe in their capabilities to achieve goals and overcome obstacles are more inclined to bounce back from setbacks and difficulties. The link between self-efficacy and resilience underscores the importance of self-belief and confidence in one's abilities as key factors in building psychological resilience across student population. Resilience will significantly predict self-efficacy in both NSS and non-NSS students.

The fifth hypothesis of the present research was that resilience will significantly predict self-efficacy in both NSS and non-NSS students.

We found resilience to significantly predict self-efficacy in both NSS and non-NSS students. The present research findings accepted the fifth hypothesis. Several studies in the literature establish a positive relationship between resilience and self-efficacy. Individuals who demonstrate resilience often strengthen their self-efficacy, the belief in their ability to achieve goals, according to Luthar & Cicchetti^[30] and Bandura^[1]. Resilience helps individuals recover from setbacks and fosters confidence in handling future challenges, contributing to a sense of self-efficacy. Schwarzer and Warner^[31] discovered a strong link between resilience and self-efficacy across various populations. Individuals who believe they can overcome adversity tend to show higher levels of self-efficacy. Yu & Zhang^[32], in a study with students, reported that resilience significantly predicted self-efficacy, suggesting that students with greater resilience are more likely to develop strong beliefs in their ability to handle academic and social challenges.

Sagone & De Caroli^[33] found that resilient individuals exhibit a stronger belief in their capacities to influence situations, showing that resilience plays a critical role in predicting self-efficacy in educational settings. Billig et

al.^[34] suggest that students involved in community service and leadership programs tend to develop resilience through problem-solving, team collaboration, and handling real-life issues. This increased resilience, in turn, enhances their self-efficacy as they gain confidence from successfully facing challenges.

Reed et al.^[35], in a study on community service and leadership development programs, found that students engaged in such activities showed significantly higher levels of self-efficacy, mediated by the resilience they developed through program participation.

7. Conclusions

NSS students exhibited higher levels of both self-efficacy and resilience compared to their non-NSS counterparts. Self-efficacy significantly positively correlated with resilience in NSS students and non-NSS students. There is a strong link between resilience and self-efficacy in both school and community service settings. This means that resilience was a good predictor of self-efficacy in both NSS and non-NSS students, though the relationship was probably stronger for NSS students because they were exposed to more activities that build resilience. The study adds to the expanding body of data on the positive influence of extracurricular activities on students' psychological well-being and sheds light on how involvement in such programs might improve both resilience and self-efficacy in college students.

Author Contributions

Conceptualization, S.V.; methodology, S.V.; formal analysis, R.Z.; investigation, R.Z.; resources, S.V.; data curation, R.Z.; writing—original draft preparation, R.Z.; writing—review and editing, S.V.; visualization, R.Z.; supervision, S.V. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki, and approved by the Institutional Ethics

Committee of Acharya Narendra Dev Nagar Nigam Mahila Mahavidyalaya, Kanpur.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy restrictions.

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Conflicts of Interest

The authors declare no conflict of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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