

THE INFLUENCE OF PSYCHOLOGICAL CAPITAL ON ACADEMIC ENGAGEMENT AND ENHANCING ACADEMIC ENGAGEMENT THROUGH INTEGRATIVE GROUP COUNSELING AMONG CHINESE COLLEGE STUDENTS



อิทธิพลของทุนทางจิตวิทยาต่อความผูกพันทางการเรียนและการเสริมสร้างความผูกพันทางการ เรียนโดยการให้คำปรึกษากลุ่มแบบบูรณาการของนักศึกษาจีน



ปริญญานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
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A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of DOCTOR OF EDUCATION
(Ed.D. (Educational Psychology and Guidance))
Faculty of Education, Srinakharinwirot University
2024

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THE DISSERTATION TITLED

THE INFLUENCE OF PSYCHOLOGICAL CAPITAL ON ACADEMIC ENGAGEMENT AND ENHANCING ACADEMIC ENGAGEMENT THROUGH INTEGRATIVE GROUP COUNSELING AMONG CHINESE COLLEGE STUDENTS

BY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DOCTOR OF EDUCATION
IN ED.D. (EDUCATIONAL PSYCHOLOGY AND GUIDANCE) AT SRINAKHARINWIROT
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Title THE INFLUENCE OF PSYCHOLOGICAL CAPITAL ON ACADEMIC

ENGAGEMENT AND ENHANCING ACADEMIC ENGAGEMENT THROUGH

INTEGRATIVE GROUP COUNSELING AMONG CHINESE COLLEGE

STUDENTS

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Degree DOCTOR OF EDUCATION

Academic Year 2024

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This study aimed to 1) explore the correlation between psychological capital and academic engagement among Chinese college students. 2) analyze the contributions of hope, resilience, optimism, and efficacy in psychological capital to identify the strongest predictor of academic engagement. 3) Develop an integrative counseling program to enhance academic engagement, with hope as the key predictor from Phase 1, and 4) evaluate the effectiveness of the integrative counseling program by comparing academic engagement scores pre- and post-intervention in the experimental and control groups. Phase 1 involved 270 students selected via proportional stratified sampling and random selection, with personal interviews conducted with 5 students. In Phase 2, 16 students were randomly assigned to experimental and control groups, followed by interviews with 6 participants. Research instruments included the Positive Psychological Capital Questionnaire (α=0.928) and the Utrecht Work Engagement Scale-Student version (IOC=0.974). Quantitative analysis utilized descriptive statistics, Pearson correlation, multiple regression, MANOVA, and repeated-measures ANOVA, while qualitative data were analyzed through content analysis. The techniques employed in integrative group counseling included CBT homework assignments, the crystal ball question and future letter writing from SFBT, and the ABCDE model from REBT. The result showed that 1) there were significant positive correlations between psychological capital components and academic engagement, 2) Hope was the strongest predictor of academic engagement (β =0.294, p < 0.001),3) The experimental group showed significant improvements at the 0.05 level across pre-, post-, and follow-up assessments, and 4) the experimental group demonstrated significantly higher academic engagement than the control group at the 0.05 level.

Keyword: academic engagement, Chinese students, hope, integrative group counseling, psychological capital

ACKNOWLEDGEMENTS

I am deeply grateful to Associate Professor Patcharaporn Srisawat for her invaluable guidance and support in selecting and developing the research topic, as well as my co-advisor, Assoc. Prof. Dr. Skol Voracharoensri. My heartfelt thanks also go to my family for their unwavering assistance, allowing me to concentrate on my studies. I extend my appreciation to Li Huifen, my colleague, and Wan, my fellow student and friend in Thailand, for our collaborative efforts in encouraging each other and engaging in fruitful discussions on various academic matters during our learning journey. Furthermore, I would like to express my gratitude to Liupanshui Normal University for providing me with the opportunity to pursue my studies. Lastly, I am thankful to teachers of Srinakharinwirot University for their support and care throughout my academic journey.

XINYUAN FAN

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CHAPTER 1

INTRODUCTION

1.1 Research Background

During the COVID-19 pandemic, the abrupt transition to emergency remote online instruction disrupted educational activities globally, leading to full closures of most universities and impacting millions of students and educators (Shahzad et al., 2021). This sudden shift to online learning, along with uncertainties in academic scheduling, such as course suspensions, has induced anxiety, apprehension, and fear of future uncertainties among students. This has cast a profound shadow on their mental well-being, affecting both psychological capital (PsyCap) and academic engagement (Lou, Chen, & Liu, 2023). The impact of the pandemic on students' psychological state has been notably detrimental, particularly for those already contending with fragile mental states like depression, exacerbating their condition and diminishing their psychological capital (Wang, Xu, Li, & Ni, 2023). Challenges arising from this psychological impact may subsequently reverberate in academic engagement, potentially intensifying anxiety and depressive states and perpetuating a distressing cycle (Altavini et al., 2023). The resulting sense of hopelessness and distress often manifests as confusion and avoidance in academic endeavors, further diminishing psychological capital and undermining overall engagement (Turana et al., 2022).

Moreover, the economic downturn resulting from the pandemic has created a more challenging landscape for post-graduate employment. The heightened intensity of the pandemic has not only significantly decreased the availability of full-time job opportunities but has also led to a substantial reduction in their monthly income (Liang, Rozelle, & Yi, 2022). Consequently, this grim economic reality has created a situation where graduation may entail immediate unemployment, which has dampened students' enthusiasm to invest in their academic pursuits. Furthermore, the intense competition in academia and employment poses a significant challenge to the academic engagement of college students. In the pursuit of standing out in this competitive environment,

students tend to focus more on their major subjects, potentially leading to reduced engagement in non-major disciplines like English.

The societal development and progress are significantly influenced by the educational system. Consequently, many countries worldwide allocate a substantial proportion of annual GDP towards education and the enhancement of country educational systems. One major index for assessing the quality of education is students' academic engagement (Van Uden, Ritzen, & Pieters, 2014). Engagement is characterized as a favorable emotional and cognitive situation, distinguished by increased energy, enthusiasm, and deep absorption in tasks (Schaufeli, Bakker, & Salanova, 2006). Academic engagement, being widely recognized as a key factor in academic success and personal development, goes beyond the mere fulfillment of academic tasks; it also includes students' active exploration of knowledge and deep-level learning with three aspects of "vigor," "dedication," and "absorption" (Schaufeli, Martinez, et al., 2002). Academic engagement represents the degree of students' involvement in their academic tasks, with a significant impact on learning motivation and learning performance (Raza, Qazi, & Umer, 2020)

Some researchers found that student engagement is a good predictor of subjective academic performance (Marôco, Assunção, et al., 2020). Engaged students exhibit higher confidence in their learning strategies and invest substantial time and effort in academic activities. They consistently attend classes, remain focused on their studies, adhere to discipline, and perform well in examinations (Carmona-Halty, Salanova, Llorens, & Schaufeli, 2021). Students with elevated levels of academic engagement tend to overcome academic stress as well as pressure, since academic engagement is significantly linked to academic stress and self-efficacy (Manikandan, & Neethu, 2018). Conversely, students with low engagement display limited enthusiasm for classroom activities, dislike attending classes, and lack successful learning experiences. They also exhibit a diminished sense of school belonging. Consequently, these students often face slow progress in their studies, a higher likelihood of disruptive behavior, increased absenteeism, and higher dropout rates (Delfino, 2019; Ferrer, et al.,

2020). Research further indicates that highly engaged students demonstrate better academic performance (Xie, Vongkulluksn, Lu, & Cheng, 2020), higher levels of happiness and well-being (Kotera, & Ting, 2021), and superior mental health, exhibiting fewer problematic behaviors and lower dropout rates (Salmela-Aro, Upadyaya, Vinni-Laakso, & Hietajärvi, 2021). High levels of academic engagement are crucial not only for academic achievement but also for fostering independent thinking, problem-solving skills, and critical thinking in students. Given the pivotal role of high levels of academic engagement in predicting positive education outcomes as well as adaptive behaviors, conducting research on academic engagement in Chinese college students with implementing relevant intervention programs can significantly contribute to enhancing their psychological well-being and learning states.

From the perspective of psychological capital, psychological capital encompasses positive emotions, confidence, resilience, optimism, and hope, which are essential resources for engagement, collectively influencing individuals' attitudes, behaviors, performance, and well-being, based on their commonalities and unique contributions (Luthans & Youssef, 2017). Psychological capital boosts academic success, career growth, and life satisfaction. In education, it helps students overcome challenges, build resilience, and improve learning outcomes. Several scholars have investigated psychological capital among university students, revealing its associations with academic adjustment (Hazan Liran & Miller, 2019), achievement (Datu, King, & Valdez, 2018) and learning empowerment (Liao & Liu, 2016). More scholars have researched the associations of psychological capital with academic engagement and proved that psychological capital can serve as a predictive factor for academic engagement and academic success (Siu, Bakker, & Jiang, 2014; Luthans, Luthans, & Palmer, 2016; You, 2016; Martínez, Youssef-Morgan, Chambel, & Marques-Pinto, 2019; Carmona-Halty, Salanova, Llorens, et al., 2021; Wang, Bu, Li, Song, & Li, 2021; Saleem, Isha, Awan, Yusop, & Naji, 2022; Vîrga, Pattusamy, & Kumar, 2022).

Additionally, the components of psychological capital have been researched and found to positively correlate with academic engagement and success. Research has explored the relationships between hope and academic engagement (Joon Yoon et al., 2015; Azadianbojnordi et al., 2022; Izadpanah & Rezaei, 2022; Azila-Gbettor et al., 2022; Vandaele & Stålhammar, 2022), optimism and academic engagement (Ruyle, 2014; Nurttila, Ketonen, & Lonka, 2015; Sabbaghi, Karimi, Akbari, & Yarahmadi, 2020), resilience and academic engagement (Ayala & Manzano, 2018; Adeniji, Akindele-Oscar, & Mabekoje, 2020; Yang, Xu, & Zhang, 2022; Martin et al., 2022), self-efficacy and academic engagement (Chang & Cheng Chien, 2015; Adams et al., 2019; Sökmen, 2019; Meng & Zhang, 2023; Luo, Chen, Yu, & Zhang, 2023). In the realm of research related to Psychological Capital Intervention (PCI), various studies have been conducted, spanning interventions in work engagement (Wen & Qi, 2009; Bai, Zheng, Liu, & Hu, 2010), human resources management (Jiang & Zhao, 2007; Zhu, 2009), and educational contexts (Fang, 2012; Guo, 2015; Chen, 2016; Pang, 2021).

However, despite offering some insights, current research leaves several questions unanswered. Most of the current research focuses on the overall impact of psychological capital on engagement, but the most influential component of psychological capital on engagement have not been thoroughly investigated. Existing studies on psychological capital and engagement primarily utilize qualitative designs, which limits the exploration and its impact within educational contexts. Future research should consider adopting a more diverse range of research methodologies, including qualitative and mixed-method approaches. Most importantly, how to enhance academic engagement, especially in the context of Chinese higher education, through effective intervention measures such as group counseling, remains an less-exploded area. Little studies have examined the effect of psychological capital intervention on the academic engagement among Chinese college students.

In contemporary higher education, the relationship between college students' academic engagement and psychological capital has become a significant focus for researchers and educators. The current issues in students' academic engagement can

be partially attributed to insufficient psychological capital. So the cultivation and development of psychological capital among university students hold significant implications for enhancing their quality of life and academic pursuits. Hence, this study aims to address these research gaps by delving into the relationship between college students' academic engagement and psychological capital, especially its various components. It also aims to explore how academic engagement can be enhanced through group counseling, providing deeper theoretical insights and practical recommendations for the field of education. This research will yield concrete benefits by developing a model that integrates academic engagement and psychological capital. A deeper understanding of how these factors interact will be gained, theoretically recognizing the importance of psychological factors in academic pursuits. The model incorporates theoretical knowledge into practical activities, motivating students and educators to apply concepts in real-world scenarios, fostering deeper engagement and dynamic learning. By addressing both academic engagement and psychological factors, the model promotes resilience and positive attitudes, likely leading to students' improved academic performance and personal growth. For educators, the research offers valuable insights and guidance for fostering a supportive learning environment and promoting student development. Overall, the research has the potential to inspire transformative practices in education, benefiting both students and educators alike.

This research unfolds in two methodologically distinct phases aimed at understanding and enhancing academic engagement among Chinese college students. The first phase employs Pearson correlation and multiple regression analyses to dissect the relationships between psychological capital components (hope, resilience, optimism, efficacy) and academic engagement. Building on these findings, the second phase utilizes a quasi-experimental approach to develop and assess the effectiveness of an integrative counseling program. The intervention is tailored based on the most influential predictor identified in the first phase, offering a targeted strategy for improving academic engagement within the experimental group.

Group counseling is chosen to enhance academic engagement for several reasons. Firstly, group counseling provides an interactive and supportive environment where students can share experiences, learn study techniques, and exchange methods for overcoming challenges among peers (Fan, 2010). Secondly, it fosters cooperation and team spirit among students, enabling them to work collectively towards personal and collective goals (Corey, 2016). The decision to opt for group counseling to enhance academic engagement involves various stages of group psychological intervention, including initiation, working, and termination phases, based on Corey's theoretical framework. Within comprehensive group counseling, theoretical approaches such as Solution-Focused Brief Therapy (SFBT), Cognitive Behavioral Therapy (CBT), and Rational Emotive Behavior Therapy (REBT) are utilized. SFBT focuses on helping individuals discover problem-solving methods, while CBT emphasizes cognitive and behavioral adjustments, and REBT underscores the importance of rational emotional behavior. For example, using CBT's SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal-setting technique, students can clarify their learning objectives and develop feasible plans to achieve them. Additionally, utilizing SFBT techniques to create a visual map of students' existing resources, including personal strengths, supportive relationships, and external support, can help students recognize their potential and support systems, thereby enhancing academic engagement. In REBT, participants use the ABCDE model to identify and challenge their own negative beliefs related to their goals. This process aids in restructuring thought patterns and promoting more constructive beliefs, contributing to personal growth and goal attainment. By integrating these theories, group counseling can provide diverse support and guidance to students, thereby enhancing their academic engagement.

In conclusion, through previous literature research, it is evidently proved that there exists a positive correlation between PsyCap and academic engagement. The components of PsyCap, including hope, optimism, resilience, and efficacy, have all been supported by literature as being correlated with academic engagement. Additionally, psychological capital intervention models have demonstrated that

interventions targeting the constituent components can influence overall levels of psychological capital. Psychological capital can be measured through quantitative data analysis, allowing for the identification of the most significant influencing factors. Therefore, based on the results identifying the most significant psychological capital factors affecting academic engagement, implementing integrative group counseling to enhance these factors can improve academic engagement.

1.2 Research Questions

- 1. What are the psychological capital variables affecting academic engagement of Chinese college students?
- 2.Will develop integrative group counseling enhancing academic engagement of Chinese college students?

1.3 Research Objectives

This research comprised two distinct phases:

- 1) To explore the correlation between psychological capital and academic engagement among Chinese college students.
- 2) To analyze the individual contributions of hope, resilience, optimism, and efficacy within psychological capital to determine which factor has the most significant influence on academic engagement.
- 3) To develop an integrative counseling program designed to enhance academic engagement, based on the most influential predictor identified in Phase 1, one should be hope, resilience, efficacy, or optimism.
- 4) To investigate the effectiveness of the integrative counseling program in enhancing academic engagement by comparing academic engagement scores before and after the implementation of integrative group counseling within the experimental and control group.
- 4.1 To compare hope and academic engagement score before and after using integrative group counseling, and follow-up test of experimental group.

4.2 To compare hope and academic engagement score of experimental and control group in pretest, post-test and and follow-up test periods.

1.4 Significance of the Study

Theoretical Significance: This research contributes to a deeper theoretical understanding of the relationship between academic engagement and PsyCap among college students. It enriches existing research on psychological capital and academic engagement, facilitating more targeted investigations.

Practical Significance: The research findings will offer practical insights for education institutions and educational administrators regarding the implementation of integrative group counseling programs aimed at enhancing students' academic engagement. By integrating group counseling sessions into educational frameworks, institutions can address students' psychological needs effectively, thereby fostering improved academic achievements and promoting better mental well-being among students.

Individual Significance: The study will help college students gain a better understanding of their own academic engagement and psychological resources. Some students can access tailored psychological counseling. This personalized approach contributes to students' overall well-being and helps them realize their full potential during their life.

1.5 Scope of the Research

The research targets first-year and second-year students majoring in humanities at Liupanshui Normal University, encompassing students from the College of Education, College of Literature, and College of Arts.

Humanities students are chosen as the focus of this research due to their particular academic orientation towards expression and communication. These students represent an ideal population for investigating academic engagement, especially through the lens of English language learning. Their academic pursuits align closely with the objectives of this study.

Focusing research on first-year and second-year students has two main reasons. Firstly, it's influenced by the curriculum setup, where most foundational and general education courses, like college English, are predominantly offered during these years. With specialized courses being relatively basic, students confront the challenge of managing a larger workload during this stage. This challenge, coupled with the need for academic balance, renders first and second-year students as ideal subjects for investigating the interplay between psychological factors and academic achievement. Secondly, these years represent a pivotal transition from high school to university studies. During this period, students undergo adjustments to academic environments and grapple with challenges in adapting to new subjects, forming initial perceptions of their motivation and expectations for academic learning. Researching students in these grades facilitates a deeper understanding of their academic engagement, learning motivation, and coping mechanisms amidst this academic transition.

Population and Samples

Phase 1

Part I Qualitative Research

A combination of stratified and proportional stratified sampling approach was adopted. The population under study comprises first-year and second-year humanities students at Liupanshui Normal University, including students from the College of Education, College of Literature, and College of Arts, totaling 830 individuals. Among them, there are 370 first-year students and 460 second-year students.

A sample of 270 students were selected. To determine the overall sample size, this study utilized the Taro Yamane formula with an expected margin of error (e) set at 0.05. After calculations, the approximate overall sample size is 269.11. To ensure an integer sample size, it should be rounded up to approximately 270 students. This sample was drawn from first- and second-year humanities students.

Considering the proportion of first- and second-year students in the total population, the ratio is 44.58% for first-year and 55.42% for second-year. Therefore, samples need to be extracted in proportion: For first-year students, approximately

 $(270*44.58\%)\approx 120$ students should be sampled. For second-year students, approximately $(270*55.42\%)\approx 150$ students should be sampled.

Student	Population	Sample	Ratio
First-year	370	120	44.58%
Second-year	460	150	55.42%
Total	830	270	100%

Part II Quantitative Data Research

The interviewees were selected based on their concurrent possession of high levels of psychological capital and academic engagement. Specifically, 3 first-year students and 3 second-year students exhibiting high scores on both the psychological capital measurement and the academic engagement measurement, as identified in Part I through the questionnaire survey, were chosen for the interviews. The interviews aimed to further explore the potential relationship between the components of PsyCap and academic engagement.

Phase 2

Purposive sampling was employed to select the research sample based on the study's objectives. For ongoing adult groups, having approximately eight members with one leader seems to be an optimal size (Corey, 2016). Since both the experimental and control groups need to have an equal number of participants, a total of 16 individuals with lower academic engagement scores should be chosen to participate in this phase, utilizing the pre-test data from the Phase 1 academic engagement questionnaire.

Then, these students were sorted in ascending order. Subsequently, they were assigned randomly to control group and experiment group, with 8 members in each group. Group counseling activities were conducted within experiment group.

Following the integrative group counseling session, the selection process for interview participants involved choosing students from the experimental group randomly. Two interviews were conducted: the first took place at the conclusion of the counseling program to assess its overall effectiveness, while the second was held two weeks later, alongside the follow-up test. The second interview aimed to investigate how the integrative group counsel program enhanced students' levels of hope — specifically in terms of goal-setting, pathway thinking, and agency thinking — as well as their academic engagement — specifically characterized by vigor, dedication and absorption.

1.6 Variables in the Study

Phase 1

Independent Variables:

Psychological capital

- 1. Efficacy;
- 2. Resilience;
- 3. Optimism;
- 4. Hope

Dependent Variable:

Academic engagement

Phase 2

Independent Variables:

Integrative group counseling

Dependent Variables:

Psychological Capital (most influential component)

Academic engagement

1.7 Operational Definition

Psychological capital refers to student's positive psychological state characterized by the presence of hope, resilience, optimism, and efficacy. In the context of Chinese college students, psychological capital manifests as their collective capacity to maintain a hopeful outlook, bounce back from challenges, cultivate optimism about their academic endeavors, and possess a belief in their ability to overcome obstacles. This psychological resource works as an important role in affecting overall well-being, academic performance, as well as resilience amid the pressures and transitions inherent in the college experience.

Hope is about students' ability to set meaningful objectives, the flexibility to adapt or alter paths when necessary to achieve them, and unwavering dedication to pursue their goals. Essentially, hope means students' ability to set goals, to identify strategies to achieve goals, and commitment to take actions.

Optimism is a positive mindset characterized by an expectation of favorable outcomes now and in the future. It fuels motivation, resilience, and determination, guiding students to pursue their goals with confidence and anticipating positive results even in the face of challenges or setbacks.

Resilience means students' ability to adapt themselves when facing academic, social, and personal challenges commonly encountered during the college years. It involves the capacity to bounce back from setbacks, manage stress effectively, maintain a positive outlook despite difficulties. Resilient students demonstrate perseverance, problem-solving skills, and a willingness to seek support when needed. They are able to navigate transitions, handle academic pressures, and maintain overall well-being while pursuing their educational goals.

Self-efficacy is regarded as the confidence and belief in students' ability to tackle and invest the required effort to excel in demanding tasks commonly encountered in academic settings or challenging tasks. It represents an internal guiding force that empowers students to effectively navigate and fulfill diverse responsibilities and roles throughout their academic journey.

Academic engagement refers to the extent of first- and second-year students' enthusiasm, commitment, and involvement to their learning activities and academic goals demonstrated enrolled in college English course which is general public and non-major course at ordinary second-tier colleges in China. It encompasses "vigor," "dedication," and "absorption" in the learning process.

Vigor refers to the energy, enthusiasm, and persistence exhibited by students in their learning activities and coursework.

Dedication involves a strong sense of commitment, motivation, and responsibility towards their learning.

Absorption indicates the degree where students deeply engrossing and focusing on their learning activities or tasks, showing high levels of concentration and immersion in the material being studied.

Chinese college students specifically pertain to individuals enrolled in ordinary second-tier normal university located in the southwestern region of China, particularly in Liupanshui Normal University of Guizhou Province. They are first-year and second-year humanities students, from college of education, literature and arts.

Integrative Group counseling refers to a structured group counseling and guidance program developed by the researcher based on the theory of cognitive-behavioral therapy (CBT) solution-focused brief therapy (SFBT), and rational emotive behavior therapy (REBT). This program aims to enhance the academic engagement of Chinese college students by providing targeted support and fostering the development of PsyCap resources under the rules of its intervention.

CHAPTER 2 LITERATURE REVIEW

2.1 Psychological Capital

2.1.1 The Definition of Psychological Capital

The concept of Psychological Capital (PsyCap for short) has its roots in positive psychology and organizational behavior. Since the late 1990s, positive psychology has gained increasing popularity (Seligman & Csikszentmihalyi, 2000; Seligman, Steen, Park, & Peterson, 2005). Scholars sought to explore the positive aspects of human functioning and their implications for organizational performance and well-being. They approached the topic as a scientific study on positive traits in individuals and organizations. The focal point of it was the optimistic aspects of human life, encompassing elements such as hope, creativity, and responsibility. By comprehensively grasping these positive human attributes, it was hoped that positive psychology would provide and form the groundwork for a better world. This shift gained momentum, leading to an upsurge of interest in positive approaches across various fields, transcending the confines of clinical psychology. Within organizational behavior, scholars began leveraging principles of positive psychology to unravel how positive psychological states and resources contribute to individual and organizational success (Luthans, 2002a, 2002b; Wright, 2003).

PsyCap extends beyond traditional forms of capital, such as financial and human capital, by focusing on the intrinsic qualities and psychological strengths of individuals. While human capital emphasizes skills and knowledge, social capital revolves around networks and relationships, Luthans (2002a) delves PsyCap into individuals' beliefs, attitudes, and emotional resilience, portraying "who you are" and "who you are becoming. A key characteristic of PsyCap is its "state-like" quality, implying its malleable and dynamic nature. Unlike traditional forms of capital like financial resources, which are relatively fixed, PsyCap can be developed, strengthened, and influenced by various internal and external factors over time. This characteristic underscores its potential for growth and improvement through intentional interventions

and experiences. PsyCap is defined as a complement of personal and organizational features, the study and application of positive oriented human resource strengths and psychological capacities that are quantifiable, adaptable, cultivable, and strategically managed to enhance performance in the modern workplace.

Notably, Fred Luthans and his colleagues played a pivotal role in shaping this discourse. In their landmark paper "Psychological Capital: Developing the Human Competitive Edge" (2007a), Luthans, Youssef, and Avolio introduced PsyCap as a concept rooted in the desire to understand individuals through a positive psychological lens. It is a core system that consists of four fundamental characteristics: efficacy, optimism, hope and resilience (Luthans, Youssef, & Avolio, 2007a). The emphasis on positive approaches, meanings, and outcomes is underscored as a fundamental capacity essential for human motivation, cognitive functioning, the pursuit of success, and overall workplace performance (Peterson, Luthans, Avolio, Walumbwa & Zhang, 2011). Van Wyk highlighted the additive value and emotional benefits provided by psychological capital, fostering a sense of belonging in an organization or society (Van Wyk, 2013). Theory and empirical studies substantiate the notion that psychological capital can be defined as a framework encompassing favorable outcomes on both individual and organizational scales, ultimately enhancing human performance.

2.1.2 The Components of Psychological Capital

Developable PsyCap involves managing positive psychological constructs. Its components demonstrate a "motivational propensity" (Luthans, Avey, Avolio, & Peterson, 2010) so as to effectively achieve goals. They interact synergistically, resulting in diverse expressions over time and in various situations (Luthans, & Youssef, 2017). Below is a brief summary of each component contributing to positive psychological capital:

2.1.2.1 Hope

Similar to optimism, hope involves positive expectations for the future. However, they differ in their underlying cognitive and motivational processes. Hope, as distinguished from optimism, is characterized by specific thinking patterns. Hopeful

individuals exhibit independent thinking, actively seeking multiple pathways when faced with obstacles (Snyder, 2002). Snyder, Irwing, and Anderson (1991) identified hope as a positive motivational state formed through an interactive sense of success, encompassing pathways and agency. Pathways involve ability to plan and generate alternative multiple strategic backup plans designed to navigate challenges and accomplish intended objectives, encompassing problem-solving, goal-setting, and seeking out resources and support to overcome obstacles. While agency represents an individual's motivation or determination to direct a certain goal, involving personal efficacy and a sense of control over behaviors and outcomes (Snyder, Harris, & Anderson, 1991). Specifically, individuals with high levels of hope demonstrate the capacity to anticipate obstacles that may impede their progress and possess the proactive ability to create multiple pathways to achieve their goals.

Hope serves as a pillar for aspiring positive outcomes and fosters a sense of well-being, enabling individuals to strive towards making their dreams a reality in life, as described by Akman and Korkut (1993). It can be characterized as a feature that ignites motivation within individuals, propelling them towards their goals. Furthermore, hope is closely intertwined with one's mindset and attitude, as noted by Snyder (1994). It reflects a particular way of thinking, shaping individuals' perspectives and guiding their actions towards achieving desired outcomes. In addition, Snyder's comprehensive scaled conceptual and theory-building research established three foundational dimensions of hope — agency, pathways, and goals — with an additional dimension later incorporated. Both ability (agency) and the pathways to achieve their desired goals. This dual perception fosters a positive motivational state characterized by goal-directed behavior, persistence, and resilience when facing challenges (Snyder, 2002). Goals represent the primary aspirations individuals aim to achieve. Individuals with high levels of hope set clear, achievable goals that provide direction and purpose. These goals are meaningful and personally relevant, motivating individuals to strive for success. Attaining these goals necessitates a sense of agency and expectations, providing individuals with internalized determination and willpower to invest their energy (Luthans, Youssef, 2004). Hope serves as a pathway to realizing these goals. It involves persevering towards objectives and, when needed, adjusting or redirecting paths to ensure success (Luthans et al, 2007b).

Hope is highlighted as a key determinant of academic achievement. In the context of academic success, it empowers students to establish goals, devise strategies for attaining them, and maintain the motivation (Snyder, 2002). This encourages students to persist in their efforts and overcome obstacles (Snyder, Shorey, Cheavens, Pulvers, Adams III, & Wiklund, 2002). Students lacking hope may be more prone to losing their academic engagement (Rand, Shanahan, Fischer, & Fortney, 2020). The absence of hope might result in a lack of motivation, goal-setting, and adaptability, potentially hindering academic success. Hope can be defined as the steadfast commitment to pursuing goals and, when needed, adjusting or redirecting paths towards achieving those goals. It encompasses one's capability to establish meaningful objectives and to navigate pathways leading to their fulfillment. It involves maintaining a positive outlook and persevering towards desired outcomes, even in the face of challenges or setbacks. In essence, hope entails the integration of goals (the desired outcomes or targets that individuals hope to achieve), pathways (identifying strategies to reach goals), and agency (belief in one's capacity to take action toward achieving goals).

2.1.2.2 Optimism

Efficacy is a belief in personal abilities to be successful on a given task, whereas optimism is a hopeful outlook on future success, which is less connected to an individual's actual capabilities (Luthans, Avey, Avolio, & Peterson, 2010). Scheier and Carver (1985) propose that optimism provides energy for motivation. Individuals who are optimistic tend to invest more effort in the present because they expect future success. Unlike efficiency-focused individuals who base positive expectations on their abilities, optimists anticipate positive outcomes regardless of their current capabilities. Optimists have a distinctive way of interpreting events: they tend to view negative occurrences as temporary, external, and confined to the particular circumstances, while attributing

positive events to personal, permanent, and pervasive causes (Seligman, 1998). Optimistic individuals, even when facing failure, are inclined to believe that the failure is not due to inherent factors. This mindset allows them to maintain motivation, face challenges, and continue forward (Seligman, 1998). In contrast, pessimists are more prone to giving up easily when confronted with challenges or adversities in life, as highlighted by Scheier, Carver, and Bridges (2001). Similarly, Carver and Scheier (2002) held the opinion that optimists anticipate favorable outcomes, whereas pessimists anticipate unfavorable ones, illustrating differences in their approaches to handling "problems and challenges" and their varying in "manner and success" to effectively cope with obstacles and achieve success.

Optimistic individuals are skilled at identifying silver linings in difficult situations, whereas pessimists are less adept at doing so (Carver, & Scheier, 2003). Optimism was described as "an explanatory style" — a tendency to expect favorable outcomes as well as interpret events in a positive light. It reflects a general disposition towards anticipating good and positive results (Luthans, & Youssef, 2004). Optimism involves attributing success to positive factors in both the present and future, reflecting the belief that favorable outcomes will occur, regardless of the specific circumstances leading to them (Luthans et al, 2007b). Optimists tend to distance themselves from feelings of depression and hopelessness. According to Keles (2011), optimism was characterized as am usual expectation for brighter tomorrow. In general, individuals with optimistic explanatory styles tend to be more motivated to pursue and achieve their goals because they anticipate successful outcomes. This optimistic outlook significantly influences their motivation and determination to strive toward their objectives. The differences in explanatory styles, particularly between optimistic and pessimistic perspectives, can have a substantial impact on performance outcomes across various aspects of life, including academic success (Luthans, Luthans, & Avey, 2014). Optimistic students are reported to outperform their pessimistic counterparts in academic settings. Positive emotions, particularly optimism, can enhance students' academic engagement (Gordeeva, Sheldon, & Sychev, 2020).

Optimism indeed could be defined as a psychological inclination and expectation toward envisioning the most positive outcomes. This optimistic outlook can profoundly impact individuals' mental and physical well-being. This optimistic outlook serves as a source of motivation, resilience, and determination, empowering students to pursue their goals with confidence and maintain a positive perspective, even when encountering obstacles or setbacks.

2.1.2.3 Resilience

Resilience stands apart from proactive constructs like hope, efficacy, and optimism as it is primarily reactive, activated when individuals confront adversity. Masten (2001) outlines three key manageable and developable components of resilience: asset factors, risk factors and influence processes. Asset factors are personal or environmental elements which enhance resilience, such as optimism, problem-solving skills, social support, and access to resources; Risk factors are conditions or experiences which decline resilience, like poverty, trauma, chronic stress, or lack of support; Influence processes are dynamic interactions between asset and risk factors that shape resilience over time, such as how supportive relationships can buffer the impact of stressful events. Masten's framework highlights the complexity of resilience and emphasizes the importance of reconsidering not only individual strengths but also environmental elements so as to promote adaptive outcomes even when facing adversity.

Based on above analysis, resilience, defined as the capability to positively adapt in the face of some challenges, allowing individuals to swiftly recover from adverse events (Masten & Reed, 2002). This concept emphasizes resilience's role in fostering positive adaptation and its reactive nature, which influences how individuals respond to life's circumstances. This reactive character enables individuals to confront various situations with resilience, empowering them to navigate overwhelming challenges with optimism. Richardson (2002) introduced the concept of the "metatheory of resilience and resiliency", which has undergone three waves of inquiry. Initially, the focus was on identifying the traits of individuals who effectively navigate and adapt to

disruptions. Subsequently, attention shifted to understanding the mechanisms through which these traits are acquired. Finally, there was acknowledgment of the inherent resilience within individuals and the ability to cultivate and enhance it. Richardson (2002) characterizes psychological resilience as the capacity to rebound, focusing on goals and success amidst difficulties. Luthans (2002a) builds upon this definition, describing resilience as a positive psychological capability to bounce back from a range of adversities, including uncertainty, conflict, failure, and even positive changes or increased responsibilities. Luthans et al. (2006) provide further support for this perspective, highlighting psychological resilience as coping skills employed during uncertainty, negative circumstances, and obstacles. The individual, environmental, and interacting factors shown to contribute to resiliency (Wald, Taylor, Asmundson, Jang, & Stapleton, 2006). Furthermore, resilience can be cultivated and managed through the basic components of PsyCap, as suggested by Luthans, Youssef, and Avolio (2007b).

Resilience involves the ability to succeed and learn from adversity, as highlighted by Masten (2001). Resilient individuals not only navigate challenges but also grow and improve through complexity, as depicted by Luthans and Youssef (2004). They cope effectively with mistakes or setbacks, maintaining focus and determination rather than being emotionally derailed. Individuals with high levels of resilience are more likely to view problems or difficulties more positively. They approach challenges with a proactive mindset, recognizing the value and meaning behind solving these problems (Bonanno, 2005; Luthans, 2002a). Studies, such as those by Martin and Marsh (2006), have shown academic resilience could be a predictor of positive education and psychology outcomes, including greater self-esteem and pleasure in school. Resilient individuals are adept at adapting to life's changes and challenges, demonstrating the capacity to thrive amidst uncertainty. Research indicates a positive correlation between resilience and various outcomes, including work performance (Walpita, & Arambepola, 2020; Cantante-Rodrigues, Lopes, Sabino, Pimentel, & Dias, 2021), and academic performance (Reed, Lebovitz, & Layson-Wolf, 2023). College students' resilience helps them overcome setbacks and difficulties in their academic journey. Students with

resilience are better able to maintain their engagement in learning because they are less easily discouraged by failures.

Resilience, in a general sense, can be defined as the ability to effectively cope with and bounce back from tough periods. It involves in adapting positively when facing with challenges, maintaining mental and emotional well-being, and continuing to function and thrive despite difficult circumstances. Resilience is characterized by qualities such as flexibility, perseverance, optimism, problem-solving skills, and social support. It enables individuals to navigate setbacks, learn from experiences, and grow stronger in the process.

2.1.2.4 Efficacy

Efficacy, a fundamental concept in Social Cognitive Theory (SCT) developed by Bandura (1997), refers to an individual's belief in their capability to successfully perform a particular behavior or task. It is not merely about possessing the skills or knowledge required for a task, but rather about one's confidence in their ability to effectively execute those skills or knowledge in a given situation. Bandura (1997) asserts that self-efficacy plays a pivotal role in shaping various aspects of human behavior. Self-efficacy influences the options made, the effort put forth, and their resilience of people who facing challenges.

Bandura identified several components that contribute to self-efficacy beliefs. Mastery experiences are considered the most influential source of self-efficacy (Bandura, 1977a). Bandura emphasized the importance of successful past experiences in building individuals' confidence in their abilities to accomplish similar tasks in the future. Bandura (1977b) also discussed the impact of verbal persuasion on self-efficacy. Positive feedback and encouragement from others can enhance individuals' belief in their capabilities, while negative feedback can undermine it. Bandura (1982) acknowledged the influence of physiological and emotional states on self-efficacy. High levels of arousal or negative emotions can diminish confidence, whereas positive emotions and a relaxed state can enhance it. Bandura (1986) highlighted the role of vicarious learning, or observational learning, in shaping self-efficacy beliefs. Observing

others successfully performing a task can increase individuals' confidence in their own ability to perform similar tasks. It emphasizes individuals' capacity to mobilize cognitive resources, motivation, as well as behavior strategies with confidence so as to get better outcomes and performance, as described by Stajkovic and Luthans (1998) that an individual's self-confidence in his ability to maintain motivation, and learn to adapt strategies effectively by getting suitable cognitive resources to successfully accomplish some task in a particular environment. The perceived self-efficacy of individuals shapes their interpretation of events, subsequently influencing their reactions. Those with high efficacy tend to believe in own ability of controlling outcomes and effectively cope with challenges compared to those with low self-efficacy (Bandura, 1997). Self-confident individuals adeptly choose and develop strategies to attain their goals (Caprara, & Cervone, 2003).

Self-efficacy reflects individuals' general belief while they perform tasks (Hmieleski, & Carr, 2007) and goes beyond actual abilities, contributing to the successful completion of tasks. It does not directly link to individuals' competencies but rather to their belief in their personal abilities (Ozkalp, 2009). High efficacy can both positively and negatively influence motivation. Self-assured individuals effectively improve their motivation, opting for challenging to fight against the obstacles encountered during goal pursuit (Çavus & Gökçen, 2015). Efficacy beliefs significantly predict academic performance within educational contexts, acting as a mediating variable influencing students' effort levels, persistence, and perseverance (Luthans, Luthans, & Avey, 2014). High-efficacy Individuals tend to display greater motivation, leading to improved performance. Conversely, those with low self-efficacy may invest less effort and be more inclined to give up on challenging tasks (Matovu, 2020; Khan, 2023). Higher self-efficacy among students fosters increased motivation and resilience in facing academic challenges, thereby enhancing their level of academic engagement. Self-efficacy can be perceived as an internal guiding force, directing individuals to effectively execute various tasks and roles in their lives.

2.1.3 Theories and Concepts Related Psychological Capital

Psychological capital, as highlighted by Luthans, Avolio, Avey, and Norman (2007), is both measurable and subject to development. Building upon this premise, these scholars have proposed a psychological capital intervention model, targeting the enhancement of each of its four components, ultimately aiming to elevate overall PsyCap. Luthans et al. (2007a) define PsyCap as the fundamental positive psychological state capable of fostering positive organizational behavior in individuals. Consequently, positive psychology is theoretical foundation for understanding psychological capital. Particularly concerning resilience, hope, and optimism within psychological capital, positive psychology scholars have introduced various models. For instance, Seligman's (1998) 3Ps Model effectively intervenes in and measures resilience and optimism, albeit remaining in the theoretical model stage. Additionally, Snyder, Harris, and Anderson (1991) identified hope as another construct within the realm of positive psychology. As for self-efficacy, a component of psychological capital, it has established itself as an independent theory known as Social Cognitive Theory (SCT), proposed by Bandura. Hence, it is separately addressed in this context.

2.1.3.1 Psychological Capital Intervention

It is suggested that psychological capital can be developed and managed by altering an individual's cognitive perceptions of "who am I" and "who I will become," thereby providing a competitive advantage. The literature also supports the view that psychological capital is measurable and can be developed (Luthans, Avolio, Avey, & Norman, 2007). Luthans and Avey proposed the Psychological Capital Micro-Intervention Model. This model emphasizes elevating hope levels, cultivating optimism, increasing self-efficacy, and enhancing resilience as four essential dimensions. By concentrating on enhancing these aspects, the model aims to significantly elevate an individual's psychological capital, leading to sustained and genuine performance impacts. This comprehensive intervention approach provides theoretical support and practical methods for the development and management of PsyCap (Luthans, Avey, Avolio, Norman, & Combs, 2006), shown as the following figure:

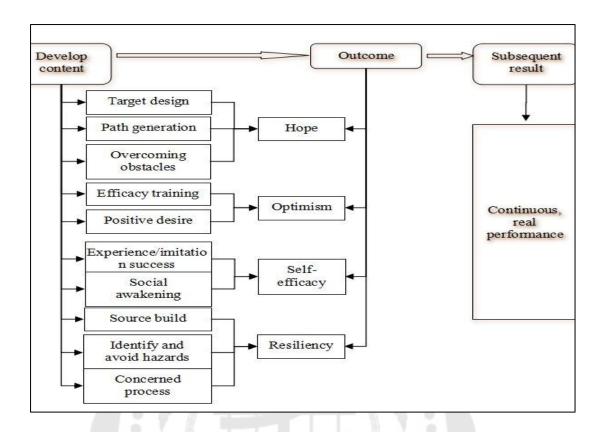


Figure 1 Psychological Capital Micro-Intervention Model

According to the theory of Psychological Capital Intervention (PCI), as proposed by Luthans et al., the elevation of individuals' hope levels in achieving their goals can be facilitated by engaging them in goal setting and employing multiple pathways to attain those goals. This involves guiding individuals to recognize and select various methods, anticipate and overcome obstacles, and enhance their self-efficacy. Additionally, fostering individuals' realistic optimism can be achieved by instilling a sense of efficacy as well as eliciting good expectations of success. Strategies such as persuasion, encouragement, and role modeling can be employed to increase individuals' opportunities for successful experiences, thereby contributing to an enhanced sense of self-efficacy. Furthermore, proactive estimation of potential challenges, coupled with the active construction and utilization of relevant resources, serves as a means to bolster individuals' resilience levels in overcoming difficulties. (Luthans, et al., 2006).

The PsyCap intervention (PCI) is an intensive training program that builds on previous research related to efficacy, optimism, hope, and resilience (Luthans et al., 2007b). This theory provides a robust and operationally viable set of intervention methods for the development and management of PsyCap. Under the guidance of this theory, numerous scholars have conducted empirical studies to validate its propositions. In 2008, Luthans et al. employed the micro-intervention model of Psychological Capital in their empirical study on 364 employees conducted online. The results of this research demonstrated a significant increase in the levels of psychological capital among the experimental group members compared to those in the control group. In 2010, Luthans et al. conducted experimental research reaffirming the effectiveness of the Psychological Capital Intervention model. Moreover, empirical studies by other researchers examining the effectiveness of the Psychological Capital micro-intervention model have consistently demonstrated that psychological capital possesses state-like attributes that can be measured, enhanced, and developed. Growing evidence suggests that PCI can significantly enhance an individual's level of PsyCap, well-being, and organizational behaviors (Luthans, Avey, & Patera, 2008; Luthans et al., 2010; Avey, Reichard, Luthans, & Mhatre, 2011; Newman, Ucbasaran, Zhu, & Hirst, 2014; Nolzen, 2018).

Chinese researchers also have conducted empirical studies on the Psychological Capital Intervention (PCI) theory proposed by Luthans. Although measures to intervene in psychological capital may vary depending on the work domain and the specific group, they generally adhere to the foundational principles of the Psychological Capital micro-intervention model, either through modification or expansion (Bai, Zheng, Liu, & Hu, 2010). Jiang and Zhao (2007) explored the intersection of psychological capital and strategic human resource management. Their study underscored the relevance of PsyCap in the strategic management of human resources within organizations. Zhu (2009) emphasized the distinction between group and individual PsyCap, urging organizations to manage and develop PsyCap with due consideration to these two dimensions. Wen and Qi (2009) conducted an experimental

study based on Luthans' Psychological Capital micro-intervention model, demonstrating its effectiveness in significantly enhancing employees' PsyCap levels. This study reinforces the feasibility and efficacy of the micro-intervention model.

There are also some researches about psychological capital intervention in Chinese educational settings. Fang (2012) conducted a two-month group counseling intervention using Luthans' model, revealing a significant improvement in psychological capital among university students. The study also highlighted positive effects on overall psychological well-being. Guo (2015) extended the application of psychological capital intervention to high school students who preparing for college entrance exams. The research result demonstrated that enhancing PsyCap positively influenced academic performance, especially among science students. Chen (2016) investigated the psychological capital status of freshmen in tertiary vocational colleges and conducted group counseling interventions. The findings provided opinions on the status of PsyCap and the effectiveness of group counseling interventions in this specific educational context. He (2018) focused on primary school students, implementing group interventions that significantly raised overall PsyCap levels. This study reinforced the applicability and effectiveness of Luthans' micro-intervention model in enhancing PsyCap among younger students. Pang (2021) delved into the relationship between basic psychological needs, psychological capital, and academic engagement in high school students. The study provided insights into the interplay of these factors and proposed interventions to enhance academic engagement.

Despite the extensive research in various domains, there is a notable research gap in previous literature concerning psychological capital intervention specifically tailored to Chinese college students and the PsyCap impact on academic engagement. No studies were found addressing this particular context, indicating an area where further research is warranted to bridge this gap and try to build a more comprehensive and holistic insights of the relationship between the intervention of PsyCap and academic engagement among Chinese college students.

2.1.3.2 Positive Psychology

Positive psychology represents a paradigm change of psychology. It originally focused on pathology, but gradually shifted to the study and enhancement of positive emotions, strengths, and overall well-being (Seligman & Csikszentmihalyi, 2000). This field embraces scientific inquiry to understand and promote human well-being, happiness, and growth. Unlike traditional psychology, which often concentrates on deficits, positive psychology emphasizes strengths, virtues, and positive emotions to help individuals achieve psychological health and fulfillment.

The father of positive psychology Seligman (1998) developed 3Ps Model, providing a framework for understanding optimism and resilience from a cognitive-behavioral perspective. The model emphasizes three key factors: Personalization, Permanence, and Pervasiveness. Personalization focuses on how individuals interpret and attribute the causes of adverse events. Resilient and optimistic individuals attribute negative events to external factors rather than internal deficiencies, maintaining a sense of self-worth and agency. Permanence refers to the temporal dimension of attributions for negative events. Resilient and optimistic individuals view setbacks as temporary rather than permanent, fostering hope and motivation during challenging times. Pervasiveness refers to the scope or extent to which individuals generalize the impact of negative events to other areas of their lives. Resilient and optimistic individuals limit the impact of negative events by recognizing that difficulties in one area of life do not necessarily affect other areas, preserving a sense of control and well-being.

Fredrickson (2001) introduced the "broaden-and-build theory," emphasizing the role of positive emotions in psychological health and resource building. Systematic insights into positive psychology were provided by Snyder and Lopez (2002) in their "Handbook of Positive Psychology," emphasizing its application in enhancing quality of life and happiness. The field encompasses research and practice aimed at cultivating positive qualities and attitudes to promote fulfillment and satisfaction. Keyes and Haidt (2003) highlighted the importance of positive psychology for mental health, addressing the gap in traditional psychology's focus on negative factors. Peterson and

Seligman (2004) proposed a classification of 24 character strengths under six virtues, asserting that recognizing and leveraging these strengths can lead to a more fulfilling life. This framework provides a comprehensive guide for understanding and cultivating positive aspects of human character. Lyubomirsky, Sheldon, and Schkade (2005) showed how the positive psychology interventions worked in promoting happiness and life satisfaction. These findings underscore the practical applications of positive psychology in everyday life. Keyes (2007) introduced the concept of "flourishing," emphasizing positive achievements and experiences as essential for well-being of humans. Diener and Biswas-Diener (2008) explored happiness as well as subjective well being, highlighting the significance of life satisfaction, positive affect, and the absence of negative affect in determining an individual's overall well being. Their work contributes to a more holistic understanding of happiness.

In conclusion, positive psychology has revolutionized psychological inquiry by shedding light on the positive dimensions of human experience. It encompasses the pursuit of happiness, the exploration of character strengths, and the development of interventions to enhance overall well-being. In this study, positive psychology forms the bedrock of the theoretical foundation, emphasizing strengths and positive emotions, guiding the design of the group counseling sessions to foster an environment that not only addresses challenges but also highlights and amplifies the positive aspects of students' academic experiences. This approach involves acknowledging and building upon individual strengths, cultivating a positive mindset, and promoting a sense of well-being. By infusing positive psychology principles, the intervention seeks to create a supportive and uplifting atmosphere conducive to enhancing academic engagement.

2.1.3.3 Social Cognitive Theory

Albert Bandura developed Social Cognitive Theory (SCT). It provides a model for understanding how cognitive, behavioral, and environmental factors interact dynamically to influence human behavior. Bandura (1986) posits that people learn both through direct experiences of their own and the observation of other actions. This theory

has been widely applied across various domains, providing valuable insights into understanding, predicting, and modifying behavior.

At the core of SCT is the concept of observational learning or modeling. Bandura (1977b) conducted seminal studies, such as the Bobo doll experiments, demonstrating that individuals acquire new behaviors by observing and imitating others. The theory emphasizes the importance of role models and the media in shaping behavior, offering an explanation for how individuals learn behaviors without direct reinforcement.

Bandura (1997a) fully developed his theory in his work "Self-efficacy: The exercise of control", emphasizing the role of cognitive processes in human motivation and behavior. According to SCT, individuals are not just reactive beings shaped by environmental stimuli; rather, they are proactive agents who can regulate their own behavior through forethought and self-reflection (Luszczynska, & Schwarzer, 2015).

SCT posits that human behavior is regulated by forethought, which involves anticipating the outcomes of actions. Individuals engage in mental simulations of potential actions and their consequences before deciding on a course of action. Self-efficacy is one of the central constructs of SCT. It denotes a person's confidence in his own ability to execute a specific behavior to attain a desired goal successfully. High level of efficacy is linked to increased motivation, perseverance, and resilience when confronting challenges. Another core construct of SCT, outcome expectancies, refers to individuals' beliefs about the likely results of his behaviors. These beliefs influence behavior, as individuals are more inclined to pursue actions they expect to yield desirable and positive outcomes and avoid those they perceive as leading to negative or undesirable consequences. Goals represent desired end states or outcomes that individuals strive to achieve. Goals provide direction and motivation for behavior and are influenced by both internal and external factors. These are factors that can either hinder or support the attainment of goals. Perceived impediments are barriers or obstacles that

individuals perceive as obstacles to goal attainment, while perceived facilitators are factors that aid in goal achievement.

These constructs interplay throughout the behavior change process, demonstrating how individuals' beliefs, goals, and perceptions of obstacles and facilitators influence their motivation and actions, shown as the following figure. By understanding and addressing these cognitive processes, SCT provides insights into how behavior change can be facilitated and sustained over time.

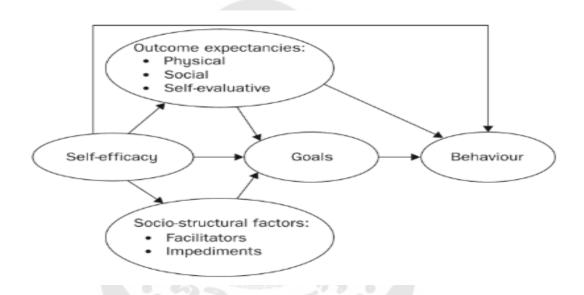


Figure 2 An Illustration of Social Cognitive Theory (Bandura, 2000)

SCT has been applied across various disciplines, including education, health, and psychology. In the realm of education, SCT has been used to understand and enhance learning outcomes. Schunk and Zimmerman (1997) applied SCT to the study of academic achievement, emphasizing the role of self regulation, goal-setting, as well as efficacy in student success.

The theory has significantly contributed to the understanding of human behavior across diverse domains. Its emphasis on observational learning, social influences, positive modeling, and self-efficacy, fostering a positive social environment to influence individuals' perceptions and behaviors positively. It has shaped research,

educational practices, and interventions aimed at improving various aspects of human functioning.

2.1.4 Research on Psychological Capital

Despite self-efficacy, hope, resilience, and optimism being distinct constructs, they share sufficient similarities, indicating a common, underlying connection that integrates them (Luthans, Avolio, Avey, & Norman, 2007). For instance, Bandura (1997) proposed that people who had high efficacy tended to demonstrate resilience in adversity compared to those with low self-efficacy, while Snyder (2002) proved that individuals with more hope tended to exhibit elevated self-efficacy. That is to say, these four components of PsyCap may operate together, synergistically, with the combined impact of the four resources being more significant than the sum of their individual effects (Luthans, & Youssef, 2017). Furthermore, psychological capital is measurable and developmental (Luthans, Avolio, Avey, & Norman, 2007). Consequently, implementing interventions to enhance the level of PsyCap of adolescents is deemed feasible.

In recent years, growing researchers have proved that enhancing PsyCap is largely associated with various aspects of work performance, such as work engagement, satisfaction, and motivation (Paek, Schuckert, Kim, & Lee, 2015; Nordin, A Rashid, Panatik, & A Rashid, 2019; Baluku, Mugabi, Nansamba, Matagi, Onderi, & Otto, 2021). The positive impact of developing PsyCap in industrial organizations and among workers has led to growing acknowledgement of its importance within educational institutions and among educators.

The primary objective of education is to cultivate human capital, encompassing unique competencies and skills that ultimately contribute to a strong competitive edge (Luthans, Luthans, & Jensen, 2012). Universities worldwide have consistently prioritized improving academic performance, identifying and addressing deficiencies in cognitive, emotional, and social domains, and cultivating essential learning skills (Mather, 2010). These efforts include implementing personalized learning strategies, fostering critical thinking, and promoting self-regulated learning. In recent

years, PsyCap has emerged as a significant focus in higher education research and practice (Luthans, Luthans, & Jensen, 2012; Jafri, 2013; Luthans, Luthans, & Avey, 2014). Scholarship on psychological capital has continued to expand in educational contexts, further enriching the literature on educational interventions (Wang, Bu, Li, Song, & Li, 2021), psychology (Rahimnia, Mazidi, & Mohammadzadeh, 2013; Afzal, Malik, & Atta, 2014; Selvaraj, 2015), management (Adil, & Kamal, 2016), health sciences (Ortega-Maldonado, & Salanova, 2018), and business studies (Embalsado, Balilu, Montoya, Chavez, Tulabut, Mangalus, De Ala, Gonzales, & De Leon, 2023).

Make a summary from the above mentioned, previous research on PsyCap within educational context still at the beginning and and has the space for further deep research. More study related to different variables need to be conducted, aiming to investigate the influence of PsyCap on people with various cultural background. Methodologically, qualitative studies remain limited. Of all the articles reviewed, only three employed qualitative designs: Demerath, Lynch, and Davidson (2008) exploring the different dimensions of PsyCap; Cimen and Ozgan (2018) investigating what are factors that affected teachers' psychological capital; Kalman and Summak (2017) investigating various ways to enhance PsyCap by teacher-targeted intervention.

Consequently, more qualitative research and mixed research should be prioritized in the future to gain a more nuanced insights of PsyCap construct. These approaches will offer deeper insights into how PsyCap is cultivated and manifested within individuals in educational contexts, considering different personal and environmental factors. Moreover, the majority of existing research has been done within Western culture background, which limited and restricted in capturing the distinct cultural, social, and educational dynamics of other regions. Thus, it is essential to expand research on PsyCap to include studies within Asian contexts, where cultural differences could significantly influence the development and application of psychological capital (Burhanuddin, Ahmad, Said, & Asimiran, 2019).

In conclusion, the evolution of PsyCap research within educational context is just at the beginning period, necessitating further exploration and a diversified

methodological approach. By examining different variables and adopting qualitative or mixed research methods, future studies can help foster a more thorough and well-rounded understanding of how PsyCap impacts individuals within educational institutions. Additionally, considering cultural variations, particularly within the Asian context, is crucial for developing a holistic understanding of PsyCap dynamics in diverse educational settings.

2.1.5 Measurement of Psychological Capital

The measurement of psychological capital is predominantly conducted through three primary methods, namely self-report, expert assessment, and the measurement of outcome variables.

Self-report method involves researchers either creating or adopting established measurement questionnaires for participants to complete. The collected data are then analyzed to measure and assess psychological capital. Some researchers also employ experimental research methods to gather individual psychological capital data. Expert assessment method circumvents direct interaction between researchers and participants by involving a third party to collect data on participants' psychological capital. Expert evaluation provides an external perspective on individuals' psychological capital. Given the close association between psychological capital and various related variables, researchers indirectly gauge participants' psychological capital status by measuring outcome variables associated with psychological capital. As a positively oriented attribute closely linked to individuals' psychological well-being, psychological capital is assessed through examining its impact on diverse relevant variables. (Fang, 2015)

In the aforementioned three methods, each has its strengths and limitations. However, based on current research applications, the self-report method is predominantly favored by researchers for conducting psychological capital measurement studies. Over the past decade of rapid development in the field of psychological capital, numerous measurement scales have been developed, each with varying constituent elements within their respective questionnaires.

In 1997, Goldsmith and his colleagues introduced the first psychological capital scale (Goldsmith, Veum, & Darity, 1997). This scale was developed by deconstructing and recombining existing psychological questionnaires, incorporating only two factors: self-esteem and locus of control. Notably, this initial scale lacked a profound and thorough analysis of the related validity as well as reliability of thees combined measures. Despite its numerous shortcomings as the pioneer psychological capital scale, the method of forming a measurement questionnaire by breaking down and reassembling existing questionnaires is commendable. Many subsequent researchers developing psychological capital scales have been influenced by this approach.

In 2007, Luthans and colleagues made substantial improvements based on previous research, providing a redefined conceptualization of psychological capital by emphasizing its positive state nature. They established a comprehensive description of psychological capital and, in alignment with the relevant inclusion criteria, identified it as consisting of four dimensions: self-efficacy, optimism, resilience and hope. Concurrently, they developed the Psychological Capital Questionnaire with 24 items (PCQ-24). Through validation, PCQ-24 demonstrated an effective reflection of psychological capital characteristics, exhibiting strong reliability and validity. Moreover, empirical research by Luthans and his colleagues underscored the distinctiveness of these four elements, particularly in a sample of Chinese employees. The findings not only affirmed the presence of the four dimensions, namely self-efficacy, optimism, resilience, and hope, within PsyCap but also highlighted the practical utility of the Psychological Capital Questionnaire in the Chinese context (Luthans, Avey, Smith, & Li, 2008).

Some Chinese scholars have made efforts to adapt PCQ-24 to the Chinese context. For instance, in 2009, Wen and colleagues undertook the task of revising the PCQ-24 into a Chinese version. They conducted empirical research using Chinese employees as participants, and the final results indicated that the revised Chinese version of PCQ-24 exhibited good reliability and validity (Wen, Qi, & Zhang, 2009).

Ke, Sun and Li (2009) developed a local psychological capital scale comprising 63 items. It exhibited a second-order bifactor structure with two factors: task-oriented psychological capital (including tenacity, hope, effort, optimism, self-confidence, courage) and interpersonal psychological capital (encompassing respect, forgiveness, tolerance, humility, stability, courtesy, gratitude). The scale was later refined to consist of 40 items. Researchers conducted a comparative analysis with Western scales, asserting that the local scale demonstrated superior reliability and validity. They further argued that it exhibited stronger explanatory power concerning job performance, particularly in relation to peripheral performance aspects. (Ke, Sun, & Li, 2009).

In 2010, Zhang and his colleagues introduced the Positive Psychological Capital Questionnaire (PPQ) after extensive literature analysis and referencing other relevant measurement tools both domestically and internationally. Comprising four factors – self-efficacy, optimism, resilience, and hope – the questionnaire included a total of 26 items. Results from analyses of its reliability and validity demonstrated favorable psychometric properties (Zhang, Zhang, & Dong, 2010). Through research, the alpha (α) coefficients for the four sub-questionnaires are 0.86, 0.83, 0.80, and 0.76, respectively. The overall questionnaire's alpha coefficient is 0.90, indicating good internal consistency reliability. The correlation coefficients for scores on the sub-questionnaires range from 0.25 to 0.56, demonstrating reasonable discriminant validity in measuring the four components of psychological capital. Subsequent studies further validated the questionnaire's robust reliability and validity in the Chinese educational context (Chen, Li, Chen, Yang, & Huang, 2019; Xiong, Hai, Huang, Xin, & Xu, 2020).

Given that this study's focus-point is the psychological capital of Chinese university undergraduates, the researcher has opted to utilize the widely recognized and utilized Positive Psychological Capital Questionnaire (PPQ) developed by Zhang, Zhang, and Dong (2010) within the Chinese educational domain.

2.2 Academic Engagement

2.2.1 The Definition of Academic Engagement

Engagement initially emerged as a positive psychological phenomenon and concept in the realm of workplace. Serving as a major key indicator of employees' attitudes toward their work, the concept of engagement gained popularity in the fields of work and consultancy. Work engagement is seen as an opposition side or positive counterpart of burnout. It represent a positive organizational behavior pattern, characterized by a constructive mental attitude toward work (Schaufeli, Martinez, Marquez-Pinto, Salanova, & Bakker, 2002; Schaufeli & Salanova, 2007). Work engagement is not tied to any specific affairs, objects, persons, or behavior. Instead of being a fleeting state, it works as a persistent emotional and cognitive condition (Schaufeli & Bakker, 2004; Schaufeli, Martinez et al., 2002). Originally linked to workplace settings, this concept has gained significant attention in academic discussions (Littman-Ovadia & Balducci, 2013; Schaufeli & Bakker, 2010).

Newmann (1992) defined academic engagement as the psychological effort and investment individuals make during school tasks aimed at enhancing skills, knowledge, or crafts, emphasizing students' psychological and emotional experiences during the learning process. Scholars have varied in their emphasis on the nuances of academic engagement, leading to two predominant perspectives. Schaufeli (2013) propose that, from a psychological standpoint, students' engagements with their class assignments are parallel to the workers' engagements with their work. Similar to employees, students engage in mandatory and structured activities as well as organized tasks (e.g., attending classes and finishing course assignments) designed to achieve specific goals (e.g., passing exams). Therefore, the concept of engagement is reasonably extended to the learning environment (Ouweneel, Schaufeli, & Le Blanc, 2013). So it is reasonable to get the conclusion that students' academic engagement involving school activities and course assignments is composed of three key dimensions: vigor (emotional), dedication (cognitive), and absorption (behavioral) (Schaufeli, Martinez et al., 2002; Salmela-Aro & Upadyaya, 2012). In this framework, "vigor" refers to the energy and enthusiasm students exhibit while studying; "dedication"

signifies their motivational commitment to coursework and their perception of it as meaningful; and "absorption" captures the deep concentration that leads students to become deeply absorbed in their studies so as not to recognize the time-pass-by awareness (Ouweneel et al., 2013; Upadyaya, & Salmela-Aro, 2013). However, Fredricks, Blumenfeld, and Paris (2004) describe engagement as an expansive, evolving multidimensional structure comprising three interconnected dimensions: behavioral engagement, emotional engagement, and cognitive engagement. In the three dimensions, behavioral engagement focuses on intense involvement in academic or non-academic tasks within the school environment. Emotional engagement captures positive and negative emotional responses towards learning, teachers, and peers, including indicators of interest, joy, boredom, anxiety, and sadness. Students displaying emotional engagement feel belonging and identification with the school, valuing its outcomes, and perceiving support from peers and teachers (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement refers to students' intellectual investment in learning, including willingness to exert effort, employ suitable learning strategies, and demonstrate persistence in the face of challenging tasks (Finn, & Zimmer, 2012; Fredricks, Blumenfeld, & Paris, 2004). Academic engagement is defined as directed, sustained, and energized participation in academic tasks both behaviourally and emotionally, which can be considered to be an observable and central manifestation of underlying motivations (Ryan & Deci, 2009; Skinner, Kindermann, Connell, & Wellborn, 2009).

In summary, Schaufeli and Fredricks, although emphasizing different aspects, essentially align on the fundamental notion of academic engagement. While Schaufeli focuses on the psychological states of individual students, Fredricks emphasizes the interaction between students and the school environment. Given that this study is primarily concerned with the relationship between PsyCap and academic engagement, prioritizing psychological dimension of students rather than the school environment, Schaufeli's definition of academic engagement is adopted.

2.2.2 The Components of Academic Engagement

Vigor reflects a strong sense of energy, mental resilience, and a readiness to put effort into one's tasks. Individuals who exhibit vigor feel enthusiastic, energetic, and fully immersed in their tasks. They tackle their responsibilities with determination and persistence, maintaining their drive even when confronted with difficulties or setbacks. Vigor is characterized by a sense of vitality and aliveness, and it is associated with positive emotions involving in excitement, enthusiasm, as well as passion (Schaufeli et al., 2002; Bakker, Schaufeli, Leiter, & Taris, 2008).

Dedication refers to high levels of pride, significance, as well as motivation for work. Individuals committed to work tend to experience a profound sense of purpose and fulfillment from their roles and contributions. They are committed to achieving their work-related goals and invest a significant amount of time and effort in their work activities. Dedication is always linked to some positive psychological results that are involved in organizational commitment and job satisfaction (Schaufeli et al., 2002; Bakker et al., 2008).

Absorption reflects a state of full concentration, immersion, as well as the absorption in one's work activities. Individuals who experience absorption are fully engaged and engrossed in their tasks to the degree that they failed the awareness of time and become unaware of their surroundings. They experience a sense of flow — a state of optimal experience characterized by intense focus, deep enjoyment, and high levels of productivity. Absorption is characterized by a complete absorption in one's work tasks and is associated with enhanced performance, creativity, and satisfaction (Schaufeli et al., 2002; Bakker et al., 2008).

2.2.3 The Job Demands-Resources Model

According to Schaufeli (2013), there isn't a single comprehensive theoretical framework for engagement. Various theoretical perspectives are proposed, each highlighting various aspects, such as needs-satisfying approach, affective shift model, and social exchange theory. However, integrating these perspectives into one overarching model has proven challenging. One of the models that has garnered significant empirical support in understanding engagement is the Job Demands-

Resources (JD-R) model. The origins of this model is able to be dated back to the work of researchers Demerouti, Bakker, Nachreiner, and Schaufeli (2001) and Bakker and Demerouti (2007). However, the JD-R model gained significant attention and refinement through the work of Schaufeli, Bakker, and Van Rhenen (2009) in subsequent years.

The key concepts of the JD-R model revolve around two main categories: job demands and job resources. Job demands include aspects of a job that require sustained physical or mental effort, often leading to physiological and psychological strain, including workload, time pressure, as well as people's other emotional demands. These consume an individual's energy and may lead to strain if they exceed the individual's resources. Job resources are factors within the workplace that assist employees in reaching their work-related goals, reducing job demands, and fostering personal growth and development, including resources like social support, autonomy, feedback, as well as adequate rewards, so as to finally contributing to employees' holistic well-being.

The JD-R model posits that the multi-effect on job demands and job resources influences employee well-being as well as work-related outcomes, including work engagement and burnout. Specifically, the model proposes two processes: One is health impairment process, which means that high job demands, if not counteracted by sufficient job resources, can lead to the depletion of physical and psychological resources. This process can result in strain, exhaustion, and eventually burnout. The other one is motivational process, referring that high job resources can facilitate work engagement by providing employees with the necessary support, autonomy, as well as opportunities for growth. Work engagement is characterized by vigor, dedication, and absorption in people's work, resulting in positive impacts like improved job performance and greater job satisfaction. This enhanced support helps employees navigate challenges more effectively, boosting their overall productivity and motivation. As a result, they are more likely to remain engaged and committed to their work, contributing to a positive work environment.

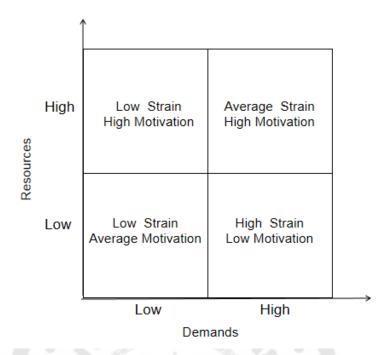


Figure 3 The JD-R Model (Bakker, & Demerouti, 2007)

Initially created to comprehend outcomes associated with work within organizations, the JD-R model has garnered substantial empirical backing across various industries and job types. Furthermore, it has seen a growing application in investigating the determinants of engagement and well-being across diverse fields, including education.

According to Ouweneel, Le Blanc, and Schaufeli (2011), studying can be viewed as a form of work from a psychological standpoint. Just like employees, students encounter various demands, such as attending lectures, seminars, and engaging in self-study (Cilliers, Mostert, & Nel, 2017). In addition to academic demands, students face social and developmental pressures. These demands can negatively impact students' engagement if they exceed students' resources or coping abilities.

Various job resources introduced by Bakker and Demerouti (2007) within the JD-R framework in occupational settings are applicable in the academic context. As such, elements like social support from teachers and peers, access to educational materials and facilities, feedback and recognition for academic achievements,

autonomy in learning, and opportunities for skill development, aligning with the definition of resources as positive aspects of the setting (Schaufeli, 2017). These resources works as one of major factors in fostering students' engagement by providing them with the support, skills, and motivation that are all important and necessary to navigate academic challenges effectively.

The JD-R model could also be adopted in the academic context not only because of the presence of specific demands and resources, but also because studying and working share several key characteristics. Both require substantial time investments, and involve structured and organized activities like attending classes and learning for exams, and apply competencies to complete tasks within set timeframes. Furthermore, like in occupational settings, these activities are goal-oriented and subject to evaluation, with their assessed quality potentially influencing one's future career (Lesener, Pleiss, Gusy, & Wolter, 2020).

Empirical studies have supported the applicability of JD-R model to academic contexts, demonstrating its utility in explaining students' academic engagement, performance, and well-being. By identifying and addressing key job demands and resources in the educational environment, educators and policymakers can promote students' engagement and enhance their learning outcomes.

2.2.4 Research on Academic Engagement within JD-R Model

Mokgele and Rothmann (2014) provided initial evidence supporting JD-R model's applicability in the context of students. Their study revealed positive associations between high study demands and burnout, as well as between the availability of study resources and engagement among first-year students.

Robins, Roberts, and Sarris (2015) expanded the exploration of the JD-R model, particularly focusing on its implications for health profession students. Their study emphasized the critical importance of personal resources, such as psychological flexibility, in mitigating burnout and promoting engagement among students in demanding academic environments.

Wu (2015) broadened the JD-R model to predict work/study engagement and creative performance among office staff, supermarket staff, and undergraduates from Mainland China and Hong Kong. The scope of JD-R model encompasses work or study engagement as well as creative presentations, revealing nuanced relationships across different samples. In Wu's study, engagement partially mediated the positive effects across all samples, with a similar mediation for the positive effect of creative efficacy on employees' creative performance, which, additionally, emerged as a significant predictor of creative performance across all groups,.

Providas (2016) ventured into South Africa to explore the significance of personal resources, particularly Psychological Capital (PsyCap), within the JD-R model in predicting student well-being in a university environment. PsyCap was found to mediate the relationship between academic facilitators or obstacles as well as academic engagement, suggesting its profound work in constructing students' levels of involvement in academic pursuits. Moreover, direct relationships were observed between PsyCap and engagement.

Muhammad, Ashry Sallatu, and Bellani (2019) applied JD-R model to examine factors influencing student engagement within the Indonesian background. The findings of the study revealed three main resources that contribute to student engagement: university resources, personal resources, and external resources besides the university.

Hodge, Wright, and Bennett (2019) conducted an in-depth investigation into the practical application of the JD-R model within short-term academic skills training programs. Their research uncovered significant insights into the relationship between resources and engagement, highlighting the positive impact that adequate resources have on students' levels of involvement. Conversely, they found that demands within these programs were closely associated with fatigue, shedding light on the potential negative consequences of high demands on student well-being.

Empirical findings reassured the relevance of JD-R model in understanding student academic engagement, with studies demonstrating associations between study

demands/resources and burnout/engagement. Despite these insights, a comprehensive approach to transferring and validating the JD-R framework in the academic context remains a crucial area for further exploration. This highlights the ongoing need for research to deepen understanding of student engagement and well-being, ultimately informing strategies to support student success in academic environments.

2.2.5 Measurement of Academic Engagement

Understanding the level of students' academic engagement can be achieved through various methods such as questionnaire surveys, teacher evaluations, interviews, and diary analysis. However, among these methods, the questionnaire is the most commonly employed measurement tool. Numerous classical questionnaires have been developed for assessing academic engagement. For instance, in 1996, Misenmbo revised the Research on Academic Proficiency and Student Success (RAPS), comprising 54 items that cover both behavioral and emotional dimensions with satisfactory reliability and validity. Additionally, the National Center for School Engagement (NCSE) in the United States compiled the "High School Survey of Student Engagement" in 2006, encompassing three dimensions: cognitive engagement, emotional engagement, and behavioral engagement, with a total of 45 items and acceptable reliability and validity (Zhang, 2021).

Schaufeli et al. (2002) developed the Utrecht Work Engagement Scale (UWES) based on the definition of work engagement. Subsequently, to measure students' levels of academic engagement across different countries, modifications were made to the UWES items, resulting in the creation of the "Utrecht Work Engagement Scale-Student Version" (UWES-S) tailored to the student population. This scale, widely used internationally for assessing students' academic engagement, comprises 17 items, encompassing three subscales: vigor, dedication, and absorption. The scale is scored on a 7-point scale, ranging from 1 (never) to 7 (daily). The overall reliability of the scale is reported to be 0.90, indicating strong internal consistency, and the psychometric properties are deemed satisfactory. Schaufeli, Bakker, and Salanova (2006) later

reduced the number of items to 9 (UWES-9). Compared to UWES-9, UWES-S yields measurement results that align more closely with the data (Loscalzo & Giannini, 2019).

Fang, Shi, and Zhang (2008) were the first to introduce Schaufeli's "Utrecht Work Engagement Scale-Student Version" (UWES-S) to China, developing a corresponding Chinese version with Chinese students as the sample. This scale consists of 17 items, and both exploratory and confirmatory factor analyses cross-validated the three-factor model of academic engagement. The internal consistency reliability of each subscale ranged from 0.82 to 0.95, indicating strong reliability. The correlation coefficients were significant and ranged from 0.76 to 0.77, while item loadings ranged from 0.42 to 0.81, suggesting good fit indices. The scale adopts a seven-point scoring system, and higher total scores indicate higher levels of academic engagement. Empirical studies conducted by Chinese scholars have validated the applicability and good reliability and validity of this questionnaire among different participant groups, including middle school students (Shi, Chen, Hou, Gao, 2013; Xiao, 2022), high school students (Yang, 2017), and university students (Zhang, 2023).

As this study adopts Schaufeli's definition of academic engagement, the Chinese version of the UWES-S, translated and revised by Fang et al. (2008) based on Schaufeli's original scale, is utilized.

2.3 Relationships Between Components of Psychological Capital and Academic Engagement

2.3.1 Hope and Academic Engagement

Research across various contexts has consistently highlighted the pivotal index of hope when shaping academic engagement and performance. In a comprehensive study encompassing 1,685 students from Canadian and American universities, Joon Yoon et al. (2015) explored the intricate connections between hope, student engagement, academic performance (measured by GPA), and vocational identity. Their findings underscored the significant impact of hope on both vocational identity and GPA. Crucially, student engagement emerged as a crucial mediator in these relationships, fully mediating the link between hope and GPA and partially

influencing the connection between hope and vocational identity, acting as a bridge that shapes how hope impacts the development of one's career identity.

Further emphasizing the importance of hope in academic engagement, a study carried out in Iran by Azadianbojnordi et al. (2022) involving 353 high school seniors revealed a direct relationship between academic hope and engagement, suggesting that interventions aimed at enhancing academic hope may have the potential to increase students' academic engagement.

In a study focusing on English language learners during the 2021-2022 academic year, Izadpanah and Rezaei (2022) found significant associations between teacher-student interaction, academic self-regulation, academic engagement, academic hope, and students' academic enthusiasm. These findings emphasize the critical need to foster students' enthusiasm to enhance engagement, self-regulation, and hope within educational settings.

Additionally, Azila-Gbettor, Mensah, Atatsi, and Abiemo (2022) explored the relationship between hope and mindfulness in predicting students' engagement in higher education through self-reported questionnaires. The research found that both hope and mindfulness played positive roles in predicting student engagement, including academic, peer, and intellectual engagement. This underscores the necessity of emotional and cognitive factors in fostering student engagement.

Furthermore, Vandaele and Stålhammar (2022) discussed the vital role of hope, alongside negative and positive emotions, in motivating students to engage with challenging topics such as climate change education. They argue that hope is crucial for sustaining long-term engagement and turning negative emotions into proactive actions. The relationship between hope and engagement is described as mutually reinforcing, emphasizing that engagement can lead to positive emotions and a sense of purpose. The study suggests that educating students to cultivate constructive hope and promoting awareness of its bidirectional nature can enhance their engagement and coping with educational challenges.

2.3.2 Optimism and Academic Engagement

Several studies have delved into intricate relationship between optimism, engagement, as well as academic performance among students across different educational settings and contexts.

Ruyle (2014) conducted a multiple-case study in California and Montana, exploring how students and teachers perceived engagement and optimism within performance-based educational programs. Through interviews, surveys, and achievement documentation, the research found that the performance-based educational model had a tremendous impact on the engagement level of students, with a corresponding effect on their own level of academic optimism.

In Finland, Nurttila, Ketonen, and Lonka (2015) explored various studying profiles among undergraduate students based on their achievement strategies, including optimism and task avoidance, along with their perception of challenge-competence balance. They found three distinct profiles: pessimistic, bored, and optimistic. Optimistic students exhibited the highest academic engagement, whereas pessimistic students were the least engaged. Bored students tended to be disengaged due to a lack of interest in their studies.

In the Hewraman region, Sabbaghi, Karimi, Akbari, and Yarahmadi (2020) conducted a descriptive-correlational study among male students during the 2019-2020 academic year. Their research findings revealed significant positive correlations between academic optimism, perceived competence, positive achievement emotions, and academic engagement. Regression analyses further showed that a substantial portion (79.2%) of the variance in academic engagement could be explained by these factors.

2.3.3 Resilience and Academic Engagement

Research across different regions and educational levels consistently emphasizes the crucial impact of resilience and engagement in predicting academic performance as well as success.

In a study involving first-year university students, Ayala and Manzano (2018) utilized a time-lagged design to examine the connection between resilience dimensions,

engagement dimensions, and academic performance. Their findings indicated that specific dimensions of resilience (hardiness and resourcefulness) and engagement (dedication and absorption) were strong predictors of academic success with variations observed based on gender. Notably, students who persisted in university after the first year exhibited higher levels of vigor, hardiness, and resourcefulness compared to those who dropped out, underscoring the importance of resilience and engagement factors in enhancing academic outcomes.

Similarly, in Ogun State, Nigeria, Adeniji, Akindele-Oscar, and Mabekoje (2020) examined how resilience influences the connection between family functioning and academic engagement among secondary school students. They discovered that resilience positively predicted academic engagement and interacted inversely with family functioning in predicting engagement. This suggests that higher levels of resilience in students can mitigate the potential negative impact of less favorable family functioning on their academic engagement.

Further highlighting the significance of resilience in academic engagement, Yang, Xu, and Zhang (2022) explored the relationship between resiliency, general self-efficacy (GSE), and academic engagement among Chinese adolescents. They found a positive link between resiliency and academic engagement, with GSE partially mediating this relationship. Social support also worked moderately, influencing relationships between resiliency, GSE, and academic engagement.

Moreover, Martin et al. (2022) conducted a study with a substantial sample of immigrant students across 18 European countries, focusing on academic resilience in the face of socially educational challenges. Their findings revealed both cognitive and behavioral engagement — at school and individual levels — were linked to academic resilience positively. This underscores the importance of addressing cognitive and behavioral engagement factors to support the academic resilience of immigrant students in Europe, advocating for tailored educational interventions.

2.3.4 Efficacy and Academic Engagement

Another construct of PsyCap, self-efficacy has been found to be related to the student's engagement. Chang and Cheng Chien (2015) conducted a meta-analysis to examine the relationship between academic self-efficacy and student engagement across various studies conducted between 1990 and 2014. Their findings indicated a significant relationship between academic self-efficacy and student engagement, with school level moderating this relationship, particularly influencing behavioral engagement. This underscores the role of academic self-efficacy in shaping students' learning behaviors and attitudes across different educational stages.

Adams, Wilson, Money, Palmer-Conn, and Fearn (2019) conducted a study with first-year higher education students to investigate the role of academic self-efficacy in mediating the relationship between students' perceptions of feedback and their academic attainment. Their findings revealed strong positive correlations between academic achievement and students' confidence in reaching their desired grades, as well as in adopting effective study habits.

Sökmen (2019) focused on middle school students in Turkey to explore the impact of efficacy as well as learning environment variables on various aspects of student engagement in science. Their study revealed that self-efficacy and teacher feedback both could predict student academic engagement positively. This underscores individual and environmental factors when fostering student engagement in learning.

In a Chinese study involving 258 participants, Meng and Zhang (2023) utilized a cross-sectional design to investigate the associations among academic self-efficacy, academic engagement, and academic performance. Their findings revealed robust and positive correlations among these variables. Academic self-efficacy emerged as a direct predictor of academic achievement and it also indirectly influenced academic performance through its impact on engagement. This reveals students with higher levels of academic self-efficacy tend to have better results academically, partially mediated by their level of engagement.

Similarly, Luo, Chen, Yu, and Zhang (2023) explored the relationship between academic self-efficacy and academic achievement among Chinese college students. Their study, which involved 1158 participants, found positive correlations between academic self-efficacy, academic achievement, and learning engagement. Importantly, learning engagement was identified as a mediator in the relationship between academic self-efficacy and achievement. While causality was not established, the findings underscore the importance of interventions aimed at enhancing academic self-efficacy and learning engagement to improve academic achievement outcomes.

2.4 Research on the Relationship between Psychological Capital and Academic Engagement

Each element of psychological capital, as previously described, has been demonstrated to possess its own conceptual independence with academic engagement. These studies often found positive correlations, suggesting that students with higher self-efficacy, hope, resilience or optimism tend to be more engaged and achieve better academic results. Building on these findings, researchers began to investigate PsyCap as a holistic construct. Empirical investigations have revealed that the combination of hope, efficacy, resilience, as well as optimism, collectively implied as PsyCap could predict academic engagement and outcomes more effectively than examining these components separately (Luthans, Avolio, Walumbwa & Li, 2005). So the initial purpose of current study is to investigate PsyCap as a core construct that encompasses all four dimensions, as advocated by Luthans and others in 2007. Building on this discovery, researchers have dedicated efforts to delve into the fundamental construct of PsyCap within the educational context, with a particular emphasis on academic engagement. Numerous studies have specifically investigated or implicitly suggested that PsyCap serves as a predictive factor for study engagement or academic performance.

Siu, Bakker, and Jiang (2014) conducted a study with two distinct phases. In the first phase, a two-wave cross-lagged design was utilized to assess modified scales for psychological capital and study engagement, involving 103 students with a 4-month interval. Confirmatory factor analyses were conducted to validate a higher-order model of psychological capital and a study engagement model. The study revealed a mutual relationship between the two. In the second phase, which involved 100 university students, intrinsic motivation was examined as a mediator. These findings offer insights into the interplay among psychological capital, study engagement, and intrinsic motivation among university students.

Luthans, K. W., Luthans, B. C., & Palmer, N. F. (2016) discussed the connections of positive psychological capital as well as academic engagement in management education. Their research investigated how PsyCap can impact the engagement levels of undergraduate business students, offering insights valuable to management educators. Their study emphasized the importance of PsyCap as a developable resource for academic success and personal growth. Student engagement is crucial for effective learning and includes dimensions including interactions with faculty, participation in community-based activities, and involvement in transformational learning experiences. The study reveals positive correlations between PsyCap and student-faculty engagement, community-based activities, and transformational learning opportunities. Hierarchical regression analysis confirms PsyCap as a significant predictor of student engagement. The research suggests that educators can enhance student engagement by cultivating PsyCap. This implies the potential for innovative teaching interventions that focus on PsyCap development to create a more engaging learning environment in management education.

Korean researcher You, J. W. (2016) explored the connection between college students' psychological capital, learning empowerment, and engagement in an academic context. Psychological capital was recognized as a crucial resource for organizational effectiveness. Data from nearly 500 college students were collected, and structural equation modeling was used for analysis. The research results proved that there was a significant positive relationship between college students' PsyCap and learning empowerment. Furthermore, learning empowerment was found to fully mediate the relationship between PsyCap and engagement. In essence, the study underscores

the value of PsyCap in the academic realm. It highlights the positive impact of psychological resources on learning empowerment and subsequent engagement among college students.

Martínez, Youssef-Morgan, Chambel, and Marques-Pinto (2019) underscored the importance of academic engagement and psychological capital as key determinants of academic performance among university students. The positive relationship between academic engagement, PsyCap, and academic performance found in the study highlighted the need to consider psychological factors alongside traditional predictors. Moreover, the finding that PsyCap served as a full mediator emphasized its pivotal role in enhancing students' academic success. This research encouraged a holistic approach to understanding and promoting academic achievement, recognizing the significant impact of psychological well-being on student outcomes.

Carmona-Halty, Salanova, Llorens and Schaufeli (2021) explored the connection between positive emotions and academic performance among 497 Chilean high school students aged 14 to 17. The research revealed the fact that positive emotions are linked to academic performance through their impact on academic psychological capital and academic engagement. These findings implicated that encouraging positive emotions in students could be essential for building academic psychological capital and academic engagement, ultimately leading to improved academic performance.

Chinese research team Wang, Bu, Li, Song, & Li (2021) made a cross-sectional study during the COVID-19 pandemic, focusing on 733 nursing students in traditional Chinese medicine universities and exploring the relationship between academic burnout, academic engagement, as well as PsyCap. Path analysis was employed to reveal connections among these variables. The findings revealed that nearly 39.29% of the nursing students experienced some degree of academic burnout. It was observed that academic engagement and PsyCap were negatively associated with academic burnout, indicating that higher engagement and PsyCapl had relations with lower burnout levels. Additionally, psychological capital exhibited a positive correlation with

academic engagement. Academic engagement played a partial mediating role in the relationship between PsyCapl and academic burnout. These findings implied the challenges faced by nursing students and the necessity of PsyCap and engagement in mitigating academic burnout.

Saleem, M. S., Isha, A. S. N., Awan, M. I., Yusop, Y. B., & Naji, G. M. A. (2022) examined how positive emotions influence postgraduate students' psychological capital and their academic engagement. It also assessed the role of stress as a moderator in the PsyCap-academic engagement relationship among Malaysian postgraduate students. Data from 373 postgraduate students in various disciplines were analyzed using structural equation modeling (SEM), including confirmatory factor analysis, reliability assessments, and path analysis, with bootstrapping to test the final model. Results revealed that positive emotions had a positive and significant impact on both PsyCap and academic engagement among postgraduate students. PsyCap also positively influenced academic engagement. However, stress, as a moderator, negatively affected the PsyCap-academic engagement relationship. In summary, this study supported the idea that positive emotions contribute to cognitive resources, enhancing academic engagement. Nonetheless, stress from academic demands can deplete these resources, affecting academic engagement. To help postgraduate students cope, interventions like coaching, counseling, support, and flexible goal-setting are recommended.

Vîrga, D., Pattusamy, M., & Kumar, D. P. (2022) explored the relationships between PsyCap, study engagement, academic performance, burnout, and boredom among university students. Drawing on the Conservation of Resources theory, the research found PsyCap was linked to study engagement and, in turn, study engagement partially mediated the relationships between psychological capital and academic performance, burnout, and boredom. The study emphasized the importance of interventions that enhance students' psychological resources, like hope, resilience, self-efficacy, and optimism, to promote success as well as academic engagement while mitigating burnout and boredom.

Collectively, these studies provide compelling evidence for the importance of PsyCap in enhancing student engagement, highlighting possibilities being a target of interventions aimed at enhancing academic engagement.

2.5 Group Counseling

2.5.1 The Definition of Group Counseling

Group counseling, as defined by Corey (2016), is a therapeutic approach that emphasizes interpersonal communication within a present-time frame, allowing members to express their conscious thoughts, feelings, and behaviors. It encompasses both preventive and remedial aims, focusing on specific educational, career, social, or personal issues. Counseling groups are typically problem-oriented, with members collectively determining the content and aims. The primary goal of group counseling is to facilitate personal growth and well-being by discovering internal resources of strength, particularly for individuals facing situational crises, interpersonal conflicts, or life transitions.

Group members are encouraged to transform opinions to actual plans for action outside of group setting. In order to facilitate this process, group counselors utilize various techniques, no matter verbal and nonverbal, combined with some structured exercises, to promote all participants' interaction, promote learning from each ones, and help to establish personal goals. By providing empathy and support, group counselors foster an atmosphere of trust conducive to sharing and exploring concerns. Mutual support is a central element in group counseling, as emphasized by Yalom & Leszcz (2005), with participants offering and receiving support from one another. This contributes to a collaborative and empathetic atmosphere within the group.

Additionally, group counseling involves a trained therapist working with several individuals who share common concerns, challenges, as well as goals. Through interaction and sharing experiences, participants explore strategies for coping and personal growth, fostering a sense of community and understanding among members (Jacobs, Masson, Harvill, & Schimmel, 2018). Key aspects of group counseling include the facilitation by a trained therapist, creating a safe and supportive environment where

members can openly express themselves. Confidentiality is emphasized to ensure a secure space for discussions (American Counseling Association, 2014). These elements collectively contribute to the effectiveness of group counseling as a therapeutic intervention.

2.5.2 The Process of Group Counseling

The process of group counseling encompasses distinct stages that guide members through a transformative journey of self-discovery and growth. Beginning with the initial stage of orientation and exploration, members familiarize themselves with the group dynamics, define personal goals, and establish a foundation of trust and cohesion. The working stage follows, marked by active engagement with personal issues, heightened cohesion, and a commitment to applying insights to daily life. Finally, the consolidation and termination stage focuses on integrating learnings, addressing loose ends, and preparing members for life beyond the group.

The initial stage of group counseling, also known as the orientation and exploration stage, is characterized by orientation to the group's structure and exploration of members' expectations (Corey, 2016). During this phase, members familiarize themselves with the group dynamics, define their personal goals, and clarify expectations. They often present a socially acceptable "public image" and may experience anxiety and insecurity about their acceptance in the group. Key tasks of this stage include finding one's identity within the group and determining the level of active participation. Characteristic events during this stage include members testing the group atmosphere, learning group norms and participation dynamics, and displaying socially acceptable behavior with relatively low risk-taking. Trust is identified as the foundation of group development. Group cohesion and trust are gradually built as members express their thoughts and feelings. Members grapple with issues of inclusion and exclusion, navigating trust versus mistrust, and determining the extent of their involvement.

The working stage of group counseling is a pivotal phase marked by action and introspection. It's a time when members actively engage with significant personal issues and translate newfound insights into tangible actions, both within the group and

in their daily lives (Corey, 2016). During this stage, there is a heightened commitment among members to explore their individual challenges while also paying close attention to the group dynamics. This stage serves as a period where participants come to realize their responsibility for their own lives. The working stage is marked by a stronger sense of cohesion within the group, as members begin to form deeper connections and work more effectively together. There is a clearer understanding of individual and collective goals to achieve from the group. This clarity leads to increased focus and alignment in group efforts. Additionally, the level of interaction among members intensifies, with open communication and collaboration becoming more frequent and productive. Central to the working stage is the establishment of a higher degree of cohesion within the group, leading to a clearer understanding of members' goals and desires. Group cohesion, characterized by a sense of belonging and connection, emerges as a key facilitator of the group process, encouraging members to delve deeper and take risks. They are encouraged to discern which concerns to explore within the group and learn how to balance integration with individuality. As trust and acceptance flourish, communication becomes more open and direct, fostering meaningful interactions. Members embrace vulnerability, sharing threatening material and making themselves known to others, while conflicts are acknowledged and effectively addressed. Key aspects of the working stage involve acceptance, empathy, trust, caring, and intimacy. It is also characterized by hope, cognitive restructuring, commitment to change, and the ability to gain insights from feedback These elements collectively contribute to the growth and development of members, fostering an environment of support, understanding, and empowerment. Within the working stage, there is a shift towards a here-and-now focus, where members engage in direct dialogue about their experiences and emotions. They take ownership of their goals and responsibilities within the group, actively assessing their satisfaction and initiating change when necessary.

As the group progresses towards its final stage, known as the consolidation and termination phase, the focus shifts towards applying the lessons learned within the group to members' everyday lives. Group leaders play a crucial role in facilitating this

transition by helping members integrate their newfound insights into their external environments. This stage holds special significance as it involves summarizing the group experience, addressing loose ends, and preparing members for the conclusion of the group process. During the consolidation and termination phase, several essential tasks are addressed to ensure a smooth transition: reviewing and reinforcing changes made by each member within the group, while also supporting them in evaluating their relationships with both group guider and fellow members once again. Additionally, it focuses on helping members develop strategies for facing future challenges using the tools acquired during group therapy sessions. Characteristics of the final phase of a group include: feelings of sadness and anxiety as members come to terms with the impending separation; reduced intensity of participation as members anticipate the end of the group; deliberation among members regarding future courses of action; expression of hopes and concerns for one another's continued progress; discussions about potential follow-up meetings or plans for maintaining accountability post-group. According to Corey (2016), both initial and final stages are critical and major junctures in the development of group. As the group approaches its conclusion, cognitive processing and exploration of feelings associated with endings become particularly important. Participants are encouraged to reflect on what they have learned, how they learned it, and how they plan to apply their insights moving forward. In summary, the consolidation and termination stage of group counseling represent a crucial phase where members consolidate their learning and prepare for life beyond the group. Through effective facilitation and reflection, participants can maximize the impact of their group experience and continue their journey towards personal growth and development.

2.5.3 The Importance of Group Counseling

Group counseling provides a microcosm of society, offering participants a diverse array of perspectives that enriches feedback and fosters self-insight (Corey, 2016). This diversity allows individuals to gain insights into themselves through the perspectives of others, leading to a deeper understanding of their own struggles and conflicts. Moreover, exposure to varied viewpoints can challenge preconceived notions

and encourage personal growth by broadening one's perspective on different issues and experiences.

Through close interactions and shared learning experiences, group members experience collective growth and the development of resonant connections (Zhu, 2014). The exchange of ideas and experiences within the group setting fosters mutual learning and personal growth. As individuals share their struggles and triumphs, they inspire and support one another, creating a sense of solidarity and shared purpose.

Additionally, members receive mutual assistance and recognition within the group, reinforcing their sense of belonging and value (Zhu, 2014). By offering support and encouragement to one another, group members cultivate a sense of camaraderie and mutual respect. This sense of community provides validation and affirmation, bolstering individuals' self-esteem and reinforcing their sense of belonging within the group.

Furthermore, it promotes self-acceptance, self-respect, and an understanding of life values, aiding in the cultivation of tolerance and respect for diverse viewpoints (Fan & He, 2010). Through the process of sharing and receiving feedback from others, individuals gain a greater appreciation for their own strengths and limitations. This self-awareness fosters a sense of self-acceptance and empowers individuals to embrace their uniqueness while also respecting the differences of others.

Generally speaking, within the group setting, members find understanding and support, fostering a sense of belonging and cohesion (Corey, 2016). Group dynamics facilitate intimacy, care, and constructive challenges, essential for personal growth (Corey, 2016). Members feel empowered to delve into their problems openly, knowing they are surrounded by empathetic peers who can provide validation and encouragement. This supportive atmosphere promotes a sense of safety and trust, enabling individuals to explore vulnerable aspects of themselves.

2.5.4 The Advantages of Group Counseling

The group counseling demonstrates a favorable delayed effect over time, contributing to long-term personal growth and development (Fan & He, 2010). One notable benefit is its favorable delayed effect, which extends beyond formal sessions and facilitates ongoing support and reinforcement, allowing individuals to integrate new insights and skills into their daily lives gradually. The relationships formed within the group can continue to provide support even after the formal counseling sessions have ended, sustaining the positive effects of therapy over time.

Moreover, group counseling is efficient in addressing shared or diverse issues among multiple participants, compared to individual counseling (Fan & He, 2010). By addressing common themes and concerns within the group context, individuals can benefit from shared experiences and collective wisdom. Additionally, fellow members often serve as valuable resources for one another, offering insights and strategies that may not have been considered in individual therapy sessions.

Group counseling boasts broad adaptability to various contexts, making it a versatile therapeutic approach (Fan & He, 2010). Whether addressing specific issues such as anxiety or depression, or focusing on broader themes such as personal growth and relationship dynamics, group counseling can be designed on purpose so as to meet the diverse needs of participants. Additionally, group counseling formats can vary widely, from psychoeducational groups to process-oriented groups, providing flexibility in addressing different therapeutic goals.

Furthermore, group counseling serves as a potent tool for alleviating negative emotions such as fear and sadness among members (Zhu, 2014). The supportive environment of the group creates a secure space where people can openly express and navigate emotions. Through the validation and empathy of group members, individuals feel understood and supported, leading to a reduction in emotional distress and an increased sense of well-being.

Participation in group counseling cultivates problem-solving, decision-making, and caring abilities while heightening sensitivity to others' needs and emotions

(Fan & He, 2010). By participating in group discussions and activities, individuals develop practical skills for navigating interpersonal relationships and managing life challenges. The supportive group environment encourages members to practice empathy, active listening, and conflict resolution, enhancing their overall communication and interpersonal effectiveness.

2.5.5 Integrative Group Counseling

Integrative group counseling is an approach to therapeutic intervention that combines elements from various therapeutic orientations to address the diverse needs of individuals within a group setting. Unlike traditional single-school approaches, integrative group counseling draws upon techniques and theories from different psychological frameworks (Norcross, & Goldfried, 2005). The overarching goal of integrative group counseling is to provide a holistic method to addressing clients' psychological issues by tailoring interventions to some specific requirements and preferences of those group members. This approach recognizes that individuals within a group may respond differently to various therapeutic techniques, and therefore, offers a flexible and adaptable treatment model (Castonguay, Eubanks, Goldfried, Muran, & Lutz, 2015). By incorporating diverse therapeutic strategies, integrative group counseling aims to enhance the effectiveness of treatment while fostering a supportive and collaborative environment within the group. This approach allows group members to benefit from a range of therapeutic perspectives and interventions, ultimately promoting personal growth, self-awareness, and positive change.

The choice of these group counseling therapies is guided by the research objective to improve academic engagement through the utilization of the most influential component of psychological capital. Specifically, the selection is based on the three dimensions of "hope," which include students' capability to establish goals, devise strategies to accomplish them, and demonstrate commitment to taking action. As such, the three therapies employed are as follows:

Solution-Focused Brief Therapy (SFBT) prioritizes problem-solving methods to foster a supportive team environment and promote cooperation and belonging among

team members (Dermer, Hemesath, & Russell, 1998). Unlike approaches that delve deeply into root causes, SFBT focuses on practical solutions, directing individuals to address specific challenges and enhance academic engagement through actionable strategies. By encouraging students to devise practical solutions and actively engage in problem-solving processes, SFBT facilitates their focus on resolving academic challenges, ultimately enhancing overall academic engagement. Furthermore, SFBT encourages individuals to concentrate on their desired goals and draw upon past successful experiences to inspire goal setting and understanding (Berg & De Jong, 1996). Emphasizing the importance of identifying existing solutions and resources, SFBT promotes awareness and application of feasible strategies, while highlighting individuals' self-efficacy and positive action, thereby fostering commitment and motivation towards goal attainment.

Reiter (2010) investigated the role of hope and expectancy as therapeutic factors within the framework of SFBT. SFBT was intentionally crafted to harness these factors, aiding clients in generating solutions that bolster their belief in change and optimism for a favorable outcome. By examining the various components of SFBT, this article elucidated how they synergistically contribute to enhancing hope and expectancy, thus facilitating positive therapeutic outcomes. Kim, Brook, Liming, Park, Akin, and Franklin (2022) conducted a study and found that parents who undergo SFBT counseling report higher levels of hope compared to those experiencing usual treatment counseling programs. The study hypothesized that SFBT would enhance both hope and other common positive emotions by employing a SFBT approach. Joubert and Guse (2021) conducted research among trauma survivors in South Africa, leading to the development of the "Journey of Possibilities" model. This innovative SFBT approach centers on three main components: eliciting desired outcomes, describing their presence, and utilizing clients' resources. Diverging from traditional models, it highlighted the importance of the therapeutic connection and the shared process of communication. By leveraging strengths and relational questions, the model strives to

cultivate hope and subjective well-being, offering potential insights for psychological practice in trauma contexts.

Rational Emotive Behavior Therapy (REBT) employs techniques to challenge negative beliefs, facilitated by the ABCDE model, which aids in identifying and disputing irrational thoughts hindering progress. By targeting and challenging individuals' irrational beliefs, REBT helps cultivate self-acceptance and the establishment of realistic goals, fostering academic engagement (Ellis,1961). Additionally, REBT enhances goal-setting ability by promoting the reevaluation of expectations towards achievable goals, providing tools to challenge unhealthy behaviors and cognitive patterns. Furthermore, REBT reinforces willingness to take action by emphasizing individuals' responsibility and self-determination in pursuing positive steps towards goal attainment, thereby fostering confidence in decision-making and proactive behavior (Ellis,2007).

Sælid and Nordahl (2017) explored how REBT, particularly its ABC model, affected hope, anxiety and depression symptoms among students whose anxious level was not too serious. Results indicated that REBT resulted in a significant decline in the level of anxiety as well as their depression. Moreover, REBT was found to significantly decrease dysfunctional thinking and increase self-esteem and hope, with effects observed immediately and longitudinally.

Furthermore, Cognitive Behavioral Therapy (CBT) centers on behavioral activation and goal-directed behavior. Within the framework of CBT, participants undergo coping skills training, where they develop practical strategies to achieve their aspirations. CBT offers various skills and strategies to help individuals overcome obstacles, cope with challenges, and achieve their goals, including coping strategies, problem-solving skills, and emotion regulation skills (Corey, 2017). CBT emphasizes achieving goals through positive action and behavioral change, enhancing commitment and motivation towards goal attainment by learning and applying new behavioral patterns (Corey, 2017). By teaching effective emotion regulation strategies and coping mechanisms for academic challenges, CBT enhances students' psychological

resilience. This, in turn, enables them to navigate academic stressors and setbacks effectively, thus maintaining sustained academic engagement.

Taylor, Feldman, Saunders, and Ilardi (2000) investigated goal-directed thinking, encompassing individuals' assessment of their ability to devise feasible paths toward goals (pathway thinking) and their capacity to initiate and sustain action along those paths (agency thinking). They also examined various theories and interventions within the broader category of CBT, identifying core features specific to CBT and common factors shared across therapeutic approaches. These features were analyzed in relation to hope theory, emphasizing CBT's explicit focus on utilizing intervention procedures supported by clinical research for achieving therapeutic goals. This perspective offers insights into the efficiency and usefulness of CBT interventions, and provides recommendations for optimizing the operation as well as implementation.

In summary, the adoption of these therapeutic modalities aims to offer diverse psychological support and skill training to help students overcome academic challenges, enhance psychological capital, and ultimately improve academic engagement. Specifically, SFBT, CBT, and REBT collectively provide robust support for students in setting goals, identifying strategies to achieve goals, and committing to taking action. The integration of these methods facilitates the promotion of students' self-awareness, positive mindset, and capabilities in achieving goals.

2.5.6 The Theories and Techniques of Integrative Group Counseling

2.5.6.1 Solution-Focused Brief Therapy

Solution-Focused Brief Therapy (SFBT) emerged in the 1980s, stemming from traditional therapeutic approaches by shifting the focus from past problems to future solutions (De Shazer, 1985; Suitt, Franklin, & Kim, 2016; Mullet, Zielinski, Jordan, & Brown, 2018). This strength-based methodology empowers clients to identify solutions by leveraging past successes and existing strengths, prioritizing discussions that revolve around solutions rather than problem origins (Seidel & Hedley, 2008).

SFBT is underpinned by social constructionism and systems theory. Social constructionism posits that reality is shaped through language and interaction, influencing individuals' perceptions of their experiences. SFBT utilizes this perspective by emphasizing the client's narrative, exploring exceptions to problems, and collaboratively constructing solutions. Additionally, drawing from systems theory, SFBT acknowledges the interconnectedness of individuals within social contexts, recognizing the impact of relationships on well-being. Rooted in a strengths-based perspective, SFBT perceives clients as inherently competent and resilient individuals equipped with the requisite resources and abilities to effect change in their lives (De Jong & Berg, 2013), aiming to amplify existing resources for positive change (Berg & De Jong, 1996). SFBT directs attention to the present and future, eschewing prolonged exploration of past traumas, which aligning with broader strengths-based approaches in social work and psychology (Saleebey, 1996). This perspective rests on the fundamental belief in clients' capacity for change, emphasizing the amplification of their strengths and resources rather than an exhaustive analysis of their problems. SFBT upholds clients' autonomy and agency as paramount within the therapeutic process.

SFBT prioritizes the exploration of solutions over dwelling on problems, emphasizing collaboration between therapists and clients to identify strengths, resources, and goals (Lutz, & Berg, 2002). Therapists engage with clients as equals, empowering them to actively participate in defining their objectives and implementing solutions (Saleebey, 1996). By centering on clients' strengths and the potential for positive transformation, therapists assist clients in clarifying goals and devising concrete steps to achieve them, fostering hope, possibility, and forward momentum, which echoes principles from narrative therapy and the solution-focused emphasis on creating change in the present (Freedman, & Combs, 1996). Therapists guide clients in envisioning a future where their goals are realized, cultivating optimism and motivation (Gingerich, & Eisengart, 2000).

SFBT employs several key questioning techniques to facilitate positive change. The three most important types of questions are miracle questions, questions on exceptions, and scaling questions (Neipp, Beyebach, Sanchez-Prada, & Delgado Álvarez, 2021). The miracle question, developed by De Shazer (1991) as a way to encourage clients to articulate their goals in detail by prompting them to imagine their ideal future. It is effective in eliciting clients' goals and aspirations, enabling them to imagine a future free from the constraints of their current difficulties (De Jong, & Berg, 2013). Exceptions represent instances when the problem could have occurred but did not. Exception questions in SFBT explore these occasions to identify existing solutions and strengths utilized by clients. By recognizing and amplifying these exceptions, clients gain insight into their capacity for resilience and change, fostering a positive outlook (De Shazer, Berg, Lipchik, Nunnally, Molnar, Gingerich, & Weiner-Davis, 1986). Scaling questions serve to concretize client statements, allowing therapists to gauge progress and elicit specific details regarding client experiences and perceptions (De Shazer, 1994).

In addition to questioning techniques, SFBT incorporates compliments and affirmations as essential feedback messages throughout the therapeutic process (Lutz, & Berg, 2002). Compliments, both direct and indirect, are based on reality and tailored to the client's language, serving to reinforce positive behaviors and accomplishments. Indirect compliments, in the form of questions implying positive actions, further support clients in recognizing their strengths and achievements. Characterized by its brevity and time-limited nature, SFBT sessions are shorter than traditional therapy approaches, focusing on achieving specific goals efficiently within a limited timeframe, drawing inspiration from Milton Erickson and the brief therapy movement (Gingerich & Peterson, 2013).

Scholarly research has explored the practical application of SFBT across various domains. In educational settings, SFBT has demonstrated success in addressing behavioral issues, enhancing academic performance, and improving overall well-being of students. The collaborative and goal-oriented nature of SFBT aligns with

the contemporary emphasis on strengths and solutions, making it a valuable therapeutic approach in various contexts. A meta-analysis by Franklin, Trepper, Gingerich, and McCollum (2012) indicated notable enhancements in client outcomes, especially in alleviating symptoms of anxiety and depression. It has been found effective in fostering cognitive, emotional, and spiritual changes (Crockett, & Prosek, 2013). Recent studies, such as that conducted by Novella, Ng,and Samuolis (2022), affirm the efficacy of SFBT for treating anxiety in college students.

SFBT, stands out for its brief yet impactful nature, focusing on positive solutions and goal-oriented strategies. Its versatility is evident across diverse counseling contexts, making it a valuable approach in achieving positive outcomes within a limited timeframe.

2.5.6.2 Rational Emotive Behavior Therapy

Rational Emotive Behavior Therapy (REBT) is a cognitive-behavioral approach to psychotherapy developed by Albert Ellis in the 1950s. At its core, REBT holds the opinion that individuals' emotional reactions are largely shaped by thoughts and perceptions of events rather than the events themselves (Ellis, 1957). This therapy is grounded in the idea that identifying and challenging irrational beliefs can lead to more rational thinking, healthier emotional responses, and consequently, more adaptive behaviors.

The ABC model is a foundational concept in REBT, explaining the relationship between Activating events, Beliefs, and Consequences (Ellis, 1962). This model means that external events (A) do not trigger consequences (C), no matter emotional or behavioral. Rather, individual's beliefs (B) about these events shape their emotional reactions and subsequent behaviors. For example, if someone fails an exam (A), their belief about the failure (B) may lead to feelings of worthlessness or despair (C). REBT aims to intervene at the level of beliefs, helping individuals recognize and change unreasonable or unhelpful beliefs to modify their emotional responses and behaviors. This model forms the basis for understanding how thoughts about events influence emotional and behavioral outcomes.

A key tenet of REBT is the recognition of irrational beliefs as significant contributors to emotional disturbances. Ellis (2001) identified several common irrational beliefs, including demandingness (the conviction that things must or should happen a certain way), awfulizing (exaggerating or magnifying the negative consequences of events), and low frustration tolerance (struggling to endure discomfort or inconvenience). These distorted beliefs lead to rigid and unrealistic expectations, fueling negative emotions (anxiety, anger, depression, and so on). In REBT, therapists work with clients to dispute these irrational beliefs, encouraging them to adopt more rational and adaptive perspectives.

REBT advocates for the concept of unconditional self-acceptance, which involves accepting oneself as inherently worthy and valuable regardless of one's achievements, successes, or failures. By fostering self-acceptance, REBT helps individuals cultivate a sense of self-worth that is not contingent upon external factors, leading to greater resilience and emotional stability. REBT emphasizes not only cognitive change but also behavioral change. Ellis (2007) highlighted the importance of implementing new, adaptive behaviors that align with rational beliefs, fostering positive outcomes. The followings are some techniques of REBT: One of the commonly used is disputing irrational beliefs. REBT therapists actively challenge clients' irrational beliefs through logical argumentation, empirical evidence, and behavioral experiments. Clients are encouraged to question the validity and utility of their irrational beliefs and explore alternative, more rational perspectives (Ellis, 1962).

The ABCDE model expands upon the basic ABC model (Activating Event, Beliefs, Consequences) by incorporating the steps of Disputation (D) and Effective New Thinking (E). This model guides clients through the process of identifying activating events, recognizing irrational beliefs, disputing those beliefs, and adopting more rational and adaptive thinking patterns (Ellis, 1962). Homework assignments are integral to the therapeutic process, serving as practical tools for clients to actively challenge and modify maladaptive beliefs and behaviors. These assignments, which may involve keeping thought records or conducting behavioral experiments, allow

clients to apply rational thinking skills to real-life situations outside of therapy sessions (Ellis & Dryden, 2007). By engaging in these exercises between sessions, clients have the opportunity to reinforce therapeutic interventions and promote consistent practice of new coping strategies, ultimately facilitating long-lasting change and emotional well-being.

Rational Emotive Imagery (REI) is also a technique used in REBT to help clients vividly imagine challenging situations while applying rational beliefs and coping strategies. By visualizing themselves responding to stressors in a rational and adaptive manner, clients can enhance their emotional resilience and self-efficacy (Dryden & DiGiuseppe, 1990). Role-playing exercises are employed to help clients practice assertiveness, communication skills, and problem-solving strategies in simulated or reallife situations. Through role-playing and behavioral rehearsal, clients can gain confidence in applying rational principles to interpersonal interactions and everyday challenges (Ellis, & Dryden, 2007). REBT encourages clients to cultivate unconditional self-acceptance by embracing themselves with unconditional positive regard, regardless of their perceived flaws or shortcomings. This involves recognizing one's intrinsic worthiness as a human being and refraining from self-criticism or selfcondemnation (Ellis, & Dryden, 2007). These techniques are tailored to assist individuals in recognizing, questioning, and transforming irrational beliefs into more constructive, reasonable and adaptive thinking patterns, ultimately promoting emotional well-being as well as psychological resilience.

In conclusion, REBT provides a comprehensive framework for understanding and modifying maladaptive thought patterns. By addressing irrational beliefs and promoting cognitive and behavioral change, REBT aims to empower individuals to achieve emotional well-being and adaptive functioning.

2.5.6.3 Cognitive-Behavioral Therapy

Cognitive-Behavioral Therapy (CBT) is a widely acknowledged therapeutic approach renowned for its efficacy in both individual and group counseling settings (Smith, 2000). Originating from the integration of cognitive and behavioral

principles, CBT primarily focuses on identifying and modifying dysfunctional thoughts and behaviors to foster positive psychological outcomes.

One of the core concepts is cognitive distortions, which are irrational or biased patterns of thinking that contribute to emotional distress. These distortions can manifest in various forms such as black-and-white thinking, catastrophizing, and personalization. An individual engaging in black-and-white thinking may see situations in extremes, viewing events as either all good or all bad, without recognizing shades of gray. Someone experiencing the cognitive distortion of catastrophizing tends to exaggerate the situation, magnifying it out of proportion and envisioning the worst possible outcome. Personalization involves attributing the group's response solely to one's own actions or shortcomings, rather than considering other factors or perspectives. Beck (1979) elucidated and highlighted the importance of identifying and challenging these distorted thoughts to alleviate emotional distress and promote more balanced thinking patterns.

Another key concept in CBT is automatic thoughts, quick and unfiltered ones that arise spontaneously in reaction to situations or triggers. These thoughts typically stem from deeper, core beliefs and could trigger out a profound impact on individual's emotions and behaviors. Automatic thoughts often occur so rapidly that individuals may not be fully aware of them, yet they can shape how a person interprets and reacts to their environment. Recognizing and challenging these thoughts is a crucial aspect of CBT, as it helps individuals develop healthier cognitive patterns and responses.

Beck, Rush, Shaw, and Emery (1979) described how automatic thoughts can shape one's perception of events and contribute to emotional reactions. For instance, someone experiencing social anxiety might have automatic thoughts such as "Everyone is judging me," which can exacerbate feelings of fear and avoidance. Understanding and addressing these automatic thoughts are crucial aspects of CBT interventions aimed at modifying maladaptive cognitive patterns.

Core beliefs represent deeply ingrained beliefs about oneself, others, and the world that develop early in life and shape individuals' perceptions and interpretations of their experiences. These beliefs, as described by Beck (1979), serve as the foundation upon which automatic thoughts and cognitive distortions are built. For instance, someone with a core belief of "I am unworthy" may interpret neutral events as evidence of their inadequacy, leading to feelings of low self-esteem and depression. By identifying and challenging these core beliefs, individuals can begin to adopt more adaptive and empowering perspectives. CBT incorporates a spectrum of principles and techniques, including behavioral activation, cognitive restructuring, problem-solving, relaxation techniques, and other approaches. (Dobson, 2001).

Cognitive restructuring is the process of recognizing and questioning irrational or distorted thoughts that lead to negative emotions and behaviors. Clients are taught to examine cognitive distortions, such as catastrophizing or overgeneralization, and replace them with more balanced and realistic thoughts. One effective technique in cognitive restructuring is the use of Socratic questioning, inspired by the Socratic method, where individuals engage in a dialogue to explore and challenge their beliefs and assumptions. Through this process, individuals can reevaluate their thinking patterns, alleviate emotional distress, and adopt healthier perspectives on themselves and their experiences (Beck, 1979). Behavioral activation is a therapeutic technique aimed at enhancing participation in enjoyable and meaningful activities to improve emotional well-being. It is particularly effective for individuals experiencing depression or low motivation because clients are able to counteract feelings of lethargy and disinterest, ultimately improving mood and overall well-being (Jacobson, Martell, & Dimidjian, 2001). Relaxation techniques, such as deep breathing, progressive muscle relaxation, as well as mindfulness meditation, are always incorporated into CBT to help individuals decrease tension, handle stress or anxiety more properly. These techniques facilitate relaxation and emotional regulation, thereby improving clients' capacity to manage distressing emotions and navigate challenging situations effectively. As a result, individuals can cultivate greater resilience to stress and elevate their overall psychological well-being. CBT teaches clients effective problem-solving strategies to address life stressors and challenges. Clients learn to identify specific problems, generate and evaluate potential solutions, and implement a plan of action. By developing adaptive problem-solving skills, individuals can feel more empowered and capable of managing difficult situations.

Research consistently confirms the effectiveness of CBT when conducted in group settings, with findings suggesting its efficacy is comparable to that of individual CBT across diverse conditions. Group CBT capitalizes on the collective dynamic to enrich interpersonal learning, offer social support, and validate individual experiences (McDermut, Miller, & Brown, 2000). This group format further promotes the acquisition of coping skills, fosters mutual accountability, and facilitates the application of learned skills to real-world scenarios.

CBT in group counseling emerges as a valuable and evidence-based approach, combining cognitive restructuring and behavioral techniques within a supportive group context. Its adaptability to various mental health concerns, coupled with its capacity to enhance interpersonal learning, underscores its relevance in contemporary mental health treatment.

2.5.7 Research on Group Counseling among Students

Group counseling interventions have been widely explored in the context of school settings, aiming to address various psychological and academic concerns among students.

Several studies have investigated the effectiveness of different therapeutic approaches within group counseling sessions and their impact on students' self-efficacy. Whiston and Quinby (2009) found that small group counseling interventions are effective in disciplines like problem-solving and career knowledge, emphasizing their superiority over classroom-based approaches. Sarvi and Ghazi (2016) showed that Solution Focused Brief Therapy significantly boosts self-efficacy among fifth-grade female students. Khoshniyat, Raz, and Mousavi (2016) demonstrated that cognitive-behavioral group counseling reduces stress and improves academic self-efficacy in

second-grade female students. Muhammdamin and Rahman (2020) discovered that Cognitive Behavior Therapy-based group counseling enhances self-efficacy among seventh-grade students. Lastly, Cahyaningsih and Setiawati (2022) found that reality group counseling effectively increases self-efficacy in high school students, highlighting its potential to boost confidence and decision-making abilities.

Research studies have investigated various therapeutic approaches within group counseling sessions and their impact on students' hope for the future and goal attainment. Ghanbari, Aryanpour, and Salehi (2020) conducted a quasi-experimental study to evaluate the effectiveness and influences of solution-focused counseling on students' work hope. Their findings indicated that SFBT counseling interventions significantly increased students' work hope, including their goals, pathways, and sense of agency. Groce and Johnson (2021) utilized solution-focused group counseling interventions, incorporating a Hope Theory framework to guide undocumented students through the college access process, and to cultivate hope for their future despite the barriers they may encounter. The interventions can empower students to overcome obstacles, set meaningful goals, and envision a brighter future despite adversities.

Some studies explored the impact of group counseling interventions on optimism among different populations. Alaedein and Issa (2021) investigated the effectiveness of a cognitive-behavioral therapy and psychoeducation-based group counseling program in enhancing self-assertion and optimism among high school female students. The experimental group demonstrated significant improvements in self-assertion and optimism compared to the control group. Moloud, Saeed, Mahmonir, and Rasool (2022) conducted a randomized controlled trial to assess the effect of cognitive-behavioral group therapy (CBGT) on self-esteem and optimism in patients with major depressive disorder. Participants underwent eight sessions of CBGT over four weeks, resulting in significant increases in self-esteem and optimism immediately after the intervention.

Various studies have explored the impact of different counseling approaches on resilience. Sagar (2022) examined the effect of solution-focused group psychological counseling on increasing the resilience of college students. The study found a significant increase in resilience levels among university students, which was maintained at the three-month follow-up. Afifah, Purwati, and Putro (2022) explored the effect of group counseling with the Want, Doing, Evaluation, and Planning technique on students' academic resilience, showing a significant increase in academic resilience among participants following the counseling sessions. Oktava, Mulawarman, and Awalya (2022) investigated the effectiveness of group counseling with Solution-Focused Brief Counseling and Narrative Therapy approaches in improving academic resilience among bullying survivors. Ime and Ümmet (2023) assessed the impact of a cognitivebehavioral psychological group counseling program on adolescents' psychological resilience and emotional flexibility of adolescents. Their findings showed considerable enhancements in both areas for the experimental group when compared to the control group, emphasizing the program's effectiveness in promoting these psychological attributes..

Overall, the literature suggests that group counseling interventions, incorporating various therapeutic approaches such as SFBT, reality therapy, and CBT, have the potential to significantly enhance the components of psychological capital and address academic challenges within school settings.

Research on group counseling among vocational, high school, and college students in China has witnessed considerable attention, with several studies illuminating the positive impacts of group counseling interventions on students' psychological well-being and engagement across diverse educational levels. In the real m of vocational education, Zhu (2014) conducted a group counseling experiment aimed at elevating psychological capital levels in vocational students. The study targeted positive PsyCap, efficacy, optimism, hope, as well as adolescent psychological resilience. The experimental group showed significant improvement across multiple psychological capital measurement tools, highlighting the positive impact of group counseling on

vocational students. Chen (2016) investigated the PsyCap status of new vocational students and explored intervention effects of group counseling. Results indicated a significant impact of group counseling on vocational freshmen with lower psychological capital levels.

Transitioning to high school students, Ren (2019) studied the mental health and PsyCap status of high school students through surveys as well as group counseling activities. Group counseling significantly improved the psychological capital status of high school students over a period, contributing to enhanced mental health levels. Complementing this, Zeng (2020) conducted a study on the mental health and positive psychological capital levels of first-year high school students through surveys and group counseling activities. The effectiveness of group counseling in enhancing positive psychological capital levels provided valuable insights for future psychological intervention activities.

Moving on to the collegiate level, Peng, Chen, He, and Wu (2021) investigated the relationship between positive PsyCap and employability in college students, along with intervention effects of group counseling on PsyCap levels. Results suggested that positive psychological capital in college students could predict employability, and group counseling with a positive psychological orientation partially improved students' positive psychological capital levels. Sun Y. (2022) conducted a longitudinal study on the improvement of PsyCap levels in college students, involving interventions in both classroom teaching and group counseling. The study revealed that both classroom teaching and group counseling effectively elevated the psychological capital levels of college students.

In conclusion, these studies collectively underscore the positive impact of group counseling on psychological capital across different educational levels in China, ranging from vocational schools to high schools and universities.

The research landscape in Chinese group counseling for student engagement sheds light on effective intervention strategies and theoretical frameworks to enhance the learning experience across various educational levels. Xin (2022) study

addressed the critical issue of online learning engagement among college students. Drawing from Social Interaction Theory and Group Dynamics Theory, the study employed a comprehensive intervention strategy. The design incorporated both teacher and student dimension strategies, emphasizing elements such as group goal planning, teacher expectation transfer, and peer support. Implemented on the Mosoteach platform, the quasi-experimental approach reveals significant differences in engagement levels between experimental and control groups. This research not only contributes to theoretical understanding by constructing a model of factors influencing online learning engagement but also provides practical insights for designing effective collaborative learning activities in the digital realm.

Sun L. N. (2022) extended the exploration of student engagement into the realm of blended learning environments. Grounded in the "Response to Intervention" (RTI) theory, the study employed a mixed-methods and case study approach across two experimental rounds. The interventions, conducted through Superstar learning App and Fanya learning platform, exhibited noteworthy improvements in learning engagement, particularly in the second round. The study offered both practical intervention methods and theoretical support, enhancing our understanding of student engagement in blended learning settings.

The research by Su, Si, and Kou (2023) delved into the impact of group psychological counseling based on hope theory on college students' learning engagement. The study's foundation in hope theory guided a 7-week intervention with promising results. While the study found no significant improvement in hope traits, the utilization of hope theory in group psychological counseling proved effective in enhancing overall learning engagement among college students. This research significantly contributes to unraveling the nuanced interplay between hope theory and student engagement through group counseling.

Pang's (2021) research represented a profound contribution to the limited research work, specifically focused on Chinese group counseling for engagement and psychological capital, with a targeted exploration of high school students. The study

explored the relationship between basic psychological needs, psychological capital, and learning engagement in high school students to validate whether the enhancement of psychological capital through group counseling could promote learning engagement. The findings indicated profound positive correlation between psychological capital levels and learning engagement. While the body of research in Chinese group counseling for engagement and psychological capital may be limited, Pang's study fills a crucial gap by focusing on high school students. The positive correlation identified in this research contributes to the theoretical insights in these constructs, as well as offers practical guidance for interventions and strategies aimed at fostering increased learning engagement among high school students through the cultivation of psychological capital.

In general, research in the field of group counseling in China has been relatively abundant. Studies in this area have covered different educational levels, including high school, vocational, and college students, effectively elevating levels of psychological capital through group counseling. Students from various educational backgrounds have benefited from these studies, providing robust support for the cultivation and development of psychological capital. However, there is a relatively limited focus on research aimed at enhancing learning engagement through group counseling, with the majority of studies concentrating on the domain of college students' learning engagement. At the high school, vocational, and college levels, there is a lack of in-depth research on how group counseling can promote learning engagement. This may reflect a lower level of attention in academia and practice towards enhancing learning engagement or insufficient recognition of the potential applications of group counseling in this regard.

It's noteworthy that research combining psychological capital and academic engagement through group counseling is particularly scarce, with only one study focusing on high school students. Studies on enhancing psychological capital and academic engagement in college students through group counseling are almost nonexistent, indicating a notable research gap in this specific area. Therefore, this study

aims to explore how group counseling can enhance academic engagement in college students and investigate more effective ways to integrate psychological capital and academic engagement. This will contribute to enriching the application of group counseling in the field of education, providing comprehensive support for the holistic development of college students.

2.6 Conceptual Framework of Study

Phase 1

This study employs a comprehensive approach to investigate the relationship between PsyCap components and academic engagement among Chinese college students. The conceptual framework is structured in two parts to holistically capture both quantitative and qualitative dimensions.

Part I is correlation and multiple regression analysis. Quantitative methods are employed to discern the correlations and individual contributions of hope, resilience, optimism, and efficacy within psychological capital to academic engagement. Pearson Correlation Analysis illuminates the strength and direction of relationships between psychological capital and academic engagement, offering an initial quantitative lens into the interplay of these constructs. Subsequently, Multiple Regression Analysis is applied to isolate and evaluate the unique impact of each psychological capital component. This phase aims to unveil the specific attributes that exert the most significant influence on academic engagement among Chinese college students.

Part II is qualitative data exploration. Following the quantitative analysis, the study transits to a qualitative research component to gain a deeper understanding of academic engagement and psychological capital. Participants selected purposely from Part I are interviewed, employing a semi-structured format to encourage open expression. This qualitative phase aims to uncover the nuances behind the quantitative findings, providing rich insights into students' perceptions and experiences related to academic engagement as well as PsyCap.

The integration of quantitative and qualitative findings culminates in a profound and holistic insights in the elements shaping positive educational experiences.

By triangulating quantitative correlations, regression coefficients, and qualitative narratives, this study seeks to offer a robust conceptual framework that elucidates the dynamic interplay between PsyCap components and academic engagement among Chinese college students. The findings are anticipated to contribute valuable insights to the existing literature and inform practical strategies for fostering positive educational environments.

Phase 2

Building upon the insights gained above, an integrative group counseling program is adopted, integrating principles of the techniques of SFBT, REBT and CBT, to explore the efficiency of group counseling intervention in enhancing academic engagement among Chinese college students.

Phase 2 employs a quasi-experimental design incorporating a control group and pretest, posttest, follow-up design with repeated measures. This design facilitates a robust comparison of changes over time within both groups, offering a nuanced understanding of the intervention's effects. Repeated measures enhance ability to capture the dynamics of change in psychological capital and academic engagement.

The independent variable is group counseling, where the experimental group participates in sessions while the control group does not receive the group counseling intervention.

As for dependent variables, pre-test measurements of academic engagement levels are based on initial scores obtained through purposive sampling. Post-test measurements are employed to assess changes in academic engagement scores following the integrative group counseling intervention. The research seeks to give a comprehensive understanding of the group counseling intervention effectiveness on participants in academic engagement.

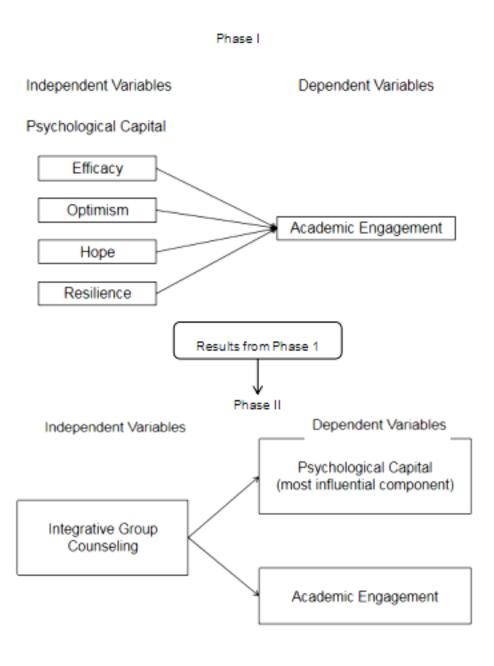


Figure 4 Conceptual Framework of Phase 1 and Phase 2

2.7 Hypotheses

Phase 1

H1: At least one component of psychological capital (hope, resilience, optimism, efficacy) will be positively correlated with academic engagement.

H2: Among the psychological capital components, one specific factor will demonstrate a stronger predictive influence on academic engagement.

Phase 2:

H3: College students (experimental group) who participate integrative group counseling would have differences in psychological capital, particularly its most influential component and academic engagement score at the end of integrative group counseling.

H4: College students (experimental group) who participate integrative group counseling would have higher score of psychological capital, particularly its most influential component, and academic engagement more than those who do not (control group) at the end of integrative group counseling.

CHAPTER 3

METHODOLOGY

3.1 Phase 1

Part I Quantitative Research

3.1.1 Population and Samples

The population under study consisted of first-year and second-year humanities students at Liupanshui Normal University, encompassing students from the College of Education, College of Literature, and College of Arts, totaling 830 individuals.

A sample of 270 students were chosen using the Taro Yamane formula: $n=N/(1+N (e^2))$, with an expected margin of error (e) set at 0.05. After calculations, the approximate overall sample size was 269.11. To ensure an integer sample size, it was rounded up to approximately 270 students.

3.1.2 Research Instruments

Instrument for Psychological Capital

This study adopts a quantitative approach, employing the Positive Psychological Capital Questionnaire (PPQ) developed by Chinese scholar Zhang et al. (2010). The PPQ is an adapted version of the Psychological Capital Questionnaire-24 scale, originally developed by Luthans, Avolio and Avey, tailored to suit the nuances of the Chinese context.

The PPQ assesses Psychological Capital (PsyCap) through four key components: Self-Efficacy, Optimism, Hope, and Resilience, encompassing a total of 26 items. This includes 6 items for optimism, 6 for hope, 7 for self-efficacy, and 7 for resilience, with 5 items being reverse-scored. Each component is measured on a Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree) for a comprehensive evaluation. The computation involves assessing scores for each dimension and obtaining a total score. A higher score indicates a higher positive tendency in psychological capital, while a lower score indicates a higher negative tendency. Scores ranging from 0 to 3 indicate a negative state, scores greater than 3 but less than 5 indicate a neutral state, and scores of 5 and above indicate a positive state (Ren, 2019).

The PPQ has undergone rigorous psychometric analyses and has garnered widespread recognition across diverse samples such as in education and cross-cultural sectors. The adapted PPQ scale has also found extensive use within the Chinese educational domain, demonstrating robust reliability and validity.

This structured approach ensures a systematic and comprehensive assessment of an individual's positive PsyCap level. The resulting score provides a quantitative representation of the individual's psychological capital, forming a logical framework for a thorough examination within the scope of this study.

Some of items are as follows:

No.	Items	Strongly Disagree → Strongly Agree							
		1	2	3	4	5	6	7	
1	Many people appreciate my abilities.								
2	I don't like to get angry.								
3	My insights and abilities surpass those of the average person.								

Instrument for Academic Engagement

This study utilizes a modified version of Schaufeli's original scale, the Utrecht Work Engagement Scale-Student version (UWES-S), which has been adapted to specifically emphasize engagement in English language learning. To better align with the context of English learning, certain items have been rephrased, such as replacing "When I'm doing my work as a student, I feel bursting with energy" with "When learning English, I feel bursting with energy."

Given that the target population for this scale is Chinese university students, the Chinese expression has drawn inspiration from Fang et al.'s work on the Chinese version of the UWES-S (Fang et al., 2008). This adaptation ensures cultural relevance and linguistic appropriateness for the Chinese student demographic.

To prevent potential response bias stemming from specific associations with the term "work engagement," it is deliberately omitted from the title of the questionnaire. Instead, a more neutral term, "Work & Well-being Survey," is selected, with "UWES" in parentheses (Schaufeli, & Bakker, 2004). The UWES-S serves as a meticulously designed research instrument tailored to investigate various facets of student engagement in the educational context. It focuses on 3 fundamental dimensions — vigor, dedication, and absorption. These dimensions have been carefully crafted to align with the unique challenges and motivators associated with students' English learning experiences. Vigor assesses the aspects of energy and mental resilience, dedication measures commitment and motivation, and absorption gauges the extent of immersion in academic activities. By concentrating on these dimensions, the instrument aims to provide a comprehensive insights into students' engagement levels within specific background of English language learning.

Comprising 17 statements, the instrument prompts participants to indicate the frequency of their feelings related to their studies on a scale ranging from 1 to 7. Score of "1" implies no experience, while score of "7" represent everyday experience. This nuanced scoring system allows for a detailed examination of students' engagement levels and offers profound understanding into their experiences in realm of English language learning.

Some of items are as follows:

Never	Almost Never	Rarely	Sometimes	Often	Very often	Always
1	2	3	4	5	6	7
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday

- 1. When learning English, I feel bursting with energy.
- 2. I find my English learning full of meaning and purpose.
- 3. Time flies when I'm learning English.

3.1.3 Instrument Development and Quality Examination

The study involved the development and evaluation of research instruments, with the quality assessment conducted through the following steps:

- 1.Reviewing relevant literature concerning the measurement of variables including academic engagement and psychological capital.
- 2. Developing the instruments based on scales utilized in previous studies.
- 3. Seeking consultation from the advisor and co-advisor on all drafted instruments.
- 4. Revising the instruments based on their feedback prior to sending them to five experts in psychology fields for content validity assessment. The Item-Objective Congruence (IOC) was employed to assess the congruence of each item in questionnaire. All the five experts' evaluations were scored as follows:
- +1 indicates certainty that the item accurately reflects what the instrument is measuring.
- 0 indicates uncertainty about whether the item accurately reflects what the instrument is measuring.
- -1 indicates certainty that the item does not accurately reflect what the instrument is measuring.
- 5.Upon receiving feedback from all experts, scores for IOC were calculated to determine whether each item in questionnaire were aligned. It was required that all items achieve an IOC score more than or equal to 0.5 (Choochom, 2002). Accordingly, the instruments were revised, selecting items that met this criterion. The results of this process were as follows:

Table 1 Summary of IOC Score and Number of Observed Variables

Instrument	IOC	No. of observed	No. of observed
mstrument	Score	variables	variables remained
Davahalagiaal Capital	1	25	26
Psychological Capital	0.8	-	-
(26 observed variables)	0.6	1	-
	less than 0.5	-	-
	1	14	17
Academic Engagement	0.8	3	-
(17 observed variables)	0.6	-	-
	less than 0.5	-	-

The instruments underwent revisions based on the feedback provided by the experts. Specifically, items that received IOC scores ranging from 0.6 to 1 were selected for inclusion in the finalized instruments.

6. The completed instruments underwent a pilot study, serving as a trial run on the questionnaire with 50 students as a sample. This aimed to assess the quality of the instruments using reliability testing, specifically by calculating Cronbach's alpha coefficient (Cronbach, as cited in Aiken, 2002). The reliability coefficient was interpreted according to rule of thumb (George & Mallery, 2003):

- Alpha > 0.9: Excellent
- Alpha > 0.8: Good
- Alpha > 0.7: Acceptable
- Alpha > 0.6: Questionable
- Alpha > 0.5: Poor
- Alpha < 0.5: Unacceptable

Additionally, Nunnally and Bernstein (1994) suggested that acceptable values of alpha fall within 0.70 and 0.95. The results indicated that the Cronbach's alpha coefficient for all parts ranged from 0.922 to 0.978, with no items being dropped.

5. The final revised instruments were utilized to collect data.

3.1.4 Data Collection

- 1. Following the acquisition of ethical approval for human subjects, the researcher communicated explicit guidelines to freshmen and sophomores at Liupanshui Normal University, Guizhou, China, outlining the procedures for administering the questionnaires to participants and describing the time frame for data collection and any potential challenges anticipated.
- 2. With the granted permission to gather data, the researcher personally conducted the data collection process. The multi-stage sampling technique was executed in alignment with the College English policy at Liupanshui Normal University. A combination of stratified, proportional stratified sampling, and random selection approaches was employed.

Stage 1: Stratified Sampling

In the first stage, a stratified sampling approach was utilized, dividing the population into two strata based on the academic year (first-year and second-year) to ensure the representation of each subgroup in the sample. This resulted in 370 first-year students and 460 second-year students.

A sample of 270 students were chosen using the Taro Yamane formula, with an expected margin of error (e) set at 0.05. After calculations, the approximate overall sample size was 269.11. To ensure an integer sample size, it was rounded up to approximately 270 students, drawn from both first-year and second-year humanities students.

Stage 2: Proportional Stratified Sampling

Considering the proportion of first-year and second-year students in the total population, the ratio is 44.58% for first-year and 55.42% for second-year.

Consequently, samples were extracted in proportion. For first-year students, approximately (270 * 44.58%) 120 students were sampled, while for second-year students, approximately (270 * 55.42%) 150 students were sampled.

Based on the aforementioned sampling approach, further proportional stratified sampling was implemented. This strategy involved sampling based on the proportional representation of each college within each academic year, ensuring that each college was adequately represented in the sample, thus reflecting the overall population distribution.

Specifically, for first-year students, the final sample sizes were determined according to the respective proportions: 26 students from the College of Education, 36 students from the College of Literature, and 58 students from the College of Arts. Similarly, for second-year students, proportional sampling yielded the following outcomes: 29 students from the College of Education, 62 students from the College of Literature, and 59 students from the College of Arts.

Stage 3: Random Class Selection

To optimize the sample's randomness, a random selection method was applied within the sampled pool. Classes in each college were randomized. Participants in the chosen classes received both an invitation message and a participant information message, encouraging them to volunteer for finishing a questionnaire by scanning the provided QR code.

This step encompassed the selection of students from any administrative teaching class, introducing an additional layer of variability to ensure the diversity and representativeness of the sample. This approach significantly contributes to the generalizability and robustness of the research findings.

Table 2 Distribution of Population and Sampling (N=270)

	_		
College	Population	Sample	Ratio
Education	80	26	
Literature	110	36	
Art	<u>180</u>	<u>58</u>	
	370	120	44.58%
Education	90	29	
Literature	190	62	
Art	<u>180</u>	<u>59</u>	
	460	150	55.42%
	830	270	100%
	Education Literature Art Education Literature	Education 80 Literature 110 Art 180 370 Education 90 Literature 190 Art 180 460	Education 80 26 Literature 110 36 Art 180 58 370 120 Education 90 29 Literature 190 62 Art 180 59 460 150

3.1.5 Data Completeness

- 1. Every questionnaire underwent a thorough examination to ensure its completeness.
- 2. Codes were allocated to the data based on predetermined criteria, and the scores from the questionnaires were scrutinized.
 - 3. Statistical analysis was employed to analyze the collected data.

3.1.6 Data Analysis

The analysis employed correlation and multiple regression techniques to comprehensively explore and quantify the intricate relationships between distinct psychological capital factors and academic engagement, while accounting for potential confounding variables.

In the realm of correlation analysis, Pearson's correlation coefficient was utilized to quantify linear associations, facilitating the exploration of pairwise relationships between individual psychological capital factors and academic engagement. The interpretation of correlation coefficients is a focal point, emphasizing

both statistical significance and practical significance, thereby discerning the strength or weakness of observed associations.

Moving forward, multiple regression analysis was deployed to examine collective impact of psychological capital factors on academic engagement, with meticulous consideration of potential confounding variables. This process entailed the clear identification of psychological capital factors as predictors and academic engagement as the criterion, accompanied by a rationale for predictor selection.

Finally, the integration of findings from both correlation and multiple regression analyses culminated in a holistic insight into the relationship between psychological capital factors as well as academic engagement. This holistic approach ensures a nuanced exploration of the research objectives, contributing meaningfully to the scholarly discourse on the interplay between PsyCap and academic engagement.

Part II Qualitative Data

Following the completion of the quantitative phase, a qualitative data research component was introduced to gain a richer understanding of academic engagement and PsyCap among college students. A subgroup of participants from the quantitative study were selected for interviews, delving into their perspectives and experiences. These interviews aimed to uncover the nuances behind the quantitative observations, providing insight into students' perceptions of academic engagement. The qualitative data research phase would enhance the overall comprehension of the phenomena identified in the quantitative study.

3.1.7 Participant Selection

From the initial pool of participants in the questionnaire phase, a purposive selection was conducted for interviews.

Three first-year students and three second-year students displaying high scores on both the Positive Psychological Capital Questionnaire (PPQ) and the academic engagement measurement, utilizing the Chinese version of Utrecht Work Engagement Scale-Student version (UWES-S), as identified in Part I through the questionnaire survey, were selected for the interviews.

These students may possess a positive mindset and high levels of engagement, making them ideal subjects for understanding the relationship between PsyCap and academic engagement. Their experiences as well as perspectives can provide rich qualitative data, further enriching the understanding of the relationship between PsyCap and academic engagement.

The sample size aims to provide a diverse representation of both first-year and second-year students. By selecting students from both academic years, the research aims to gain some insights and experiments across different stages of university education. Selecting an equal number of participants from each academic year can maintain balance and comparability between the two groups. This approach helps ensure any differences gained during interview observation can be attributed to differences in academic year rather than other factors. A smaller sample size ensures that the interviews are manageable in terms of time, resources, and analysis, which allows for more in-depth exploration of individual experiences and responses.

3.1.8 Interview Design

The interviews followed a semi-structured format, fostering an open environment for 6 participants to freely articulate their views, share experiences, and express perspectives on academic engagement and psychological capital.

Some of items are as follows:

Sections	Objectives
	To elucidate the research's objectives;
Introduction and Purpose	To ensure that respondents comprehend the interview's
	context and significance.
Application of	
Psychological Capital in	To explore how participants apply psychological capital in
Academic Engagement	their academic engagement.
- I ()	To investigate into factors perceived by participants to
Factors Influencing	influence their academic engagement, including the role of
Academic Engagement	psychological capital.

Strategies for Cultivating Psychological Capital	To elucidate participants' strategies for cultivating and enhancing psychological capital, particularly in the context of learning.
Training and Development of Psychological Capital	To explore whether participants believe it is necessary to enhance students' psychological capital through training or specific activities to augment academic engagement.
Summary and Feedback	To ensure a clear summary of key points from the interview, and expressing gratitude for participants' involvement.

3.1.9 Qualitative Analysis

Qualitative analysis utilized content analysis as the chosen methodological approach. This process involved identifying prevalent themes, trends, and patterns within the collected data, to achieve a deeper and more comprehensive understanding of students' viewpoints and experiences related to academic engagement and psychological capital.

3.2 Phase 2

3.2.1 Research Design

This phase applied quasi-experimental design that used control group and pretest-posttest including two dependent variables (Leedy,& Ormrod 2015).

There are two groups: the experimental group (EG) and the control group (CG). The EG received integrative group counseling program, while the CG did not undergo any intervention. The integrative group counseling program is designed based on the results of quantitative analysis conducted in Phase 1, which identified the most crucial psychological capital factors for academic engagement. One of hope, resilience, self-efficacy, or optimism is considered as variable 1, while the level of academic engagement is variable 2.

Before the experiment begins, both CG and EG undergo a pre-test (O1) for two dependent variables - variable 1 and variable 2. The experimental group receives integrative group counseling, which aims to enhance the most influential psychological capital factors. This treatment incorporates techniques from SFBT, REBT, and CBT. The CG does not receive any intervention. After treatment, both CG and EG undergo a post-test (O2) and follow-up test (O3) for the same two dependent variables - variable 1 and variable 2.

Group	Time-	4
(Group	lime—	7

	Pre-test re	lated to the	- 000	Post-test	related to	Follow-up	test related
	two dep	pendent		the two d	ependent	to the two	dependent
	varia	ables		varia	ables	varia	ables
	Pre-test	Pre-test	Treatment	Post-test	Post-test	Follow-up	Follow-up
	related to	related to		related to	related to	test	test
	Variable	Variable		Variable	Variable	related to	related to
	1	2		1	2	Variable 1	Variable 2
EG	O1	O1	Х	O2	02	O3	О3
CG	O1	01	The same of the sa	O2	02	О3	О3

Figure 5 Quasi-experimental Design

Symbol meaning

EG means Experimental group

CG means Control group

O means Pretest: O1, Posttest: O2, Follow-up test: O3

X means Treatment

After the intervention, members in experimental group would have a semi-structured interview to explore the feelings, perceptions, experiences and changes they had noticed. Through semi-structured interviews, researcher can gain insight into the nuances of the students' responses and understand how the intervention has impacted them on a personal level. This qualitative exploration allows for a richer understanding of

how the factors of psychological capital manifest in students' lives and how they are influenced by the group counseling intervention.

3.2.2 Participants

Participants will be drawn from the pool involved in the first phase, representing college students from Liupanshui Normal University in Guizhou, China. Following a purposive sampling approach, 16 students with lower academic engagement scores, as identified from the pre-test data in Phase 1, will be selected to participate in this phase.

These selected participants will be divided into CG and EG groups. The group allocation will be determined by sorting the students in ascending order based on their pre-test academic engagement scores. They will then be alternately assigned to either EG or CG.

Students in the EG will undergo a group counseling intervention aimed at enhancing the most influential component of psychological capital. This intervention is designed to target and improve the participants' academic engagement levels.

Participants in the CG will continue with standard educational activities without any additional intervention. They will serve as a baseline comparison for the experimental group.

As for the interviewee, 6 members in experimental group will be selected randomly.

3.2.3 Integrative Group Counseling Program Development

The group counseling program consists of a total of 8 sessions that integrate SFBT, REBT, and CBT. The first session is the initial stage, followed by sessions 2 through 7, which constitute the working stage, with the eighth session designated as the final stage. Activities aim to enhance the most influential psychological capital factors, considering that hope, encompassing three dimensions — goals (the desired outcomes or targets that individuals hope to achieve), pathways (identifying strategies to reach goals), and agency (belief in one's capacity to take

action toward achieving goals), so the sessions are structured accordingly as sessions 2-3 focus on enhancing goal setting, sessions 4-5 target pathway development, and sessions 6-7 aim to bolster agency.

Table 3 Overview of Integrative Counseling Program

Sessions	Objectives	Activities	Theory	Technique
		Self-Introduction Activity		
Greeting and Forming a	To enhance team cohesion, promote inclusive team identity, and establish team	2. Strengthening Cohesion Activity		
Group	norms and values.	3. Signing theCovenant4. Summary andSharing1. Warm-up		
		Warm-up Activity: Mutual Back Patting		
2. Introduction	To introduce the concept of hope and explore own	2. Introduction of Hope	SFBT	 Solution Focused Scaling
to Hope	college hope.	3. Brainstorm: MyOwn Hope inCollege		Questions
		4. Discussion and Sharing		

Table 3 (Continued)

			-	
Sessions	Objectives	Activities	Theory	Technique
	To help	Warm-up Activity: Meditation		1. Crystal
	participants	,		ball
		2. Goal Setting		
	identify	2. Hana Latton Weiting		questioning
3.	meaningful	3. Hope Letter Writing	SFBT	2. Letter
Identifying	goals	4. Group Share and Discussion	0.2.	Writing
Goals	aligned		CBT	3.
	with their			Visualization
		5. Homework		imagery
	values and			4. SMART
	aspirations.			goals
	To teach	1.Warm-up Activity: "Drop the Seven"		
	participants	Mini Game		
4	how to	2. Goal Reflection: Progress &		1. Belief-
4.	identify and	<u> </u>		Challenging
Challenging	challenge	Obstacles	REBT	
Limiting	_	3. ABCDE Model		Exercise
Beliefs	negative			2. ABCDE
	beliefs that			Model
	undermine	4. Belief-Challenging Exercise		
	hope.			

Table 3 (Continued)

Sessions	Objectives	Activities	Theory	Technique
	To utilize	1. Warm-up Activity: Guessing		
	positive	Game		1. Strengths
5. Empowerment	affirmations	2. Positive Affirmations		identification
Through	to	2. I Ostave Amimations	SFBT	and
Affirmations	strengthen	3. Resource Mapping		affirmation
,	hope and			2. Resource
	motivation.	4. Group Sharing		mapping
	To teach	1. Warm-up Activity: Screening		1. Problem-
	participants	a Clip		solving
	effective	2. Coping Skills Training		2. Relaxation
6. Developing	strategies	2. Ooping dame training	CBT	techniques
Strategies	for	3. Role-Playing		3. Positive
	achieving	4. Group Share and		self-talk
	their goals.	Brainstorming		4. Role-
	aron godis.	Brainstoffiling		Playing

Table 3 (Continued)

Sessions	Objectives	Activities	Theory	Technique
	To help	1. Warm-up Game: Maze		
	participants	Construction		
	develop	2. Action Planning		1. Goal-
	concrete	0.00		setting
7. Action Planning	action plans	3. Discussion and Sharing	CBT	2. Action
	and		DEDT	planning
	increase		REBT	3. Belief-
	engagement	4. Commitment Exercise		Challenging
	in goal-	1. Communoni Exercise		Exercise
	directed			
	activities.			
		1. Program Journey Review		
8.	To reflect on	2. Group Reflection		
Progress Reflection	the overall progress	3. Future Planning		
	and growth.	4. Farewell Ceremony		

3.2.4 Research Instruments

Instrument for Pre-test and Post-test

The Positive Psychological Capital Questionnaire (PPQ) and the Utrecht Work Engagement Scale-Student version (UWES-S) used in phase 1 are also served as instrument for pre-test, post test and follow-up test in phase 2.

Instrument for Integrative Group Counseling

After the group activities, to investigate the subjective feelings of group members regarding this series of group counseling activities, semi-structured interview was used for the survey. Some of items are as follows:

Sections	Objectives			
	To understand participants' experiences in expressing			
Self-Expression	themselves within the team, evaluate their feelings and attitudes			
	toward sharing opinions.			
Environment of	To explore participants' feelings about the environment of the			
	counseling, assessing whether it contributes to the comfort and			
Counseling	relaxation of team members.			
	To understand the impact of group activities on participants'			
Boosting Hope	hope boosting and identify key factors contributing to the			
	enhancement of hope.			
Reflection on Group	To understand the aspects of the group experience considered			
·	most meaningful, evaluating the effectiveness and sense of			
Experience	achievement in team activities.			
Influence of	To understand the impact of the leader's leadership style on the			
Leadership	attitudes and impressions of team members, evaluating the			
Leadership	effectiveness of the leadership style.			

Two weeks later, to invest how the hope was enhanced via group counseling program, a follow-up interview was conducted. The semi-structure interview was designed based on the Hope Theory, from the aspects of Goal-setting, Pathway Thinking, and Agency Thinking.

Sections	Objectives
Goal-Setting	To assess participants' improved understanding of the importance of setting clear and specific academic goals.
Pathway Thinking	To determine participants' ability to create actionable plans to achieve academic goals after counseling.
Agency Thinking	To evaluate the increase in participants' confidence in their ability to achieve academic goals post-counseling.

3.2.5 Data Collection

For the pre-, post-, and follow-up test measurement, both EG and CG participated in completing the academic engagement questionnaires utilized in Phase 1 before and after the group counseling. This process aimed to assess any changes in academic engagement levels resulting from the intervention. The systematic approach ensured a comprehensive evaluation of the impact of the group counseling program on the participants' academic engagement.

After the counseling program, a semi-structured interview was conducted among control group members, allowing them to share their experiences and reflections within the team, comparing the goals set during the initial participation in group

counseling and discussing how to maintain positive outcomes in academic and personal life.

Two weeks later, another semi-structure interview was conducted. They also explore the changes they have noticed and consider what lessons can be applied to future experiences. Participants are encouraged to provide their opinions on the group counseling activity. The leader, after each student's input, promptly offers encouragement and summarizes key points, and records interviews or take detailed notes to capture participants' responses and expressions.

3.2.6 Data Analysis

Quantitative Analyses

In order to investigate the influence of group counseling on participants' academic engagement and discern meaningful insights, MANOVA was employed to detect significant disparities of the two dependent variables between the experimental and control groups, as well as variations within the experimental group before and after the intervention, so that a profound and holistic insights into the efficiency of the intervention could be developed.

The initial focus of this analysis was on comparing pre-test, post-test and follow-up test scores of hope and academic engagement within EG. The application of MANOVA facilitated the detection of statistically significant alterations in hope and academic engagement levels following the group counseling intervention. By directly comparing the experimental group before and after the intervention, it enabled an evaluation of the intervention's efficacy, offering valuable insights into its impact on hope and academic engagement.

Simultaneously, MANOVA was employed to examine potential differences between EG and CG, further elucidating the program's overall effectiveness. This comprehensive comparative analysis would facilitate a robust evaluation of the intervention's impact on academic engagement and hope, enhancing the validity and reliability of the study's findings.

Through this multifaceted analytical approach, the study endeavored to provide a thorough understanding of the nuanced factors influencing the outcomes of the group counseling program. The utilization of various statistical techniques not only enhanced the comprehensiveness of the analysis but also allows for a more nuanced interpretation of the intervention's impact on students' hope and academic engagement.

Qualitative Analyses

Upon completion of the semi-structured interviews focused on evaluating the effectiveness of the integrative group counseling program in enhancing academic engagement, a robust qualitative analysis was conducted. The qualitative data gathered from interviews served as a valuable resource for gaining deeper insights into participants' experiences, perceptions, and the overall impact of the counseling intervention.

The initial step in the analysis involved the meticulous transcription of recorded interviews. This process ensured the accurate representation of participants' expressions and allowed for a comprehensive review of the qualitative content. Subsequently, a content analysis approach was applied to systematically examine the transcripts. This method facilitated the identification of recurring themes, patterns, and nuances inherent in participants' narratives.

Thematic analysis was then employed to extract and categorize key themes that emerged from the qualitative data. By organizing responses into common themes, a structured overview of participants' perspectives on academic engagement and the counseling program was developed. Themes were carefully scrutinized to capture the essence of the participants' experiences and perceptions during and after the counseling sessions.

The interpretation of these identified themes involved a nuanced exploration of the connections between various elements. The goal was to understand the underlying meanings, insights, and implications embedded in participants' responses. The thematic analysis provided a framework for synthesizing the qualitative

findings, enabling a coherent representation of the diverse perspectives shared by the participants.

In presenting the qualitative findings, emphasis was placed on summarizing key themes and highlighting participant insights related to changes in academic engagement, goal-setting, and the effectiveness of the counseling program. The integration of these qualitative insights with quantitative assessments ensured a holistic evaluation of the impact of group counseling on academic engagement.

In conclusion, the qualitative analysis not only enriched the understanding of participants' experiences but also illuminated the intricate nuances associated with the effectiveness of the group counseling intervention in enhancing academic engagement. The findings from this qualitative exploration contribute valuable perspectives to inform future refinements and improvements in the counseling program, ensuring its continued relevance and impact on participants' academic experiences.

3.3 Ethical Considerations for Human Subjects

The ethical considerations for research in human subjects approval were obtained from Ethics and Research Standardization Section, Srinakharinwirot University prior to conducting the study. The approval number was SWUEC-672414. The study commenced by presenting participants with an introductory message outlining the study's purpose, potential risks, and benefits. In phase 1, the consent assured participants that survey responses would be treated anonymously upon completion and return of the survey instruments. In phase 2, participants were fully acknowledged anonymous information principles, and that they retained right to withdraw from the experiment anytime without consequences. Adhering to ethical principles, the research prioritizes informed consent, ensuring participants voluntarily engage in the study. Privacy protection measures include the anonymization of participant data when necessary, and robust data security protocols will be implemented to prevent unauthorized access. Furthermore, the study has obtained approval from the relevant ethics committee, underscoring its commitment to ethical standards and guidelines governing human research.

CHAPTER 4

RESULTS

The study topic "The Influence of Psychological Capital on Academic Engagement and Enhancing Academic Engagement through Integrative Group Counseling among Chinese College Students" consisted of 2 phases. The objective of phase 1 was to investigate the relationship between PsyCap components and academic engagement among Chinese college students. The objective of phase 2 was to develop an integrative group counseling program enhancing the most powerful predictor of academic engagement from phase 1, and to explore the effectiveness of the integrative group counseling program enhancing academic engagement among Chinese college students.

Results of Phase 1

4.1 Quantitative Analysis for Psychological Capital and Academic Engagement

The collected data was analyzed to examine hypotheses by using IBM SPSS Statistics 27. The results were presented as follows:

Part 1 Descriptive analysis

Part 2 Correlation analysis

Part 3 Regression analysis

To convey and comprehend the results of data analysis, the symbols and acronyms used in the analysis were defined as follows:

Table 4 Symbols Used in Data Analysis in Phase 1

Symbol	Meaning
n	Number of sample
SD	Standard deviation
%	Percentage
Min	Minimum
Max	Maximum
r	Pearson Correlation Coefficient
R ²	Coefficient of Determination
t	t-value
р	p-value
В	Unstandardized Coefficients
β	Standardized Coefficients
Std Error	Standard Error
*	Significant level of .05
**	Significant level of .01

4.1.1 Descriptive Analysis

The descriptive analysis presented in Table 5 offers insights into the demographic characteristics and psychological profiles of the 270 students participating in the study. The sample comprised a majority of female students (227, 84.07%) compared to a smaller group of male students (43, 15.93%). The average age of all participants was 20.21 years (SD = 1.29), with a range spanning from 17 to 23 years.

The psychological capital of the students, a composite measure that includes efficacy, resilience, hope, and optimism, had a mean score of 4.51 (SD = 0.69) on a scale that presumably ranges from 1 to 7. This score indicates a generally high level of psychological capital among the students. Breaking down the PsyCap

components, efficacy had a mean score of 4.16 (SD = 0.90), suggesting that students felt moderately confident in their abilities to achieve academic tasks. Resilience, with a mean score of 4.49 (SD = 0.67), indicates that students generally perceived themselves as high capable of bouncing back from setbacks, an important trait for navigating the challenges of academic life. Hope and optimism had mean scores of 4.08 (SD = 0.81) and 4.00 (SD = 0.81), respectively, reflecting a moderate level. Finally, academic engagement, measured on a scale from 1 to 7, had a mean score of 4.00 (SD = 1.06). This suggests that, on average, students reported being moderately engaged with their academic work.

Overall, the descriptive statistics offer a major and crucial overview of the students' psychological resources and engagement levels, offering a foundation for further inferential analyses to explore correlation between these variables and their impact on academic outcomes.

Table 5 Descriptive Statistics of Demographic and Key Variables in Phase 1

	1	m. M -		1 11	100 -1		
Vari	able	n	%	Min	Max	Mean	SD
Gender	Female	227	84.07				
	Male	43	15.93				
Age	17-23					20.21	1.29
PSYCAP				1.81	6.27	4.51	0.69
EFFICAC	CY			1.00	6.86	4.16	0.90
RESILIEI	NCE			2.71	6.86	4.49	0.67
HOPE				1.43	6.00	4.08	0.81
OPTIMIS	M			0.86	6.00	4.00	0.81
ENGAGEME	ENT			1.00	7.00	4.00	1.06

4.1.2 Correlation Analysis

The correlation analysis presented in Table 6 shows significant positive relationships between PsyCap and academic engagement among the 270 college students. The overall PsyCap score, which reflects the combined effect of efficacy, resilience, hope, and optimism, reveals a moderate positive correlation with academic engagement (r = 0.434, p < 0.01). This finding suggests that those students with higher levels of psychological resources tend to be actively engaged in their academic pursuits.

Examining the individual dimensions of PsyCap, the correlation coefficients indicate that each dimension is positively associated with academic engagement:

The correlation between efficacy and academic engagement is significant and positive (r = 0.369, p < 0.01). This implies those students who believe in their own capability to perform missions effectively tend to be more engaged in their studies. Efficacy, as a critical component of self-regulated learning, likely enhances students' motivation and persistence, contributing to higher engagement.

The resilience dimension shows a positive correlation with academic engagement (r = 0.299, p < 0.01). This indicates that students who are better at recovering from setbacks and adapting to challenges are more likely to be engaged in their academic activities. Resilience helps students maintain focus, handle and cope with stress, which are essential for sustained academic involvement.

The hope dimension has a strong positive correlation with academic engagement (r = 0.413, p < 0.01), the highest among the four PsyCap dimensions. This relationship suggests that students who are hopeful about their goals and confident in finding pathways to achieve them are more engaged in their academic work. Hope may foster a sense of purpose and strong aim, driving students to invest more effort and time in their studies.

Optimism is also positively correlated with academic engagement (r = 0.300, p < 0.01). Students who maintain a positive outlook on their future and expect good outcomes are more likely to engage deeply with their academic tasks. Optimism

can buffer against negative emotions and setbacks, enabling students to maintain committed to study goals.

These correlations underscore the importance of psychological resources in enhancing academic engagement. Students who possess higher levels of efficacy, resilience, hope, and optimism are better equipped to tackle academic challenges, maintain motivation, and remain committed to their studies despite setbacks. The significant correlations among the PsyCap dimensions themselves (efficacy and hope, r = 0.489, p < 0.01; resilience and optimism, r = 0.438, p < 0.01; efficacy and resilience, r = 0.609, p < 0.01; hope and optimism, r = 0.546, p < 0.01; hope and resilience, r = 0.459, p < 0.01; efficacy and optimism, r = 0.582, p < 0.01) suggest that these resources are interrelated and collectively contribute to a student's overall psychological capital, which in turn influences their academic engagement. Strong PsyCap not only fosters students' persistence but enhances their capability to regulate emotions as well as maintain a positive outlook in academic settings.

In summary, the correlation analysis highlights the crucial role of PsyCap in fostering academic engagement. The findings suggest that interventions aimed at enhancing students' efficacy, resilience, hope, and optimism could potentially lead to higher levels of engagement, better learning outcomes, and overall academic success, ultimately improving their academic performance and well-being.

Table 6 Correlation between Dimensions of PSYCAP and Engagement

			Cor	rela	ition Co	effic	cients					
Pearson Correlation												
Coefficient (r)		1		2		3		4		5		6
1. ENGAGEMENT	1.000											
2. PSYCAP	.434**		1.000									
3. EFFICACY	.369**		.849**		1.000							
4. RESILIENCE	.299**		.760**		.609**		1.000					
5. HOPE	.413**		.781**		.489**		.459**		1.000			
6. OPTIMISM	.300**		.808**		.582 ^{**}		.438**		.546**		1.000	

Note: **Correlation is significant at the 0.01 level (2-tailed); n=270

4.1.3 Regression Analysis

The regression analysis was conducted to investigate the predictive relationship between PsyCap and academic engagement among college students. In the first step, a simple linear regression analysis was employed with aggregate PsyCap score as the predictor variable and academic engagement as the outcome variable.

As indicated in Table 7, the regression model reveals a moderate positive relationship between PsyCap and academic engagement, with a correlation coefficient (R) of 0.434. The R Square value, which represents the proportion of variance in the outcome variable that is explained by the predictor variable, is 0.188. This means that approximately 18.8% of the variance in academic engagement can be explained by the students' levels of psychological capital.

The adjusted R Square value, which accounts for the number of predictors in the model and adjusts the R Square value accordingly, is slightly lower at 0.185. This

minor reduction suggests that the model is fairly robust, and the explanatory power of PsyCap remains consistent when adjusting for potential overfitting.

The standard error of the estimate (16.277) provides an indication of the average distance that the observed values fall from the regression line. In this context, it reflects the degree of variation in academic engagement that is not explained by the PsyCap score. While PsyCap accounts for a significant portion of the variance in academic engagement, there is still considerable variability that may be affected by other factors not included in this model.

Overall, the results of this regression analysis suggest psychological capital is a significant predictor of academic engagement, with higher levels of PsyCap associated with greater engagement in academic activities.

Table 7 Regression Model Summary for Predicting Academic Engagement

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.434ª	.188	.185	16.277

a. Predictors: (Constant), PSYCAP

The regression analysis presented in Table 8 further examines the relationship between PsyCap and academic engagement by analyzing the coefficients of the regression model. The standardized beta coefficient (β) of 0.434 provides insight into the strength of the relationship between PsyCap and academic engagement. A β value of 0.434 suggests a moderate positive relationship, indicating that as students' psychological capital increases, their academic engagement also rises. This standardized value allows for comparison across different variables, even if they are measured on different scales. The t-value of 7.876 and a p-value of 0.000 (p < 0.001) confirm that the relationship between PsyCap and academic engagement is statistically significant. This implies the low possibility of observing relationship by chance,

reinforcing the conclusion that PsyCap is a meaningful predictor of academic engagement. These findings indicate that interventions aimed at increasing students' efficacy, resilience, hope, and optimism — key components of PsyCap — are likely to have a beneficial effect on their academic engagement.

Table 8 Regression Coefficients Analysis for Predicting Academic Engagement

	Unstandardized		Standardizec	I	
	Coefficients		Coefficients		Sig
Model	В	Std error	Beta	t	(p)
1 (Constant)	17.083	6.551		2.608	.010
PSYCAP	.435	.055		.434 7.876	.000

a. Dependent Variable: ENGAGEMENT

What's more, regression analysis was conducted with four components of PsyCap as independent variables. The regression coefficients analysis in the study yields valuable insights into the correlation between different dimensions of PsyCap and college students' academic engagement, as shown in Table 9.

Among these factors, hope emerges as a strong predictor of academic engagement, with a statistically significant positive impact (β =0.294, p <0.001). This finding suggests that individuals with higher levels of hopefulness demonstrate increased engagement in their academic pursuits. On the other hand, efficacy shows a weak positive relationship with engagement (β =0.196, p=0.012). While statistically significant, its impact is comparatively less pronounced than that of hope.

In contrast, the predictors of resilience (β =0.042, p=0.554) and optimism (β =0.007, p=0.926) have p-values above 0.05, indicating that their coefficients lack statistical significance. This suggests that while resilience and optimism contribute

positively to overall well-being, they may not directly translate into higher levels of academic engagement among college students.

Table 9 Regression Coefficients Results

Model		Unstanda	ardized	Standardized		
		Coeffic	ients	coefficients	t	Sig (p)
		В	Std error	Beta	_	
	(Constant)	19.460	7.148		2.722	.007
	EFFICACY	.560	.222	.196	2.527	.012
1	RESILIENCE	.161	.271	.042	.593	.554
	HOPE	.933	.218	.294	4.276	.000
	OPTIMISM	.021	.230	.007	.093	.926

Dependent Variable: ENGAGEMENT

Predictors: (Constant), EFFICACY, RESILIENCE, HOPE, OPTIMISM

4.2 Qualitative Analysis for Psychological Capital and Academic Engagement

The original plan was to interview six students, selected from the first phase of the questionnaire survey, where both psychological capital and academic engagement scores were high. The group consisted of three freshmen and three sophomores. However, one sophomore was unable to participate, leaving a total of five students — three freshmen and two sophomores — all female. Overall, they agreed that psychological capital influences academic engagement, but each interviewee emphasized different aspects of psychological capital — efficacy, hope, resilience, and

optimism — in relation to its impact on academic engagement. They expressed varying perspectives based on their personal experiences. To protect the privacy of the interviewees, their real names have been omitted and they are referred to as S1 (Student 1), S2, etc.

4.2.1 Views on the Influence of Efficacy on Academic Engagement

S1's narrative demonstrates that strong efficacy significantly enhances learning engagement. The participant's confidence in overcoming academic challenges drives her to put in more effort and stay focused. Her statements about setting and achieving goals, despite facing difficulties, reflect her positive attitude toward learning. S1's recognition of her abilities, as well as her capacity to adapt and improve, highlight her resilience and determination. The importance of role models also underscores the social influence on efficacy, as she draws inspiration and motivation from others.

S1 remarked, "I have confidence in myself. Positively, I won't be defeated by difficulties. When facing challenges, I can unleash my potential. Initially, I might find the difficulty overwhelming, but I gradually accept it, learn, and overcome it through my efforts." She added, "Having a role model is also important. You learn from others."

S2 illustrates how efficacy fosters a positive attitude toward learning. By recalling past successes, such as her performance in high school English, S2 reinforces her belief in succeeding in current challenges. This retrospective self-affirmation boosts her confidence and engagement in academic activities. S2 also emphasizes the motivation derived from observing and comparing herself with peers, particularly those who excel academically. This social comparison and inspiration from motivational speeches and stories further strengthen her efficacy and learning engagement.

S2 stated, "Self-efficacy means encouraging yourself during learning. I can definitely do it. I passed the English exam in high school, so the CET-4 should be no problem. Then I passed the CET-4." She also mentioned, "I watch motivational speeches and see how others study. For example, some people share their experiences of transferring to a better university for postgraduate studies. Seeing others succeed makes me feel that I can too."

S3's experience emphasizes how efficacy influences her approach to challenging tasks. Trust in her abilities led to greater engagement and persistence. Her participation in extracurricular activities and willingness to seek help from teachers and classmates demonstrated growth in efficacy, positively impacting her overall engagement. S3's narrative shows how overcoming initial difficulties and gradually gaining confidence in handling tasks significantly contributed to her academic and extracurricular success. She also described how comparing herself to others enhanced her self-efficacy, which in turn increased her learning engagement and led to success.

S3 said, "I am a member of the student union. Initially, I found organizing activities troublesome, but I gradually learned. If I had questions, I asked teachers or seniors. Eventually, I managed everything smoothly. Now, organizing an event is no problem for me." She added, "I started by comparing myself to my roommate. In the first semester, my roommate ranked first and received a scholarship. I thought, since we were both prepped together, I shouldn't fall behind. I studied diligently, and now she ranks below me. It feels like an achievement."

S4 exhibits efficacy in coping with challenges such as exam preparation and handling complex tasks. Her regular study habits and confidence in her abilities creates a positive feedback loop where success enhanced interest and further increased engagement. S4 enjoys challenging tasks, such as solving difficult math problems, and finds a sense of achievement in overcoming them. This enjoyment and subsequent sense of accomplishment highlight how efficacy nurtures resilience and a committed attitude toward learning.

S4 remarked, "When preparing for the CET-6, I focused intently. Now, I habitually wake up at seven or eight, even on weekends, and start studying without setting an alarm." She also mentioned, "First, you have to learn. If your listening skills improve, you'll become more interested in listening. Positive feedback creates a cycle where the better you get, the more interested you become, and the more interested you are, the better you get. It's a positive cycle."

S5 derives motivation from her successes in middle school, which continues to inspire her to maintain high performance in college, demonstrating the lasting impact of past achievements on current efficacy and learning engagement. S5's account indicates that efficacy influences engagement by affecting stress levels. Confidence in her abilities helps her manage academic stress better, thereby maintaining focus and

engagement. Although S5 admitted she was not particularly confident, her efforts to build confidence reflected her understanding of its importance.

"In middle school, my grades were good. In college, I felt I should continue to work hard to maintain good grades," S5 said. "I believe in my abilities, which helps me handle academic pressure better, enabling me to stay focused on learning. Confidence reduces anxiety, making me more focused." She also noted, "Self-efficacy involves having confidence. Although I'm not very confident, I strive to become more confident. Confidence makes me more open and optimistic, and at least it makes me appear to perform better."

4.2.2 Views on the Influence of Optimism on Academic Engagement

S1 emphasizes that optimism helps maintain engagement by fostering a hopeful and forward-looking attitude, which keeps her motivated and focused on her goals despite challenges.

"I won't give up; I still have confidence in myself." "If I don't pass the graduate entrance exam the first time, I'll take it again." "I think it's important to have a positive mindset. If you have no hope for life, you won't know where to start working hard. You have to be optimistic. I have an optimistic attitude; I might encounter difficulties and feel sad, but overall, I remain optimistic and move forward positively instead of sinking into negativity."

Optimism shapes S2's approach to academic tasks, keeping her motivated and engaged by fostering a positive outlook on outcomes, which helps her persevere through challenges.

"For the graduate entrance exam, I think it's about being optimistic. Because having a positive mindset is important. I'm generally an optimistic person and tend to think positively. I believe because of this mindset, I do well in exams and tasks. So, I think optimism is important; one needs to stay positive."

S3 highlights that optimism, or having confidence, plays a crucial role in her decision to engage in tasks. Without optimism, she would be less likely to undertake challenges or pursue goals, underscoring optimism's role in sustaining engagement.

"If you are optimistic, you will have the confidence to take action. If I had no hope in something, I wouldn't choose to do it."

S4's struggle with maintaining optimism in the face of specific challenges shows the importance of a positive outlook in sustaining engagement.

"A positive attitude affects my engagement in studies. I tend to be more pessimistic." "If there are no immediate results, I feel like giving up."

Maintaining an optimistic attitude helps S5 manage her emotions and stay engaged with her studies. She describes a situation where she remained optimistic despite underperforming in a hosting competition and interviews. This attitude helps her view experiences as learning opportunities rather than failures, sustaining her engagement and effort.

"If I don't do well in an exam, I face it optimistically. I don't let the grades affect my mood. Instead, I work harder for the next exam." "I wanted to join the broadcasting station, but later I saw how busy those who got in were, and I felt fortunate I didn't get in. I felt good just for participating." "Having an optimistic mindset or resilience is crucial. It drives you to stay engaged. Once you have these, you have more energy to invest in your tasks."

4.2.3 Views on the Influence of Hope on Academic Engagement

S1 believes that hope plays a crucial role in academic engagement by providing motivation. She has clear career goals and a vision for future success, which drives her to stay engaged and motivated in her studies. Hope gives her a sense of direction and purpose, making her efforts toward achieving her goals meaningful.

"I have my own goals. I chose to study education because I hope to become a teacher. But my bigger dream is to enter a higher institution and pursue a master's degree to become a university lecturer. This is my goal and my hope, so I will work hard toward it." "For example, my English listening skills are poor. I feel that I shouldn't let this weakness continue. I set a goal to improve a little every day by listening to some audio, and gradually enhance my listening skills." "Setting a goal for myself and persisting in doing this every day will eventually yield good results."

S2 emphasizes that hope helps maintain academic engagement by providing both short-term and long-term visions. She sets monthly goals and sticks to them. This continuous planning and goal setting demonstrate how hope drives her academic pursuits.

"Take last semester's CET-4 exam as an example. Before the exam, I set a plan every month and followed it. This hope, this vision, drives me to execute the plan." "I feel a sense of responsibility and a goal from within. I want to pursue a master's degree in translation and speak English fluently. This goal pushes me forward. I need to expand my vocabulary, listen and read more, and watch the news. So, I think it's an expectation for my future self, a goal."

S3 places significant importance on hope in her learning process, emphasizing goal setting and maintaining a vision for the future as crucial motivators. Hope drives her engagement and persistence in learning tasks.

"In my learning process, I set goals for myself, whether big or small. Every day's study has a goal." "From high school to college, I made efforts to achieve my goal of getting into university. Having a goal motivated me to strive hard. University was my goal, and now it is realized." "Once the goal is set, whether it's homework or daily performance, I complete tasks quickly... Setting such small goals for myself, though it feels childish, is very useful. Since then, my grades have steadily improved, from sixth to fourth, and now to second."

S4's hope is evident in her intention to prepare for tests. She sets goals for passing the CET-4 and TEM-4 exams, demonstrating how hope drives her academic engagement.

"Every day, I make it a point to do 20 grammar questions, reading comprehension, dictation, and the writing tasks assigned by the teacher online." "The past few weeks have been focused on TEM-4 preparation... hoping to pass within the next two months."

S5 emphasizes the importance of targeted study methods, such as focusing on high-value exam sections and practicing past exam papers. This method helped her achieve better results in exams. Her goal setting and strategies show the role of hope in her academic pursuits.

"With hope, I set goals and have specific strategies." "My short-term goal is to pass the TEM-4 and win awards in various competitions." "I work hard to achieve my goals." "I watch videos of teachers lecturing online and find TEM-4 materials on the internet." "I feel very engaged. I was very afraid of failing, so I bought a book of past exam papers and completed all of them before the exam. In the end, I passed."

4.2.4 Views on the Influence of Resilience on Academic Engagement

S1 highlights the importance of resilience in dealing with pressure and challenges, using them as motivation rather than obstacles. She emphasizes a practical approach to overcoming setbacks, showing that resilience enables her to maintain sustained engagement and effort.

"I think resilience is very important to me. I feel a lot of pressure, but I'm not afraid of it. The greater the pressure, the greater the motivation... because people always need to move forward. You can't stay stuck in setbacks or stop moving when you encounter difficulties. You need to keep doing something. I think resilience is very important to me. In difficulties, I maintain a positive attitude. I might feel sad, but I won't give up. I can fail, but I can't admit defeat." "If I work hard for four years but don't get admitted in the end, I won't give up. I will try again, that's my attitude."

S2 demonstrates the importance of resilience through her persistence in listening practice. Despite initially scoring poorly, she continued practicing and eventually achieved satisfactory results, showing that resilience helps her stay engaged in the face of academic challenges.

"Listening practice was the hardest, I couldn't understand and always made mistakes. The teacher said to keep listening repeatedly, so resilience is involved. Initially, my listening scores were not high, but with practice, I eventually got ideal scores. This is a manifestation of resilience in my learning." "Even when I feel like giving up sometimes, I remember all the effort I put in before, and if I give up now, it would all be wasted, so it pushes me to keep going."

S3 believes that resilience allows her to continue moving forward during difficult times. She notes that resilience helps her maintain engagement and ensures that she does not give up easily.

"Having studied for so many years, it's impossible to say everything went smoothly. There were setbacks, but I persisted and continued to study until now, which definitely involved bouncing back from difficulties."

S4 emphasizes that resilience ensures she remains academically engaged even when encountering obstacles. Resilience helps her recover quickly and continue focusing on her academic goals. She shows strong initiative in grammar and reading but feels more inclined to give up on listening. However, resilience keeps her engaged in her weaker area.

"I can do grammar exercises and reading comprehension every day... Even if I get them all wrong, I will keep doing them." "When I can't understand listening exercises, I feel like giving up. But in my heart, I know I need to persevere, even if I fail once, I will continue next time." "I need to listen several times to get familiar with a text." "When I did CET-6 listening, I did quite well."

S5 demonstrates resilience by recovering from failure and managing stress during peak times, such as exams and assignments. She shows how resilience is crucial in maintaining academic engagement during high-pressure situations.

"I participated in a host competition before. My performance wasn't ideal, and I felt a bit discouraged. But later, I thought it was still a good opportunity to train myself. I also applied for the radio station, went through interviews twice, got into the second round the first time, but didn't make it the second time. But I felt okay." "Experiencing failure and not being able to overcome it can significantly impact learning." "I can bounce back from failures. If I have too many final assignments, I might feel overwhelmed, but I can rationally arrange the time for my final assignments and other things."

4.3 Summary of Results in Phase 1

The study involved 270 college students, predominantly female (84.07%) with an average age of 20.21 years. The mean score for Psychological Capital (PsyCap) was 4.51 on a 1-7 scale, indicating generally high psychological resources. The PsyCap components — efficacy, resilience, hope, and optimism — had moderate to high mean scores. Academic engagement averaged a score of 4.00, suggesting moderate engagement levels. PsyCap was moderately positively correlated with academic engagement (r = 0.434, p < 0.01). Among PsyCap components, hope had the strongest correlation with academic engagement (r = 0.413, p < 0.01), emphasizing the role of psychological resources in fostering academic engagement. PsyCap significantly predicted academic engagement, accounting for 18.8% of the variance (R² = 0.188). Hope emerged as the strongest predictor (β = 0.294, p < 0.001), followed by efficacy (β = 0.196, p = 0.012). Resilience and optimism, however, did not significantly predict academic engagement. These findings suggest that interventions to enhance hope and efficacy could effectively improve academic engagement.

Interviews with five high-scoring female students (three freshmen and two sophomores) provided insights into how different PsyCap components influenced their academic engagement: Students highlighted efficacy as a major driver of academic engagement. Confidence in overcoming challenges, past successes, and participation in extracurricular activities were all mentioned as factors that bolstered their focus and effort in academic tasks. Students viewed hope as a critical motivator for sustained engagement. Goal-setting, both short-term and long-term, was emphasized as essential for maintaining motivation and persistence in academic activities. Resilience was seen as key in handling academic challenges. Students described resilience as vital for overcoming setbacks, managing stress, and continuing their academic pursuits despite difficulties. Optimism was linked to sustaining engagement by maintaining a positive outlook. An optimistic attitude helped students stay focused on goals, remain motivated, and persevere through obstacles.

Overall, the study highlights the importance of psychological capital in enhancing academic engagement among college students. While quantitative findings stress the predictive role of hope and efficacy, qualitative insights underscore the varied ways in which PsyCap components contribute to engagement, depending on individual experiences. Nurturing PsyCap, particularly hope and efficacy, could be crucial in fostering academic success.

Results of Phase 2

4.4 Quantitative Analysis for Integrative Group Counseling Program

From phase 1, the results showed that hope as one of the components of PsyCap had highest positive effect on academic engagement at significant level of .001. While efficacy had the second high positive effect on academic engagement at significant level of .01. However, resilience and optimism did not show direct effect on academic engagement at significant level of .01. In phase 2, an integrative group counseling program was developed to enhance hope, identified in phase 1 as the most powerful predictor of academic engagement. The program's framework was grounded

in CBT, REBT, and SFBT. The counseling program consisted of 8 sessions conducted twice a week, involving 8 students in EG. An additional 8 students in CG did not join in the program. Two weeks later, a follow-up test was conducted to evaluate integrative group counseling program's impact on enhancing hope and academic engagement. The results were presented into following parts:

Part 1 Demographic of Participants

Part 2 Test of Normality and Homogeneity

Part 3 Descriptive Statistics of Hope and Academic Engagement Scores

Part 4 Results of Interaction Effect

Part 5 Repeated Measures Simple Effects Analysis of Hope

Part 6 Repeated Measures Simple Effects Analysis of Engagement

To convey and comprehend the results of data analysis, the symbols and acronyms used in the analysis were defined as follows:

Table 10 Symbols used in Data Analysis in Phase 2

Symbol	Meaning
K-S	results of the Kolmogorov-Smirnov
S-W	results of the Shapiro-Wilk
CG	Control Group
EG	Experimental Group
LL	Low-Low level
LM	Low-Medium level
LH	Low-High level
df	Degrees of Freedom
Sig.	Significance
N	Number of sample
SD	Standard deviation

Table 10 (Continued)

Symbol	Meaning
M	Mean
partial η ²	Partial Eta Squared
р	p-value
F	F-value
R ²	Coefficient of Determination
SE	Standard Error
T1	Time 1, pretest
T2	Time 2, posttest
T3	Time 3, follow-up test
MD	Mean deviation

4.4.1 Demographic of Participants

Control group consisted of 8 undergraduates who did not participate in the group counseling program. The characteristics of the participants are shown in Table 11. In terms of gender, 75% of the participants are female and 25% are male. Regarding age, half of the participants are 20 years old, 25% are 19 years old, 12.5% are 21 years old, and another 12.5% are 22 years old. 37.5% are from the College of Literature, another 37.5% are from the College of Art, and 25% are from the College of Education. Additionally, half of the participants are first-year undergraduates, while the other half are second-year students.

Table 11 Demographic Characteristics of Participants in Control Group

Demographic	-	N	%
Gender			
	Male	2	25%
	Female	6	75%
Age			
	19	2	25%
	20	4	50%
	21	1	12.5%
	22	1	12.5%
College			
	Education	2	25%
	Literature	3	37.5%
	Art	3	37.5%
Grade			
	1	4	50%
	2	4	50%

Experimental group consisted of 8 undergraduates who volunteered to participate in the group counseling program. The characteristics of the participants are shown in Table 12. The demographic data shows that 75% of the participants are female, while 25% are male. 37.5% are 22 years old, 25% are 21 years old, another 25% are 20 years old, and 12.5% are 19 years old. 37.5% are from the College of Education, another 37.5% are from the College of Literature, and 25% are from the College of Art. First-year and second-year undergraduates are half-half.

Table 12 Demographic Characteristics of Participants in Experimental Group

Demographic	-	N	%
Gender			
	Male	2	25%
	Female	6	75%
Age			
	19	1	12.5%
	20	2	25%
	21	2	25%
	22	3	37.5%
College			
	Education	3	37.5%
	Literature	3	37.5%
	Art	2	25%
Grade			
	1	4	50%
	2	4	50%

4.4.2 Test of Normality and Homogeneity

To conduct MANOVA, it is necessary to first make sure data meet the assumptions of normality. The Kolmogorov-Smirnov (K-S) and Shapiro-Wilk (S-W) tests were conducted for assessing the normality of "hope" and "engagement" variables across different time points (pre, post, follow-up) for the CG and EG. For the "hope" variable, both groups show non-significant results at pre and follow-up, indicating normality, but the CG shows a slight deviation from normality at post, with a significant S-W result (.040). The "engagement" variable demonstrates normality across all time points for both groups, as indicated by non-significant results in all tests.

Levene's Test is used to assess whether the error variances are equal across different groups, which is a critical assumption for MANOVA. For the variables of hope and engagement, all Levene's Test results — whether based on means, medians, or trimmed means — yield significance values (p-values) greater than 0.05. This indicates in all cases the error variances among the different groups are equal, thus satisfying the assumption of homogeneity of variances.

Based on the data and analysis results (details are showed at Appendix 7), conducting MANOVA is feasible. The normality test results indicate that most variables are approximately normally distributed across groups. This meets the normality assumption required for MANOVA.

4.4.3 Descriptive Statistics of Hope and Academic Engagement Scores

This part shows the descriptive statistics of hope and academic engagement scores of participants in CG and in EG, including pretest, posttest, and fellow-up scores.

The instrument of questionnaires were used to classify the high, moderate, and low levels for the hope and engagement during the phase. For hope, this instrument comprises 6 items, each rated on a 7-point scale, resulting in a maximum possible score of 42. To categorize the scores, the percentile method was used. The low level is defined as 0 - 60% of the total possible score, the moderate level as 60% - 80%, and the high level as 80% - 100% (Field, 2013). Specifically, the score breakdown is as follows:

0-25 the low level of hope

26-33 the moderate level of hope

34-42 the high level of hope

Similarly, the engagement questionnaire consists of 17 items, each rated on a 7-point scale, yielding a maximum possible score of 119. In alignment with the hope questionnaire, the classification of scores follows the percentile method. The low score range is set as 0 - 60% of the total score, the medium score range as 60% - 80%, and the high score range as 80% - 100%. The specific score breakdown for the Engagement questionnaire is as follows:

- 0-71 the low level of academic engagement
- 72-95 the moderate level of academic engagement
- 96-119 the high level of academic engagement

Given that participants in this experiment were purposefully selected based on lower engagement levels, a further subdivision of the engagement low score range is warranted. The overall low score range, which spans from 0 to 71 points, is subdivided into three distinct categories: Low-Low (LL), Low-Medium (LM), and Low-High (LH). Typically, the low score range is divided either into three equal intervals or according to percentage distribution. The detailed breakdown is as follows:

- 0-23 the Low-Low (LL) level of academic engagement
- 24-47 the Low-Medium (LM) level of academic engagement
- 48-71 the Low-High (LH) level of academic engagement

Low-Low (LL) indicates a very low level of academic engagement, potentially reflecting a lack of motivation and goal-setting, and thus requiring substantial intervention. Low-Medium (LM) suggests a slightly lower level of engagement, indicating some foundational motivation but also requiring guidance to enhance learning interest and participation. Finally, Low-High (LH) reflects engagement that is approaching a moderate level, indicating relatively good involvement but with potential for further improvement through targeted motivation and support.

Table 13 presents the mean and standard deviation of hope and academic engagement scores for the control group (N = 8) at pretest, posttest and follow-up. The mean hope score rose from 24.50 (SD = 3.505) in the pretest to 24.87 (SD = 3.563) in the posttest, and reached 27.25 (SD = 3.536) in follow-up. In pretest and posttest, the level of hope was low. In terms of academic engagement, the pretest mean score was 39.00 (SD=4.751), and the posttest mean score saw a minor increase to 39.88 (SD=4.612), and reached 41.75 (SD = 4.528) in follow-up period, which were all at low-medium level.

Table 13 Mean and Standard Deviation of Scores of Control Group at Pretest, Posttest and Follow-up

Variable	Pretest			Posttest			Follow-up		
	M SD Level			М	SD	Level	М	SD	Trans.
HOPE	24.50	3.505	Low	24.87	3.563	Low	27.25	3.536	Moderate
ENGAGEMENT	39.00	4.751	LM	39.88	4.612	LM	41.75	4.528	LM

Table 14 shows the mean and standard deviation of hope and academic engagement scores for EG (N = 8) at pretest, posttest and follow-up. The mean hope score rose from 23.75 (SD = 3.991) in the pretest to 33.38 (SD = 3.998) in the posttest, and reached 36.63 (SD = 3.543) in follow-up. The level of hope was enhanced significantly, from low level to moderate level after the experiment, and it even reached high level in the follow-up test. For academic engagement, the pretest mean score was 39.00 (SD= 4.408), and this saw a substantial rise to a posttest mean score of 54.13 (SD= 4.970), and rose to 57.12 (SD = 5.384) in follow-up. Although the level of academic engagement was still in the low level, it increased from low-medium level to low-high level.

Table 14 Mean and Standard Deviation of Scores of Experimental Group at Pretest, Posttest and Follow-up

Variable	Pretest			Posttest			Follow-up		
	М	SD	Level	М	SD	Level	М	SD	Trans.
HOPE	23.75	3.991	Low	33.38	3.998	Moderate	36.63	3.543	High
ENGAGEMENT	39.00	4.408	LM	54.13	4.970	LH	57.12	5.384	LH

4.4.4 Results of Interaction Effect

Given the results from normality and homogeneity tests, and the demonstrated correlations between variables proved in Phase 1, the data meet the fundamental prerequisites for performing multivariate analysis of variance (MANOVA). Therefore, a 2 * 3 repeated measures MANOVA was conducted to compare students' hope and academic engagement in control group and experimental group across three waves of data collection. The MANOVA included the within-subjects factor of time (pretest, posttest, and follow-up), the between-subjects factor of group (control group and experimental group), and the interaction between group and time to test whether the intervention effects of group counseling differed between the groups and time.

The statistical analysis results shown in Table 15 reveals significant findings regarding the effects of group and time on the variables hope and engagement. According to the thresholds established by Cohen (1988) and Murphy and Myors (2004), partial eta squared (partial η^2) values of .01, .06, and .14 correspond to small, medium, and large effect sizes, respectively.

For both the two variables hope and engagement, the main effects of group and time are highly significant (p < .001), indicating that variations in these factors have a substantial impact on the dependent variables. Specifically, group effect explains 40.5% of the variance in hope scores, with an F-value of 28.630. The group effect explains 54.9% of the variance in engagement scores, with an F-value of 51.083. The time effect explains 46.6% of the variance in hope scores, with an F-value of 18.343. The time effect explains 49.8% of the variance in engagement scores, with an F-value of 20.824 and a significance level of p < .001.

The interaction effect between group and time also reaches significance for both hope and engagement, though it is less pronounced compared to the main effects. For hope, the interaction effect explains 30.5% of the variance, while for engagement, it accounts for 37.9%. This suggests that the relationship between group and time is complex and that the combined effects of these factors are significant but not as dominant as their individual effects.

The model fit statistics further emphasize the reliability and illuminate the robustness of these findings. The R² values indicate that approximately 66.6% of the variance in hope and 73.8% in engagement is explained by the respective models, indicating strong explanatory power. Additionally, the adjusted R² values of 62.6% for hope and 70.7% for engagement underscore the models' precision and confirm that these models are well-calibrated, accounting for a substantial proportion of the variance even after adjusting for the number of predictors, showing that even after adjusting for the number of predictors, a significant proportion of the variance is still accounted for. This suggests that the models effectively capture the underlying relationships and provide a robust fit for the data, supporting their validity.

Table 15 Comparisons Across Time for the Control and Experimental Groups

		GROUP			TIME			GROUP * TIME		
	F p Partial F			р	Partial	F	р	Partial		
			η^2			η²			η²	
HOPE	28.630	.000	.405	18.343	.000	.466	9.218	.000	.305	
ENGAGEMENT	51.083	.000	.549	20.824	.000	.498	12.826	.000	.379	
a. $R^2 = .666$ (Adjusted $R^2 = .626$)										
b. $R^2 = .738$ (Adjusted $R^2 = .707$)										

A significant interaction effect was found in the MANOVA. Following this, repeated measures ANOVA were adopted to examine the simple effects separately for each independent variable.

4.4.5 Repeated Measures Simple Effects Analysis of Hope

4.4.5.1 Simple effects test of hope across groups

The simple effects test of hope across groups showed the results in Table 16: In the pre-test, the simple effect of the group was not significant, F = 0.159, p = 0.696, partial $\mathbf{\eta}^2 = 0.011$. In the post-test, the simple effect of the group was

significant, F = 20.154, p = 0.001, partial $\mathbf{\eta}^2$ = 0.590. In the follow-up, the simple effect of the group was significant, F = 28.065, p < 0.001, partial $\mathbf{\eta}^2$ = 0.667.

Table 16 Simple Effects Test for Hope between the Experimental and Control Groups

		95% C				95% Confiden	ce interval for	
TIME	GROUP	F	р	Partial η ²	MD	SE	differe	ences
							Lower bound	Upper bound
1	CG EG	.159	.696	.011	.750	1.878	-3.278	4.778
2	CG EG	20.154	.001	.590	-8.500 [*]	1.893	-12.561	-4.439
3	CG EG	28.065	.000	.667	-9.375 [*]	1.770	-13.171	-5.579

Note: *. The significance level of the mean difference is 0.05.

Multiple comparisons adjustment: Bonferroni method

The comparison between the experimental group and the control group in terms of hope is depicted in Figure 6.

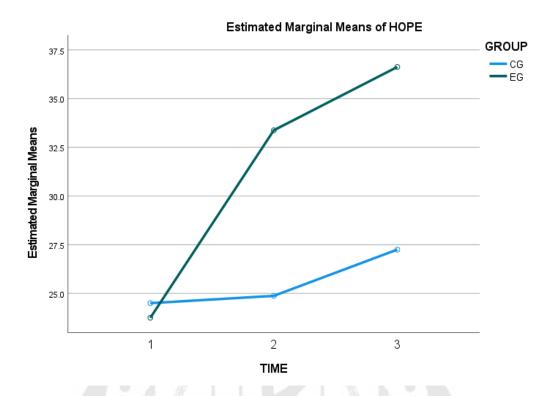


Figure 6 Outline of Marginal Mean Value for Hope Estimation

4.4.5.2 Simple effects test for hope at different time points

Simple effects test for hope at different time points (Pre-test, Post-test, and Follow-up) showed the results in Table 17: Under the CG condition, the simple effect of time was significant, F = 31.398, p < 0.001, partial $\mathbf{\eta}^2 = 0.828$. Under the EG condition, the simple effect of time was significant, F = 84.908, p < 0.001, partial $\mathbf{\eta}^2 = 0.929$. Pairwise comparisons revealed that under the EG condition, the hope values increased sequentially across the pre-test, post-test, and follow-up, all reaching significant levels (p < 0.001). Under the CG condition, the mean difference in hope between T2 and T1 was 0.375, with no significant difference (p = 1.000). The mean difference in hope between T3 and T1 was 2.750, with no significant difference (p = 0.106). The mean difference in hope between T3 and T2 was 2.375, with a significant difference (p < 0.05), with a confidence interval of 1.589 to 3.161. These findings highlight the effectiveness of the intervention in fostering hope over time, particularly in

the experimental group, reinforcing the importance of psychological capital development in academic engagement.

Table 17 Simple Effects Test for Hope at Different Time Points

										_
GROUP	F	p	Partial η ²	TIN	ЛE	MD	SE	Sig.	95% Confide	
		·	•					O	Lower	Upper
									bound	bound
CG	31.398ª	.000	.828	2	1	.375	1.117	1.000	-2.661	3.411
				3	1	2.750	1.182	.106	461	5.961
				3	2	2.375*	.289	.000	1.589	3.161
EG	84.908 ^a	.000	.929	2	1	9.625*	1.117	.000	6.589	12.661
				3	1	12.875 [*]	1.182	.000	9.664	16.086
				3	2	3.250*	.289	.000	2.464	4.036

Note: *. The significance level of the mean difference is 0.05.

Multiple comparisons adjustment: Bonferroni method

4.4.6 Repeated Measures Simple Effects Analysis of Engagement

4.4.6.1 Simple effects test of engagement across groups

The simple effects test of engagement across groups showed the results in Table 18: In the pre-test, the simple effect of the group was not significant, F = 0.000, p = 1.000, partial η^2 = 0.000. In the post-test, the simple effect of the group was significant, F = 35.343, p < 0.001, partial η^2 = 0.716. In the follow-up, the simple effect of the group was significant, F = 38.218, p < 0.001, partial η^2 = 0.732.

Table 18 Simple Effects Test for Engagement between the Experimental and Control Groups

							95% Confider	ice interval for
TIME	GROUP	F	р	Partial η ²	MD	SE	differe	ences
							Lower bound	Upper bound
1	CG EG	.000	1.000	.000	.000	2.291	-4.914	4.914
2	CG EG	35.343	.000	.716	-14.250 [*]	2.397	-19.391	-9.109
3	CG EG	38.218	.000	.732	-15.375 [*]	2.487	-20.709	-10.041

Note: *. The significance level of the mean difference is 0.05

The comparison between the experimental group and the control group in terms of engagement is depicted in Figure 7:

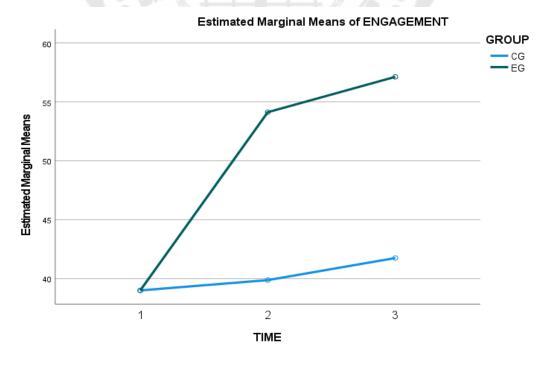


Figure 7 Outline of Marginal Mean Value for Engagement Estimation

4.4.6.2 Simple effects test for engagement at different time points

Simple effects test for engagement at different time points (Pre-test, Post-test, and Follow-up) showed the results in Table 19: Under the CG condition, the simple effect of measurement times was significant, F = 37.663, p < 0.001, partial η^2 = 0.853. Under the EG condition, the simple effect of measurement times was significant, F = 165.947, p < 0.001, partial η^2 = 0.962.

Pairwise comparisons revealed that under the EG condition, the engagement values increased sequentially from the pre-test to the post-test and follow-up, all reaching significant levels (p < 0.001). Under the CG condition, the mean difference in engagement between T2 and T1 was 0.875; although there was a difference, it was not significant (p = 1.000). The mean difference in engagement between T3 and T1 was 2.750, with no significant difference (p = 0.078). The mean difference in engagement between T3 and T2 was 1.875, with a significant difference (p < 0.05). These findings highlight the effectiveness of the intervention in fostering academic engagement over time in the experimental group.

Table 19 Simple Effects Test for Engagement at Different Time Points

			503.65			- 17 0				
	-		<u>-</u>			-			95% Coi	nfidence
									interv	al for
GROUP	F	р	Partial $\eta^{_2}$	TIN	ИE	MD	SE	Sig.	differe	ences
								·	Lower	Upper
									bound	bound
CG	37.663ª	.000	.853	2	1	.875	1.051	1.000	-1.982	3.732
				3	1	2.750	1.103	.078	249	5.749
				3	2	1.875*	.209	.000	1.308	2.442

Table 19 (Continued)

									95% Coi	nfidence
									interv	al for
GROUP	F	р	Partial n ²	T	ME	MD	SE	Sig.	differe	ences
								-	Lower	Upper
									bound	bound
EG	165.947 ^a	.000	.962	2	1	15.125 [*]	1.051	.000	12.268	17.982
				3	1	18.125 [*]	1.103	.000	15.126	21.124
				3	2	3.000*	.209	.000	2.433	3.567

Note.

Multiple comparisons adjustment: Bonferroni method

4.5 Qualitative Analysis for the Interview - Evaluation of Integrative Group Counseling Program

4.5.1 Themes and Keywords Mentioned in Interview

A qualitative study was employed by selecting 6 students from the experimental group for semi-structure interviews upon completing the integrative counseling program. The feelings and experiences about group counseling were key focus-points. The semi-structured interview is conducted focusing on self-expression, environment of counseling, boosting hope, reflection on group experience, and influence of leadership

The group counseling sessions consistently had a positive impact on participants' levels of hope, as evidenced by their feedback on the activities and

^{*.} The significance level of the mean difference is 0.05.

interactions within the group. To protect the privacy of the participants, their real names have been omitted and they are referred to as P1 (Participant 1), P2, and so on.

Several key factors emerged as particularly influential in enhancing participants' hope, which can be broadly categorized into two main areas: structured activities and a supportive environment. The structured activities can be further divided into those that had a direct impact on hope levels and those that contributed to overall psychological well-being. The supportive environment was shaped by the atmosphere created among peers and the guidance provided by the counselor.

Table 20 Themes and Keywords Mentioned in Integrative Group Counseling Sessions

Themes		Times	Keywords		
			Expressing genuine thoughts; understanding		
Environment	Overall	19	and respect; trust; relaxed and joyful; positive;		
			freedom; building confidence		
	Carraglan		Empathy; respect; ease; guidance; systematic		
	Counselor	10	methods; non-critical and non-oppositional;		
	support		inclusive support; interaction		
	Peer	7	Recognition; communication; listening; support;		
	support	1	exchange; growth; interpersonal relationships		

Table 20 (Continued)

Themes			Times	Keywords
				Writing a life plan; making a schedule;
			13	thought-provoking; mindset; deep
	Deleted to			understanding of life planning;
Activities	Related to	Goal-		determining the direction of efforts;
	hope theory	setting		clarifying hope and goals; systematic
				planning; long-term and short-term
				goals
				Implementation measures; ways to
		Pathways	574	achieve goals; insight; method
				enhancement; systematic planning
				Achieving set tasks; atmosphere of
				commitment; not wishful thinking;
		Agency		putting into practice; implementation;
				practicality; persistence in achieving se
				goals
	Enhancing			Feeling understood; moved; meaningfu
	psychological	REBT		reducing mental fatigue; relief; being
	factors			true to oneself
		Meditation	2	Hope for the future; love of life;
		Wicallation	۷	motivation
		First meeting	5	Quick integration; easing awkwardness
	Others	games		creating a good atmosphere; quickly
		gamee		getting to know each other
		Mutual back tapping	2	Like family; trust; bringing people close
		Maze	1	Competition and cooperation; strategy
		Construction	I	meaningful

4.5.2 Structured Activities

The structured activities were instrumental in fostering hope. These activities were divided into two main categories: those focused on goal-setting and strategies aligned with hope theory, and those aimed at enhancing overall psychological well-being. The goal-setting exercises provided participants with practical tools and strategies to achieve their objectives, directly influencing their sense of hope.

P1 noted, "Trust exercises and creating personal plans were especially meaningful because they directly promoted personal development."

P2 reflected, "Through the group counseling, I learned that setting goals requires careful planning and practical steps."

P3 shared, "After the meditation activity, each of us shared our hopes for the next five years. That moment felt like it gave me energy, and I started to reflect deeply on my goals. This group counseling session made me more clear about my hopes and the implementation of my goals."

P4 highlighted, "The most impactful factor was writing the life plan. It served as a guide to a certain extent... everyone shared their opinions on each other's plans, and I also gained insights into others' thought processes, which led to some improvements in my own thinking... The subsequent training significantly improved my sense of hope."

P5 added, "The activity where the counselor had us write our own plans left a deep impression.

The purpose of this activity was to help us better define our goals, clarify the direction we should strive for in the future, and create corresponding plans to achieve those goals."

These varied reflections underscore how the structured activities not only clarified participants' goals but also equipped them with actionable steps, contributing significantly to their increased sense of hope.

Meanwhile, activities designed to bolster psychological factors contributed significantly to the overall improvement in participants' mental health, further reinforcing their levels of hope. P3 found the Rational Emotive Behavior Therapy (REBT) activity particularly enlightening, stating,

P3: "We encounter many unpleasant things in life, and our disputes often stem from irrational beliefs about these events. I think this activity is practical for reducing mental exhaustion. When we challenge our irrational beliefs, we can achieve a more accurate emotional response, thereby resolving many life issues and reducing mental strain."

P6 shared a similar sentiment about the ABCDE model introduced in the sessions, noting,

P6: "The psychological method mentioned in the PPT helped me view past injustices and unpleasant experiences more calmly, which made me feel a stronger sense of hope for the future. It left a deep impression on me, and the moment I felt understood was truly touching."

These reflections illustrate how the activities not only enhanced participants' psychological resilience but also deepened their sense of hope by addressing and reframing their emotional responses to life's challenges.

4.5.3 Supportive Environment

The supportive environment was pivotal in fostering hope among participants. Both peer interactions and the counselor's role as a facilitator contributed significantly to this atmosphere. The social support from peers created a collaborative space where participants felt comfortable sharing their experiences and encouraging one another. The counselor's guidance provided structured support and expertise, reinforcing the group's efforts and helping to sustain a positive and hopeful outlook.

P1 observed, "The tasks and activities were designed to incorporate team support, with each element closely interlinked and highly practical, making them easy to implement. Along with the counselor's guidance, these factors were significant in enhancing hope."

P2 highlighted the relaxed atmosphere, noting, "The group environment was relaxed, with the counselor's approach and the confidentiality among members, allowing everyone to speak freely. I felt that expressing myself in the group was both open and sincere. When the counselor asked about our future goals, everyone spoke their minds, sharing their true thoughts and aspirations, which was a great experience."

P3 emphasized the freedom to express genuine thoughts, stating, "During the group counseling, I felt free to express my genuine thoughts in a positive environment. We were all seriously engaged, especially when we wrote down our personal goals and shared them. Although everyone's goals were different, I didn't feel judged; instead, there was an invisible sense of motivation to achieve them. The counselor's methods and systematic guidance helped us understand and implement the goals."

P4 appreciated the openness of the group, sharing, "I felt completely free to express my opinions in the group, sharing my most genuine and direct feelings... The relaxing activities and the content the teacher presented in the PPT helped me deeply understand methods to increase hope."

P5 found the group dynamics particularly supportive, stating, "Group members listened attentively when others spoke, and everyone genuinely expressed their thoughts. This was very meaningful for someone like me, who is introverted and doesn't often share my ideas. It helped build my confidence for future speaking. This will have a significant impact on my development and life... The counselor also guided us in a friendly, relaxing manner, encouraging and supporting us without criticism."

P6 reflected on the atmosphere's impact, saying, "I believe the atmosphere had the greatest impact on increasing hope. For me, the overall environment was extremely relaxed. During the group counseling, I never felt rejected; instead, I learned to respect and understand others' perspectives, allowing them to be themselves. It was truly a relaxing and pleasant environment."

These insights illustrate how the supportive environment, characterized by peer collaboration and effective counseling, was instrumental in enhancing participants' hope and fostering a positive, open space for personal growth.

4.5.4 Summary of Counseling Program Evaluation Interview

The qualitative evidence from participants highlights the significant impact of the group counseling program on fostering hope through several key factors. Firstly, the structured goal-setting activities played a crucial role in enhancing participants' hope. By breaking down their aspirations into achievable steps, these activities made participants' goals seem more attainable. This clear pathway toward their objectives significantly boosted their sense of hope, as they could see a realistic and practical route to achieving their desired outcomes. Secondly, the program emphasized the recognition and cultivation of participants' psychological strengths. Through various activities, participants became more aware of their inner resources, which empowered them to face challenges with greater confidence. This growing self-awareness and resilience reinforced their sense of hope, as they felt better equipped to navigate difficulties and remain optimistic about their future. Lastly, the support from both peers and teachers was a critical factor in fostering a hopeful mindset. The consistent encouragement and understanding provided by the group created a nurturing environment where participants felt believed in and supported. This collective support

not only reinforced their confidence in their ability to achieve their goals but also contributed to hopeful outlook.

The qualitative evidence indicates that the group counseling program effectively enhanced participants' hope by combining structured activities with a nurturing environment. By breaking down aspirations into achievable steps, cultivating psychological strengths, and fostering peer support, the program empowered participants to pursue their goals with renewed optimism and determination.

4.6 Qualitative Analysis for Interview - How the Hope and Academic Engagement are Enhanced through Integrative Group Counseling Program

Two weeks later, a follow-up interview was conducted to evaluate the program's impact on enhancing hope and academic engagement. The semi-structure interview was designed based on Hope Theory, including goal-setting, pathway, and agency. There are three questions for theme goal-setting, four questions for theme pathway thinking, three questions for theme agency thinking, and one question for academic engagement.

4.6.1 Goal Setting

The participants' reflections reveal a profound transformation in their understanding and approach to setting academic goals after the group counseling sessions. These changes can be categorized across three key questions, highlighting shifts in clarity, strategy, and prioritization.

4.6.1.1 Understanding of Setting Clear Academic Goals

Before the program, participants often set goals that were vague, overly ambitious, or lacked alignment with their personal academic trajectories. Challenges such as balancing short-term and long-term objectives, managing external pressures, and navigating uncertainties hindered their ability to set clear and actionable goals. Participants reported that they were either unsure of how to define specific targets or lacked the skills to structure their aspirations effectively.

After the program, there was a noticeable shift toward setting clear, structured, and achievable goals. The group counseling sessions introduced

frameworks like SMART (Specific, Measurable, Achievable, Relevant, Time-bound), which empowered participants to break down their goals into actionable steps. They learned to align goals with broader aspirations, focus on areas of personal improvement, and develop detailed strategies to track progress. This shift reflects an enhanced understanding of goal-setting as a structured process rather than an abstract desire.

4.6.1.2 Challenges in Goal-Setting and New Approaches

Before counseling, participants faced various challenges. For instance, P1 struggled to balance ambitious goals with realism, leading to unachievable targets. P2 set multiple goals that were either overly ambitious or misaligned with academic plans, making it difficult to sustain momentum. P4 felt overwhelmed by a lack of timelines or actionable steps, which rendered goals vague. P5 was influenced by peer comparisons and set undefined goals, such as "achieving good grades," without considering measurable outcomes. P6 dealt with structural constraints, such as changes in academic programs, which disrupted original plans.

After the program, participants developed strategies to overcome these challenges. Participants learned to set short-term milestones that build toward long-term goals. For instance, P2 focused on completing CET-4 and CET-6 exams in sequence before pursuing higher-level certifications. Detailed action plans became a cornerstone for success. P3 and P4 adopted phased approaches, breaking down goals into smaller, daily or weekly tasks. P6 emphasized aligning academic goals with personal aspirations while maintaining adaptability in response to external challenges.

4.6.1.3 New Goals and Their Specificity Post Program

Participants' new goals highlight a significant improvement in specificity, clarity, and actionability. Goals shifted from being broad aspirations to measurable and time-bound objectives:

P1: Improve grades in specific subjects and participate in research projects.

P2: pass the CET-6 exam in the second semester of freshman year.

P3: Pass the CET-4 English exam.

P4: Achieve a math score of over 90 and join a study group.

P5: participating in a competition in the first half of next year and aiming to win an award

P6: in the field of "Internet+" and academic competitions... strive to break through and win awards

The participants' post-program goals reflect an improved ability to set actionable, personalized, and strategically aligned objectives. They have adopted frameworks and strategies to ensure their goals are not only aspirational but also achievable, enabling them to track progress effectively and adjust as needed.

4.6.1.4 Summary of Goal Setting Interview

After participating in group counseling, participants' goal-setting demonstrated significant improvements. The group counseling sessions transformed participants' perspectives on goal-setting, enabling them to overcome challenges and develop more more actionable and measurable goals. Improved specificity ensured that goals became measurable, time-bound, and closely aligned with personal aspirations. Personal growth was reflected in goals tailored to their academic and professional development. These changes highlight the effectiveness of group counseling in empowering participants to set achievable and meaningful goals.

4.6.2 Pathway Thinking

4.6.2.1 Changes of Approach When Creating Plans to Reach Academic Goals

The interview responses from P1 to P6 reveal distinct yet complementary strategies for developing pathway thinking and planning approaches for achieving academic goals, demonstrating significant evolution compared to earlier methods. Prior to the program, participants often described their planning as informal, lacking clear steps or timelines. A clear shift toward structured, goal-oriented planning emerges across the responses, with participants emphasizing the importance of breaking down complex objectives into actionable steps.

Flexibility in planning is a key theme. P2 focuses on short-term, stage-based goals with daily task adjustments. P3 underscores the importance of self-awareness by identifying personal weaknesses and transforming them into actionable small goals. This refined approach allows for a clearer and more effective pathway to academic success, as it prioritizes addressing challenges methodically and with purpose. Besides, social and cognitive growth are evident in the approaches, emphasizing the role of support systems and diverse skills in achieving academic goals. For example, P5 noted that the planning now included seeking external support, such as joining study groups and consulting with teachers and classmates, which he had not considered before. P6, in a similar vein, emphasized that planning now incorporated not just academic tasks, but also broader personal development, including the mastery of professional knowledge and skill enhancement.

4.6.2.2 Developing Alternative Strategies When Encountering Obstacles

Participants employed a range of adaptive and systematic strategies to overcome academic obstacles, emphasizing resourcefulness, flexibility, and targeted problem-solving. Before the program, many participants relied on independent learning approaches, which often left them feeling overwhelmed when faced with difficulties. However, after the group counseling sessions, participants developed more collaborative and flexible strategies to overcome academic obstacles, such as joining study groups, seeking help from teachers or extra tutoring, or utilizing online teaching videos and peer discussions, mentioned by P1, P4, P5 and P6, showing an increased ability to adjust their approaches and utilize available resources more effectively.

In addition to utilizing external resources, participants also emphasized leveraging their strengths to compensate for areas of difficulty. P2, for instance, explained how to balance weaknesses in grammar-heavy tasks by focusing on strengths in reading comprehension. P6 wanted to improve listening comprehension and vocabulary. This strategy of balancing strengths and weaknesses demonstrates a more strategic approach to goal attainment. Adjusting time management strategies to accommodate conflicting commitments was mentioned by P3. This emphasis on time

management highlights the importance of staying organized and disciplined, particularly when faced with competing priorities.

4.6.2.3 Techniques or Strategies Learned in Group Counseling Program

Participants adopted various strategies to overcome challenges and maintain progress toward their goals. These strategies encompass mindset adjustment, practical techniques, external support, and self-reflection, illustrating how participants navigated obstacles with adaptability and resilience.

Many participants highlighted the importance of optimism and reframing challenges as growth opportunities. Simplifying large goals into smaller, achievable tasks was a common strategy to reduce stress and ensure steady progress. Reflective techniques, such as meditation, helped participants keep self-motivation to maintain confidence and persistence during setbacks, reframe challenges and approach problems with greater clarity. For example, P3 practiced self-encouragement, believing in ability to succeed despite obstacles. P6 utilized psychological methods, such as considering worst-case scenarios, to view situations more constructively.

Participants demonstrated mature problem-solving skills and greater resilience: Most participants emphasized seeking external support or tools, whether through peers, teachers, or online platforms; Participants showed an ability to recognize personal limitations and adapt their strategies to address them; Several participants acknowledged the value of teamwork and peer support, moving away from isolated learning; Participants effectively balanced focus on weaknesses while leveraging strengths to maintain overall performance.

4.6.2.4 Summary of Pathway Thinking Interview

Group counseling sessions significantly improved participants' ability to identify multiple pathways to achieving their goals. By fostering collaboration, self-reflection, and adaptability, participants not only recognized diverse options but also built confidence and resilience in pursuing their objectives. This shift underscores the value of group counseling in expanding perspectives and enabling practical problem-solving. Participants demonstrated an impressive ability to adapt to challenges and

maintain progress toward their goals through a combination of positive mindset, practical planning, and reflective techniques. These strategies not only helped them overcome obstacles but also cultivated resilience, confidence, and a proactive approach to problem-solving.

4.6.3 Agency Thinking

4.6.3.1 Increasing Confidence after Group Counseling Program

All participants reported a significant increase in their confidence to achieve academic goals compared to before the program, demonstrating the program's positive impact on their self-belief. In maintaining this belief, participants employed various strategies. One of the most common strategies was reflecting on past successes, mentioned by P4 and P5. Continuous learning and self-development were also significant contributors to maintaining a sense of agency. As illustrated by P2, the stronger desire for self-development, the more he felt inspired to keep growing academically. This constant drive for knowledge and improvement reinforces their belief in their ability to meet future academic challenges. Positive thinking and peer communication also served as important factors in maintaining confidence, according to the statement of P1 and P6. The supportive peer environment provided by the group counseling sessions reinforced participants' belief in their ability to achieve their goals. This process not only reinforces their belief in their abilities but also equips them to tackle future challenges with resilience and optimism.

4.6.3.2 Experiences of Believing in Success despite Challenges

Participants described situations where they faced academic difficulties but maintained belief in their ability to succeed, drawing from strategies and perspectives gained during group counseling. Participants such as P1 and P5 frequently referenced lessons learned from group counseling sessions, such as time management, relaxation techniques. The importance of consistent effort and targeted practice emerged as another key theme in the responses of P2 and P3. Confidence in personal growth and resilience was a recurring theme in P4 and P6's experiences. Through these experiences, participants showcased the transformative impact of group

counseling strategies, persistence, and a strong belief in self-improvement in overcoming academic challenges. By applying these lessons, they navigated academic challenges effectively, strengthened their belief in personal abilities, and achieved meaningful successes.

4.6.3.3 Methods to Maintain Motivation When Facing Difficulties

The responses highlight a variety of strategies participants use to maintain motivation when faced with slow progress or academic difficulties. These strategies are rooted in self-reflection, external support, and incremental goal setting, which collectively help participants stay on track toward their academic goals despite setbacks.

Several participants mentioned the importance of reminding themselves of the purpose behind their academic goals and imagining the sense of achievement upon completion. It was a common and effective technique. For example, P1 focused on the end result and the sense of accomplishment. P3 used self-encouragement and visualized the joy of success. Breaking down large tasks into smaller, manageable milestones and rewarding progress was a strategy used by P4 and P5 to maintain a sense of progress and keep their motivation high. Support from friends, family, and peers for encouragement and advice was highlighted by P1 and P5 as crucial to maintaining motivation, helping them overcome moments of doubt. Maintaining a positive attitude and using relaxation techniques were common strategies that helped participants handle stress and refocus on their goals. For example, P2 took breaks to relax and reflected on the cause of anxiety to refocus and push forward. P6 used techniques learned in group counseling program to analyze situations and maintain a positive mindset, ensuring continuous motivation.

4.6.3.4 Summary of Agency Thinking Interview

The group counseling program proved to be a significant catalyst in enhancing participants' agency thinking, equipping them with the confidence, resilience, and motivation necessary to achieve their academic goals. Through strategies learned during the program — such as reflecting on past successes,

applying relaxation and time management techniques, setting incremental goals, and leveraging peer support — participants demonstrated marked improvements in their ability to navigate challenges and sustain belief in their potential. The program's emphasis on practical tools and a supportive environment effectively fostered a mindset of growth among participants. These findings underscore the value of group counseling in empowering individuals to take proactive control of their academic and personal development, highlighting its role as a vital intervention for promoting agency thinking and overall success.

4.6.4 Enhanced Academic Engagement

Participants' reflections demonstrate significant improvement in engagement through the three dimensions of vigor, dedication, and absorption, following the group counseling program for enhancing hope.

4.6.4.1 Vigor

The program infused participants with renewed energy and persistence, enabling them to approach their studies with greater enthusiasm. P1 shared her proactive attitude post-program and reported feeling more energized and actively seeking learning resources. Her shift from passivity to actively seeking resources and participating in discussions illustrates newfound energy and persistence. This shift indicates a revitalized energy and willingness to participate, suggesting an increase in vigor. P3 described setting achievable goals and working towards them. This persistence shows a strengthened ability to sustain effort over time. This indicates sustained effort and enthusiasm, which are hallmarks of vigor. P4 explained how her perspective on learning changed. Her persistence in tackling challenges reflects her increased resilience and energy for learning. Additionally, P5 mentioned improvements in her learning approach, highlighted her transition from passivity to active learning. Their words illustrate a sustained energy for learning and proactive behavior. This proactive engagement demonstrates increased vigor in learning activities.

4.6.4.2 Dedication

Participants displayed a stronger sense of commitment to their academic goals, motivated by the clear purpose and hope instilled during the program. P1 reflected on her ability to plan and prioritize effectively, indicating her increased responsibility toward managing her time and academic workload. P2 emphasized a shift from hesitancy to commitment. Her experience highlights how hope led to focused goal-setting, enhancing her commitment to academic tasks. P4 explained how the program helped her overcome earlier aimlessness. She reflected on her transformation from aimlessness to clarity. Her newfound clarity and purpose reveal an elevated sense of dedication. Her dedication to crafting and adhering to structured learning plans demonstrates a high level of motivation and commitment. P5 expressed a similar sentiment, sharing her dedication through goal-driven behavior. Her words illustrate a shift from a reactive approach to one driven by self-motivation and responsibility. Her willingness to strive for improvement reflects her dedication to academic success.

4.6.4.3 Absorption

Participants reported becoming more deeply absorbed in their studies, achieving higher levels of concentration and immersion in their tasks. P1 described improved focus and the use of reflective practices. This self-monitoring indicates deep engagement and an ongoing commitment to refining her learning strategies, indicating a heightened level of absorption. P3 acknowledged progress in sustaining focus. His ability to stay engaged and think critically during learning tasks shows increased immersion. P4 highlighted her focused approach to studying. Her ability to eliminate distractions and remain fully immersed in learning tasks exemplifies heightened absorption, where she was fully engrossed in the tasks at hand. P6 described how teamwork during activities enhanced his engagement. His ability to focus deeply during group collaborations demonstrates his improved absorption, a sense of immersion in both individual and collaborative learning contexts.

In summary, the group counseling program effectively enhanced participants' engagement in learning across all three dimensions: Vigor improved as participants showed greater enthusiasm, energy, and persistence in their studies, exemplified by their proactive behaviors and goal-setting. Dedication was strengthened through a renewed sense of purpose, motivation, and responsibility toward learning. Participants not only set higher goals but also took deliberate steps to achieve them. Absorption deepened as participants became more focused, reflective, and immersed in their academic tasks, overcoming distractions and fully engaging in their learning processes. The participants' words collectively illustrate how the program fostered a holistic transformation in their engagement, empowering them to approach their academic pursuits with vigor, dedication, and absorption.

4.7 Summary of Results in Phase 2

Both the control and experimental groups included 8 undergraduate participants each, with a majority being female (75%). The participants were first- and second-year students from various colleges. Analysis of hope and academic engagement scores revealed increases in both variables for both groups across pretest, posttest, and follow-up periods. The experimental group showed a more significant rise in scores compared to the control group. A 2 * 3 repeated measures MANOVA indicated significant main effects of group and time on hope and engagement scores. Notably, significant interaction effects between group and time suggested that the group counseling intervention had a substantial impact on the participants' outcomes over time. In the simple effects analysis, the experimental group exhibited significant improvements in hope and engagement scores at posttest and follow-up stages, while the control group showed minimal change. Generally, the quantitative analysis highlights the effectiveness of the integrative group counseling program in enhancing both hope and academic engagement, particularly in the experimental group.

The qualitative analysis of the integrative group counseling program centers on two key areas: a holistic evaluation of the program's effectiveness and a detailed examination of how it enhanced participants' hope and academic engagement.

The first focus categorizes the factors influencing the program's effectiveness into two main areas: structured activities and a supportive environment. Activities emphasizing goal-setting emerged as particularly impactful. Participants reported that exercises such as trust-building activities, personal planning, and life plan writing provided practical tools for achieving their objectives and directly enhanced their sense of hope. Additionally, activities aimed at promoting psychological well-being, such as REBT and the ABCDE model, were instrumental in addressing irrational beliefs and improving emotional resilience. These methods helped participants reframe their perspectives on challenges, thereby deepening their sense of hope and strengthening their psychological resilience. The group counseling sessions also fostered a supportive environment where participants felt safe to share experiences and receive encouragement from peers. The counselor's guidance played a crucial role in maintaining this environment, offering structured support and cultivating a positive, hopeful atmosphere. Participants valued the relaxed, judgment-free setting that encouraged open expression, mutual motivation, and confidence-building.

The second focus explores how the program enhanced participants' levels of hope by examining three components: goal-setting, pathway thinking, and agency thinking. Based on participants' responses, all aspects of hope showed improvement: For goal-setting, participants developed a clearer understanding of academic goal-setting, overcame challenges through new approaches, and set more specific and actionable goals post-program. As for pathway thinking, participants reported changes in their approach to planning, developed alternative strategies for overcoming obstacles, recognized multiple pathways to success, and adopted techniques learned during the counseling sessions. For agency thinking, the program increased participants' confidence in achieving academic goals, reinforced their belief in success despite challenges, and provided strategies to maintain motivation in difficult situations. To assess the enhancement of academic engagement, the analysis considered three dimensions: vigor, dedication, and absorption. The findings indicate that the program significantly contributed to increased engagement by equipping

participants with tools and mindsets that foster sustained effort, commitment, and focus in their academic pursuits.

Overall, both the quantitative and qualitative analyses confirm that the integrative group counseling program was highly effective in fostering hope and academic engagement through a combination of structured activities and a supportive environment. These findings underscore the program's value as a transformative intervention for enhancing participants' psychological resilience and academic success.



CHAPTER 5

DISUSSION AND SUGGESTIONS

5.1 Discussion

5.1.1 Discussion of Results in Phase 1

The study of phase 1 was carried out with a sample of 270 Chinese college students, utilizing correlation and regression analysis to examine the hypothesized relationships between PsyCap and academic engagement. As the instrument adopted in the research for academic engagement is the scales of the UWES, which are sensitive to differences in scoring across countries and occupational groups, consequently, engagement levels can vary significantly depending on the composition of samples from different countries (Schaufeli & Bakker, 2004).

Hypothesis 1: At least one component of psychological capital (hope, resilience, optimism, efficacy) will be positively correlated with academic engagement.

Hypothesis 1 explores the correlation between psychological capital — specifically its components of hope, resilience, optimism, and efficacy — and academic engagement. This hypothesis is supported by evidence from two research approaches: qualitative interviews and quantitative data analysis. The interviewees' views on the interplay of efficacy, hope, resilience, and optimism illustrate the complex yet interrelated factors that significantly influence learning engagement. These psychological capital components collectively form a robust framework that drives students' academic motivation, persistence, and overall success.

Efficacy emerged as an important factor in enhancing learning engagement across all participants. The belief in one's ability to succeed fosters confidence, which translates into greater effort, perseverance, and a proactive approach to academic challenges (Luo et al., 2023). For instance, S1's strong efficacy not only bolstered her determination to overcome difficulties but also motivated her to learn from role models, thereby reinforcing her academic focus. Similarly, S2 and S3's confidence in their abilities led them to engage more deeply in their studies and extracurricular activities, demonstrating how efficacy fosters resilience and a committed attitude toward learning.

This belief in personal competence creates a positive feedback loop: successes build confidence, which in turn fuels further engagement and achievement (Li, Wang, Zhao, & Li., 2023).

Hope demonstrates great influence on academic engagement by providing the drive to set and pursue meaningful goals. Participants described hope as an essential motivational force that keeps them focused on their academic objectives. S1's forward-looking attitude and determination to achieve her goals despite setbacks underscore the role of hope in sustaining engagement. Hope enables students to envision positive outcomes, which helps them navigate challenges and maintain their motivation (Farnsworth, Cordle, & Groen, 2022). This forward-looking perspective is crucial in academic contexts, where long-term goals often require sustained effort and perseverance.

Resilience plays a role in maintaining engagement when faced with obstacles. It is the capacity to recover from setbacks and continue striving toward goals, even in the face of difficulties. The participants highlighted how resilience, fueled by efficacy and hope, helped them stay engaged despite academic pressures. S3 and S4, for instance, showcased resilience by continuing to engage with challenging tasks and gradually building their competence. This ability to bounce back from difficulties is essential for sustaining long-term engagement and achieving academic success, allowing students to persist even when the path is fraught with challenges (Yang, Xu, & Zhang, 2022).

Optimism further enriches this psychological framework by fostering a positive outlook on outcomes and experiences. Participants consistently noted that optimism helped them manage their emotions, stay motivated, and view challenges as opportunities for growth rather than threats. S5's ability to maintain an optimistic attitude, even after underperforming in competitions or exams, illustrates how optimism sustains engagement by preventing negative experiences from derailing academic efforts. Optimism not only buffers against discouragement but also strengthens goal orientation,

as it encourages students to keep striving toward their goals with a positive mindset (Usán Supervía, Salavera Bordás, & Murillo Lorente, 2020).

The integration of efficacy, hope, resilience, and optimism is vital for fostering and sustaining learning engagement among students. These psychological capital components form an interdependent and mutually reinforcing network that significantly impacts academic engagement (Mache, Vitzthum, Wanke, David, Klapp, & Danzer, 2014; Tomás, Gutiérrez, & Georgieva, 2018; Popa-Velea, Pîrvan, & Diaconescu, 2021). Efficacy provides the confidence to tackle challenges; hope drives the pursuit of goals; resilience ensures persistence in the face of setbacks, and optimism maintains a positive outlook that sustains long-term effort. These psychological capital components do not operate in isolation but rather interact to create a comprehensive support system that underpins students' academic engagement and success.

The quantitative analysis also revealed significant correlations among various psychological capital factors and academic engagement among Chinese college students. Significant positive correlations were observed between efficacy (r = 0.369; p < 0.01), resilience (r = 0.299, p < 0.01), hope (r = 0.413; p < 0.01), optimism (r = 0.300, p < 0.01), and engagement. This suggests that higher levels of efficacy, hope, resilience, and optimism among college students correspond to higher levels of academic engagement. Overall, PsyCap is significantly positively correlated with academic engagement, with all four dimensions were found to have a significant relationship with academic engagement. These findings align with the results of previous studies You (2016), Martínez et al. (2019) and Saleem et al. (2022), who also discovered significant positive connections between psychological capital dimensions and engagement. So the Hypothesis 1 is proved.

Hypothesis 2: Among the psychological capital components, one specific factor will demonstrate a stronger predictive influence on academic engagement.

Hypothesis 2 is proved by further analysis using regression coefficients, which provided valuable insights into the predictive power of psychological factors on engagement among college students. Hope emerged as a strong predictor of academic

engagement, emphasizing the role of positive outlook and aspirations in sustaining motivation and dedication to academic responsibilities. This has been corroborated by Yoon et al. (2015), and Vandaele and Stålhammar (2022), who discovered that hope positively influences college students' academic engagement. This strong influence is attributed to the close relationship between hope and vocational identity (Yoon et al., 2015). According to Snyder's theory, hope provides students with clear goals and encourages them to stay actively involved and motivated through flexible planning and pathway development (Snyder, 2002). Strong hope helps students better manage academic setbacks and demonstrates higher levels of engagement. The surveyed student group, from a normal university, generally has a clear goal of becoming future teachers. The clarity of career aspirations enhance hope, which in turn strengthens academic engagement (Zhong, Busser, Shapoval, & Murphy, 2021). Vocational identity strengthens the impact of hope by providing students with a concrete reason to stay engaged academically. The clearer their career goals, the more hopeful and engaged they become in their studies. With a well-defined career path, these students are more likely to develop effective learning strategies, recognizing that their academic success is directly linked to their future professional success. Their strong desire and clear trajectory toward becoming teachers make hope a crucial factor in enhancing their academic engagement. Furthermore, the relationship between hope and engagement is mutually reinforcing, in that engagement can lead to positive emotions and a sense of purpose (Vandaele & Stålhammar, 2022). Hope drives students to engage deeply with their studies, providing the motivation needed to persist through challenges. This engagement, in turn, fosters a sense of accomplishment and purpose, which further strengthens their hope. Sustained hope is essential for maintaining long-term engagement, as it helps students stay engaged, even when confronted with challenging topics, and increasing hope can improve their involvement and ability to handle educational challenges. So, the Hypothesis 2 is proved.

Efficacy was identified as another key predictor of academic engagement, highlighting the importance of self-belief in enhancing motivation and performance in academic tasks. According to Bandura's theory, high efficacy fosters persistence and a sense of achievement, leading students to engage more actively in learning activities (Bandura, 1997). This finding aligns with previous research results that efficacy can influence student academic engagement. Adams et al. (2019) found that efficacy mediates the relationship between students' perceptions of feedback and their academic attainment. Peers' feedback can enhance efficacy, which in turn boosts engagement and academic success (Gan, Liu, & Nang, 2023; Cao & Han, 2024). What's more, efficacy and teacher feedback were identified as positive predictors of various aspects of student engagement, indicating that both individual beliefs in one's abilities and the quality of feedback received play crucial roles in motivating students to engage more fully in their learning (Sökmen, 2019; Prilop, Weber, Prins, & Kleinknecht, 2021). Additionally, autonomous motivation supports efficacy and predicts higher engagement (Azila-Gbettor et al., 2021). In the context of Chinese students researched, it suggests similar patterns. Chinese universities place significant emphasis on integrating various forms of evaluation, combining formative and summative assessments, with peer and teacher evaluations embedded throughout the academic experience. These diverse feedback mechanisms play an integral role in shaping college students' efficacy, which, in turn, influences their academic engagement. Overall, when students believe in their abilities, they are more likely to invest effort into their academic work. This finding underscores the motivational impact of self-belief.

This result of resilience contradicts previous research that showed the resilience significantly predicted academic performance (Ayala & Manzano, 2018; Adeniji, Akindele-Oscar, & Mabekoje, 2020; Martin et al., 2022), but align with the findings of the research of Nordin et al. (2019) and Dhawan (2022), who also found that the resilience dimension have a significant correlation but non significant beta with engagement, suggesting that while resilience contribute positively to overall well-being, it did not show a strong direct influence on academic engagement among college

students. According to Nordin's opinion, it is partly due to the environment. Those who are more engaged in their work may not be overly concerned about their goals because they feel sufficiently empowered by their high levels of motivation and enthusiasm (Nordin et al., 2019). Individuals with high levels of engagement may not focus extensively on their goals because their high levels of motivation and enthusiasm already provide a sense of empowerment. Resilience, though crucial for managing adversity, may not have a direct impact on everyday academic engagement compared to factors like hope or efficacy. Students who are highly motivated and hopeful may rely less on resilience in their routine academic activities, as their intrinsic goals and aspirations drive their engagement. Since motivation is closely related to hope, this also helps explain why hope has a more significant influence on engagement compared to other factors.

The discrepancy in findings may also be attributed to differences in study populations and the specific dimensions of resilience and engagement assessed. The effects of resilience and engagement predictors can vary significantly depending on the specific dimensions being studied (Ayala & Manzano, 2018). Resilience encompasses a network of interrelated resources, and these relationships can differ across different contexts and countries (Höltge, Theron, Cowden, et al., 2021). This study, focused on Chinese students, contrasts with previous research on African and European populations. These regional and demographic differences suggest that the relationship between resilience and engagement is context-dependent, underscoring the importance of considering the specific characteristics of the participants when examining these factors. The average value of resilience is relatively high, which can be attributed to the fact that Chinese students undergo rigorous schooling from as early as elementary or middle school (Li, 2017). Constant competition and pressure cultivate and enhance students' resilience from a young age. The large population in China intensifies academic competition, and those with low levels of resilience cannot survive in the fierce competition and enter college. After enduring the highly competitive college entrance examination, these participants, as freshmen and sophomores, already exhibit strong

resilience. This explains why the descriptive statistics show a higher average value for resilience compared to other variables.

In this study, optimism did not significantly predict academic engagement. This aligns with previous research showing that optimism and engagement are not always positively correlated. Excessive optimism can lead to overconfidence, where students overestimate their abilities and underprepare, reducing engagement (Bakhshaee & Hejazi, 2017). Optimism may lower anxiety, but if it does not drive action, it can negatively affect performance and engagement. The findings on optimism are consistent with Geers, Wellman, and Lassiter (2009), who found that optimism was not always linked to more proactive approach to goal pursuit., as this relationship depends on the prioritization of the goal. They predicted that if optimistic one's goal had a higher priority, he would show increased engagement and a higher likelihood of achieving their goals compared to those with lower optimism. Conversely, for low-priority goals, optimistic individuals would not demonstrate greater engagement or attainment. Behavioral intentions serve as a limiting factor, and goal priority moderates the relationship between dispositional optimism and both engagement and attainment. This explains why optimism has a smaller impact on engagement in this study. The participants are freshmen and sophomores who are not yet significantly concerned about future and may not have clear or positive expectations about their future. Therefore, their levels of optimism are relatively low. Furthermore, freshmen and sophomores might not yet prioritize long-term goals such as future employment. Their focus may be more on immediate academic tasks and social integration into college life. Without high-priority goals to drive their engagement, their dispositional optimism does not translate into increased engagement or goal attainment. This lack of immediate, high-priority goals makes the connection between optimism and engagement less significant in this context, leading to lower optimism scores and a smaller impact on overall engagement in the study. Thus, the effect of optimism on engagement is contextdependent. When unaccompanied by resilience or clear goals, it may fail to promote engagement and, in some cases, could even hinder it.

5.1.2 Discussion of Results in Phase 2

The purpose of Phase 2 was to develop an integrative counseling program aimed at enhancing academic engagement, grounded in the most influential predictor identified in Phase 1 — hope, a key component of psychological capital. This phase also sought to assess the effectiveness of the hope-based group counseling intervention in boosting academic engagement and to explore students' perceptions of this intervention.

Hypothesis 3: College students (experimental group) who participate integrative group counseling would have differences in psychological capital, particularly its most influential component and academic engagement score at the end of integrative group counseling.

Hypothesis 3 posited that college students who participated in integrative group counseling would exhibit significant changes in hope, and in their academic engagement scores by the end of the program. The results of quantitative study, simple effects test of hope and engagement at different time points, confirmed this hypothesis. The results for the experimental group indicate significant differences across all time points — pre-test, post-test, and follow-up — highlighting the substantial impact of the intervention. The consistent and significant changes in both hope and engagement variables suggest that the group counseling program had a powerful and lasting influence on participants. The intervention not only led to immediate improvements but also maintained and even enhanced these effects over time. Insights from follow-up interviews further corroborate these findings:

P1: I began actively seeking learning resources and participating in classroom discussions. This intrinsic motivation has led me to invest more in my studies.

P2: the group counseling instilled in me a stronger sense of hope, which transformed into clear goal-setting for my studies.

P3: I have a more positive attitude and set small goals for myself to achieve I schedule fixed times daily to preview, study new content, and complete exercises.

P4: When faced with problems, I no longer retreat but actively apply the thinking methods learned during counseling, analyzing issues from multiple perspectives.

P5: My level of engagement has visibly increased... now I actively participate in classroom interactions.... In my free time, I am more inclined to pick up books and study rather than thinking only about leisure.

P6: Through this group counseling, I achieved substantial improvements, not only in learning but also in areas like social interactions and self-management......This freedom to express our thoughts without external constraints allowed us to come up with effective solutions collaboratively. I believe this openness is a key takeaway and a mindset I should carry into my studies, life, and future career, regardless of what role or position I assume.

These findings strongly support the conclusion that the group counseling intervention was effective in producing meaningful changes in the psychological and behavioral outcomes measured.

The group counseling program in this study proved to be highly effective, particularly given that it was the first time the participating students had experienced such an intervention. The novelty of the experience likely amplified its impact, as students were highly receptive to the new, structured, and supportive environment. Their initial exposure to group counseling activities — characterized by peer support and guided reflection — had a profound positive influence on their psychological states, which in turn positively affected their academic engagement.

The participants expressed overwhelmingly positive perceptions of the program, praising its overall design and structure. Many highlighted specific activities that left a lasting impression, underscoring their perceived value and meaningfulness. These reactions are consistent with research showing that group counseling can significantly enhance psychological well-being and foster a sense of community among participants (Corey, 2016). The program's activities resonated on a personal level with the students, suggesting that the intervention was not only well-received but also deeply impactful. The thoughtful design and interactive format of the sessions were particularly appreciated, with participants noting that these elements were crucial in providing the support they needed. This outcome aligns with studies demonstrating that group counseling can be a powerful tool for enhancing psychological factors and overall mental health (Yalom & Leszcz, 2005).

Hope development has emerged as a key focus in the field of counseling, particularly through methods such as cognitive-behavioral counseling and solution-focused counseling (Asiah, Rusmana, & Saripah, 2022). These approaches have been successfully implemented in therapeutic settings, yielding positive outcomes such as increased self-esteem, a greater sense of purpose, and enhanced agency thinking (Hodson, Maccallum, Watson, & Blagrove, 2021). In this study, data from group counseling sessions indicate that hope-based group counseling program interventions significantly enhance students' academic engagement. This finding aligns with previous research by Ghanbari, Aryanpour, and Salehi (2020), as well as Groce and Johnson (2021), further validating the effectiveness of these interventions in educational contexts.

The effectiveness of these counseling approaches is rooted in the emphasis on two critical aspects of hope: agency development and pathways thinking. Pathways thinking is cultivated through goal mapping activities, encouraging people to plan their routes to achieving their objectives. Simultaneously, agency development involves fostering goal-oriented motivation, helping individuals adjust their mindset to pursue their goals (Marques, Lopez, & Pais-Ribeiro, 2011; Marsay, Scioli, & Omar, 2018; Chan, Wong, & Lee, 2019).

Moreover, the effectiveness of the group counseling activities in this study can also be attributed to their strong focus on increasing psychological strengths. As Marques et al. (2011) noted, a brief hope intervention can significantly bolster psychological strengths, with participants continuing to benefit up to 1 year and 6 months later. By enhancing students' sense of hope, they develop higher psychological strengths when facing academic challenges, leading to more active and engaged learning.

Hypothesis 4: College students (experimental group) who participate integrative group counseling would have higher score of psychological capital, particularly its most influential component, and academic engagement more than those who do not (control group) at the end of integrative group counseling.

Hypothesis 4 suggested that students in the experimental group would achieve higher scores in hope and academic engagement compared to those in the control group by the end of the counseling program. This hypothesis was also supported by the data showed in simple effects test of hope and engagement across groups. When comparing the results between the control and experimental groups, it is evident that the integrative group counseling intervention had a pronounced effect on the participants in the experimental group, whose scores of hope and engagement showed significant and sustained increases from pretest, posttest to follow-up test. In contrast, the control group exhibited a different pattern. The changes observed from the pre-test to the post-test were minimal, suggesting that the participants' level of hope and engagement did not significantly improve following the intervention, highlighting the absence of a substantial impact from the intervention.

However, in control group a notable shift occurred between the post-test and the follow-up, where significant improvements were observed. One possible explanation for these improvements is Test Familiarity Effects. Over time, participants may have become increasingly familiar with the content or structure of the tests, which can lead to improved performance due to learning effects. These effects suggest that participants may have gained experience with the test format, helping them perform better in the follow-up test. Research supports this notion. Hausknecht, Halpert, Di Paolo, and Moriarty Gerrard (2007) discussed how repeated testing can lead to improved performance due to practice effects, often related to increased familiarity with the test structure and content. Salthouse and Tucker-Drob (2008) also emphasized that repeated exposure to similar cognitive tests can result in improved scores, highlighting the role of familiarity and practice in these outcomes. Similarly, Scharfen, Peters, and Holling (2018) found that retest effects proceed non-linearly, with significant score gains observed over multiple tests, though these gains tend to stagnate after the third retest.

Another possible explanation for this improvement is environmental factors. External factors could have influenced the participants' psychological states or behaviors. As the follow-up test was conducted, the students were approaching the end

of the semester. The approaching of a stressful exam period might have contributed to a more positive mindset, thereby enhancing their performance during the follow-up test. This aligns with the theoretical framework proposed by Mischel and Shoda (1995), which suggests that changes in external situational factors, such as the environment, can significantly influence an individual's psychological state, thereby affecting their behavior and performance.

The findings of qualitative study contributed the higher levels of hope and academic engagement in experimental group to the activities in the group counseling sessions, such as interactive games and videos, and the supportive environment created. These activities not only engage students but also promote collaboration and active participation, as they often require teamwork and problem-solving, encouraging students to interact and support one another (Johnson, & Johnson, 2009). Similarly, videos with inspiring or thought-provoking content serve as a shared experience that stimulates discussion and reflection, fostering a sense of community and collective understanding (Clark, Strudler, & Grove, 2015). Together, these techniques create a collaborative and supportive environment, where students feel encouraged to share, learn from each other, and build stronger social connections, thereby enhancing their overall sense of hope. This observation is consistent with Lopez's (2013) findings in the Making Hope Happen program, which also highlighted the importance of social support in group counseling. Through peer interaction, students can share experiences in goal setting and pathway planning, while also receiving encouragement and feedback from their peers. This dynamic further stimulates their motivation and participation in learning. The social support mechanism observed in this study reinforces the notion that students not only experience an increase in hope at an individual level but also draw strength from the group dynamic, positively impacting their academic engagement.

Some techniques used in group counseling program also contributed to the significant improvement in hope levels among students in the experimental group compared to the control group. CBT assignments encourage students to identify and challenge negative thought patterns, replacing them with more realistic and positive

ones. These assignments involve activities like thought records and structured problemsolving exercises. By reframing limiting beliefs and focusing on actionable steps toward goals, CBT assignments help students envision a more hopeful future. The fact that homework assignments enhance therapy outcomes has been proved (Kazantzis, Whittington, & Dattilio, 2010). As students successfully apply these techniques, they develop a greater sense of control over their circumstances, leading to increased confidence in achieving their goals. This fosters a more optimistic outlook and higher levels of hope. The crystal ball technique, derived from SFBT, involves guiding participants to imagine a future where their problems are resolved and their goals have been achieved. This visualization exercise emphasizes strengths, resources, and a clear vision of success (De Jong, & Berg, 2013). By vividly imagining their ideal future, students begin to see the path to success as achievable. This process strengthens their sense of purpose and motivates them to take steps toward their envisioned goals. The technique shifts focus from obstacles to solutions, helping students feel empowered and hopeful about their ability to influence outcomes. Future letter writing helps students articulate their aspirations and expectations, clarify their priorities, and create a roadmap for achieving their goals. By imagining themselves in a better position, they reinforce a sense of purpose and optimism. This exercise promotes self-reflection and commitment to personal growth, focusing on strengths, and working toward positive change (Alexander, Shilts, Liscio, & Rambo, 2008). This technique also helps sustain hope by reminding students of their desired outcomes and the steps needed to achieve them, even after the intervention. Teaching ABCDE model of REBT provides students with a practical, structured approach to managing challenges and setbacks because this approach eliminate emotional disorders. By learning to challenge irrational thoughts and replace them with rational alternatives, students gain greater emotional resilience and increase learning motivation (Rochanah, & Silakhuddin, 2022). This empowerment fosters a sense of agency and optimism, which are critical components of hope.

Each technique contributes uniquely to building a hopeful mindset. Together, they help students recognize their ability to influence their futures, provide tools to overcome challenges, and foster an optimistic and action-oriented outlook. These combined effects likely explain the significantly higher levels of hope and academic engagement observed in the experimental group. Supporting these observations, research has consistently shown that well-structured group counseling programs can lead to significant improvements in mental health. Burlingame, Strauss, and Joyce (2013) found that group therapy could be as effective as individual therapy in addressing psychological issues, offering additional benefits such as social support and shared experiences. Participants in this study similarly recognized the value of being part of a group where they could share experiences and support one another, a factor they believed was instrumental to the program's success.

Overall, participants concurred that the group counseling program was not only effective but also essential for improving their mental health. They recognized the substantial impact the program had on their psychological well-being, highlighting the importance of such interventions in promoting mental health and fostering a supportive community.

5.2 Suggestions

This study contributes to the theoretical perspective of psychological capital and academic engagement, provides practical implication for enhancing student outcomes and lays the groundwork for future research that could further advance the field.

5.2.1 Suggestions for Theoretical Perspective

The study significantly deepens the theoretical discourse on PsyCap by highlighting its role as a vital driver of academic engagement among Chinese college students. By confirming the importance of psychological capital, particularly hope and efficacy, the research enriches the theoretical understanding of how these constructs operate within the academic sphere. The study contributes to the growing body of

literature that links psychological well-being with educational outcomes, reinforcing theories that posit psychological resources as foundational to academic success.

Moreover, the research advances the theoretical framework of hope theory by demonstrating its applicability in the educational context. The findings suggest that hope is not just a passive trait but an active psychological resource that can be cultivated and leveraged to enhance academic engagement. This underscores the dynamic nature of psychological capital and its potential for development through targeted interventions. The validation of psychological capital intervention within the context of group counseling also opens up new theoretical avenues for integrating psychological and educational theories, suggesting a more holistic approach to understanding student behavior and performance.

5.2.2 Suggestions for Practical Implication

The practical implications of this study are profound, offering actionable strategies for educators, counselors, and administrators. The positive impact of PsyCap on academic engagement indicates that interventions aimed at enhancing students' psychological resources can lead to significant improvements in academic outcomes. This finding suggests a shift in educational practices towards a more holistic approach that prioritizes students' psychological well-being alongside academic achievement.

Educators can incorporate psychological capital-building strategies into their teaching practices and curricula. For example, hope-focused activities or training on goal-setting and future-planning exercises can be designed to encourage students to set clear and achievable goals. Guided discussions on overcoming obstacles and group activities focused on problem-solving skills are also helpful. Educators can embed psychological techniques in daily teaching, using techniques such as CBT assignments to help students challenge negative thought patterns and develop more positive and solution-oriented thinking. This can be seamlessly integrated into subjects requiring critical thinking or self-reflection. The group counseling experiment finds that students most enjoyed and benefited from group-oriented techniques (e.g., interactive games such as introduction relay, patting backs, maze construction), educators can

incorporate collaborative activities into their lesson plans. These foster peer support, build relationships, and create a more connected learning environment. Structured programs that continue beyond a single intervention, such as recurring workshops or periodic follow-up sessions, can help sustain the positive effects of hope and engagement over time.

Counselors can implement the strategies proven effective in this study, such as CBT assignments, the SFBT crystal ball technique, and future letter writing, into their regular counseling sessions. Programs could include structured sessions for exploring future aspirations, addressing cognitive distortions, and practicing problem-solving skills. Techniques that required active participation, such as games and visualization exercises, are more engaging and impactful compared to purely theoretical methods. These techniques have demonstrated the ability to foster hope, clarify goals, and build psychological resilience in students. While effective overall, some students need more time and guidance to fully understand and utilize techniques like the ABCDE framework in REBT. Simplifying the explanation or integrating more practical examples could enhance comprehension and application. Emphasizing techniques that balance interaction with personal reflection seems to yield the best results. So counselors should design group counseling programs tailored to specific student needs, incorporating a mix of interactive and reflective exercises. Providing opportunities for peer feedback during group sessions may further enhance engagement and foster mutual learning. To maximize the long-term benefits, counselors should provide follow-up sessions to reinforce learned strategies and address any emerging challenges students face.

For administrators, the research provides a compelling case for the development of policies that support psychological well-being in educational institutions. By prioritizing initiatives that enhance psychological capital, such as funding for counseling services and professional development for educators, administrators can help create an educational environment that supports both the academic and personal development of students. This approach aligns with broader educational goals of

fostering well-rounded individuals who are not only academically successful but also psychologically healthy.

5.2.3 Suggestions for Future Research

The findings of this study pave the way for several important future research directions. One area of interest is the investigation of other dimensions of psychological capital, such as resilience and optimism, and their interactions with academic engagement. Exploring how these factors combine to influence student outcomes could provide a more comprehensive understanding of the psychological underpinnings of academic success.

Another promising avenue for future research is the use of longitudinal studies to track the development of PsyCap and academic engagement over time. Such studies could shed light on the long-term effects of psychological capital interventions and help identify critical periods for intervention. Research could explore how changes in psychological capital influence academic engagement across different stages of education, from high school to university and beyond.

Cross-cultural studies are also an important next step, as they would allow researchers to examine whether the findings of this study hold true in different cultural contexts. Understanding the cultural factors that influence psychological capital and academic engagement could lead to the development of more culturally sensitive interventions. Moreover, cross-cultural comparisons could reveal unique challenges and opportunities in fostering psychological capital in diverse educational environments.

Finally, future research could expand on the methodological approaches used in this study. Future studies might build on this by incorporating additional qualitative methods, such as case studies, to gain deeper understandings of students' perceptions. Researchers could experiment with different intervention designs, testing the effect of various psychological capital-building strategies to identify the most effective approaches.

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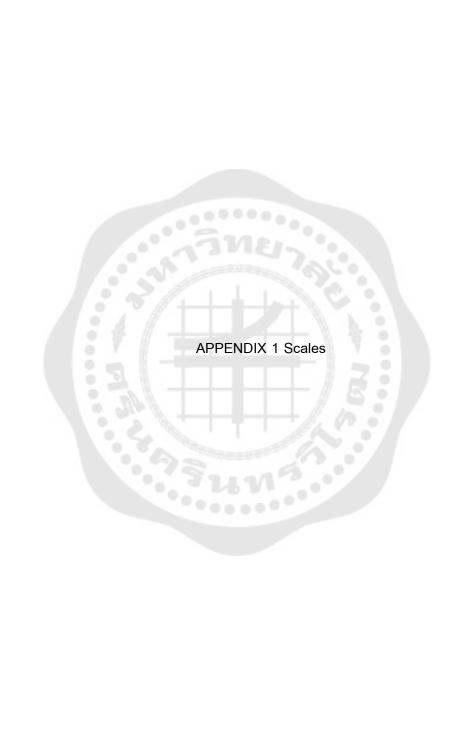
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Basic Information 1-5
1. What is your gender?[single choice]*
OA. Male
OB. Female
2. What is your age?[blank filling]*
3. What is your college?[single choice]*
OA. Education
OB. Literature
OC. Art
4. What year are you in college?[single choice]*
OA. Freshman
OB. Sophomore
OC. Junior
OD. Senior
5. What is the level of your English class?[single choice]*
OA. Class A
OB. Class B
OC. Class C

Psychological Capital Scale 6-31

1	2	3	4	5	6	7
Strongly	Disagree	Somewhat	Neutral	Somewhat	Agree	Strongly
Disagree		Disagree		Agree		Agree

EFFICACY (EF)

- 6. EF1: Many people appreciate my abilities.
- 7. EF2: I don't like to get angry.
- 8. EF3: My insights and abilities surpass those of the average person.
- 9. EF4: I have confidence in my own abilities.
- 10.EF5: I always excel in completing tasks.
- 11. EF6: I feel that I live a tiring life.*
- 12. EF7: I am willing to take on difficult and challenging tasks.

RESILIENCE (RE)

- 13. RE1: When facing setbacks, I can quickly recover.
- 14. ER2: I rarely care about unpleasant things in life.
- 15. RE3: Bad experiences make me feel down for a long time.*
- 16. RE4: When facing difficulties, I calmly seek solutions.
- 17. RE5: When things don't go well, I easily become discouraged.*
- 18. RE6: In adversity, I actively try different strategies.
- 19. RE7: When under pressure, I may not eat well or sleep soundly.*

HOPE (HO)

20. HO1: I actively learn and work to achieve my ideals.

21. HO2: I am working hard to achieve my goals.

22. HO3: I pursue my goals with confidence.

23. HO4: I have a certain plan for my learning and college life.

24. HO5: I am clear about the kind of college life I want.

25. HO6: I don't know what my college life goals are.*

OPTIMISM (OP)

26. OP1: When situations are uncertain, I always expect good results.

27. OP2: I always look on the bright side of things regarding my life.

28. OP3: I believe that the majority of people in society are good.

29. OP4: Most of the time, I am spirited and full of enthusiasm.

30. OP5: I think life is beautiful.

31. OP6: I feel the future is full of hope.

Academic Engagement Scale 32-48

Never	Almost Never	Rarely	Sometimes	Often	Very often	Always
1	2	3	4	5	6	7
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Everyday

- 32. When learning English, I feel bursting with energy.
- 33. I feel energized when learning English.
- 34. When I get up in the morning, I feel like going to learn English.
- 35. I can continue learning English for very long periods at a time.
- 36. When studying English, even if I'm mentally fatigued, I can quickly recover.
- 37. As far as my English learning are concerned I always persevere, even when things do not go well.
- 38. I find my English learning full of meaning and purpose.
- 39. I have a sense of responsibility about English learning.
- 40. Learning English inspires me.
- 41. I am proud of learning English.
- 42. To me, learning English is challenging.
- 43. Time flies when I'm learning English.
- 44. When I am learning English, I forget everything else around me.
- 45. I feel happy when I am learning English intensely.
- 46. I am immersed in learning English.
- 47. I get carried away when I am learning English.
- 48. It is difficult to detach myself from my English learning.



		Cronbach's
Items	IOC value	Alpha –
		coefficient
Psychological Capital (α = 0.928)		
1. I actively learn to achieve my ideals.	1	0.923
2. I am working hard to achieve my goals.	1	0.922
3. I pursue my goals with confidence.	1	0.923
4. I have a certain plan for my learning in college life.	1	0.923
5. I am clear about the kind of college life I want.	1	0.924
6. I don't know what my college life goals are.*	1	0.925
7. When situations are uncertain, I always expect good	1	0.929
results.		
8. I always look on the bright side of things regarding	1	0.926
my life.	·	0.020
9. I believe that the majority of people in society are	1	0.926
good.		
10. Most of the time, I am spirited and full of	1	0.923
enthusiasm.	'	0.020
11. I think life is beautiful.	1	0.923
12. I feel that my life is full of good things in the future.	1	0.922
13. When facing setbacks, I can quickly recover.	1	0.923
14. I rarely care about unpleasant things in life.	1	0.925
15. Bad experiences make me feel down for a long		
time.*	1	0.930
16. When facing difficulties, I calmly seek solutions.	1	0.923
17. When things don't go well, I easily become	1	0.929
discouraged.*	ı	U.3 <u>Z</u> 3
18. In adversity, I actively try different strategies.	1	0.922
19. When under pressure, I may not eat well or sleep	1	0.935

soundly.*		
20. Many people appreciate my abilities.	1	0.925
21. I don't like to get angry.	0.6	0.923
22. My insights and abilities surpass those of the	4	0.005
average person.	1	0.925
23. I have confidence in my own abilities.	1	0.923
24. I always excel in completing tasks.	1	0.924
25. I feel that I live a tiring life.*	1	0.929
26. I am willing to take on difficult and challenging	4	0.004
tasks.	1	0.924
Academic Engagement (α = 0.974)		
1. When learning English, I feel bursting with energy.	1	0.972
2. I feel energized when learning English.	1	0.971
3. When I get up in the morning, I feel like going to	4	0.070
learn English.	1	0.973
4. I can continue learning English for very long periods	1	0.074
at a time.	1	0.974
5. When studying English, even if I'm mentally	1	0.070
fatigued, I can quickly recover.	1	0.972
6. As far as my English learning are concerned I	1	0.070
always persevere, even when things do not go well.		0.972
7. I find my English learning full of meaning and	0.8	0.973
purpose.	0.0	0.973
8. I have a sense of responsibility about English	0.0	0.070
learning.	0.8	0.972
9. Learning English inspires me.	1	0.971
10. I am proud of learning English.	1	0.971
11. To me, learning English is challenging.	1	0.978
12. Time flies when I'm learning English.	1	0.972

13. When I am learning English, I forget everything	1	0.972
else around me.	ı	0.312
14. I feel happy when I am learning English intensely.	1	0.971
15. When studying English, I can fully immerse myself.	0.8	0.972
16. I get carried away when I am learning English.	1	0.972
17. It is difficult to detach myself from my English	4	0.070
learning.	I	0.972

Note: Item with * should be reverse scored.





- 1. Assistant Professor Dr. Monthira Charupheng, Srinakharinwirot University
- 2. Dr. Phurided Pahuyut, Srinakharinwirot University
- 3. Associate Professor Dr. Wang Yujiao, Liupanshui Normal University
- 4. Associate Professor Yu Ge, Liupanshui Normal University
- 5. Associate Professor Dr. Wan Chun, Liupanshui Normal University



APPENDIX 4 Semi-structured Interview in Phase 1

Theme 1: Application of Psychological Capital in Learning

How do you consciously apply psychological capital in your learning experiences?

Could you provide specific examples where you've utilized psychological capital to enhance your learning?

Theme 2: Factors Influencing Learning Engagement

From your perspective, how does psychological capital play a role in shaping your learning engagement?

What factors do you believe have the most significant influence on your own learning engagement?

Theme 3: Strategies for Cultivating Psychological Capital

What personal strategies do you use to cultivate and enhance your psychological capital?

In the context of learning, are there specific practices you adopt to strengthen your psychological capital?

Theme 4: Training and Development of Psychological Capital

From your perspective, do you think it's necessary to incorporate training or specific activities to enhance students' psychological capital for better learning engagement?

Are there any recommendations you would make for integrating psychological capital development into educational practices?

APPENDIX 5 Semi-structured Interview in Phase 2 — The Evaluation of Integrative

Group Counseling Program

Theme 1: Self-Expression

Can you share your experiences in expressing opinions within the group? What does expressing opinions in the team mean to you personally?

Are there specific moments that left a lasting impression on you?

Theme 2: Environment of Counseling

How did you feel about the environment of the counseling?

Are there specific elements that made you particularly comfortable?

Theme 3: Boosting Hope

Has participating in group activities influenced your hope?

What specific factors led to this impact?

Theme 4: Reflection on Group Experience

What do you find most meaningful about the entire group experience?

Are there specific team activities that you found particularly significant?

Theme 5: Influence of Leadership

Do you like the leader's leadership style?

Are there specific actions or decisions by the leader that left a lasting impression on you?

Theme 1: Self-Expression		
Can you share your experiences in expressing opinions within the group? What does		
express	sing opinions in the team mean to you personally?	
Name	Answer	
	Expressing my own opinions can be nerve-wracking, but it is also an	
P1	opportunity for learning and growth. It means I can practice communication	
	skills, learn to listen to others' opinions, and share my ideas in a supportive	
	environment.	
	I feel that speaking up in the group counseling sessions is free and sincere.	
P2	When the teacher asked about our future goals, everyone openly and honestly	
1 2	shared their deepest thoughts and aspirations. The experience was very	
	positive.	
	During group counseling, expressing my opinions involves sharing my true	
	thoughts. In an uplifting atmosphere, I felt at ease and spoke freely because	
P3	other group members were also sharing their views. To me, it means	
	confronting my own opinions more directly, without worrying about others'	
	judgments, and expressing my truest thoughts.	
	I think expressing my opinions in the group counseling sessions is very	
	liberating. While sharing my views, I don't have to worry about whether	
P4	acquaintances around me might care about my opinions. I can genuinely	
	express my innermost and most straightforward feelings. For me, it allows	
	others to understand my most authentic thoughts and also gives them insight	
	into who I am as a person.	
P5	It feels great—it's an unprecedented experience. This experience enables me	
	to express my inner thoughts better and gives me the courage to boldly share	
	my ideas and suggestions.	
	For me, the overall atmosphere was very relaxed. During the group counseling,	
P6	I never felt rejected; instead, I felt understood and respected for both my own	
	and others' opinions. In this group, I didn't have to worry about factors like	

	being laughed at for sharing my thoughts. This experience meant learning to
	respect and understand others while allowing everyone, including myself, to be
	authentic. It was truly a relaxing and enjoyable environment.
Are the	re specific moments that left a lasting impression on you?
Name	Answer
	The mini-game where we formed a circle and gave each other shoulder
P1	massages and back taps. I feel this activity brought the group members closer
	together.
	The session where we wrote about our goals and plans. We stated our big
	goals, but when asked how we would achieve them, our answers were vague,
	like "in a few years" or "in a few months." However, breaking down the strategies
P2	into smaller, detailed steps revealed the many intricacies beneath the main
ΓΖ	goal. This made me reflect on how to structure daily tasks and consider how to
	handle temporary changes or disruptions. Should we always achieve the
	planned tasks for the day? These are critical issues to address when striving to
	realize our hopes.
	After the meditation activity, everyone shared their vision for five years into the
	future. Reflecting on where I might be in five years connects directly to my
P3	goals. Some group members shared aspirations like passing graduate school
	exams or securing a job and obtaining certifications. This moment felt
	motivational and inspired me to think more deeply about my own goals.
	The moment that left the deepest impression on me was writing my life plan.
	When the teacher asked us to rewrite our life plans, I felt confused and
P4	directionless. I had a rough idea but lacked specific implementation measures,
Γ4	which made the activity somewhat challenging. However, it served as a wake-
	up call and led me to gain a deeper understanding of my second attempt at
	writing a life plan.
P5	The activity where the teacher asked us to write down our plans left a strong
Fΰ	impression. The purpose of this activity was to help us better define our goals,

	understand the direction we should work towards in the future, and create a
	corresponding plan to achieve these objectives.
	I found the ABCDE psychological method mentioned in the PPT particularly
	memorable. While discussing this, I recalled an incident during my four years
	as a class leader when I was accused of bureaucratism. My department head
DO	didn't verify the claim and criticized me outright, which left me feeling deeply
P6	frustrated and betrayed. Bringing up this memory still stings a bit, but using the
	ABCDE method helped me process it. Additionally, when we discussed our
	dreams, everyone openly shared their most genuine aspirations and expressed
	their desire to become the person they envision themselves to be.
Theme	2: Environment of Counseling
How did	d you feel about the environment of the counseling?
Name	Answer
	The group counseling environment was positive and open, encouraging
P1	members to share and explore. The atmosphere was safe and non-judgmental,
	allowing everyone to express themselves freely.
	The atmosphere was relaxed. Through the teacher's warm-up activities, we got
P2	to know each other, eliminating feelings of unfamiliarity and awkwardness, and
	fostering closer connections.
	Initially, the atmosphere felt a bit dull. However, after the teacher introduced a
	"remember each other" game, the mood lightened up significantly. As the group
P3	counseling continued, members spoke freely, discussing goals and sharing
	viewpoints. The environment became increasingly positive, uplifting, and
	enjoyable.
	I found the environment very relaxing and pleasant. Over time, the initial
	awkwardness and unease of meeting for the first time dissipated. Various mini-
P4	games helped us transition from strangers to acquaintances. Sharing basic
	information through introductions made the atmosphere comfortable and free
	from the usual tension of classroom sessions. It felt like a space where

	everyone could speak freely.
	The group counseling environment was lighthearted and enjoyable. Members
	attentively listened to each other without judgment. Everyone expressed their
P5	ideas sincerely, without any rigid expectations about what to say. The teacher
	also guided us in a friendly and relaxed manner that made communication
	easier.
	In my opinion, the atmosphere of this group counseling session was incredibly
	light and cheerful. I can't speak for others, but I found the psychological
P6	concepts presented through the PPT very practical. They could be applied to
10	relationships, emotions, and handling negative feelings. Overall, the group
	maintained a positive and optimistic attitude, and I deeply appreciated the
	uplifting environment.
Are the	re specific elements that made you particularly comfortable?
Name	Answer
P1	The teacher's empathy, mutual respect among team members, and the design
Г	of activities that promoted relaxation and open communication.
	The teacher's relaxed demeanor and the confidentiality agreement among
P2	members. There weren't strict rules about where to sit or restrictions on
	speaking, and everyone was free to express their opinions.
	The group's positive and uplifting environment. When we wrote down and
P3	shared our individual goals, although everyone's objectives were different,
13	there was no doubt or questioning—only a subtle, shared determination to
	achieve them.
P4	The freedom to express my thoughts openly without being constrained by
1 7	external factors was particularly comforting.
P5	Knowing that no one would interrupt or criticize me for what I said made me feel
13	at ease.
P6	For me, this environment felt ideal, almost like a model scenario. In real life,
10	across different situations, we often play many roles and face rejection or lack

	of recognition for our genuine thoughts. In this group counseling session,
	however, I felt free to express my true feelings without fear of judgment. It
	provided a space where I could connect with my inner self.
Theme	3: Boosting Hope
Has pa	rticipating in group activities influenced your hope?
Name	Answer
D4	Participating in group activities can increase our level of hope by providing
P1	support, encouragement, and new ways of thinking.
	It has indeed improved my sense of hope, but more importantly, it clarified
DO	some knowledge for me. In daily life, I may have unconsciously applied some
P2	psychological concepts from the class, but I didn't fully understand them until
	the teacher's explanations made everything clear.
	Before participating in the group activity, I felt somewhat lost—just attending
	classes or occasionally participating in extracurricular activities. This activity,
	however, helped me better understand goal setting and implementation. For
P3	example, I had plans like passing CET-4 in my first year and computer exams in
	the second year, but I lacked concrete steps to achieve them. Over time, these
	goals were forgotten. Through this group activity, I gained a clearer
	understanding of my hopes and goals and how to implement them effectively.
	It has certainly enhanced my level of hope, helping me set higher standards
P4	and deepen my understanding. The activities, relaxing games, and the
1 4	teacher's PPT content all contributed to learning practical ways to improve my
	sense of hope.
P5	Yes, it has brought subconscious changes, giving me a better understanding of
	my mental state and helping me identify ways to relax. It has also clarified my
	future goals to some extent.
	Absolutely. This group activity made me realize that being true to myself is the
P6	best approach. It inspired me to pursue the person I want to become. During
	the activity, expressing my genuine thoughts and engaging with the teacher's

	PPT enhanced my hope for a brighter future.		
What sp	pecific factors led to this impact?		
Name	Answer		
P1	The supportive nature of the group, the relevance and practicality of the		
1 1	activities, and the teacher's guiding ability.		
P2	The systematic, planned, and practical nature of goal setting. It's not enough to		
ΓΖ	just think about achieving a goal; it requires daily effort and action.		
	The methods taught by the teacher. For example, breaking down large goals		
P3	into smaller, actionable steps. The systematic guidance helped us understand		
	and implement these ideas.		
P4	Writing a life plan was a significant factor. It provided guidance and, combined		
1 4	with subsequent training, improved my ability to maintain hope.		
P5	The attitude of encouragement and support, rather than criticism or opposition,		
F 3	had the most substantial impact.		
	The group's atmosphere. Coming from different colleges with diverse roles and		
P6	interests, we formed a relaxed, comfortable, and genuine group. This positive		
	and optimistic environment significantly influenced my hope.		
Theme	4: Reflection on Group Experience		
What do	o you find most meaningful about the entire group experience?		
Name	Answer		
	I believe the most meaningful part was goal setting. During university, we have		
	plenty of time that can either enrich our lives or be wasted. The process of		
P1	setting goals helped me plan my time effectively. For instance, when I decide		
	on a goal, such as passing CET-4, I now break it down into smaller objectives,		
	like spending a set amount of time on listening practice each day and aiming to		
	improve my listening score by a few points in a week.		
	The emotional connections formed between people during activities, especially		
P2	through games, were the most meaningful. These activities quickly bridged the		
	gap between strangers, eliminating unease and awkwardness, and allowed us		

	to freely express ourselves.		
DO	Being able to freely share my thoughts was incredibly meaningful, especially as		
	someone introverted who rarely voices their opinions. This experience helped		
P3	build my confidence, which will positively impact my future communication and		
	development.		
	I found the self-introduction segment particularly meaningful. It allowed us to		
	see the real selves of others from different colleges, including their likes,		
P4	dislikes, and personal stories,the technique of ABCDE. Activities like		
	collaboratively creating a maze further encouraged teamwork and genuine		
	expression.		
	Again, the most meaningful part for me was goal setting. It provided structure to		
P5	my time and life. For example, to pass CET-4, I broke the goal into smaller		
	steps, such as daily listening practice and weekly progress evaluations.		
	The emotional connections formed during activities were most meaningful.		
P6	Games helped us move quickly from strangers to acquaintances, breaking the		
	initial unease and allowing open and sincere communication.		
Are the	re specific team activities that you found particularly significant?		
Name	Name Answer		
	The "Rational Emotive Behavior Therapy" activity. It highlighted how irrational		
P1	beliefs about events can lead to unnecessary mental stress. Learning to		
ГІ	dispute these beliefs helped me develop healthier emotions and reduce stress		
	in daily life.		
	The self-introduction relay was especially significant. It provided insights into		
P2	others' personalities through their interests, attitudes, and body language. From		
	a psychological perspective, this indirectly revealed key traits about each		
	person.		
	Writing personal plans was a significant activity. It helped clarify our goals,		
P3	ensuring our university life is less aimless. Another impactful activity was patting		
	each other's backs, which reduced the sense of alienation among strangers		

And fostered a sense of closeness. The initial self-introduction segment was meaningful as it broke the ice and made everyone feel more relaxed. The back-patting activity, despite gender differences, felt like an interaction with close family members, emphasizing thoughtfulness and care. Designing and navigating mazes collaboratively also stood out for its teamwork and creativity. The "Rational Emotive Behavior Therapy" activity was very impactful. It taught me how to challenge irrational beliefs, reducing unnecessary mental strain and fostering positive emotions. The self-introduction relay was particularly meaningful. It provided a platform to learn about others' personalities, interests, and traits through both direct interaction and subtle psychological cues like body language and tone. Theme 5: Influence of Leadership Do you like the leader's leadership style? Name Answer The leader is able to create an inclusive, positive, and supportive environment, which makes members feel satisfied with their leadership style. I really like it. The leader chats with us before class in a friendly manner and even gives us advice about our life paths. During our discussions, they show respect for everyone's opinions and even provide small snacks after class. Overall, I enjoy this style of organizing activities. Yes, I like it. Compared to the stern and somewhat boring atmosphere of regular classes, the leader's style during the group sessions is relaxed and engaging. Through games and interaction, the atmosphere becomes more enjoyable. I like it a lot. The leader adopts a lighthearted and lively style during the group activities, almost like a friend. This creates a casual environment similar to conversations and mutual sharing between friends.				
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<u> </u>		activities, almost like a friend. This creates a casual environment similar to		
P5 I like it. It creates a very relaxing and enjoyable atmosphere.		conversations and mutual sharing between friends.		
	P5	I like it. It creates a very relaxing and enjoyable atmosphere.		

	In my opinion, I like it. As a student without a specialized major and in the first
	year of university, this is my first experience with a psychological group
	session. Compared to routine tasks in psychology classes, the environment in
P6	the group sessions feels genuinely relaxing and allows me to be myself. It's a
	practical way to address negative emotions using psychological knowledge. As
	times progress and students' thinking evolves, this type of group activity is
	worth promoting.
Are the	re specific actions or decisions by the leader that left a lasting impression on
you?	
Name	Answer
	One activity involved forming a circle, twisting into a "human knot," and then
P1	working together to untangle it. Another impactful moment was sitting together
	to discuss our futures and dreams.
	The name-chain activity left a deep impression on me. We introduced our
P2	names, schools, and interests in turn. As more people joined, it became harder
1 2	to remember everyone's details, but the repetition helped us get to know each
	other, which was quite magical.
	The meditation activity. During the session, the leader guided us to imagine our
Р3	lives five years from now. I envisioned myself maintaining a love for life and
	looking forward to the future, which left a profound impact on me.
	Writing a life plan was particularly memorable. We exchanged our detailed
P4	plans, provided feedback on each other's ideas, and gained insight into
Γ4	different ways of thinking. This activity also helped me identify areas to improve
	in my own thought processes.
	The unique self-introduction game at the beginning made a strong impression.
	In college, people rarely take the time to remember others' names, especially
P5	those they don't interact with frequently. Without this activity, it would have

taken much longer for us to become familiar with each other, which would have

created a sense of distance and hesitancy in expressing ourselves honestly.

P6

What left the deepest impression was when I shared my feelings about being reported by a classmate. It was a very conflicted moment for me. The ABCDE psychological method mentioned in the session helped me process this situation. When I expressed my feelings, the leader reassured me that such emotions are normal and encouraged me not to suppress them. The advice and understanding I received at that moment truly moved me.



APPENDIX 6 Semi-structured Interview in Phase 2 — How Hope and Academic Engagement are Enhanced through Integrative Group Counseling Program

Theme 1: Goal-Setting (Defining and Clarifying Goals)

Before and after the program, how has your understanding of setting clear academic goals changed?

What challenges, if any, did you face in setting academic goals before the program, and how do you approach goal-setting now? How do you prioritize your academic goals after the program?

Can you describe any new goals you've set after participating in the counseling sessions? How specific are these goals compared to before?

Theme 2: Pathway Thinking (Developing Strategies to Achieve Goals)

How do you approach creating plans or steps to reach your academic goals now compared to before the program?

Can you describe how you develop alternative strategies when encountering obstacles in your academic journey?

How has the program helped you recognize multiple pathways or options when pursuing your goals?

What techniques or strategies did you learn to keep moving toward your goals when challenges arise?

Theme 3: Agency Thinking (Belief in Your Ability to Achieve Goals)

How confident do you feel in your ability to achieve your academic goals now compared to before the program? Do you think your sense of agency (belief in your ability) has improved? How do you maintain this belief?

Can you describe a time after the program when you faced difficulties in academics but still believed you could succeed?

How do you stay motivated to pursue your academic goals, even when progress is slow or obstacles are difficult?

Theme 4: How the academic engagement is enhanced by improving hope after group counseling?

Theme 1	Theme 1: Goal-Setting (Defining and Clarifying Goals)	
Before a	Before and after the program, how has your understanding of setting clear academic	
goals ch	goals changed?	
Name	Answer	
P1	Before participating in group counseling, I might have thought that setting	
	academic goals was simply about listing the grades I wanted to achieve or the	
	courses I wanted to complete. However, after group counseling, I realized that	
	goal setting needs to be more specific, measurable, and aligned with my	
	long-term academic and career plans.	
P2	Before attending group counseling, I understood setting academic goals as	
	setting a large, vague goal. However, after attending group counseling, I	
	learned that academic goal setting is a detailed process. I need to set small	
	goals first, breaking them down into daily tasks. For example, before group	
	counseling, my goal might have been to pass the CET-4 or CET-6, a large	
	goal, but after the counseling, I would set specific goals for each day, such as	
	how many exercises to complete and what state I hope to reach after a certain	
	period.	
P3	For completing my undergraduate studies, academic goals are mainly based	
	on the GPA and requirements from extracurricular activities. After participating	
	in group counseling, I realized that academic goals can be broken down into	
	smaller goals. For example, my GPA goals related to specific subjects can be	
	set for the final exam, along with daily learning goals. For extracurricular	
	activities, I can set small goals, such as participating in academic	
	competitions, gradually assessing my level and improving my abilities to	

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	reach my set goals.
P4	Before participating in group counseling, my understanding of setting
	academic goals was vague, mainly imitating others without in-depth analysis
	of my own situation. Group counseling made me realize that goals should be
	specific, measurable, and need to be adjusted based on my personal
	situation to ensure both feasibility and challenge.
P5	Now I set more detailed goals, such as specifying how many points I want to
	improve in a particular subject or what learning tasks I want to complete within
	the semester. I analyze my strengths and weaknesses first and set goals
	based on my actual abilities, no longer blindly following others.
P6	Essentially, my goals are still clear—I know what I want, how I should work,
	and how to achieve it. However, these goals need to be updated and adapted
	to keep up with my personal development.
What challenges, if any, did you face in setting academic goals before the	
program, and how do you approach goal-setting now? How do you prioritize your	
academi	c goals after the program?
Name	Answer
P1	The challenges I faced previously included not knowing how to balance short-
	term and long-term goals, and how to ensure that the goals were both
	challenging and realistically achievable. Now, I use the SMART principle to set
	goals and prioritize them by evaluating how each goal contributes to my
	overall academic development.
P2	Before attending group counseling, I struggled with setting too many goals or
	goals that didn't align with my academic plan. Now, my approach is to set one
	short-term academic goal first and not establish others until I have achieved it.
	I then break this short-term goal into smaller tasks to ensure detailed
	implementation. When prioritizing academic goals, I focus on short-term goals
	needed for immediate learning, but I don't ignore larger goals. However, I
	prioritize achieving smaller goals first, as completing these will drive the

	-
	success of bigger goals. For instance, my long-term goal may be to pass the
	TEM-4 in my sophomore year, but I prioritize a short-term goal like passing
	both CET-4 and CET-6 before the end of my freshman year.
P3	Challenge: After setting academic goals, I would focus on them, but during
	the process, I felt confused and didn't know how to improve effectively or
	complete the tasks efficiently.
	Solution: After setting academic goals, I summarize the skills needed to
	achieve them and break them down into smaller goals, setting daily tasks to
	progressively improve. Finally, I check my progress in completing these small
	goals to adjust and improve my overall approach.
	Prioritization: After breaking down my academic goals, I identify which small
	goals address my weaknesses and which align with my strengths. I first focus
	on addressing my weaknesses to ensure progress, so my priorities lie in
	improving areas where I am lacking.
P4	Challenges: I lacked a clear timeline, which made my goals too vague. I was
	also confused about how to start working on long-term goals.
	Current approach: I now set both short-term and long-term goals, creating
	specific action plans and timelines for each. I prioritize key goals that directly
	impact my academic performance, ensuring that my resources and time are
	focused on the most important tasks.
P5	I used to set vague goals, like wanting to achieve good grades, but without
	specifying what exact scores or rankings to aim for. I was easily influenced by
	others and didn't consider my own circumstances. Now, I set new, clearer
	goals, such as improving practical skills and participating in subject-related
	competitions, in addition to focusing on exam results.
P6	For example, I originally wanted to pursue a teaching career, but due to
	current job market conditions for teachers and other factors, like my school's
	cancellation of the teaching program, I had to reconsider.
	Goal: Both short-term and long-term goals, as well as future aspirations,

	should align with my personal development.
	Prioritization: Regardless of the goals we set, we should always focus on
	continuously improving and enhancing ourselves.
Can you	describe any new goals you've set after participating in the counseling
sessions	? How specific are these goals compared to before?
Name	Answer
P1	Yes, I set some new goals, such as improving my performance in specific
	subjects and participating in research projects. These goals are more specific
	than before because they include concrete action steps and deadlines.
P2	After attending group counseling, I set a new goal to pass the College English
	Test (CET-6) in the second semester of my freshman year. I began by
	practicing CET-6 questions to assess my current level, and after
	understanding my weaknesses, I created a specific plan. This plan includes
	daily tasks, such as completing two reading exercises and learning 50 new
	words every day.
P3	I set a new goal after attending group counseling to pass the CET-4. After
	registering for the exam, I broke it down into four sections: writing, listening,
	reading, and translation. I identified my weaknesses in vocabulary and
	listening. During my preparation, I memorized 20 new words daily, listened to
	one listening practice, and reviewed previous words and listening exercises
	each day before starting new tasks. This cycle continued for a month, and I
	focused on one specific section each day to gradually complete the small
	goals and eventually achieve the larger goal of passing CET-4.
P4	After attending group counseling, I set new academic goals, such as
	improving my math score to over 90 points and joining relevant study groups.
	Compared to before, these goals are more actionable, such as "completing
	three math practice sets per week" instead of just "improving math scores."
P5	Compared to before, my new goals are more specific, with clear deadlines
	and measurable standards, such as participating in a competition in the first

	half of next year and aiming to win an award.	
P6	My new goal is to find a good job, but compared to before, I never really	
	thought about what exactly I want to do or what I am capable of. Life is a long	
	journey, and goals help push me forward. Good work, good platforms, and	
	good environments are all factors that drive progress, such as in the field of	
	"Internet+" and academic competitions. At the very least, I should strive to	
	break through and win awards, constantly improving and enhancing my	
	abilities.	
Theme 2: Pathway Thinking (Developing Strategies to Achieve Goals)		
Н	How do you approach creating plans or steps to reach your academic goals now	

How do you approach creating plans or steps to reach your academic goals now compared to before the program?

Name	Answer
P1	Now, I create a detailed action plan, including the completion time and
	resources needed for each small goal. Compared to before, this is more
	systematic and organized.
P2	My plan to achieve academic goals is stage-based, and I focus on what
	needs to be done every day within a short period. However, these daily tasks
	are not fixed and can be adjusted based on actual needs, allowing for more
	flexibility.
P3	After setting academic goals, I identify my weaknesses and turn them into
	small goals, planning to complete parts of them each day. The difference is
	that now I have a clearer pathway to achieving the goals, which helps me
	accomplish them more effectively than before.
P4	Currently, I break down the steps needed to achieve my goals, such as
	"reviewing for 30 minutes every day and doing a mock exam every weekend."
	Compared to before, when my plan was more casual, now I have a systematic
	approach with clear timelines and feedback mechanisms for each step.
P5	Before, I might have only vaguely thought about how to study, like reading
	more books or doing more exercises, but without a detailed plan. Now, I

	create specific steps, such as setting aside fixed times each day to review a
	subject, first reviewing key concepts, then doing related exercises, and finally
	summarizing mistakes. My planning is more diversified now, considering other
	methods like joining study groups and consulting teachers and classmates.
P6	The steps involve mastering professional knowledge, improving various skills,
	and laying a solid foundation. The difference is that, as humans, we are social
	beings, and we constantly update ourselves as times change.
C	an you describe how you develop alternative strategies when encountering
obstacle	s in your academic journey?
Name	Answer
P1	When encountering obstacles, I re-evaluate the situation and adjust my plan.
	For example, if a course is much harder than I expected, I might seek extra
	tutoring or form a study group with classmates.
P2	In the case of an academic barrier, such as a difficult section in the Six-Level
	English Test, I focus on my strengths. For example, if my grammar is weak in
	vocabulary gap-filling questions, I will dedicate more effort to improving them.
	However, if there's little room for improvement in this section, I focus more on
	areas I'm good at, like reading comprehension, to balance out my overall
	score and still aim for the goal of passing the exam.
P3	When facing academic obstacles, I adjust the completion time. For example, if
	my class schedule or other activities conflict with my set goals, I set an alarm
	40 minutes before bedtime to remind myself to complete the day's tasks.
P4	When I encounter academic obstacles, such as difficulty understanding a
	certain topic, I seek different learning resources, such as online courses,
	study groups, or tutoring. For example, last semester, I struggled with a
	certain math unit but eventually understood it by using online teaching videos
	and discussing it in a study group.
P5	When facing academic challenges, such as not being able to understand a
	particular concept, I used to feel anxious and stagnate. Now, I stay calm,

	analyze the issue, and try different learning materials, such as switching from
	textbooks to online course videos. I also change my approach, such as
	transitioning from self-study to studying with classmates.
P6	When facing academic obstacles, I first make sure I understand the
	knowledge system, and then focus on practicing specific knowledge points.
	For example, while preparing for the English Four-Level exam, I pay attention
	to the pauses in listening, my vocabulary level, and seek help from my teacher
	if I still have doubts.
H	How has the program helped you recognize multiple pathways or options when
pursuin	g your goals?
Name	Answer
P1	Group counseling helped me understand that there are different ways to
	achieve the same goal. It encouraged me to explore various learning methods
	and resources to find the best path for me.
P2	First, it is important to clarify your goals, which helps identify feasible paths.
	Then, teamwork plays a key role in listing all possible solutions without
	dismissing any idea prematurely. Finally, self-analysis helps identify potential
	paths.
P3	When pursuing a goal, there are many problems and difficulties. In group
	counseling, I realized that after defining the goal and strategy, it is necessary
	to self-assess the feasibility of the plan and encourage myself when problems
	arise.
P4	Group counseling made me realize that goals can be achieved in various
	ways, such as changing my study approach or seeking help from others. I
	learned to remain flexible when facing challenges, for example, adjusting my
	study plan or allocating more time to difficult subjects.
P5	Group counseling made me realize that achieving a goal is not fixed to one
	path. For example, improving grades doesn't only involve hard studying; it can
	also include participating in extracurricular activities or engaging with
	•

	teachers to gain more learning tips. Just studying is not enough to achieve
	your goals.
P6	Through group counseling, we were able to express our true thoughts, share
	our goals, and receive support and affirmation from others. We explored our
	potential in multiple areas and trusted each other, providing solid and reliable
	support to one another.
W	hat techniques or strategies did you learn to keep moving toward your goals
when cha	allenges arise?
Name	Answer
P1	I learned to maintain a positive mindset by setting small milestones to
	celebrate progress and sharing my achievements with others to gain support
	and encouragement.
P2	When facing challenges, I try to break down large, difficult goals into smaller,
	manageable steps. This reduces pressure and makes the goal seem more
	achievable. I also try to approach challenges positively, viewing failures as
	opportunities for learning and growth. Prioritizing important tasks, avoiding
	procrastination, and continuously learning new skills and knowledge are also
	crucial methods for overcoming difficulties. When I achieve a small goal or
	milestone, I celebrate it to maintain motivation.
P3	I encourage myself and believe that I can definitely achieve my goals.
P4	I break down problems, analyze their difficulty levels, and then try to come up
	with methods to tackle them.
P5	When facing challenges, I learned to adjust my mindset, viewing the
	challenge as an opportunity for improvement. I then think about possible
	solutions from different angles, such as changing my study habits or adjusting
	my time management to keep moving toward my goal.
P6	For example, in group counseling, I use psychological techniques to handle
	difficulties. I consider the worst-case scenario, then gradually analyze the
	situation to see both its positive and negative sides.

Theme 3: Agency Thinking (Belief in Your Ability to Achieve Goals)

How confident do you feel in your ability to achieve your academic goals now compared to before the program? Do you think your sense of agency (belief in your ability) has improved? How do you maintain this belief?

ability) has improved? How do you maintain this belief?	
Name	Answer
P1	My confidence has increased because I have seen the progress I made
	through hard work. I maintain this belief by reviewing past successes, keeping
	myself motivated, and thinking positively.
P2	Compared to before, my confidence in achieving my academic goals has
	significantly improved. I maintain this belief in two ways: one is by reading
	various subjects, such as politics, economics, philosophy, and essays, which
	bring new ideas and insights; the other is my strong desire for self-
	development. The stronger this desire, the more I want to learn new things,
	improve, and grow. The perseverance in this process supports my academic
	goals.
P3	Compared to my previous confusion about achieving goals, I now have a
	better understanding of how to achieve them. My confidence has increased,
	and when I accomplish a set goal, I experience a sense of achievement,
	which motivates me to pursue further goals.
P4	Confidence Boost: Through group counseling, my confidence in achieving
	academic goals has significantly increased, and I realized that I have the
	ability to solve problems. Maintaining Belief: I maintain this belief by reflecting
	on past successes and engaging in positive communication with others.
P5	I now have much more confidence in achieving my academic goals compared
	to before, and I believe my self-belief has improved. I no longer doubt whether
	I can succeed but believe that success comes through applying the right
	methods. I often review successful cases and small improvements from group
	counseling to motivate myself and reinforce my belief.
P6	In group counseling, we communicated openly with students from different

	majors and colleges, which greatly boosted my confidence. My belief in
	myself has grown, and I have become clearer about what I want, how to
	develop, and how to achieve my goals. Belief is the spiritual pillar of a person
	and a continuous pursuit, and I believe the future will be even brighter.
C	an you describe a time after the program when you faced difficulties in
academi	cs but still believed you could succeed?
Name	Answer
P1	During my preparation for final exams, I felt very anxious, but I recalled
	strategies I learned in group counseling, such as time management and
	relaxation techniques. This helped me stay calm, and I eventually achieved
	good results.
P2	For example, when I was preparing for the English proficiency exam (CET-6), I
	struggled with one type of question: fill-in-the-blank with words. Initially, I
	could only answer two or three out of ten, and my grammar was weak. But
	instead of giving up, I persevered, practicing daily. After two months of
	consistent effort, I was able to answer around eight correctly, which showed
	me the power of belief and persistence.
P3	Once I set a goal and recognized my weaknesses, I began working to
	overcome them. I believe that with persistence, I will eventually succeed.
P4	After group counseling, I faced a major assessment for a course. Although I
	was not well-prepared, I trusted that I could overcome the challenges. In the
	end, I achieved a satisfactory result in the exam.
P5	During preparation for an important exam, I initially struggled with slow
	progress and had difficulty remembering many key concepts. But I
	remembered the perseverance and adjustment strategies from group
	counseling. I adjusted my study plan and successfully passed the exam,
	reinforcing my belief that I can achieve my goals even in the face of
	difficulties.
P6	When confronted with negative comments from others, I learned not to care
-	

	about them. During my thesis defense, I confidently presented my ideas and
	received a good result. I also ran for class president and was elected, which
	boosted my self-belief.
H	low do you stay motivated to pursue your academic goals, even when progress
is slow o	r obstacles are difficult?
Name	Answer
P1	When progress is slow or I face difficulties, I remind myself why I am pursuing
	these goals and imagine the sense of achievement once I accomplish them.
	Additionally, I seek support from friends and family, as their encouragement is
	very important to me.
P2	When my academic progress slows or I encounter difficulties, I feel anxious,
	but I recognize that anxiety is temporary. If progress is slow, I first take time to
	relax and reflect on the root cause of my anxiety. Once I understand it, I
	continue with my pursuit, supported by my strong desire to grow and learn,
	especially my goal of pursuing further studies.
P3	I encourage myself and imagine the joy of success once I achieve my goals.
P4	I set small, incremental goals and reward myself upon achieving them. This
	helps to maintain motivation and keeps my interest in studying.
P5	When progress is slow or I face challenges, I motivate myself by setting small
	rewards for each goal achieved. For example, I might treat myself to a movie
	or a nice meal. I also encourage and share experiences with friends from
	group counseling, drawing strength and inspiration from others.
P6	I use group counseling techniques, considering the worst-case scenario and
	analyzing the situation. I also continuously motivate myself to keep a positive
	mindset and face challenges with a smile.
Theme 4: How the academic engagement is enhanced by improving hope after	
group counseling?	
P1	The group counseling activity made my learning goals clearer and sparked
	my interest in studying. I began actively seeking learning resources and

participating in classroom discussions. This intrinsic motivation has led me to invest more in my studies. Through group counseling, I learned how to reasonably plan my time and prioritize tasks, which has helped me arrange my studies and other activities more effectively. Now I can better balance coursework and personal life, ensuring sufficient time for review and preparation.

When facing difficulties in learning, I am now more inclined to adopt proactive problem-solving strategies instead of avoiding them. I try different learning methods or seek help from teachers and classmates, which prevents me from feeling helpless when encountering challenges. Group counseling also strengthened my connection with classmates; we often discuss problems and help each other. This spirit of collaboration has not only improved my learning efficiency but also made studying more enjoyable.

I have started to regularly reflect on my learning process, evaluating which methods are effective and which need improvement. This self-monitoring enables me to adjust my strategies promptly, ensuring continuity and consistency in learning. The emotional regulation techniques I learned during group counseling have helped me better cope with study pressures. Now, I can stay calm even during exams or intensive study phases, maintaining a positive mindset.

With improved academic performance, I feel more confident. This confidence motivates me to take on new challenges and delve deeper into my studies. I have also learned how to effectively utilize resources like libraries and online courses, greatly expanding my learning horizons. Group counseling taught me how to maintain resilience in the face of change. Whether it's increased course difficulty or personal life adjustments, I can adapt and move forward.

Overall, group counseling not only elevated my sense of hope but also significantly improved my attitude and approach toward learning. Now I face learning challenges with greater positivity, organization, and confidence.

P2 After participating in the group counseling, my academic engagement improved significantly. Previously, I hesitated and lacked motivation when facing learning tasks. However, the group counseling instilled in me a stronger sense of hope, which transformed into clear goal-setting for my studies. Rather than blindly tackling study materials, I can now create well-defined learning plans based on my long-term goals and short-term expectations. For instance, I allocate specific times daily for reading professional books and completing assignments. I also became more confident in overcoming difficulties in the learning process. When encountering challenges, I no longer easily give up but instead see them as opportunities for growth. I actively seek solutions, whether by consulting additional materials, asking others for advice, or deeply reflecting on the problem myself. This increased confidence has made me more focused and determined during my studies, willing to devote more energy and time. As a result, my learning efficiency has improved, forming a virtuous cycle that propels me to further engagement in my academic journey. Р3 I feel that after improving my level of hope through group counseling, there have been some changes in my academic engagement. Previously, I was easily distracted and couldn't concentrate on learning tasks for extended periods. Now, I have a more positive attitude and set small goals for myself to achieve. For example, I schedule fixed times daily to preview, study new content, and complete exercises. Although my engagement isn't at an exceptional level yet, I have made progress. I am now more proactive in thinking about learning issues rather than passively receiving knowledge. This shift has positively impacted my overall study habits. Р4 Before participating in the group counseling, my learning state could be described as confused and aimless, like groping through fog without direction. Faced with a mountain of study tasks daily, I had the desire to work hard but lacked effective methods and sufficient motivation. My efficiency was

low, and the results were unsatisfactory, leaving me with anxiety and self-doubt.

Group counseling was like a guiding light, illuminating my path forward. During the process, I realized through in-depth communication and interaction with classmates that I wasn't struggling alone in the sea of learning challenges. This emotional resonance significantly lightened my psychological burden. The carefully designed activities in the counseling taught us practical learning methods, such as setting clear and achievable goals, managing time effectively, using mind maps to build a comprehensive knowledge system, and employing collaborative learning to spark intellectual exchange. These strategies have equipped me with powerful tools for tackling learning challenges.

After the group counseling, my learning state underwent a transformative change. Now, I can methodically prioritize tasks and develop realistic daily study plans based on my situation, adhering to them with discipline. I focus intently while studying, keeping distractions and stray thoughts at bay, significantly improving my efficiency. When faced with problems, I no longer retreat but actively apply the thinking methods learned during counseling, analyzing issues from multiple perspectives or discussing them with classmates to leverage collective wisdom. Regular self-reflection has also become a habit, allowing me to review knowledge gaps, optimize my strategies, and continuously improve.

The group counseling not only redefined my approach to learning but also fostered psychological growth and breakthroughs. I gained confidence, enthusiasm, and the belief that persistence and proper methods can help me achieve my goals and embrace a brighter future.

After the group counseling improved my level of hope, I noticed significant changes in my academic engagement. Previously, I treated studying somewhat perfunctorily, but now I seriously reflect on my methods and try new

P5

techniques to enhance efficiency.

I prioritize study time more than before, reducing distractions from unrelated activities. My level of engagement has visibly increased. I used to be somewhat lazy and lacked initiative in learning, but now I actively participate in classroom interactions and seek advice from teachers and classmates.

In my free time, I am more inclined to pick up books and study rather than thinking only about leisure. This stronger sense of commitment has elevated my engagement. With a heightened sense of hope, I set higher academic goals for myself, such as improving my ranking in the next exam. To achieve this, I invest more time in practice questions and reviewing errors, leading to a noticeable increase in both passion and engagement in studying.

P6

Through this group counseling, I achieved substantial improvements, not only in learning but also in areas like social interactions and self-management. For instance, during competitions such as the Challenge Cup and mathematical modeling, we communicated in advance, openly discussing issues and presenting our most genuine ideas. This freedom to express our thoughts without external constraints allowed us to come up with effective solutions collaboratively. I believe this openness is a key takeaway and a mindset I should carry into my studies, life, and future career, regardless of what role or position I assume. It's about having the courage to speak and act authentically.

APPENDIX 7 Detailed Arrangement of Integrative Group Counseling Program

Group Counseling Program for Enhancing Hope

Operational Definition

Hope is about students' ability to set meaningful objectives, the flexibility to adapt or alter paths when necessary to achieve them, and unwavering dedication to pursue their goals. Essentially, hope means students' ability to set goals, to identify strategies to achieve goals, and commitment to take actions.

Academic engagement refers to the extent of first- and second-year students' enthusiasm, commitment, and involvement to their learning activities and academic goals demonstrated enrolled in college English course which is general public and non-major course at ordinary second-tier colleges in China. It encompasses "vigor," "dedication," and "absorption" in the learning process.

Vigor refers to the energy, enthusiasm, and persistence exhibited by students in their learning activities and coursework.

Dedication involves a strong sense of commitment, motivation, and responsibility towards their learning.

Absorption indicates the degree to which students are deeply engrossed and focused on their learning tasks, showing high levels of concentration and immersion in the material being studied.

The Integration of Hope and Academic Engagement in Group Counseling Program

The group counseling program has a strong integration of hope (including goal-setting, pathway, and agency) and academic engagement (including vigor, dedication, and absorption) through its structured sessions and activities. Each session is designed to align with fostering hope and academic engagement.

Stage	Session	Topic
Initial Stage	1	Greeting and Forming a Group
	2	Introduction to Hope
	3	Identifying Goals
Working Stago	4	Challenging Limiting Beliefs
Working Stage	5	Empowerment Through Affirmations
	6	Developing Strategies
	7	Action Planning
Final Stage	8	Progress Reflection

Session 1 Greeting and Forming a Group

Activities:

- 1. Self-Introduction Activity
- 2. Strengthening Cohesion Activity
- 3. Signing the Covenant
- 4. Summary and Sharing

Summary

The first session of the group formation and greeting activities focused on establishing a strong team dynamic and fostering a supportive environment. Participants engaged in self-introduction activities, cohesion-building exercises, and signed a Group Covenant to adhere to established norms. Participants enhanced collaboration and recognized the value of a supportive team environment.

SESSION 1 Greeting and Forming a Group: This session plays a pivotal role in establishing a cohesive group environment, which is fundamental for cultivating a

supportive atmosphere conducive to both hope and academic engagement. Building a cohesive group environment is crucial as it encourages vigor among participants. By creating a supportive network within the group, students can energize each other, share ideas, and collaborate effectively. This collective energy and enthusiasm contribute significantly to students' motivation and active participation in learning activities.

Moreover, this session fosters dedication by instilling a strong sense of belonging and responsibility towards the group's goals. When students feel connected to the group and its objectives, they are more likely to demonstrate commitment and perseverance in their academic endeavors. This sense of dedication is essential for sustaining long-term engagement and achieving meaningful outcomes. Additionally, it enhances absorption by fostering a focused and engaged atmosphere for collaborative activities.

Objectives:

To enhance team cohesion, promote inclusive team identity, and establish team norms and values.

Materials:

Seats arranged in a circle, ropes that can be held hands during games, the printed Group Covenant for each member, and signing pen.

Procedure:

- I. Initial Stage
- 1. The leader initiates the group by welcoming group members warmly. Then clarify that the group's objective is to boost hope levels, leading to improved academic

engagement. Afterward, the leader gives a brief outline of what the upcoming group sessions will cover. Following this, students are asked to complete the pretest.

II. Working Stage

- 2. Participants introduce themselves, for example: "I am Little A, who enjoys learning."

 Then, the next participant might say, "I am Little B, who enjoys Gundam next to Little A, who enjoys learning." The participants are divided into two groups. Finally, each group selects one member to introduce the members of their group, ensuring that all members of the group get to know each other.
- 3. All students join hands forming a circle. The leader instructs the students to remember whose hand they are holding with their left and right hands. Once everyone remembers, the leader asks all students to leave their current positions simultaneously, with the left and right partners switching. Then, the students are asked to hold the hand of the person who was originally on their left with their left hand and the person who was originally on their right with their right hand, creating a large knot. The students are then challenged to use their brains to figure out how to untangle the knot and return to their original positions.

The leader explains the significance of the activity: this "knot" is like the interpersonal network in our lives, where we may encounter some friction in our interactions. However, as long as we are willing to unite and cooperate, show understanding to each other, and are willing to solve problems together, then no matter what difficulties we face, we can overcome them. Because we have a common goal, we gather together, and from today onwards, we will be a new team, learning together, helping and encouraging each other. We should cherish the time we spend together.

4. The leader explains the reasons for creating the covenant. Each group member signs the Group Covenant, demonstrating their willingness to abide by these group norms.

III. Final Stage

5. Students reflect on the activities and discuss the importance of establishing a supportive group environment. The leader then summarizes the event based on student feedback.

Processing Questions:

How did you feel before the activity?

What did you feel like doing during the activity?

Why did you feel that way?

How did you feel after completing the activity?

What did you learn from today's group activities?

Evaluation:

- 1. Consistently observe students to ensure that every student feels part of the group.
- 2. Towards the end of the session, encourage students to discuss one thing they learned during today's group activities. This could include insights about the group topics, personal discoveries, or understanding others within the group better.

Appendix in session 1:

Group Covenant

I voluntarily participate in this group counseling activity and agree to abide by the following group covenant:

- 1. I will attend each group activity on time, without absence, tardiness, or leaving prematurely. If unable to attend, I will notify in advance.
- 2. I will strictly adhere to confidentiality principles, respecting the personal experiences and privacy rights of other members, and will not disclose information obtained during group activities.
- 3. I will maintain a supportive and friendly relationship with other members, refraining from attacking or disparaging any member, treating each member with honesty, mutual respect, attentive listening, sharing experiences, and trusting one another, without interrupting others speech arbitrarily.
- 4. I will focus during group activities, expressing my genuine emotions candidly and sincerely communicating with other group members, promoting continuous personal and group growth.
- 5. I will actively obey and cooperate with the guidance of the counseling teacher and peers, engage in extensive communication, and avoid communicating solely with preferred group members.
- 6. I will diligently and promptly complete any post-session tasks assigned by the counseling teacher.

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Session 2 Introduction to Hope

Activities:

- 1. Warm-up Activity: Mutual Back Patting Among Members
- 2. Introduction of Hope
- 3. Brainstorm: My Own Hope in College
- 4. Discussion and Sharing

Summary

In Session 2, the group adopted SFBT as its guiding principle, emphasizing goal-oriented, solution-focused methods aimed at practical solutions and positive results. This approach aligns with a collaborative and strengths-based approach. The session's activities were designed to introduce the concept of hope and encourage participants to explore their own hopes for college.

SESSION 2 Greeting and Forming a Group: This session plays a pivotal role in establishing a cohesive group environment, which is fundamental for cultivating a supportive atmosphere conducive to both hope and academic engagement. Building a cohesive group environment is crucial as it encourages vigor among participants. By creating a supportive network within the group, students can energize each other, share ideas, and collaborate effectively. This collective energy and enthusiasm contribute significantly to students' motivation and active participation in learning activities.

Moreover, this session fosters dedication by instilling a strong sense of belonging and responsibility towards the group's goals. When students feel connected to the group and its objectives, they are more likely to demonstrate commitment and perseverance in their academic endeavors. This sense of dedication is essential for sustaining long-term

engagement and achieving meaningful outcomes. Additionally, it enhances absorption by fostering a focused and engaged atmosphere for collaborative activities.

Objectives:

To introduce the concept of hope and explore own college hope.

Materials:

A multimedia device for presentations, slides introducing HOPE, copies of My Own Hope in College sheet, and paper with pens for each participant.

Procedure:

- I. Initial Stage
- Members sit in a circle, gently patting each other's backs, allowing for relaxation of both body and mind, and fostering a sense of support and warmth among members.
 This activity aligned with SFBT principles by promoting a positive group dynamic.
- II. Working Stage
- 2. Introduce the key concepts of hope in the aspect of psychology, including goal-setting, strategy identification, commitment to action. This approach resonates with SFBT's goal-oriented and solution-focused techniques.
- 3. Divide participants into small groups of 3-4 individuals. Instruct each group to brainstorm and write down their definitions of hope and its components (goal-setting, strategy identification, commitment to action) on the paper. Encourage participants to

draw upon their personal experiences, insights, and knowledge. This part is aligning with SFBT's collaborative and strengths-based approach.

III. Final Stage

4. Have each small group share their definitions and facilitate a discussion to compare and contrast the definitions, highlighting common themes and key elements, in line with SFBT's emphasis on shared goals and collaboration.

Processing Questions:

- 1. How did you feel during the warm-up activity?
- 2. What did you discover about your own hopes for college? Do they match what we talked about with hope?
- 3. When we shared ideas as a group, what did you notice we all had in common about hope?
- 4. How did talking with the group make you feel?

Evaluation:

- 1. Observe students engagement and participation in activities, and their interactions with other members.
- 2. Request students to write a short their understanding of hope, and any insights gained.
- 3. Allow students to provide feedback anonymously or in small groups. This can include positive aspects of participation, areas for improvement, and suggestions for future sessions.

Appendix in session 2:

My Own Hope in College

Name:
Directions:
Create a comprehensive understanding of your own hope in college, including what you
hope to achieve, how you plan to achieve it, and your dedication to making your hopes
a reality.
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1.73 LING.

Session 3 Identifying Goals

Activities:

- 1. Warm-up Activity: Meditation
- 2. Goal Setting
- 3. Hope Letter Writing
- 4. Group Share and Discussion
- 5. Homework

Summary

In Session 3, the group integrated SFBT and CBT theories to help participants identify meaningful goals aligned with their values and aspirations. The session employed several techniques, including crystal ball questioning, letter writing, visualization imagery, and SMART goals.

SESSION 3 Identifying Goals: The goal-setting process offers a clear pathway for participants to follow, fostering academic engagement by providing a sense of direction and purpose. Taking ownership of their learning objectives promotes dedication, instilling responsibility and commitment towards their goals. This commitment fuels their engagement in academic activities as they strive to make progress and achieve desired outcomes. As participants immerse themselves in planning and envisioning their future accomplishments, they experience a high level of absorption, enhancing their ability to concentrate and stay motivated in their academic pursuits through focused engagement in strategic thinking and action planning.

Objectives:

To help participants identify meaningful goals aligned with their values and aspirations.

Materials:

Comfortable chair for each member, a multimedia device for presentations, slides introducing setting goals with specific examples of SMART goals, copies of Letter to Future Self sheet, and paper with pens for each participant.

Procedure:

- I. Initial Stage
- 1. Guide members to find a comfortable sitting position, relax their bodies, close their eyes, and take several deep breaths to help enter a meditative state. During this meditation, guide members to imagine scenes of themselves one year and five years in the future. This exercise allows participants to explore and imagine future goals and visions, cultivating positive cognition and expectations, aligning with the principles of CBT. Utilize SFBT by employing the Crystal Ball Questioning technique. These questions aim to deepen participants' reflection on their envisioned futures, aligning with SFBT's focus on exploring and amplifying strengths and positive potentials. After the meditation, allow members to spend a few minutes recording their feelings and experiences on paper. Encourage them to describe their imagined scenes in as much detail as possible. Let willing members share their meditation experiences.

Sample Questions:

What are you doing? How do you feel?

What is the environment around you like? Who is with you?

II. Working Stage

2. Facilitate the process of setting SMART goals: Explain the concept of SMART goals

(Specific, Measurable, Achievable, Relevant, Time-bound). Lead participants through a

structured process of setting SMART goals based on their identified values. Encourage

participants to consider both short-term and long-term goals across different areas of

their lives. Provide examples and templates to guide them.

Example: Weight Loss

"Two kilograms in three months."

Specific: "Wanting to lose weight" cannot be the goal.

Measurable: Quantify the goal into time and weight—three months, two kilograms.

Achievable: The goal of two kilograms in three months is achievable as long as one is

willing to persevere.

Relevant: Losing two kilograms in three months is relevant to the overall goal of

"weight loss."

Time-bound: The deadline is three months

3. Provide clear instructions for participants to compose a letter addressed to

themselves, expressing their hopes, aspirations, and commitment to their identified

goals. Emphasize the importance of being specific, positive, and realistic in their letter.

This technique of Letter Writing aligns with SFBT, encouraging participants to reflect on

their strengths and envision a future of success.

4. Share the letter and discuss within the group. This collaborative sharing fosters

inspiration and mutual support among group members, reinforcing the principles of

encouragement and empowerment within SFBT.

III. Final Stage

5. Assign homework tasks that involve establishing and refining individual SMART goals. This homework activity empowers participants to take concrete steps towards their aspirations and aligns with the goal-setting principles of CBT.

Processing Questions:

- 1. How did the meditation activity help you visualize your future? What did you see, feel, and experience during this meditation?
- 2. What hopes, aspirations, and commitments did you express in your letter?
- 3. During the group sharing and discussion, what insights or inspiration did you gain from hearing others' goals and aspirations?

Evaluation:

- Observe participants during the warm-up meditation and goal-setting activities. Take note of their engagement, level of relaxation during meditation, and enthusiasm in setting SMART goals.
- 2. Administer feedback surveys to gather participants' thoughts and feelings about the session. Ask about the effectiveness of the meditation, the clarity of goal-setting instructions, and the impact of writing the hope letter.
- 3. Facilitate a reflective discussion at the end of the session. Encourage participants to share their thoughts on the session's activities, what they learned about goal-setting, and any challenges or successes they experienced.
- 4. Review the homework assignments submitted by participants, focusing on the specificity, positivity, and realism of their hope letters and SMART goals. Provide constructive feedback and guidance where needed.

Appendix in session 3:

Letter to Future Self: Hopes for College Life and Beyond

Name:
Based on your defined SMART goals, write a letter to yourself about your hopes for
following college life and where you see yourself in five years. Be clear, positive, and
realistic.
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Session 4 Challenging Limiting Beliefs

Activities:

- 1. Warm-up Activity: "Drop the Seven" Mini Game
- 2. Goal Reflection: Progress & Obstacles
- 3. ABCDE Model
- 4. Belief-Challenging Exercise
- 5. Check the homework assigned in the last session

Summary

In Session 4, participants delved into activities designed to confront limiting beliefs, utilizing principles and techniques from REBT, including the ABCDE Model and Belief-Challenging Exercise. The aim was to assist students in gaining a clearer understanding of their thoughts and formulating more achievable goals.

SESSION 4 Challenging Limiting Beliefs: This session focuses on identifying and challenging negative beliefs that could hinder participants' academic progress. By addressing these beliefs, participants gain agency over their thoughts and actions, boosting their motivation and resilience in their academic journey. Teaching participants to challenge negative beliefs fosters vigor by cultivating a positive mindset and resilience when facing challenges. Viewing challenges as opportunities for growth rather than obstacles energizes participants, enhancing their determination and enthusiasm. Moreover, this session promotes dedication as participants develop strategies to navigate obstacles with determination and perseverance. They learn to maintain focus and motivation even when faced with setbacks, strengthening their commitment to their academic goals. Additionally, the session enhances absorption by redirecting students' focus towards positive outcomes instead of distractions or setbacks. This shift in mindset keeps participants deeply engaged and concentrated on their learning tasks, leading to a heightened level of absorption and immersion in the academic material.

Objectives:

To teach participants how to identify and challenge negative beliefs that undermine hope.

Materials:

A multimedia device for presentations, slides introducing ABCDE Model with specific examples, and paper with pens for each participant.

Procedure:

- I. Initial Stage
- 1. All members sit in a large circle. Members take turns counting. When the number contains 7 or is a multiple of 7, skip that number and do not count it but clap hands instead. Any member who makes a mistake will pull their chair back one step and exit the competition. Counting stops at 100, and at that point, the remaining number of people in the circle is counted. All members congratulate with applause. This activity challenge focus and concentration.
- II. Working Stage
- 2. Reflect on progress towards goal-setting and any obstacles encountered. Analyze the root causes of the obstacles encountered.
- 3. Utilizing REBT, teach participants to identify activating events, irrational beliefs, and the consequences of those beliefs, then challenge them through disputation and new effective beliefs.

Note:

Activating Events (A):

- -Explain to participants that activating events are the situations or triggers that lead to emotional or behavioral responses.
- -Encourage participants to identify specific events or situations that provoke negative emotions or unhelpful reactions.

-Examples of activating events could include criticism from others, failure to meet expectations, or unexpected obstacles.

Beliefs (B):

- Help participants recognize the beliefs or interpretations they hold about activating events.
 - Emphasize that irrational beliefs are often exaggerated, unrealistic, or unhelpful.
- Examples of irrational beliefs include demanding perfection, catastrophizing, or assuming personal worth is based on external validation.
- Encourage participants to identify their own irrational beliefs associated with the activating events they identified.

Consequences (C):

- Guide participants to explore the emotional and behavioral consequences of their irrational beliefs.
- Help them recognize how these beliefs contribute to negative emotions such as anxiety, anger, or depression.
- -Encourage participants to consider how their beliefs influence their actions and the outcomes they experience in response to activating events.

Disputation (D):

- Teach participants to challenge their irrational beliefs through rational disputation.
- Encourage them to question the validity and evidence supporting their irrational beliefs.

-Help participants generate alternative, more rational interpretations or beliefs that are based on evidence and reason.

-Provide supportive questioning techniques to facilitate the process of disputing irrational beliefs effectively.

Effective New Beliefs (E):

-Guide participants to adopt new, more rational beliefs that are constructive and empowering.

-Help them integrate these new beliefs into their thinking patterns and responses to activating events.

-Encourage participants to practice affirming and reinforcing these new beliefs through positive self-talk and behavioral changes.

4. Participants identify and challenge their negative beliefs using the ABCDE model in relation to their goals. Encourage open sharing about their experiences in confronting limiting beliefs, including any challenges faced and successes achieved.

III. Final Stage

5. All members share the refined SMART goals, and talk the adjustments or additions they made based on the session's activities and discussions. Provide feedback and guidance where needed to ensure participants are effectively challenging their limiting beliefs and making progress towards their goals.

Processing Questions:

1. What progress have you made towards your goals? What obstacles have you encountered?

2. What negative beliefs did you uncover related to your goals? What were the

consequences of these beliefs?

3. How did you recognize and challenge any irrational beliefs associated with these

events?

3. How did you use the ABCDE model to dispute and replace these beliefs with more

effective ones?

4. What adjustments or additions of SMART goals did you make based on the insights

gained from today's activities and discussions?

Evaluation:

1. Observe participants' engagement and participation.

2. Ask about the clarity of the concepts introduced (such as the ABCDE model), and the

impact on their understanding of challenging limiting beliefs.

3. Review homework on refined SMART goals.

Session 5 Empowerment through Affirmations

Activities:

1. Warm-up Activity: Guessing Game

2. Positive Affirmations

3. Resource Mapping

4. Group Sharing

Summary

Session 5 was dedicated to empowering participants through the practice of positive affirmations and resource mapping, which are grounded in the principles SFBT. The primary objective of this session was to bolster participants' sense of hope and motivation, fostering a positive mindset and encouraging proactive steps towards their goals.

SESSION 5 Empowerment Through Affirmations: This session focuses on using positive affirmations to enhance hope and motivation among participants. Positive affirmations work by reinforcing participants' belief in their capabilities and potential for success, fostering a more optimistic outlook and a stronger sense of hope. When participants affirm positive beliefs about their learning abilities and the value of their efforts, they are more likely to maintain a heightened level of absorption, staying focused, attentive, and deeply engaged in their learning activities. Affirmations also empower participants to take ownership of their learning journey. As they internalize positive statements about their goals, aspirations, and abilities, they feel more motivated and responsible for their academic success. This increased dedication fuels their motivation and commitment to achieving their goals.

Objectives:

To utilize positive affirmations to strengthen hope and motivation.

Materials:

Paper with pens for each participant. Whiteboard or colored pens for creating a resource map.

Procedure:

- I. Initial Stage
- 1. Participants write a description of their own satisfied image on a piece of paper, including height, weight, appearance (facial features), appearance (body shape), interests, strengths and personality. The leader collects these descriptions, and then chooses and reads them at random. Participants then guess who he/she is. Each participant talks about his own thinking about him/her.

Sample Questions:

Does the description fit what you know about him/her?

What is your thinking about him/her?

- II. Working Stage
- 2. Each participant takes a turn being pointed out strengths by other members, and records these strengths on paper as "I am also considered to have the following strengths". The leader guides the group in creating and practicing personalized affirmations to reinforce positive thinking and self-belief, highlighting personal strengths and past successes. Participants then share and discuss these affirmations. This aligns with SFBT's approach of strengths identification and affirmation.
- 3. Lead participants in creating a visual map that represents their existing resources, including personal strengths, supportive relationships, and external supports. This activity is based on the principles of SFBT and its Resource Mapping technique.

Note:

Explain the concept of a visual resource map, emphasizing that it is a representation of their strengths, relationships, and external supports.

Encourage participants to think about and list their personal strengths, such as skills, talents, knowledge, and positive attributes.

Next, prompt them to identify and list supportive relationships, including family, friends, mentors, schoolmates, or any other people who provide encouragement, guidance, or assistance.

Finally, ask participants to consider and list external supports, such as community resources, organizations, tools, or strategies that help them achieve their goals or overcome challenges.

Instruct participants to draw or write each resource category on the paper, using symbols, colors, or keywords to represent each item clearly.

Allow sufficient time for participants to complete their visual maps.

III. Final Stage

4. Participants share their experiences with visualization exercises and affirmations and discuss their effectiveness in maintaining hope.

Processing Questions:

- 1. Did you find any strengths that you had not noticed before through the activity?
- 2. How do you feel when others tell you with strengths?
- 3. Do you feel that the strengths they mentioned fit you?
- 4. What insights did you gain from discussing your experiences with affirmations and resource mapping?
- 5. How did creating affirmations and visualizing your resources impact your sense of hope and motivation?

Evaluation:

- 1. Observe participants' engagement and enthusiasm during activities. Take note of their active participation in sharing and discussing their strengths and the effectiveness of the affirmations.
- 2. Evaluate the effectiveness of the Resource Mapping exercise by assessing participants' ability to identify and visualize their personal strengths, supportive relationships, and external supports.
- 3. Ask participants for feedback on the overall session, including their experiences with affirmations, resource mapping, group sharing, as well as their sense of hope and motivation.

Session 6 Developing Strategies

Activities:

- 1. Warm-up Activity: Screening a Clip
- 2. Coping Skills Training (CBT)
- 3. Role-Playing
- 4. Group Share and Brainstorming

Summary

Session 6 focused on developing effective strategies for achieving personal goals, employing techniques from CBT such as problem-solving, relaxation techniques, positive self-talk, and role-playing. These techniques were integrated to equip

participants with adaptable tools and strategies, enabling them to manage challenges effectively as they work towards achieving their goals.

SESSION 6 Developing Strategies: This session focuses on teaching effective strategies for achieving goals, which in turn enhances participants' sense of agency and capability, further driving their academic engagement. Teaching effective strategies for goal achievement promotes vigor by providing students with the necessary tools and techniques to efficiently figure out and solve problems, manage challenges, relax themselves, and approach learning tasks with energy and enthusiasm as they work towards achieving their goals. This proactive approach instills a sense of excitement and energy, driving participants to actively engage in learning activities with renewed vigor. It fosters dedication as participants gain confidence in their ability to navigate challenges and remain committed to their academic pursuits. They acquire the confidence to tackle obstacles, maintain focus on their objectives, and persevere through setbacks, reinforcing their dedication to their academic pursuits. Additionally, participants learn how to approach tasks systematically, break down complex concepts into manageable parts, and employ active learning techniques such as problem-solving, critical thinking, and reflection. This strategic approach enhances their level of absorption and maintain focused engagement in learning activities.

Objectives:

To teach participants effective strategies for achieving their goals.

Materials:

A multimedia device for video presentations, slides introducing coping strategies with specific examples, copies of The Strategies I Can Use sheet, and paper with pens for each participant.

Procedure:

- I. Initial Stage
- 1. Watch a clip from "The Pursuit of Happyness," a film depicting a father's relentless efforts to overcome adversity in order to provide a better life for his son. This activity set the stage for introducing the importance of coping skills.
- II. Working Stage
- 2. Introduce participants to a range of coping strategies such as problem-solving, relaxation techniques, positive self-talk, behavioral experiments and cognitive restructuring.

Note:

Methods for Problem-Solving:

- 1) Identify the Challenge: Think of a current challenge you are facing, like time management or a difficult relationship.
- 2) Generate Potential Solutions: Brainstorm several solutions without judgment.
- 3) Evaluate Solutions: Assess solutions based on feasibility, effectiveness, and impact.
- 4) Implement Effective Solution: Select the most practical solution and create an action plan to implement it.

Methods for Relaxation:

- 1) Deep Breathing Exercises: Practice deep breathing, inhaling through the nose and exhaling through the mouth.
- 2) Progressive Muscle Relaxation: Tense and relax different muscle groups from feet to head.
- 3) Visualization Techniques: Imagine a peaceful place, engaging senses for relaxation.

Methods for Positive Self-Talk:

- 1)Identify Negative Thoughts: Recognize common negative thoughts, like self-doubt.
- 2) Challenge Negative Thoughts: Question negative thoughts' accuracy and provide evidence.
- 3) Replace with Positive Affirmations: Create and repeat positive statements.

 Methods for Behavioral Experiments:
- 1) Choose a Negative Thought: Select a negative belief to test, e.g., "I'm not good enough."
- 2) Plan and Conduct Experiment: Design a simple experiment to challenge the thought.
- 3) Reflect on Results: Evaluate the experiment's outcome and its impact on negative beliefs.

Methods for Cognitive Restructuring:

1) Record Negative Thoughts: Keep a thought journal.

- 2) Challenge Negative Thoughts: Question thoughts' validity with probing questions.
 - 3) Replace with Rational Thoughts: Develop balanced perspectives.
- 3. Participants practice using coping skills in simulated scenarios related to their goals.
 This hands-on practice allowed them to experience the effectiveness of these techniques firsthand.

Note:

- 1) Group Division: Participants are divided into groups, and each group designs a scenario where they encounter difficulties. Group members play different roles:
- One member plays the role of negative thinking, demonstrating negative thoughts and emotional reactions.
- One member plays the role of positive thinking, demonstrating how to cope with difficulties, maintain optimism, and positivity.
- One member plays the role of coping skills, demonstrating the application of specific coping techniques in this scenario, such as problem-solving, relaxation techniques, or positive self-talk.
- 2) Scenario Setting: Each group designs their scenario, which can involve work pressure, interpersonal conflicts, learning difficulties, etc., ensuring that the scenarios are realistic and challenging.
- 3) Role-playing: Group members engage in role-playing in the designated scenarios:
- The member portraying negative thinking demonstrates pessimistic thoughts and emotional reactions, such as frustration, feelings of failure, or negative expectations.

- The member portraying positive thinking demonstrates a positive attitude and optimistic emotions in dealing with difficulties, such as seeking solutions, staying calm, and confident.
- The member portraying coping skills demonstrates the application of specific techniques, such as problem-solving steps, relaxation exercises, or positive self-talk.
- 4) Observation and Analysis:
- Other group members observe and analyze the scenario, including the reactions and interactions of each role and the effectiveness and practicality of coping techniques.
- 5) Discussion: After each group completes the role-playing, they engage in a discussion. They share their observations, including the effectiveness of positive thinking, the impact of negative thinking, and the practical application of coping techniques.

III. Final Stage

4. Reflect on and share experiences and insights gained from practicing coping skills. Think how these skills can be applied to real-life situations and challenges, and generate a list of strategies that can be used.

Processing Questions:

- 1. How did you feel about watching the movie clip at the start? Did it remind you of anything in your own life or goals?
- 2. Which strategies do you think will help you the most? Why?
- 3. Did acting out scenarios help you understand coping skills better?

- 4. Reflecting on your experiences with coping skills, what changes will you make to how you handle challenges? How will you keep improving these skills?
- 5. Overall, what did you learn today about dealing with problems and reaching your goals? What will you do differently now?

Evaluation:

- 1. Observe participants' engagement during the warm-up activity and their emotional responses to the movie clip, and participants' involvement in role-playing exercises.
- 2. Use processing questions to gauge participants' reflections on the session.
- 3. Ask participants to identify specific strategies they plan to implement in their lives.

Appendix in session 6:	
The Strategies I Can Use	
Name:	
Directions: Generate a comprehensive list of effective strategies that are useful	for you
to achieve personal goals.	

Session 7 Action Planning

Activities:

- 1. Warm-up Game: Maze Construction
- 2. Action Planning
- 3. Discussion and Sharing
- 4. Commitment Exercise

Summary

Session 7 aimed to assist participants in crafting tangible action plans and enhancing their involvement in goal-oriented tasks, aligning with the principles of CBT and REBT. This involved techniques such as goal-setting, action planning, and belief-challenging exercises.

SESSION 7 Action Planning: This session focuses on helping participants develop concrete action plans, which in turn cultivates dedication as they translate their goals into actionable steps. This process not only clarifies the pathway but also instills a sense of commitment and responsibility towards their academic goals. Participants feel empowered and motivated as they take tangible steps towards their desired outcomes, fostering a deeper sense of dedication and purpose in their academic pursuits.

Moreover, Action Planning promotes vigor by creating a sense of progress and momentum. As participants witness their progress through action, they experience a boost in energy, enthusiasm. This sense of progress fuels their drive to continue working towards their objectives with renewed vigor and determination. Furthermore, the process of developing concrete action plans enhances absorption as students become fully immersed in implementing their plans and monitoring their progress.

Objectives:

To help participants develop concrete action plans and increase engagement in goaldirected activities.

Materials:

Enough A4 paper, glue sticks, cardboard or hard paper, copies of Personal Action Plan Commitment sheet, and paper with pens for each participant.

Procedure:

- I. Initial Stage
- 1. Divide all participants into two teams. Each team uses A4 paper to tear into strips of different sizes for designing and constructing the maze. Each team has a certain amount of time to design and build their maze, ensuring that the maze has a certain level of complexity and challenge. After completion, the two teams exchange maze and try to find the exit in the maze built by the other team. The team with the shortest time to find the exit wins.
- II. Working Stage

2. Participants reflect on progress towards goals and any adjustments needed to action plans. Set their action plans, breaking down goals into specific, achievable steps, based on the theory of CBT, ensuring ongoing progress and alignment with desired outcomes, promoting self-awareness and effective goal management..

Note:

- 1) Reflect on progress, any patterns or obstacles may have encountered.
- 2) Identify any adjustments or modifications needed in their action plans based on their progress and experiences.
- 3) Create actionable and realistic plans that lead to tangible progress for the upcoming period.
- 4) Review overall goals and prioritize them based on importance and urgency.
- 3. Members share and discuss the action plan they have formulated, providing suggestions to each other to further refine it.
- 4. Participants make a public commitment to take specific actions towards their goals, and read the commitment aloud.

Note:

- 1) Reflect on your goals and the specific actions you plan to take to achieve them.
- 2) Write a commitment statement similar to the example provided:

"I commit to [specific action] to [goal or outcome]. I will also [additional action or strategy] to monitor my progress and reflect on my journey."

- 3) Ensure your commitment statement is clear, specific, and achievable within your capacity.
- III. Final Stage

5. Homework assignment involves monitoring progress through regular milestone setting and scheduled check-ins, sharing the action commitment with a trusted friend, mentor, or support group to hold yourself accountable and receive encouragement. This structured approach ensures ongoing evaluation of progress and allows for adjustments to action plans as needed.

Processing Questions:

- 1. Reflect on your progress towards your goals during the action planning exercise.

 What patterns or obstacles did you encounter, and how did you deal with them?
- 2. Did you change your plan as you went along based on how things were going? How did these changes make your plan work better?
- 3. What feedback or suggestions did you receive, and how will you use that to make your plan even better?
- 4. What specific actions are you committing to towards your goals? How will you make sure you stay on track and check how you're doing along the way?

Evaluation:

- 1. Observe how actively participants engaged in activities throughout the session.
- 2. Assess the quality of participants' action plans, and evaluate if the plans address participants' identified challenges effectively.
- 3. Assess the commitment statements made by participants. Evaluate the clarity, specificity, and feasibility of the actions committed to achieving their goals.

4. Monitor if participants follow through with the homework assignment of monitoring
progress.
Amondin in accion 7:
Appendix in session 7:
Personal Action Plan Commitment
Name:
Directions: Write a commitment for your own action plan, following is an example: "I
commit to dedicating 30 minutes every morning to practicing deep breathing exercises
and positive self-talk to reduce stress and enhance my overall well-being. I will also
keep a daily journal to track my progress and reflect on any challenges or successes
encountered during this practice." Ensure your commitment statement is clear, specific,
and achievable within your capacity.
5mm3
Session 8 Progress Reflection
Activities:
. 1011111001
1. Program Journey Review
2. Group Reflection

- 3. Future Planning
- 4. Farewell Ceremony

Summary

Session 8, as the final stage of the program, was a pivotal moment, focusing on deep reflection, future planning, and acknowledging the participants' growth and achievements. The session encompassed several activities aimed at solidifying the learnings and experiences gained throughout the program.

SESSION 8 Progress Reflection: This session focuses on reflecting on progress and growth, which not only reinforces hope but also encourages ongoing engagement and commitment to academic success. Reflecting on progress and growth reinforces hope by highlighting achievements and milestones, fueling participants' motivation and dedication. It promotes vigor as students celebrate successes and renew their energy for future endeavors. By reflecting on their progress, participants gain a clearer understanding of their strengths and areas for improvement, fostering a sense of accomplishment and empowerment that drives their continued engagement and commitment to academic success.

Objectives:

To reflect on the overall progress and growth.

Materials:

Some gifts were prepared as awards to acknowledge the participants' accomplishments throughout the program.

Procedure:

- I. Initial Stage
- 1. Reflect on participants' journey throughout the program. Encourage them to consider the challenges they faced, the lessons they learned, and the progress they made towards their goals.

Sample Questions:

What were the significant milestones or breakthroughs you experienced during the program?

How did you overcome obstacles or setbacks along the way?

What aspects of the program were most impactful or meaningful to you?

- II. Working Stage
- 2. Facilitate a group discussion where participants share their insights and final reflections on their growth and development during the program.

Discussion Points:

What are some key insights or lessons you've gained from participating in this program?

Reflecting on your initial goals, how have you progressed towards achieving them?

What are you most proud of accomplishing during the program, and why?

Looking back, what advice would you give to yourself at the beginning of the program?

3. Discuss strategies for maintaining hope and continuing progress towards goals postprogram, including accessing ongoing support and resources.

Discussion Points:

How do you plan to maintain the momentum and progress you've achieved during the program?

What strategies or habits have been most effective for you in staying motivated and focused on your goals?

What ongoing support or resources do you think will be beneficial for your continued growth and development?

How do you plan to integrate the learnings and skills acquired during the program into your daily life or work?

III. Final Stage

4. Recognize participants' hard work and successes throughout the program. Provide certificates or tokens of achievement to participants as a symbol of their dedication and progress. Express gratitude to participants for their commitment and contributions to the program. Encourage participants to continue their journey of growth and development beyond the program's conclusion.

Processing Questions:

- 1. What were the key milestones or turning points for you throughout the journey of the program?
- 2. What do you find most meaningful about the entire group experience?
- 3. Are there specific actions or decisions left a lasting impression on you?
- 4. Has participating in group activities influenced your hope? What specific factors led to this impact?

5. What support or resources do you think would be helpful for maintaining your progress and motivation after the program ends?

Evaluation:

- 1. Assess participants' reflections on their program journey and the progress made towards their goals.
- 2. Evaluate the group discussion and planning for future progress.
- 3. Review the farewell ceremony and its impact on participants.
- 4. Collect feedback from participants regarding their overall experience in the program, including what they found most valuable and any suggestions for improvement in future programs.
- 5. Have participants finish the post test.

APPENDIX 8 Test of Normality and Homogeneity before MANOVA

Normality Test

			K-S			S-W			
VARIABLE	TIME	GROUP	Statistic	df	Sig.	Statistic	df	Sig.	
HOPE	PRE	CG	.209	8	.200*	.965	8	.852	
		EG	.175	8	.200*	.949	8	.706	
	POST	CG	.278	8	.069	.813	8	.040	
		EG	.244	8	.176	.869	8	.146	
	FOLLOW-UP	CG	.237	8	.200*	.900	8	.291	
		EG	.249	8	.156	.885	8	.210	
ENGAGEMENT	PRE	CG	.175	8	.200*	.905	8	.322	
		EG	.193	8	.200*	.892	8	.246	
	POST	CG	.175	8	.200*	.929	8	.510	
		EG	.219	8	.200*	.909	8	.348	
	FOLLOW-UP	CG	.171	8	.200*	.936	8	.569	
		EG	.203	8	.200*	.893	8	.248	

Levene's Test of Equality of Error Variances

		Levene			
		Statistic	df 1	df 2	Sig.
HOPE	Based on Mean	.202	5	42	.960
	Based on Median	.138	5	42	.982
	Based on Median and with	.138	5	40.212	.982
	Adjusted df				
	Based on Trimmed Mean	.175	5	42	.970
ENGAGEMENT	Based on Mean	.264	5	42	.930
	Based on Median	.257	5	42	.934

Based on Median and with	.257	5	40.947	.934
Adjusted df				
Based on Trimmed Mean	.264	5	42	.930

Test the null hypothesis that the error variances of the dependent variable are equal across groups.

Design: Intercept + GROUP + TIME + GROUP * TIME







AF20-03-03.0 May, 2023

Certificate of Ethical Committee Approval

This is to certify that:

Protocol Title: The Influence of Psychological Capital on Academic Engagement and Enhancing Academic Engagement through Integrative Group Counseling among Chinese College Students.

Principal investigator: Ms.XINYUAN FAN

Institution: Graduate School of Srinakharinwirot University

Protocol code: SWUEC-672414

Documents approved:

Submission form
 Full research proposal
 Participant information sheet and consent form
 Questionnaire/data collection form
 version no. 2 date 16 August 2024
 version no. 1 date 28 March 2024
 Questionnaire/data collection form
 version no. 1 date 28 March 2024

5. Investigator's biography

have been reviewed and approved by the Human Research Ethics Committee of Srinakharinwirot University based on Declaration of Helsinki, Belmont Report, International Conference on Harmonization in Good Clinical Practice (ICH-GCP), International Guidelines for Human Research, along with laws and regulations of Thailand. Thus, the approval for conducting the study is granted.

Date of approval: 07/09/2024 Date of expiration: 06/09/2025

(Associate Professor Sittipong Wattananonsakul, Ph.D.)

Sillary. Waltery.

Chairman, Social Science and Behavioral Science Research Sub-Committee of Srinakharinwirot University (Panel 2)

