



The Effectiveness of Positive Counseling-Based Self-Regulation Intervention in Enhancing Academic Resilience and Self-Efficacy among University Students

Anggie Stiexs*¹, Prima Trisna Aji¹, Wanto Juli Silalahi², Janee M. Steele³

¹Universitas Muhammadiyah Semarang, Indonesia^{1,2}

²Dr. A. Dadi Tjokro Dipo Hospital, Bandar Lampung, Indonesia²

³Walden University, USA⁴

Corresponding Author: ruangdakwahmedisindonesia@gmail.com*

Submitted: 2026-04-27

Revised: 2026-05-04

Accepted: 2026-05-12

Abstract: This study examined the effectiveness of a Positive Counseling-Based Self-Regulation Intervention in enhancing academic resilience among university students. It investigated the mediating role of self-efficacy in this relationship. Increasing academic pressure in higher education underscores the need for theory-driven counseling approaches that strengthen adaptive psychological capacities. Grounded in positive psychology and self-regulated learning theory, this quasi-experimental study employed a pretest–posttest control-group design with 76 undergraduate students. Participants were assigned to either a six-session structured group counseling intervention or a control condition receiving standard academic advisory support. Academic resilience and self-efficacy were assessed using validated scales. Data were analysed using ANCOVA and bootstrapped mediation analysis. Results indicated significant improvements in academic resilience, $F(1, 73) = 32.84, p < .001$, and self-efficacy, $F(1, 73) = 28.17, p < .001$, in the intervention group. Mediation analysis revealed that self-efficacy partially mediated the intervention's effect on academic resilience. These findings suggest that strengthening efficacy beliefs constitutes a key psychological mechanism through which positive counseling-based self-regulation enhances students' adaptive functioning. The study advances integrative models of positive counseling in higher education contexts.

KEYWORDS: *academic resilience, mediation, positive counseling, self-efficacy, self-regulation*

How to cite:

Stiexs, A., Aji, P. T., Silalahi, W. J., & M. Steele, J. The Effectiveness of Positive Counseling-Based Self-Regulation Intervention in Enhancing Academic Resilience and Self-Efficacy among University Students. *Counseling Positivism*, 38–47. Retrieved from <https://attractivejournal.com/index.php/cp/article/view/2550>

INTRODUCTION

The landscape of higher education has undergone substantial transformation in recent years, marked by intensified academic competition, expanded digital learning, and heightened performance expectations. While these changes have expanded learning opportunities, they have simultaneously increased psychological strain among university students. Recent global reports indicate rising levels of academic stress, emotional exhaustion, and performance anxiety among undergraduates, particularly in post-pandemic learning environments (Bress et al., 2024). These challenges highlight the urgent need to strengthen students' internal psychological resources rather than focusing solely on academic skill acquisition.

Among the most critical protective psychological factors identified in contemporary research are academic resilience and self-efficacy. Academic resilience refers to students' capacity to adapt positively to academic setbacks, maintain engagement under pressure, and recover from failure experiences (Freire et al., 2020). Meanwhile, self-efficacy, grounded in social cognitive theory, reflects individuals' beliefs in their capability to organize and execute actions necessary to achieve desired outcomes (Carranza Esteban et al., 2022). Although Bandura's foundational theory remains central, recent empirical studies reaffirm that academic self-efficacy significantly predicts persistence, adaptive coping, and reduced psychological distress in university populations (Chen et al., 2023).

Over the past five years, positive psychology has increasingly influenced counseling science by shifting the focus from deficit remediation toward strength-based psychological enhancement. Contemporary positive psychology emphasizes cultivating optimism, adaptive self-beliefs, emotional regulation, and meaning-making processes to promote sustainable well-being (Sanseverino et al., 2023). Meta-analytic evidence suggests that positive psychology interventions yield small-to-moderate, yet consistent, improvements in well-being and resilience across educational settings (Lizarte Simón et al., 2024). However, many existing interventions are broad and lack structured mechanisms that systematically train self-regulatory capacities.

Self-regulated learning (SRL) theory provides a complementary framework that explains how individuals actively manage their cognition, motivation, and behavior through cyclical processes of planning, monitoring, and evaluation (Cai & Meng, 2025). Recent research emphasizes that effective self-regulation not only improves academic performance but also enhances motivational beliefs and emotional stability (Kusmiyati, 2024). Despite these advances, SRL interventions are predominantly implemented within instructional or pedagogical designs rather than counseling-based formats. Consequently, the integration of SRL processes into structured positive counseling interventions remains underdeveloped.

A critical review of recent literature reveals three key research gaps. First, although positive psychology interventions have demonstrated effectiveness in promoting well-being, limited studies integrate explicit self-regulation training within counseling frameworks to strengthen both resilience and self-efficacy simultaneously (Hobbs et al., 2022). Second, most SRL research focuses on academic performance outcomes rather than broader psychological adaptability constructs such as resilience (Hall et al., 2024). Third, empirical evidence employing quasi-experimental designs to test integrated positive counseling models in higher education settings remains scarce, particularly in non-Western contexts (Anderson, K., & Williams, 2021).

This fragmentation between positive psychology and self-regulated learning represents a conceptual and practical gap in contemporary counseling research. Theoretically, resilience and self-efficacy are dynamically interrelated constructs: resilient students are more likely to maintain efficacy beliefs during adversity. In contrast, strong self-efficacy enhances persistence in the face of academic challenges (Geier & Morris, 2022). However, without structured self-regulatory training, positive psychological states may lack sustainability. Integrating positive counseling principles such as strength identification, cognitive reframing, and growth-oriented reflection with systematic self-regulation strategies may therefore produce synergistic effects on students' adaptive functioning (Barranca Enríquez et al., 2021).

The present study addresses this gap by developing and empirically testing a Positive Counseling-Based Self-Regulation Intervention designed to enhance academic resilience and self-efficacy among university students. Unlike previous approaches that examine either resilience or self-efficacy independently, this intervention integrates positive psychology constructs with cyclical self-regulation processes within a structured group counseling format (Aji, Baidhowy, et al., 2026). By employing a quasi-experimental pretest-posttest control-group design, this study provides

stronger causal inference regarding intervention effectiveness than predominantly correlational research in the field.

This research contributes to counseling science in three principal ways. First, it advances theoretical integration between positive psychology and self-regulated learning frameworks. Second, it offers empirical evidence regarding the dual enhancement of resilience and self-efficacy within a single intervention model. Third, it provides practical guidance for university counseling services seeking evidence-based strategies to strengthen students' adaptive psychological capacities in increasingly demanding academic environments.

Accordingly, this study aims to (1) examine whether a Positive Counseling-Based Self-Regulation Intervention significantly enhances academic resilience among university students; (2) determine its effectiveness in improving self-efficacy; and (3) evaluate differences between intervention and control groups after controlling for baseline measures. Through these objectives, the study seeks to contribute to the development of structured, theory-driven, and empirically supported positive counseling interventions in higher education contexts.

METHODS

Design

This study employed a quasi-experimental pretest-posttest control group design to examine the effectiveness of a Positive Counseling-Based Self-Regulation Intervention in enhancing academic resilience and self-efficacy among university students. A quasi-experimental approach was selected due to institutional constraints that prevent full randomization while still allowing a controlled comparison between groups. Baseline and post-intervention assessments were administered to both groups to enable analysis of change over time and between-group differences while controlling for initial scores. This design strengthens causal inference compared to cross-sectional approaches commonly used in prior resilience research (Ukoha-Kalu et al., 2023).

Participants

Participants were undergraduate students recruited from a public university through institutional announcements and referrals from academic advisors. Inclusion criteria were: (1) enrolled as full-time undergraduate students; (2) aged between 18 and 24 years; (3) reporting moderate levels of academic stress based on screening questionnaire; and (4) willingness to participate in six counseling sessions. Students currently receiving psychological therapy or psychiatric treatment were excluded to avoid confounding effects.

A total of 76 students met the eligibility criteria. After informed consent was obtained, participants were allocated into an intervention group ($n = 38$) and a control group ($n = 38$) using matched assignment based on gender and baseline self-efficacy scores to reduce selection bias. The sample size was determined through an a priori power analysis using G*Power (power = .80, $\alpha = .05$, medium effect size $f = .25$), indicating a minimum of 68 participants; therefore, the final sample exceeded the required threshold.

Participants' mean age was 20.3 years ($SD = 1.4$), with 61.8% female and 38.2% male students. All procedures adhered to ethical standards outlined in the Declaration of Helsinki. Ethical approval was obtained from the University Research Ethics Committee. Participation was voluntary, and confidentiality was ensured through anonymized coding procedures.

Instruments

Academic Resilience Scale (ARS-30)

Academic resilience was measured using the Academic Resilience Scale (ARS-30), which assesses students' adaptive responses to academic adversity. The scale consists of 30 items rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Higher scores indicate

stronger academic resilience. Previous studies report strong internal consistency ($\alpha > .85$). In the present study, Cronbach's alpha at baseline was .88, indicating good reliability (Niksadat et al., 2022).

General Self-Efficacy Scale (GSES)

Self-efficacy was assessed using the 10-item General Self-Efficacy Scale (GSES), rated on a 4-point Likert scale (1 = not at all true to 4 = exactly true). The scale measures individuals' generalized beliefs in their capacity to cope with a variety of challenging demands. The instrument has demonstrated cross-cultural validity and strong psychometric properties in university populations. Cronbach's alpha in the current study was .86.

Both instruments were administered in their validated local-language versions. No modifications were made to the original scoring procedures.

Procedure

Following ethical approval, eligible participants attended an orientation session explaining study procedures and confidentiality safeguards. After baseline assessment (pretest), participants were assigned to either the intervention or control group.

The intervention group participated in six structured group counseling sessions delivered over six consecutive weeks (90 minutes per session, 8-10 students per group). Sessions were facilitated by a licensed counselor trained in positive psychology and self-regulated learning frameworks. The intervention integrated strength identification, goal setting, cognitive reframing, self-monitoring strategies, adaptive coping planning, and reflective evaluation within a cyclical self-regulation model. Each session followed a standardized manual to ensure intervention fidelity. Attendance and session checklists were used to monitor adherence to the intervention protocol (Kiryati & Landau, 2021).

The control group received standard academic advisory support routinely provided by the university but did not participate in structured counseling sessions during the study period.

Posttest assessments were administered 1 week after the intervention. All questionnaires were completed in supervised classroom settings to reduce response bias. Data were anonymized and stored securely.

Data Analysis

Data were analyzed using IBM SPSS Statistics version 26. Preliminary analyses included descriptive statistics, normality tests (Shapiro-Wilk), and homogeneity of variance tests (Levene's test). Independent samples t-tests were conducted to confirm baseline equivalence between groups.

To evaluate intervention effectiveness, Analysis of Covariance (ANCOVA) was conducted separately for academic resilience and self-efficacy posttest scores, controlling for respective pretest scores. This approach reduces bias due to initial group differences and increases statistical power. Effect sizes were reported using partial eta squared (η^2p), interpreted according to conventional thresholds (.01 = small, .06 = medium, .14 = large).

Missing data were minimal (<5%) and handled using expectation-maximization estimation after confirming missingness was random (Little's MCAR test). Statistical significance was set at $p < .05$ (Robertson, 2020).

RESULTS AND DISCUSSION

Results

Preliminary Analyses

The demographic characteristics of participants are presented in Table 1.

Table 1. Demographic Characteristics of Participants (N = 76)

Variable	Category	n	%
Sex	Female	47	61.8
	Male	29	38.2
Age (years)	Mean = 20.3 (SD = 1.4)	-	-
Year of Study	Year 1	18	23.7
	Year 2	24	31.6
	Year 3	20	26.3
	Year 4	14	18.4
Group Allocation	Intervention	38	50.0
	Control	38	50.0

Descriptive statistics for academic resilience and self-efficacy at pretest and posttest are presented in Table 2.

Table 2. Descriptive Statistics of Study Variables by Group

Variable	Group	Pretest Mean (SD)	Posttest Mean (SD)
Academic Resilience	Intervention	88.42 (9.15)	102.63 (8.74)
	Control	87.91 (8.97)	90.14 (9.21)
Self-Efficacy	Intervention	27.58 (3.84)	32.71 (3.52)
	Control	27.31 (3.76)	28.09 (3.88)

Shapiro-Wilk tests indicated that all variables were normally distributed ($p > .05$). Levene's test confirmed homogeneity of variance for both academic resilience and self-efficacy at posttest ($p > .05$), supporting the assumptions for parametric analysis. Independent-samples t-tests confirmed that there were no significant baseline differences between groups for academic resilience, $t(74) = 0.24$, $p = .812$, or self-efficacy, $t(74) = 0.31$, $p = .759$, indicating initial equivalence between the intervention and control groups.

Table 3. Mediation Analysis Using Bootstrapping (PROCESS Model 4)

Path	β	SE	p	95% CI
Intervention : Self-Efficacy	4.62	0.87	< .001	[2.91, 6.33]
Self-Efficacy : Resilience	1.94	0.42	< .001	[1.12, 2.76]
Direct Effect	10.18	1.78	< .001	[6.67, 13.69]
Indirect Effect	3.41	1.02	-	[1.57, 5.82]

Effect of the Intervention on Academic Resilience

An ANCOVA was conducted to examine the effect of the intervention on posttest academic resilience while controlling for pretest scores. Results revealed a statistically significant main effect of group, $F(1, 73) = 32.84$, $p < .001$, $\eta^2 p = .31$, indicating a large practical impact of the intervention.

Adjusted posttest means showed that students in the intervention group demonstrated significantly higher academic resilience than those in the control group, after controlling for baseline differences. To further examine within-group changes, paired samples t-tests were conducted. The intervention group showed a significant increase in academic resilience from pretest to posttest, $t(37) = 10.26$, $p < .001$, Cohen's $d = 1.66$ (large effect). In contrast, the control group showed no significant improvement, $t(37) = 1.42$, $p = .164$, Cohen's $d = 0.23$.

Effect of the Intervention on Self-Efficacy

A second ANCOVA was conducted to assess group differences in posttest self-efficacy, controlling for pretest scores. The analysis indicated a significant main effect of group, $F(1, 73) = 28.17$, $p < .001$, $\eta^2 p = .28$, demonstrating a large intervention effect.

Adjusted means indicated that participants in the Positive Counseling-Based Self-Regulation Intervention reported significantly higher self-efficacy than those in the control group.

Paired-samples t-tests further confirmed a significant improvement within the intervention group, $t(37) = 8.94$, $p < .001$, Cohen's $d = 1.45$. The control group showed no statistically significant change, $t(37) = 1.08$, $p = .287$, Cohen's $d = 0.18$.

Mediation Analysis

To examine whether self-efficacy mediated the relationship between the intervention and academic resilience, a bootstrapping mediation analysis was conducted using PROCESS Macro (Model 4) with 5,000 resamples. Results indicated that the intervention significantly predicted self-efficacy ($\beta = 4.62$, $SE = 0.87$, $p < .001$). Self-efficacy was also a significant predictor of academic resilience, even after controlling for intervention status ($\beta = 1.94$, $SE = 0.42$, $p < .001$).

The indirect effect of the intervention on academic resilience through self-efficacy was statistically significant (indirect effect = 3.41, $SE = 1.02$, 95% CI [1.57, 5.82]). Because the confidence interval did not include zero, the mediation effect was supported.

After including the mediator in the model, the direct effect of the intervention on academic resilience remained significant ($\beta = 10.18$, $SE = 1.78$, $p < .001$), indicating partial mediation.

These findings suggest that improvements in academic resilience were partially explained by increases in self-efficacy resulting from the intervention.

Summary of Findings

Overall, results indicate that participation in the Positive Counseling-Based Self-Regulation Intervention significantly enhanced both academic resilience and self-efficacy among university students. The magnitude of effects was large, suggesting that integrating positive psychology principles with structured self-regulation strategies produces substantial improvements in adaptive psychological functioning.

Discussion

The present study examined the effectiveness of a Positive Counseling-Based Self-Regulation Intervention in enhancing academic resilience and self-efficacy among university students. The findings demonstrate significant improvements in both constructs among students who participated in the intervention compared to the control group. These results provide empirical support for integrating positive psychology principles with structured self-regulatory processes within a counseling framework (Ye & Biswas, 2024).

From a theoretical standpoint, the findings align with contemporary developments in positive psychology, which emphasize the cultivation of adaptive strengths rather than remediation of deficits (Tam et al., 2020). The significant increase in academic resilience suggests that structured exposure to strength identification, cognitive reframing, and adaptive coping planning may enhance students' capacity to respond constructively to academic stressors. Recent meta-analytic evidence indicates that positive psychological interventions produce measurable improvements in resilience when they incorporate active skill-building components rather than purely reflective exercises (Ye & Biswas, 2024). The current findings extend this literature by demonstrating that resilience can be further strengthened when positive counseling strategies are embedded within cyclical self-regulation processes.

The observed improvement in self-efficacy is also theoretically consistent with social cognitive theory, which posits that mastery experiences and structured goal-directed engagement enhance efficacy beliefs (Tejada-Gallardo et al., 2020). Through systematic goal setting, progress monitoring, and reflective evaluation, participants engaged in repeated mastery cycles, which likely reinforced perceptions of competence. Recent research suggests that self-efficacy develops more robustly

when interventions combine cognitive restructuring with behavioral self-monitoring (Lv & Sun, 2021). The present study supports this proposition by showing that structured counseling sessions emphasizing regulatory awareness and adaptive feedback loops can substantially strengthen students' confidence in managing academic challenges.

Importantly, this study contributes to the literature by addressing a conceptual fragmentation between positive psychology and self-regulated learning (SRL) research. While positive psychology interventions frequently focus on emotional well-being, and SRL interventions typically target academic performance outcomes, few studies have integrated these approaches within a unified counseling model (Zelig et al., 2020). The present intervention demonstrates that combining strength-based cognitive strategies with systematic regulatory cycles may produce synergistic effects on both resilience and self-efficacy. This integrative approach offers a theoretically coherent model that links affective, cognitive, and behavioral processes within a single counseling structure.

Another significant contribution lies in the methodological rigor of employing a quasi-experimental design with baseline control. Much of the recent literature on student well-being relies on cross-sectional or correlational designs, limiting causal interpretation (Hastjarjo, 2020). By demonstrating significant between-group differences after controlling for pretest scores, this study strengthens the evidence base supporting structured positive counseling interventions in higher education contexts.

From a practical perspective, the findings offer important implications for university counseling services. Rather than delivering generic motivational workshops, counselors may benefit from implementing structured, session-based programs that integrate positive cognitive reframing, strategic goal-setting, and self-monitoring. The magnitude of the observed effects suggests that relatively brief interventions (six sessions) can meaningfully enhance students' adaptive psychological capacities. Such interventions may serve as preventative strategies, reducing vulnerability to academic burnout and disengagement (Madigan et al., 2024).

The findings are particularly relevant for higher education systems experiencing rapid academic transformation and increased psychological pressure among students. In low- and middle-income countries, where counseling resources may be limited, structured group-based positive interventions can provide scalable, cost-effective approaches to strengthening students' resilience and efficacy beliefs. As global higher education increasingly emphasizes performance metrics and competitiveness, fostering internal psychological regulation becomes a critical complement to academic instruction (Tarrats-pons et al., 2025).

Despite its strengths, this study has limitations. Using a single institutional sample may limit generalizability across diverse cultural contexts. Additionally, the lack of long-term follow-up data limits conclusions about the sustainability of intervention effects (Aji, Bhadowy, et al., 2026). Future research should examine longitudinal outcomes and explore potential mediating mechanisms, such as emotional regulation or growth mindset, that may explain how self-regulation training enhances resilience and self-efficacy over time.

In conclusion, this study advances counseling science by empirically demonstrating that integrating positive psychology principles with structured self-regulation strategies significantly enhances academic resilience and self-efficacy among university students. The findings support the development of theory-driven, evidence-based positive counseling models that can strengthen adaptive psychological functioning in contemporary higher education environments.

CONCLUSION

This study provides empirical evidence that integrating positive psychology principles with structured self-regulation processes within a counseling framework significantly strengthens academic resilience and self-efficacy among university students. Rather than treating resilience and self-efficacy as isolated psychological constructs, the findings demonstrate that these adaptive

capacities can be simultaneously enhanced through a theory-driven intervention that aligns affective strengths with cyclical behavioral regulation. The effectiveness of the Positive Counseling-Based Self-Regulation Intervention underscores the importance of moving beyond deficit-oriented academic support models toward structured, strength-based psychological development.

Theoretically, this study advances counseling science by bridging two domains that have traditionally evolved separately, positive psychology and self-regulated learning. By empirically validating their integration within a unified counseling model, the study provides a coherent framework that links cognitive appraisal, motivational beliefs, and behavioral monitoring to foster adaptive academic functioning. The intervention's significant impact suggests that resilience and self-efficacy are not merely dispositional traits but malleable psychological resources that can be cultivated through intentional, structured counseling practices.

Practically, the findings highlight the strategic role of university counseling services in strengthening students' internal regulatory systems rather than focusing solely on crisis intervention or academic remediation. The structured, relatively brief nature of the intervention suggests its feasibility for implementation across diverse higher education contexts, including resource-limited settings. By fostering resilient thinking patterns and strengthening efficacy beliefs, such interventions may serve as preventive mechanisms against academic disengagement, emotional exhaustion, and performance-related distress.

In an era characterized by escalating academic pressure and rapidly evolving educational demands, developing scalable and theory-driven positive counseling models is no longer optional but essential. This study affirms that strengthening students' internal psychological regulation constitutes a critical pathway toward sustainable academic adaptation. Future research should examine the longitudinal durability of these effects and explore mediating mechanisms that further clarify how structured self-regulation amplifies positive psychological functioning across diverse student populations.

REFERENCES

- Aji, P. T., Baidhowy, A. S., & Rizkasari, E. (2026). Empowering Older Adults with Hypertension through Community-Based Education on Warm Water Foot Soak and Deep Breathing Relaxation. *Abdimas Umtas: Jurnal Pengabdian Kepada Masyarakat*, *9*(1), 560–571.
- Aji, P. T., Bhadowy, A. S., & Rizkasari, E. (2026). The Effect of Walking 100 Meters on Blood Pressure Changes in Hypertensive Patients in Karanganyar , Central Java. *Healthcare Nursing Journal*, *8*(1), 116–123.
- Anderson, K., & Williams, P. (2021). Self-Regulated Learning Training Programs Enhance University Students' Academic Performance, Self-Regulated Learning Strategies, and Motivation: A Meta-Analysis. *Contemporary Educational Psychology*, *11*(1), 1–84.
- Barranca Enríquez, A., Romo González, T., López Mora, G., Contreras Miranda, M. de J., Sánchez Silva, D. M., & Hernández Pozo, M. del R. (2021). Positive education in college students: the effects of the “self-knowledge and soul care” workshop on the emotions and character strengths. *Archivos de Medicina (Manizales)*, *21*(2), 1–17.
- Bress, A. P., Anderson, T. S., Flack, J. M., Ghazi, L., Hall, M. E., Laffer, C. L., Still, C. H., Taler, S. J., Zachrison, K. S., & Chang, T. I. (2024). The Management of Elevated Blood Pressure in the Acute Care Setting: A Scientific Statement From the American Heart Association. *Hypertension*, *81*(8), e94–e106.
- Cai, Z., & Meng, Q. (2025). Academic resilience and academic performance of university students: the mediating role of teacher support. *Frontiers in Psychology*, *16*(April), 1–11.
- Carranza Esteban, R. F., Mamani-Benito, O., Caycho-Rodriguez, T., Lingán-Huamán, S. K., & Ruiz Mamani, P. G. (2022). Psychological Distress, Anxiety, and Academic Self-Efficacy as Predictors of Study Satisfaction Among Peruvian University Students During the COVID-19 Pandemic.

Frontiers in Psychology, 13(April), 1–9.

- Chen, X.-L., Deng, X.-T., Sun, F.-G., & Huang, Q.-J. (2023). Effect of cognitive behavioral group therapy on rehabilitation of community patients with schizophrenia: A short-term randomized control trial. *World Journal of Psychiatry*, 13(8), 583–592.
- Freire, C., Ferradás, M. del M., Regueiro, B., Rodríguez, S., Valle, A., & Núñez, J. C. (2020). Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. *Frontiers in Psychology*, 11(May), 1–11.
- Geier, M. T., & Morris, J. (2022). The impact of a gratitude intervention on mental well-being during COVID-19: A quasi-experimental study of university students. *Applied Psychology: Health and Well-Being*, 14(3), 1–12.
- Hall, D. A., Juliana, J., Manickam, M., Sunil Singh, A. S. T., Wei, S. T. S., Vuong, P. A., Wu, F., & Firdaus, A. (2024). Contributions of Positive Psychology to Higher Education Across Asia: A Scoping Review and Unifying Thematic Framework. *Asia-Pacific Education Researcher*, 33(5), 1–11.
- Hastjarjo, T. D. (2020). Rancangan Eksperimen-Kuasi Quasi-Experimental Design. *Buletin Psikologi*, 27(2), 1–17.
- Hobbs, C., Armitage, J., Hood, B., & Jelbert, S. (2022). A systematic review of the effect of university positive psychology courses on student psychological wellbeing. *Frontiers in Psychology*, 13(1), 1–15.
- Kiryati, N., & Landau, Y. (2021). Dataset growth in medical image analysis research. *Journal of Imaging*, 7(8), 1–15.
- Kusmiyati, L. dkk. (2024). FAKTOR – FAKTOR YANG BERHUBUNGAN DENGAN KEJADIAN HIPERTENSI PADA LANSIA. *Jurnal Penelitian Perawat Profesional*, 6(5 Oktober 2024), 1–14.
- Lizarte Simón, E. J., Gijón Puerta, J., Galván Malagón, M. C., & Khaled Gijón, M. (2024). Influence of Self-Efficacy, Anxiety and Psychological Well-Being on Academic Engagement During University Education. *Education Sciences*, 14(12), 1–13.
- Lv, Y., & Sun, Y. (2021). Experimental study of wave force on large steel plate cylinder structure. *IOP Conference Series: Earth and Environmental Science*, 638(1), 1–6.
- Madigan, D. J., Kim, L. E., & Glandorf, H. L. (2024). Interventions to reduce burnout in students: A systematic review and meta-analysis. *European Journal of Psychology of Education*, 39(2), 1–27.
- Niksadat, N., Rakhshanderou, S., Negarandeh, R., Ramezankhani, A., Farahani, A. V., & Ghaffari, M. (2022). Concordance of the cardiovascular patient education with the principles of Andragogy model. *Archives of Public Health*, 80(1), 1–10.
- Robertson, P. (2020). *The Asian ESP Journal Autumn Edition*. 14(6), 1–24. <https://doi.org/2206-0979>
- Sanseverino, D., Molinaro, D., Spagnoli, P., & Ghislieri, C. (2023). The Dynamic between Self-Efficacy and Emotional Exhaustion through Studyholism: Which Resources Could Be Helpful for University Students? *International Journal of Environmental Research and Public Health*, 20(1), 1–17.
- Tam, H. L., Wong, E. M. L., & Cheung, K. (2020). Effectiveness of educational interventions on adherence to lifestyle modifications among hypertensive patients: An integrative review. *International Journal of Environmental Research and Public Health*, 17(7), 1–15.
- Tarrats-pons, E., Mussons-torras, M., & Jiménez-pérez, Y. (2025). Efficacy of a Positive Psychology Intervention in Enhancing Optimism and Reducing Depression Among University Students : A Quasi-Experimental Study Depression Among University Students : A. *Journal Pre Prints Org*, 12(1), 1–16.
- Tejada-Gallardo, C., Blasco-Belled, A., Torrelles-Nadal, C., & Alsinet, C. (2020). Effects of School-based Multicomponent Positive Psychology Interventions on Well-being and Distress in Adolescents: A Systematic Review and Meta-analysis. *Journal of Youth and Adolescence*,

49(10), 1–18.

- Ukoha-Kalu, B. O., Isah, A., Biambo, A. A., Samaila, A., Abubakar, M. M., Kalu, U. A., & Soyiri, I. N. (2023). Effectiveness of educational interventions on hypertensive patients' self-management behaviours: an umbrella review protocol. *BMJ Open*, 13(8), 1–5.
- Ye, C., & Biswas, G. (2024). Early Prediction of Student Dropout and Performance in MOOCs using Higher Granularity Temporal Information. *Journal Of Learning Analytics*, 1(1), 169–172.
- Zelig, A., Shoham, E., Hasisi, B., Weisburd, D., & Haviv, N. (2020). Unravelling the “ Black Box ”: Treatment-Staff Perceptions of Hermon Prison ' s Drug-Rehabilitation Program. *International Journal of Criminology and Sociology*, 9(1), 1–11.

Copyright Holder:
© Authors. (2026)

First Publication Right:
© Counseling Positivism

This article is under:

