

## A Study on the Relationship between College Students' Subjective Well-being and Social Support

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**Abstract:** A total of 231 undergraduates from Hubei Institute of Engineering were investigated to explore the differences in demographic variables between college students' subjective well-being and social support. Results find that there were significant differences in the demographic variables of college students' subjective well-being, such as sex, grade and origin of students. College students' subjective well-being and the acquisition of social support were at a moderate level. Social support has certain influence on college students' subjective well-being. So college students' subjective well-being is closely related to social support, and social support can predict subjective well-being.

### 1. Introduction

According to survey data released by the Ministry of Health: Suicide is the fifth leading cause of death in China, with suicide at the top of the list among young adults aged 15 to 35. Suicide has become an invisible killer lurking among college students, which not only seriously affects the normal study life of college students, but also seriously affects the safety and stability of the school. College students are the backbone of the future social development, the mental health of college students will have a very important impact on the development of the future society, which has attracted widespread attention from people from all walks of life.

Diener (1985) thinks subjective well-being can reflect the psychological state of college students to some extent. The subjective well-being is a comprehensive evaluation of the quality of life made by the individual according to the standard of self-determination; it includes the assessment of the individual's life satisfaction and its positive emotion and extreme emotion. Subjective Well-being has three basic characteristics: subjectivity, stability and integrity <sup>[1]</sup>. Kahn and Antonucci (1980) pointed out that social support is an important factor in subjective well-being. The results show that the subjective well-being of the human body with good social support is higher than that of the individuals with low social support <sup>[2]</sup>. Weiss (1974) found that individuals with good social support generally had higher subjective well-being <sup>[3]</sup>. Yan Biaobin, Zheng Xue (2005) found that social support from different sources has different effects on subjective well-being, family support has the greatest impact on college students' subjective well-being, and lovers' support ranks second, then the support comes from roommates, friends, etc <sup>[4]</sup>. He Ying (2000) research shows that girls' subjective well-being scores are slightly higher than boys' and their total social support scores are higher; The subjective well-being of college students from different places is different, and the subjective well-being of urban college students is higher than that of rural college students <sup>[5]</sup>.

The purpose of this study is to study the relationship between college students' subjective well-being and social support, to understand the overall mental health status of college students, to take effective measures to alleviate the psychological pressure of college students and to promote their overall development of mental health.

## 2. Research Design

### 2.1 Research Tools

The subjective well-being of college students was measured by the National Center for Health Statistics (NHS), which was revised by Duan Jianhua in 1996. The scale divides subjective well-being into six factors: melancholy or pleasant mood, relaxation and tension, control of emotion and behavior, satisfaction and interest in life, energy, and concern for health. National norm score: 75 for men and 71 for women. The higher the score of the scale is, the higher the subjective happiness is. The correlation between the items of the scale and the total score was between 0.48 and 0.78. The correlation between the subscale and the general table was between 0.56 and 0.88, and the internal consistency coefficient was 0.95 for women and 0.91 for men. The retest reliability was 0.85, and the correlation with anxiety scale was PEI, PSS, and CHQ, respectively. The correlation between HQ and MMPT was 0.35<sup>[6]</sup>.

Social support of college students was measured using the social support assessment scale (SSRS) developed by Xiao Shuiyuan of the psychiatry teaching and research group of Hunan Medical College in 1986. The scale includes three dimensions: objective support, subjective support and utilization of social support. The higher the score, the more social support the subjects received. Xiao Shuiyuan (1987) tested 128 sophomores with the social support assessment scale, and the two-month retest reliability  $r=0.92(P<0.01)$ , where the consistency coefficient of each project is between 0.89 and 0.94<sup>[7]</sup>.

### 2.2 Research object

In this study, Hubei University of Engineering college students as the research object, questionnaire survey form. A total of 240 questionnaires were sent out, 231 questionnaires were collected, and the recovery rate was 96.25%. Among the 231 valid questionnaires, the effective rate was 100%. There are 50 freshmen, 48 sophomores, 96 sophomores and 37 seniors. There were 90 boys and 141 girls, 74 students from urban areas and 157 students from rural areas.

### 2.3 Research hypothesis

Hypothesis 1: There is different in demographic variables such as gender, grade and origins among the subjective well-being of college students.

Hypothesis 2: there is a difference in the social support of college students in demographic variables such as gender, grade and source of students.

Hypothesis 3: there is a significant positive correlation between social support and subjective well-being of college students.

## 3. Research results

### 3.1 Research on subjective well-being of college students

The data generation and analysis of this study was completed on the computer, and general descriptive analysis and correlation analysis were carried out using SPSS18.0 statistical software.

#### Research Results

Table 1 Test of Gender Differences in Subjective Well-being of College Students

	Boy M±SD(n=90)	Girl M±SD(n=141)	t
Worry about health	9.34±2.38	8.68±2.47	2.03*
vigor	15.16±2.49	14.63±2.51	1.53
Satisfaction and interest in life	3.26±0.943	2.91±0.99	2.60**
A state of melancholy or cheerfulness	20.51±2.79	19.11±2.55	3.91**
Control of emotion and behavior	12.68±1.95	11.58±2.03	4.06**
Relaxation and tension	16.74±3.45	16.33±3.25	1.54

\*There was a significant correlation at the 0.05 level (bilateral)

\*\* There was a significant correlation at the level of 0.01 (bilateral)

The t test of two independent samples was used for each dimension of subjective well-being of male and female college students, and the detailed results are shown in table 1. It can be seen from table 1 that there are significant differences between male and female college students in terms of health concerns, satisfaction and interest in life, depression or pleasant mood, and control of emotion and behavior. Male college students in sad or happy state of mind and control of emotion and behavior is significantly higher than female students ( $p < 0.001$ ), the male college students in health worries, interest in life satisfaction and also significantly higher than female students ( $p < 0.05$ ). There is no significant difference between male and female college students in energy, relaxation and tension.

Table 2 Difference Test of Subjective Well-being of College Students in Different Grades

	freshman		sophomore year		junior		senior		F
	M	SD	M	SD	M	SD	M	SD	
Worry about health	9.38	2.43	9.19	2.92	8.74	2.21	8.51	2.38	1.28
vigor	3.14	1.03	3.29	0.92	2.97	0.92	2.81	1.10	0.61
Satisfaction and interest in life	19.24	2.73	20.48	2.45	19.72	3.00	19.00	2.06	2.08
A state of melancholy or cheerfulness	12.44	1.53	12.02	2.10	11.82	2.33	11.89	1.91	2.63*
Control of emotion and behavior	16.36	3.34	17.00	3.28	16.34	3.17	15.41	3.17	1.03
Relaxation and tension	14.80	2.68	15.27	2.60	14.70	2.60	14.70	1.88	1.70

Variance was used to analyze the subjective well-being of college students in different grades, and the results were shown in table 2. It can be seen from the above table that the grade indicators cannot influence the subjective well-being of college students. College students of different grades in the sad and happy state of mind have significant difference, after inspection. It's found that significant differences between sophomores and seniors, a sophomore of depression and eliminate control is high than the seniors.

Table 3 Research on the Difference of Subjective Well-being of College Students from Different Sources

	Cities and towns (n=90)M±SD	Countryside (n=141) M±SD	t
Worry about health	9.30±2.37	8.77±2.48	-1.54
vigor	3.16±0.99	2.99±0.98	-0.88
Satisfaction and interest in life	20.04±2.52	19.48±2.81	-1.271
A state of melancholy or cheerfulness	12.08±1.77	11.97±2.20	-1.467*
Control of emotion and behavior			
Relaxation and tension	16.22±2.98	16.39±3.372	-0.365
	15.04±2.51	14.75±2.52	0.376

For the independent sample t test of subjective well-being of college students from urban and rural areas, the following conclusions can be drawn from table 3: There are significant differences between urban and rural college students in their satisfaction and interest in life, and there is no significant influence on the other dimensions of their supervisor's happiness. Urban college students

are more satisfied and interested in life than rural college students.

### 3.2 Research on social support for college students

Table 4 difference test of social support among college students of different genders

	Boy M $\pm$ SD(n=90)	Girl M $\pm$ SD(n=141)	t
subjective support	10.61 $\pm$ 2.80	10.15 $\pm$ 2.48	1.31
objective support	20.19 $\pm$ 3.89	18.50 $\pm$ 3.85	3.23*
utilization degree of support	7.51 $\pm$ 2.03	7.39 $\pm$ 1.52	0.52
social support	38.31 $\pm$ 7.04	36.04 $\pm$ 5.99	2.62**

The t test of two independent samples was used for each dimension of social support for male and female college students. The specific results are shown in table 4. It can be seen from table 4 that there are significant gender differences in social support among college students. In terms of objective support, there is a significant difference between male and female. There was no significant difference between male and female students in subjective support and utilization of support. Gender has a significant impact on the overall social support of college students.

Table 5 difference research on social support of college students in different grades

	freshman		sophomore year		junior		senior		F
	M	SD	M	SD	M	SD	M	SD	
objective support	10.24	2.64	10.83	2.73	10.08	2.48	10.43	2.76	0.92
subjective support	18.14	4.04	19.38	4.54	19.58	3.87	19.16	2.99	1.54
utilization degree of support	7.26	1.88	7.46	1.71	7.65	1.75	7.11	1.52	1.08

Variance analysis was conducted for social support of college students in different grades. The results were shown in table 5. It can be seen from table 5 that there is no significant difference in social support among college students in grades.

Table 6 research on the difference of social support among college students from different source areas

	Cities and towns M $\pm$ SD(n=90)	Countryside M $\pm$ SD(n=141)	t
subjective support	10.39 $\pm$ 2.13	10.30 $\pm$ 2.82	-2.77*
objective support	19.12 $\pm$ 3.72	19.18 $\pm$ 4.06	0.10*
utilization degree of support	7.34 $\pm$ 1.59	7.48 $\pm$ 1.81	0.62

It can be seen from table 6 that there are significant differences in subjective support and objective support among college students from different source areas. Urban college students get more subjective support than rural college students. Rural college students get more objective support than urban college students. There was no significant difference in the utilization of support among college students from different source areas.

### 3.3 Research on the relationship between subjective well-being of college students and social support

It can be concluded from table 7 that objective support has a significant positive correlation with all dimensions of subjective happiness (except health concerns and stress and relaxation).

Subjective support is significantly positively correlated with all dimensions of subjective well-being (other than health concerns); There was a significant positive correlation between the use of support and the dimensions of subjective well-being (except the two dimensions of health concern and emotional control). Social support is significantly positively correlated with all dimensions of subjective well-being (except for health concerns).

Table 7 correlation analysis between social support and subjective well-being of college students

	Satisfaction and interest in life	vigor	Worry about health	A state of melancholy or cheerfulness	Control of emotion and behavior	Relaxation and tension
objective support	0.280**	0.166*	-0.005	0.228**	0.136*	0.125
subjective support	0.268**	0.192*	-0.079	0.281**	0.207**	0.192**
utilization degree of support	0.247**	0.189*	-0.081	0.207**	0.122	0.145*
social support	0.341**	0.234**	-0.72	0.318**	0.213**	0.205**

## 4. Conclusions

### 4.1 Analysis of the status of college students' social support and subjective well-being

- (1) College students' subjective well-being and social support are above the average.
- (2) There are significant differences in gender and type in social support for college students.
- (3) The subjective well-being of college students varies significantly in gender and origins type.
- (4) There is a significant correlation between social support and subjective well-being.

### 4.2 Suggestions for improving college students' subjective well-being

#### 4.2.1 School

Firstly, The University should carry out various activities in time to help freshmen to adapt to and integrate into university life as soon as possible. Carry out employment guidance activities in time upon graduation to guide college students to change their roles and integrate into the society; Secondly, University should actively explore new methods for education teaching and the reality of everyday life of the university students, from set out actually, the mental health education for college students, dissolve the college students' heart and correct the misconceptions in college students in learning and life, which makes students better solve their own problems. At last, School should construct harmonious class because class life is an important part of university life, the unity and friendship among the class can increase the sense of belonging and pleasure of college students, which will help to improve college students' subjective well-being.

#### 4.2.2 Family

In China, parents dote on their children, and everything is handled by their children from childhood to adulthood. As a result, college students have a strong dependence on their parents. Parents should learn to let go, not to overindulge their children, let the children learn to be independent, and gradually reduce their children's dependence on their parents.

#### 4.2.3 College students themselves

College students to establish learning objectives, goals, constantly enrich their university life, cultivate a good interpersonal relationship, and active learning, efforts to widen our sight and improve their thinking ability, enhance self-confidence. Face life with a healthy mind and the right attitude. Develop a correct outlook on life, values and the world. Plan your life and career, and take the initiative to take action.

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