

THE CURRENT SITUATION OF COLLEGE STUDENTS' WELL-BEING

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Abstract

This article aimed to study 1) To make an adaptation to form a questionnaire on college students' well-being; 2) To investigate the level of college students' well-being in China; 3) To investigate the characteristics and strategies for the improvement of college students' well-being. The research was conducted in the form of literature method, informal conversational interviews and questionnaires, and the research sample was Chinese college students who were selected by random sampling. The questionnaire was adapted by literature method and informal conversational interview method in the first stage, and after the questionnaire survey was conducted on 761 college students, the data were analyzed by descriptive statistics and content analysis.

The research results were found as follows: 1) The adaptation of the questionnaire of college students' well-being is formed 2) The level of college students' well-being is in the middle and the overall feelings are in the middle level; it is summarized that college students' well-being is mainly composed of five components: positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement. The 5 components of college students' well-being are positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement. 3) From the demographic factors, college students' well-being varies in various dimensions, with female higher than male in self-worth; science and engineering majors have higher well-being; and the mean value of the third-year college students is slightly higher in all dimensions. In terms of self-worth, life satisfaction, and achievement, the mean values of those who have lived in the city for a long time are higher than those in the village. Students who are currently serving or have served as student leaders have higher well-being. Only child is lower in positive feelings. There is some potential for improvement in the well-being of college students.

Keyword: College student; Well-being; Well-being level; Positive Psychology

Introduction

Well-being is a psychological phenomenon that exists objectively in human reality, a concept favoured by global, national and local governments, and an eternal pursuit and ideal for human beings (Hogan et al., 2015; Simons & Baldwin, 2021). In the development of human society, research on well-being has never stopped (Hogan et al., 2015). After their basic survival needs are satisfied, people pursue well-being and aspire to a happy life (Estes et al., 2017). "well-being" is an important element of students' mental health and good life. While school education is an indispensable and important position for the cultivation of people's well-being, the college stage is an essential juncture for the cultivation of students' well-being, which is directly related to the degree of realisation of "people's well-being" in the future society (Zhang, People's Daily, 2020). College students' well-being is a multidimensional construct that includes an examination of its psychological, emotional, and physiological aspects. The most studies of college student well-being use affective components, positive and negative emotions, as indicators of student well-being. Traditionally, the age of college students is generally around 17-25 years old (Zhang et al., 2016). Well-being tends to combine both subjective well-being (SWB) and psychological well-being (PWB) (Seligman, 2011; Compton & Hoffman, 2020; Disabato et al., 2016). SWB is defined as people's evaluation of their lives, while PWB is recognized as representing optimal human functioning (Diener et al., 2009). Researchers have integrated SWB and PWB, arguing that their two conceptual systems and measures complement each other and together reveal the essence of well-being (Diener et al., 2019, 2010).

From most of these studies it is seen that the emphasis on college students' well-being is placed more on the positive areas of the students just like positive emotions, social relationships, lack of negative emotions, contact with school, interpersonal factors and personal achievement or accomplishments. (Aulia et al., 2020). College students' well-being evaluations are all derived from their individual standard evaluations and value judgments (Miao et al., 2015). Collectively, the components of college students' well-being are positive emotions, satisfaction with life, negative emotions, relationships, self awareness and value assessment and focused engagement in school activities to get achievement or value.

In the current study, the researcher as a teacher working in the college in China find the following ideas about college students' well-being. Researcher as a teacher who is teaching the communication skill course and Ideological and Moral Education and the Rule of Law. Through observation of college students and informal conversational interviews with college teachers and student work department teachers, it was found that there is space for college students' well-being to improve, but it is not certain about the current level of college students' well-being. After observation, the students' interest in class is not high, the activity after class is not active, asking questions in the class found that some students answering questions have complained that life and learning is boring, anxiety, burnout and

unhappiness, or feel that everything does not matter, the sense of well-being is not high enough. When interviewing lecturers working in college in informal sessions, it was found that most of their opinions about college students were consistent, students were not highly motivated, had a negative way of speaking or an attitude of indifference to anything. Students behaved such as not having enough self-affirmation, believing that they had no value or did not realize their value, school interpersonal and family were not ideal enough and they were not able to raise their interest because of the pressure of their studies. Lecturers believe that it is worthwhile to pay attention to mental health and the aspect of college students' well-being needs to be focused on. In addition to the classes, the teachers of the Student Work Affairs Center, who have the most contact with the students, are very consistent in expressing that the students' positive emotions are not optimistic, there are more problems in communication skills and interpersonal aspects, the mental health problems are not optimistic, a large portion of the students who do not have a clear aim in their life pursuits and goals are not clear, they are more confused at the moment and at the same time are anxious about their futures, the pressure is high, and so on, which results in the college students' sense of well-being is not optimistic. However, the well-being of Chinese college students seems to be understudied (Dobosz & Hetmańczyk, 2023), following a review of the literature, there is not much research on college students' well-being, which can be further researched to improve students' well-being, to achieve the goals of education and to be used as a reference for the development of educational policies when planning to improve students' well-being, there is room for improvement in college students' well-being (Aulia et al., 2020). The global prevalence of depression among youth, the small increase in life satisfaction, the synergy between learning and positive emotions suggest that schools should teach well-being related knowledge to enhance well-being (Seligman et al., 2009). The world in which college students live is changing dramatically in an era of globalization, networking, increased transfer of knowledge and information, increased risk, economic inequality, and changing information. From a developmental perspective, college students have unmet needs for well-being; from a societal perspective, they will face the challenges of adolescence toward young adulthood and the pressures and challenges of entering society, college students' well-being needs more help (e.g., from school, society, etc.) to succeed in some of these transitions (Bonnie et al., 2017).

To summarize, well-being is a common pursuit of human beings, a synthesis of physical health and mental health, a feeling, an experience, and moreover an ability, which is an important element of students' mental health and a good life. College students are in their youth which is a critical period of life development. They face unique pressures and challenges that will have a significant impact on their future. Education cannot immediately change the circumstances of each person's life and the situation they find themselves in, but it can change the way of thinking and the level of cognition, and positive education is

important. While school education is an indispensable and important position for the cultivation of human well-being, the college stage is an important juncture for the cultivation of students' well-being.

The researchers posit that a comprehensive understanding of the level and characteristics of well-being among college students is essential for the development of effective strategies to enhance well-being. They found that the well-being of Chinese college students is composed of five factors: positive feelings, self-worth, interpersonal harmony, life satisfaction, and achievement. In order to enhance well-being, it is necessary to provide students with ways or means to enhance their well-being in university study and life. This will result in a higher sense of well-being and happiness. In light of these considerations, the researchers believe that a more comprehensive understanding of the current state of college students' well-being is essential for the development of targeted interventions aimed at enhancing it.

Research objective

- 1) To make an adaptation to form a questionnaire on college students' well-being
- 2) To investigate the level of college students' well-being in China.
- 3) To investigate the characteristics and strategies for the improvement of college students' well-being.

Research Methodology

This research is a mixed methods study. This phase has 2 main steps. The first step provides basic information for the development of this research theme by researching relevant literature and conducting informal conversational interview with teachers and observing students to get some information about college student well-being. The second step, through the combination of the Comprehensive Happiness Questionnaire (Miao, 2003), Flourishing scale, The Scale of Positive and Negative Experience (Feelings scale) (Diener et al. 2019, 2010), to make a college student's well-being questionnaire to survey and investigate the current status of college students' well-being level in China and to provide a theoretical basis and preparation for the following research.

In qualitative research, the literature method serves as the foundation for the study, and informal interviews can further confirm the influencing factors and definitions of college students' well-being. Based on the literature, informal conversational interviews with teachers and observations of students are conducted to design a questionnaire.

In terms of quantitative research, the college student population in China is sufficiently large to warrant the collection of a substantial number of individual data points as sample information for analysis. This research on college students' well-being adheres to the questionnaire survey method.

1) The study population consisted of Chinese college students (Population = 44.3 million college students). Based on the Krejcie and Morgan Table, 768 questionnaires were planned to be distributed, assuming a response rate of 50%.

2) The questionnaire was adapted to obtain a preliminary questionnaire for the assessment of college students' well-being. By organizing and analyzing relevant literature and informal conversational interview, clarifying the structural elements of college students' well-being, developing a college students' well-being questionnaire, testing and modifying the college students' well-being questionnaire through analysis, expert evaluate the content validity, use the Cronbach's alpha (Coefficient alpha), KMO and Bartlett's Test to get the reliability and validity and try out, a formal survey questionnaire is formed. In this study, all the college students' well-being are using the newly designed college students' well-being questionnaire.

3) The new questionnaire was released from the online platform to the college students in China, informing them of the requirements for completing the questionnaire and obtaining their consent, after data collection and analysis, to get the level of well-being of Chinese college students.

Research Findings

Objective 1. College students' well-being questionnaire

1) Adaptation of questionnaire items

The items for this survey were collected in several ways. 1) A review of the literature on well-being and its related questionnaires. 2) An informal conversational interview. The researcher conducted random informal conversational interviews with college teachers and students in colleges to ascertain their perceptions of the components of college students' well-being and their needs regarding well-being. The aforementioned methods were integrated to yield a definition and components of college students' well-being, which were then incorporated into the original questionnaire of college students' well-being, comprising 39 items in total.

2) Questionnaire Item

The College Student Well-Being Questionnaire consists of three sections, ABC. Part A is basic personal information that serves as a reference for demographic variables. Part B (from Diener et al. 2019, 2010) tests college students' overall feelings of well-being (assessing subjective feelings of well-being). Its score can be used to derive an overall affective balance score, but it can also be categorized into positive and negative emotional scales. A score of 5 is taken. Add up the item scores from 1 (very rarely or never) to 5 (very often or always). The higher the positive emotion scores and the lower the negative emotion scores, the intensity of the feelings predicts overall well-being, and the better the overall feeling of the college student, the higher the well-being. Section C is a survey of the specific state of the

student's overall well-being (subjective, objective feelings, and external influences).The questionnaire's section C consists of questions related to the five components of the college student's well-being, as summarized by the researcher. 7-point Likert scales were used (7 for strongly agree - 4 for mixed or neither agree nor disagree - 1 for strongly disagree). A total score can be obtained and the mean score from each dimension goes to the level. All these questionnaire items were assigned using randomization.

3) Reliability and validity

Expert evaluation.The questionnaire was evaluated by three experts,the consistency evaluation results showed that the item Objective Consistency Index (IOC) was between 0.66 and 1.0, higher than the standard (0.5).It was put into use after evaluate the reliability, validity, expert evaluation and try out(n=100).Formation of the final new college student well-being questionnaire and do the try out.

Try out.B part have 12 items, Cronbach's alpha Coefficient is 0.952(n =100), which indicates that the data reliability quality is high and can be used for further analysis.KMO value is 0.951,the validity is good .C part have 27 items,Cronbach's alpha(Coefficient alpha) is 0.981(n =100),KMO value is 0.962,good reliability and validity can be seen.

4) Validation of component

Exploratory factor analysis was used to demonstrate a good correlation between the five components of student well-being summarized in the interviews and literature and the scales adapted for the five aspects.

After the factor analysis, it can be seen that the designed questionnaire has a better degree of interpretation, according to the meaning of the questions in the scale and the rotated component matrix, a loading value of more than 0.5 means that it can be analyzed as an important question item, and the results show that the loading value of each item of the dimensions is more than 0.5, the validity of this questionnaire is high and the questionnaire is effective. Exploratory factor analysis yielded components consistent with the scales and dimensions described by the research design, and it was found that 27 items were explained by 5 factors with a cumulative contribution of 83.86% (Table 1). As a result, the questionnaire was developed and named "College Students' Well-being Questionnaire".

Objective 2.Status of college students' well-being

In this study, 768 questionnaires were distributed through random voluntary completion by college students. After recovering the questionnaires, 761 valid questionnaires were obtained after excluding blanks, questionnaires with short response time and systematic responses, with a validity rate of 99%. The students were all college students.

1) Information of college students

As shown in Table 2, the regions of college students can be seen to cover a wide range of areas and are not limited to one or two places, which is representative from the

distribution point of view. The distribution of samples in the region is mainly dominated by "Yunnan", accounting for 20.60%, followed by "Fujian" and "Jiangsu", accounting for 9.30% and 8.70% respectively.

As shown in Table 3, the basic situation of the 761 college students who filled out the questionnaire can be seen through the frequency count as follows:

In terms of gender, the distribution of the sample is more "female" with 54.00%, followed by "male" with 46.00%. The overall distribution of males and females is not much different. The distribution of the sample in terms of discipline categories is dominated by "Science and Engineering" with a percentage of 52.30%, followed by "Humanities and Social Sciences", "Arts and Others" accounted for 27.90% and 19.80% respectively. In the previous research, Chinese university students study for 4-5 years (for example, some medical majors are 5 years), and the grades are from the first to the fifth year, and the distribution of students is more in "junior year", accounting for 38.20%. This is followed by sophomores with 21.30% and freshmen with 18.4%. In terms of long-term residence, the distribution of the sample is dominated by "city" with a percentage of 71.90%, followed by "village" with a percentage of 28.10%. In terms of whether students held student leadership positions, more students (53.60%) did not hold a student leadership position. There are 46.40% of students who have not held a student leadership position. In terms of being an only child, 59.50% of students are only children and 40.50% are not.

2) Status of college students' overall feelings

Table 1 Overall feelings of college students

Questionnaire Part B	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Positive feeling	761	1	5	2.505	1.098	0.641	-1.084
Negative feeling	761	1	5	2.500	1.110	0.671	-1.048
N	761						

Questionnaire part B could predict long-term well-being, and this feeling questionnaire has an advantage in measuring well-being related experiences (Diener et al., 2019, 2010). As shown in the descriptive analysis in Table 4, in the two dimensions of overall well-being corresponding to positive and negative feelings (sample size N=761), the mean and standard deviation of positive feelings are 2.505 and 1.098, which are at a middle level of positive feelings, and the mean and standard deviation of negative feelings are 2.500 and 1.110, which are at a middle level of positive feelings. Students' overall well-being is at a middle level, and positive feelings are slightly higher than negative feelings a little bit, and college students' current well-being is at a middle level, and in general, the percentage of positive feelings and negative feelings is about the same.

3) College students' well-being level

Table5. College students' well-being descriptive statistics

Questionnaire Part C	N	Minim um	Maxim um	Mean	Std. Deviation	Skewness	Kurtosis
C	761	1	7	3.146	1.678	0.863	-0.890
D	761	1	7	3.100	1.659	0.797	-0.934
E	761	1	7	3.213	1.729	0.765	-1.067
F	761	1	7	3.647	1.828	0.233	-1.647
G	761	1	7	3.438	1.758	0.429	-1.489
Total	761	1	7	3.301	1.400	0.583	-0.465
N	761						

C for positive feelings, D for self-worth, E for interpersonal harmony, F for life satisfaction, G for achievement

It can be seen from Table 5 that the level of college students' well-being (mean=3.301) measured in Part C of the questionnaire is slightly below the mean (mean of the mean level of the scale = 4). Among the dimensions of students' well-being (N=761), the mean of positive feelings is 3.146 and the standard deviation is 1.678. Self-worth has a mean of 3.100 and a standard deviation of 1.659. Personal harmony has a mean of 3.213 and a standard deviation of 1.729. Life Satisfaction has a mean of 3.213 and standard deviation of 1.729. Satisfaction has a mean of 3.647 and a standard deviation of 1.828. The mean and standard deviation of performance are 3.438 and 1.758, respectively, and the mean of the total scale in part C is 3.301 and the standard deviation is 1.400. Usually, the absolute value of skewness is less than 2 and the absolute value of kurtosis is less than 7, and the data follow an approximately normal distribution. The absolute values of skewness and kurtosis for the present data meet the requirements, and the mean values of life satisfaction and achievement are slightly higher than those of the other three dimensions (positive feelings, self-worth, and interpersonal harmony). In contrast, the three components that are slightly lower need to be strengthened.

Objective 3 Characteristics and strategies of college students' well-being

1) Definition and components

The researcher concluded that college students' well-being refers to a kind of comprehensive feeling of college students themselves, their comprehensive evaluation of satisfaction with all aspects of life, a state of psychological fulfillment dominated by positive feelings. College students usually feel happy, satisfied, self-accepted, get along well with other people, doing things quite well by themselves and so on. It consists of the following five components: Positive feeling, Self-worth, Interpersonal harmony, Life satisfaction, Achievement.

(1) Positive feeling refer to the overall feeling and idea that an individual has more positive feelings and attitudes than negative feelings and attitudes. Someone often has positive feelings, experiences and expectations such as pleasure, happiness, love, optimism, see the positive and so on.

(2) Self-worth refers to a person's acceptance themselves for all they are, to affirm themselves often, to find value in themselves or to believe that they are valuable in some way. They believe that they are capable, important, valuable or able to create value, deserving of recognition and respect.

(3) Interpersonal harmony refers to a person having warm, safe, sincere, and lasting relationships, having good interpersonal relationships. It will bring emotional relaxation, peace of mind, optimism and a positive outlook. It can give a person psychological support and good feelings in daily life.

(4) Life satisfaction refers to an individual's overall sense of fulfillment in all aspects of life and is the degree to which a person's needs are comprehensively satisfied in all aspects of life. It can be influenced by factors such as study, environment, family, health, relationships and personal growth. It is mainly an overall summary and evaluation of an individual's life situation.

(5) Achievement refers to a specific goal or success that a person achieves in life, a feeling that results from reaching a goal or overcoming an obstacle. An individual usually feels that they have gained something in some way or contributed to something or someone. Achievements can be personal, learned or related to any other area of life.

2) Comparison of college students' well-being-Gender

The independent samples t-test was used to analyze whether there is a significant difference between different genders on the five components of college students' well-being. Through Table 6 it is found that there is a significant difference in the gender factor in self-worth, i.e., the value reaches the level of significance ($P < 0.05$). There is no significant difference in the other four components ($P > 0.05$). Further comparison of means of statistically significant variables shows that females are higher than males in self-worth.

Table 6. College students' well-being-Gender statistics

Competent	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	sig
C	Male	350	3.102	1.675	0.090	-0.661	0.509
	Female	411	3.183	1.682	0.083		
D	Male	350	2.958	1.618	0.086	-2.197	0.028
	Female	411	3.221	1.686	0.083		
E	Male	350	3.095	1.679	0.090	-1.748	0.081

	Female	411	3.314	1.767	0.087		
F	Male	350	3.548	1.817	0.097	-1.380	0.168
	Female	411	3.731	1.835	0.091		
G	Male	350	3.354	1.750	0.094	-1.214	0.225
	Female	411	3.510	1.764	0.087		

C for positive feelings, D for self-worth, E for interpersonal harmony, F for life satisfaction, G for achievement

3) Comparison of college students' well-being-Major

Table 7.College students' well-being-Major statistics

Competent		N	Mean	Std. Deviation	Std. Error Mean	F	sig
C	M1	398	3.69	1.807	0.091	54.08	0.000
	M2	212	2.348	1.148	0.079		
	M3	151	2.834	1.413	0.115		
	Total	761	3.146	1.678	0.061		
D	M1	398	3.496	1.704	0.085	33.676	0.000
	M2	212	2.386	1.309	0.09		
	M3	151	3.061	1.647	0.134		
	Total	761	3.1	1.659	0.06		
E	M1	398	3.708	1.828	0.092	48.933	0.000
	M2	212	2.34	1.167	0.08		
	M3	151	3.135	1.631	0.133		
	Total	761	3.213	1.729	0.063		
F	M1	398	4.023	1.812	0.091	22.502	0.000
	M2	212	3.016	1.691	0.116		
	M3	151	3.542	1.81	0.147		
	Total	761	3.647	1.828	0.066		
G	M1	398	3.774	1.757	0.088	19.623	0.000
	M2	212	2.865	1.635	0.112		
	M3	151	3.356	1.719	0.14		
	Total	761	3.438	1.758	0.064		

C for positive feelings, D for self-worth, E for interpersonal harmony, F for life satisfaction, G for achievement;M1 for science and engineering,M2 for humanities and social sciences, M3 for art and others

It can be observed from Table 7 that there is a significant difference ($p < 0.05$) in all the five components of the professional category factor. Further analysis of the means shows

that the means of the different professional categories in the five components of positive feelings, in descending order, are science and engineering, art and others, humanities and social sciences. In terms of major categories, science and engineering scored relatively high.

4) Comparison of college students' well-being-Grade

Table 8.College students' well-being-Grade statistics

Competent		N	Mean	Std. Deviation	Std. Error	F	sig
C	1	140	2.304	1.232	0.104	41.462	0.000
	2	162	2.606	1.335	0.105		
	3	291	4.019	1.791	0.105		
	4	130	2.930	1.419	0.124		
	5	38	2.609	1.357	0.220		
	Total	761	3.146	1.678	0.061		
D	1	140	2.234	1.299	0.110	36.334	0.000
	3	162	2.560	1.346	0.106		
	3	291	3.875	1.689	0.099		
	4	130	3.121	1.618	0.142		
	5	38	2.586	1.309	0.212		
	Total	761	3.100	1.659	0.060		
E	1	140	2.366	1.368	0.116	37.104	0.000
	2	162	2.610	1.348	0.106		
	3	291	4.025	1.817	0.107		
	4	130	3.281	1.637	0.144		
	5	38	2.465	1.095	0.178		
	Total	761	3.213	1.729	0.063		
F	1	140	2.614	1.550	0.131	32.033	0.000
	2	162	3.265	1.717	0.135		
	3	291	4.428	1.718	0.101		
	4	130	3.685	1.794	0.157		
	5	38	2.968	1.576	0.256		
	Total	761	3.647	1.828	0.066		
G	1	140	2.511	1.487	0.126	35.239	0.000
	2	162	2.947	1.604	0.126		
	3	291	4.267	1.660	0.097		
	4	130	3.332	1.678	0.147		
	5	38	2.963	1.607	0.261		
	Total	761	3.438	1.758	0.064		

C for positive feelings, D for self-worth, E for interpersonal harmony, F for life satisfaction, G for achievement.1for freshman,2 for sophomore,3 for,4 for,5 for fifth Year

It can be seen from Table 8 that there is a significant difference ($p < 0.05$) in all the five aspects of the grade factor. Further analysis of the means shows that the means for the interpersonal harmony and life satisfaction, in descending order, are junior, senior, sophomore, fifth and freshman. The means for the three dimensions of positive feelings, self-worth and achievement, in descending order are junior, senior, fifth, sophomore and freshman. As a whole, juniors were at a slightly higher level of mean values on all components of the scale, with a slightly higher level of overall well-being, and freshmen were at a lower level.

5) Comparison of college students' well-being-Long-term living place

Table 9.College students' well-being-Long-term living place statistics

Competent		N	Mean	Std. Deviation	Std. Error Mean	t	sig
C	City	547	3.179	1.638	0.070	0.877	0.381
	Village	214	3.061	1.778	0.122		
D	City	547	3.221	1.659	0.071	3.270	0.001
	Village	214	2.791	1.622	0.111		
E	City	547	3.247	1.700	0.073	0.862	0.389
	Village	214	3.127	1.804	0.123		
F	City	547	3.738	1.782	0.076	2.131	0.034
	Village	214	3.414	1.926	0.132		
G	City	547	3.563	1.744	0.075	3.163	0.002
	Village	214	3.118	1.757	0.120		

C for positive feelings, D for self-worth, E for interpersonal harmony, F for life satisfaction, G for achievement

In analyzing whether there is a significant difference between the place of long-term living on the five components. It was found (Table 9) that there was a significant difference ($p < 0.05$) between whether the place of long term living was in the city or in the village in terms of self-worth, life satisfaction, and achievement. In the other two components, there is no significant difference ($P > 0.05$). Further comparison of the means of the statistically significant dimensions shows that in terms of self-worth, life satisfaction, and achievement, the means of those who have lived in the city for a long time are higher than those who have lived in the village all along, and that the city experience has an effect on several aspects of well-being.

6) Comparison of college students' well-being-Hold any student leadership positions?

As can be seen in Table 10, there is a significant difference ($p < 0.05$) in all five components of student well-being for the factor of students who currently hold or have held a student leadership position. Students who currently hold or have held a student leadership position have higher mean scores than those who have never held a student leadership position. Students who have served as student leaders have higher well-being.

Table 10. College students' well-being-Hold any student leadership positions statistics

Competent	Do you hold a student leadership role	N	Mean	Std. Deviation	Std. Error Mean	t	sig
C	Yes	353	3.315	1.684	0.090	2.590	0.010
	No	408	3.000	1.662	0.082		
D	Yes	353	3.345	1.713	0.091	3.797	0.000
	No	408	2.889	1.583	0.078		
E	Yes	353	3.537	1.776	0.095	4.850	0.000
	No	408	2.933	1.639	0.081		
F	Yes	353	3.893	1.801	0.096	3.476	0.001
	No	408	3.434	1.828	0.090		
G	Yes	353	3.622	1.730	0.092	2.697	0.007
	No	408	3.279	1.769	0.088		

C for positive feelings, D for self-worth, E for interpersonal harmony, F for life satisfaction, G for achievement

1) Comparison of college students' well-being-Only child?

Table 11. College students' well-being-Only child or not statistics

Competent	Only child?	N	Mean	Std. Deviation	Std. Error Mean	t	sig
C	Yes	453	2.991	1.550	0.073	-3.021	0.003
	No	308	3.375	1.829	0.104		
D	Yes	453	3.006	1.576	0.074	-1.860	0.063
	No	308	3.239	1.768	0.101		
E	Yes	453	3.117	1.644	0.077	-1.827	0.068
	No	308	3.355	1.841	0.105		
F	Yes	453	3.648	1.776	0.083	0.012	0.991
	No	308	3.646	1.905	0.109		
G	Yes	453	3.388	1.700	0.080	-0.946	0.345
	No	308	3.512	1.840	0.105		

C for positive feelings, D for self-worth, E for interpersonal harmony, F for life satisfaction, G for achievement

In terms of being an only child or not, it can be analyzed through Table 11 that there is a significant difference ($P < 0.05$) in positive feelings. There is no significant difference in the other four aspects ($P > 0.05$). Non-only children are higher than only children in positive feelings. Of course, according to the students' responses, the slight difference in the mean values can be seen in the lower mean values of only children, except for life satisfaction.

Discussion

Objective 1 The college students' well-being questionnaire has good reliability and validity, synthesizes multiple dimensions of well-being, and can be put to use.

Objective 2 College students' well-being is at a medium level, slightly lower, with consistent questionnaire levels for both the general feeling and well-being sections. It lays the foundation for further research on college students' well-being in the future. The study proves that the five components of college students' well-being are reasonable. Among them, the mean value of life satisfaction and achievement is slightly higher than that of the three dimensions of positive feelings, self-worth, and interpersonal harmony, which can be improved and strategized in the future with some additional measures (such as courses or activities) in these three components. In the future, some additional measures (e.g., courses or activities) can be added to these three dimensions for enhancement and strategy. In addition, because the trends of well-being measured in Part B and Part C of the questionnaire are almost the same, Part C of the questionnaire can be used separately if we want to reduce the number of items to be measured in the future.

Objective 3 To get the definition of college students' well-being, its components and differences in different demographic variables, in order to lay the foundation for further research on college students' well-being improvement.

In terms of gender, the difference in well-being between boys and girls is generally insignificant, with women being higher than men in terms of self-worth. This may be due to the fact that males are not yet successful and mature enough in various aspects, which is also in line with what is happening in the wider society as a whole.

In terms of specialization, there are significant differences among the various categories of specialization, with science and engineering scoring relatively high. It is possible that the number of people needed by society in this major category is high, and with more jobs, there will be more choices in terms of employment in the future, which may be relatively less stressful.

In terms of grade level, the third-year students are at a slightly higher level in all aspects of the mean, and the first-year students are at a lower level. This may be because freshmen have just entered the university and are still adapting to various aspects of the university, and have not yet found a way to solve the problems, stress and anxiety they encounter. After one or two years of adjusting, the third year of college has its own rhythm

in various aspects of college life, and will soon be internships have not yet entered the community need to seek employment, the overall situation will be better.

In terms of long-term living place, the mean values of self-worth, life satisfaction, and achievement for all three aspects of long-term living in the city are higher than those in the village. It may be because students who live in the city for a long period of time will have more experience in terms of eyesight, resources, education, and family finances than those in the rural areas. It may also be due to the influence of the relationship between personal self-confidence and self-denial that students living in the city for a long period of time will have a slightly higher overall satisfaction, fulfillment and self-identity.

In terms of serving as student leaders, students who have served as student leaders have a higher sense of well-being. From Maslow's theory of needs, it can be seen that when an individual's needs are satisfied, they will have a sense of happiness and be in a good mood. For student leaders, it means that they are recognized by teachers and students in some aspects. By planning, organizing and participating in student activities, they can easily get praise from teachers and support from peers, and their self-esteem is greatly satisfied and they are in a better state of mind.

In terms of being an only child, non-only children have higher positive feelings than only children. In the nuances of the means, it can be seen that except for life satisfaction, the means for only children are slightly lower. Life satisfaction is a little higher, probably because they have more resources than non-only children. However, there is not much difference between the proportion of only children and non-only children in the sample group. Only children have lower means in all other areas, perhaps because they are college-age and need more support from family members. If non-only children may have support from siblings. The non-only children scored higher on positive feelings, probably because they grew up with more than one child in the family and are more resilient, accepting, and understanding of each other.

To summarize, the level of well-being of Chinese college students is in the middle level, and the overall feelings are also in the middle level, with space for improvement. From the comparison of demographic variables of college students' well-being, it can be seen some characteristics: female is higher than male in self-worth; science and engineering major categories have higher levels of well-being, while humanities and social sciences have lower levels; the mean value of all factors of well-being is slightly higher for junior college students, while the level of freshmen and sophomores is slightly lower. In terms of self-worth, life satisfaction, and achievement, the means were higher for those who had lived in the city for a long time than in the village. The students who are currently serving or have served as student leaders have a higher sense of well-being. Only child is lower in positive feelings, in other 4 aspects although there is no significant difference, but further observation of subtle differences, except life satisfaction, only child's mean value is a little lower.

The overall differences in the components of well-being are not significant and there is space for improvement. Interventions for college students' well-being are needed as a whole in the area of well-being improvement. By creating a supportive and nurturing environment, colleges can contribute to the personal growth and success of their students during this transformative phase of life. Creating a well-being program or some classroom activities that students can participate in, such as incorporating positive psychology's educational content on well-being into daily learning, may be a good intervention option. Positive education, especially interventions in the classroom, play an important role in promoting college students' well-being.

Significance and innovation

College students' well-being components and definitions are further explained. The current status of Chinese college students' well-being is analyzed with a new status quo, and countermeasure suggestions are given to provide a basis for the next step of the research on college students' well-being intervention and improvement.

Recommendations

1) Theoretical Recommendation

To further provide theoretical basis and reference for the study of college students' well-being, to provide a multifaceted perspective for the study of college students' well-being, to enrich the existing research on college students' well-being from the perspective of well-being.

2) Practical Recommendations

Colleges could conduct periodic surveys to assess the state of student well-being. Such surveys will help to understand the well-being and needs of college students. In addition, new programs can be developed at the college to improve student well-being.

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