

Study on the Relationship Between Social Support, Psychological Resilience and Subjective Well-Being in Private Universities - Take Anhui Wenda Institute of Information Engineering as an Example

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Abstract: In order to explore the relationship between social support, psychological flexibility and subjective well-being of private university students, 980 college students were surveyed by random sampling method. College students had significant gender differences in subjective well-being, psychological resilience and social support ($P < 0.05$), and female, urban (superior conditions), and non-single parent students had the highest scores in the demographic indicators of each group. There were significant positive associations between social support, psychological resilience and subjective well-being ($P < 0.01$). Family support, friend support and other support directly and positively predict college students' subjective well-being and two dimensions (overall emotional index, life satisfaction). For students from poor families and divorced single-parent families, the school enhances the subjective happiness of college students and promotes their mental health level by improving students' social support and psychological flexibility.

Keyword: College Students of Private Colleges and Universities; Social Support; Psychological Resilience; Subjective Well-being

Young people in China are a high-risk group of depression, and the mental health problems of college students have increasingly attracted social attention. It is urgent to improve and improve the mental health level of college students. Diener Believe that subjective well-being mainly includes cognitive evaluation (satisfaction with the overall quality of life) and emotional experience^[1]. Happiness

is the essential feature of mental health and the value goal of mental health pursuit. People's positive psychological quality contributes to the experience and gain of happiness. Researchers believe that the safe and warm family atmosphere and the warm parenting way of parents are significantly negatively correlated with college students' psychological problems, which can reduce the psychological problems of college students^[2]. The psychological resilience of college students with poor difficulties was significantly negatively correlated with life stress and positively correlated with social support^[3]. Compared with public universities, the mental health education of private colleges and universities cannot meet the needs of college students' mental health development due to the uneven level of students, unstable professional talents and low funding investment. In this study, we explored the relationship between psychological resilience, social support and subjective well-being and the internal factors, and further explored how to improve students' mental health level.

1. Research Technique

1.1 Research Object

Using the method of random and convenient sampling, 1000 college students were selected for online questionnaire survey, and 980 valid questionnaires were collected. The effective recovery rate was 98%. The specific situation is shown in Table 1. In this study, the data were analyzed by ANOVA, independent sample t-test, correlation analysis and linear regression analysis, and $P < 0.05$ was considered as a statistically significant difference.

Table 1. Descriptive Statistics of Demographic Variables (N=980)

project	category	number of people	percentage (%)
sex	man	450	45.91%
	woman	530	54.08%
origin of student	Rural (difficult)	520	53.06%
	City (in superior condition)	460	46.94%
Single parent (divorced family)	yes	345	35.20%
	deny	635	64.80%

1.2 Research Tools

In this study, the comprehension social support rating scale, subjective wellbeing scale, life satisfaction scale, and psychological resilience scale were used. The details are shown in Figure 1.

2. Finding

2.1 Differential Analysis of University Student Resilience in Demographic Variables

From table 2, from the aspects of gender, regional (family economy), whether single parent (divorced family), found that the

psychological elasticity of college students have significant gender difference ($P < 0.05$), and from the tenacity, strength and optimism ($P < 0.05$). The overall level of psychological resilience of girls is higher than that of boys. The level of psychological resilience of urban (superior conditions) college students is higher than that of rural (difficult) college students, and the level of single-parent (divorced family) students is lower than that of students from non-single-parent families.

2.2 Differences in Demographic Variables of Social Support, Psychological Resilience and Subjective Well-Being

Scale name	content	author
Understanding the social support scale (PSSS)	Prepared together by Blumenthal et al. The research uses the 2001 revised version of Chinese scholar Jiang Qianyan. There are 12 scales divided into three dimensions, namely family, friends and other support, 4 questions for each dimension, and 7 points were scored. The Cronbach's α coefficient of this scale is 0.898, and the Cronbach's α coefficients of all dimensions are 0.808, 0.831, and 0.809, respectively.	Jiang Qianyan
Happiness refers to the quantity table	For the measurement of overall well-being, it contains 8 emotion items and 1 satisfaction item. The seven-point scoring method is used, and the total score of the two weighted scores. The higher the total score, the higher the overall happiness level. The internal consistency coefficient was 0.587	Campbell
Psychological Elasticity Scale (CD-RISC)	The revised Chinese version of the psychological resilience scale of Xiao Nan and Zhang Jianxin used in this study contains 25 items, which are divided into three dimensions: tenacity, strength and optimism. Likert 5-level scoring system is adopted. The higher the score, the higher the level of psychological resilience. In this study, the Cronbach's α coefficient of this scale was 0.955, and the scale has good reliability.	Xiao Nan, Zhang Jianxin

Figure 1. Measurement Table of Social Support, Subjective Well-Being and Self-Efficacy Scale of College Students

Table 2. Table of Differential Analysis in the Psychological Resilience of College Students with Different Demographic Characteristics

Demographic indicators	variable quantity	tenacity	potence	optimism	Total psychological elasticity score
sex	boy student	3.38±0.63	3.62±0.68	3.45±0.68	3.47±0.60
	girl student	3.49±0.66	3.71±0.70	3.60±0.69	3.48±0.62
	t value	-2.214**	-2.263*	-2.189*	-1.802**
Region (family economy)	Rural (difficult)	3.39±0.63	3.61±0.66	3.44±0.67	3.47±0.62
	City (in superior condition)	3.50±0.67	3.73±0.70	3.62±0.68	3.60±0.66
	t value	-2.215*	-2.274*	-3.582***	-2.631**

Single parent (divorced family)	yes	3.37±0.62	3.60±0.67	3.44±0.66	3.43±0.59
	deny	3.49±0.66	3.72±0.69	3.62±0.69	3.58±0.65
	t value	-2.205*	-2.265*	-3.457**	-2.721**

Note: * p < 0.05, ** p < 0.01, *** p < 0.001, the same below

The differences in demographic variables of college students' subjective well-being (two dimensions), psychological resilience and social support (three dimensions) are shown in Table 3. College students had significant gender differences in their subjective well-being, psychological resilience and social support (P < 0.05), and female, urban (superior condition), and non-single-parent families had the highest demographic scores in each group. However, there was no significant difference in the overall emotion index dimension, but the students in urban (superior conditions) were higher than those in rural (difficult) students, students from non-single-parent families were higher than those from single-parent (divorced families), and all girls were higher than boys. There were no significant differences in gender scores on the life satisfaction dimension. In addition, there were significant differences in subjective well-being,

psychological resilience, social support and their dimensions in urban (superior conditions) and single parent (divorced families) (P < 0.05), but not significant differences in overall emotional index and friend support.

2.3 Correlation Analysis Between Social Support, Psychological Resilience, and Subjective Well-Being

In order to understand the relationships among college students' social support, psychological resilience and subjective well-being, the various variables were analyzed, and the research results are shown in Table 4. According to Pearson's product-moment correlation analysis, there were significant positive associations between social support, psychological resilience and subjective well-being (P < 0.01), and between psychological resilience and subjective well-being and social support (P < 0.01).

Table 3: Table of Differences in Subjective Well-Being, Psychological Resilience and Social Support Among College Students with Different Demographic Characteristics

Demographic indicators	variable quantity	Subjective happiness	Overall emotion index	Life satisfaction	Psychological elasticity	social support	Family support	Friends support	Other support
sex	boy student	4.73±0.94	4.75±0.94	5.19±1.36	3.47±0.60	5.09±0.82	5.19±0.99	5.15±0.93	4.92±1.02
	girl student	4.91±0.85	4.89±0.90	5.42±1.16	3.48±0.62	5.44±0.81	5.47±0.10	5.49±0.90	5.36±0.91
	t value	-2.004*	-1.66	-1.927	-1.80**	-4.717***	-3.148***	-4.104***	-4.833***
Region (family economy)	Rural (difficult)	4.72±0.93	4.74±0.95	5.18±1.26	3.47±0.62	5.07±0.79	5.20±0.97	5.23±0.93	4.97±0.97
	City (in superior condition)	4.95±0.89	4.90±0.91	5.44±1.19	3.60±0.66	5.45±0.82	5.42±0.99	5.37±0.94	5.21±0.99
	t value	-2.320*	-1.69	-2.689**	-2.631**	-4.729***	-4.845***	-1.311	-2.145*
Single parent (divorced family)	yes	4.72±0.81	4.73±0.81	5.01±1.25	3.43±0.59	5.01±0.78	4.85±0.93	5.22±0.94	4.96±0.96
	deny	4.84±0.88	4.85±0.88	5.39±1.26	3.58±0.65	5.34±0.84	5.41±0.99	5.36±0.93	5.20±0.99
	t value	-2.319*	-1.334	-2.654**	-2.721**	-3.527***	-5.538***	-1.309	-2.142*

Table 4 : Analysis of Correlation Between Social Support, Psychological Resilience, Subjective Well-Being and Among Various Dimensions

variable quantity	1	2	3	4	5	6	7	
1 Subjective happiness	1							
2 Overall emotional index	0.872**	1						
3 Life satisfaction	0.942**	0.656**	1					
4 Psychological elasticity	0.728**	0.653**	0.714**	1				
5 Social support	0.453**	0.443**	0.421**	0.234**	1			
6 Family support	0.375**	0.349**	0.354**	0.205**	0.816**	1		

7 Friends support	0.398**	0.398**	0.347**	0.198**	0.896**	0.561**	1	
8 Other support	0.396**	0.345**	0.357**	0.154**	0.912**	0.558**	0.731**	1

2.4 Regression Analysis of Subjective Well-Being from Each Dimension of Social Support

The three dimensions of social support were

used as predictor variables, and both dimensions as outcome variables. According to Table 5, family support, friend support and other support directly predict college students' subjective well-being and two dimensions.

Table 5 Progressive Regression Analysis of Subjective Wellbeing and Each Dimension of Social Support

regression equation		The overall fit index		Significance of the regression coefficient	
outcome variable	predictive variable	R2	F	β	t
Subjective happiness	Friends support	0.156	85.567***	0.185	2.601***
	Family support	0.194	55.892***	0.195	3.794**
	Other support	0.212	39.560***	0.153	2.397*
Overall emotion index	Friends support	0.155	85.390***	0.221	3.515**
	Family support	0.178	50.856***	0.150	2.879**
	Other support	0.180	35.418***	0.135	2.086*
Life satisfaction	Friends support	0.159	63.539***	0.136	2.065*
	Family support	0.157	41.855***	0.198	3.740***
	Other support	0.120	29.520***	0.149	2.185*

3. Discussion

The study found that the subjective well-being, psychological resilience and social support were significantly different in gender, region (family economy) and single parent (divorced family). There are significant positive associations between social support, psychological resilience and subjective well-being, while the three dimensions of social support directly predict college students' subjective well-being and two dimensions. The analysis of the reasons is superior economic conditions, warm and harmonious, parents emotional warm family is more beneficial to students' positive psychological quality, independent and sound personality cultivation, provide more material and emotional support, so students have more positive emotions, stronger happiness.

Private colleges and universities should pay attention to special groups, such as family financial difficulties and the mental health education of students from single-parent families. First, to develop personalized psychological service needs. The "Precise Assistance Plan" has been implemented to carry out personalized academic guidance, life guidance and financial assistance to alleviate and improve students' psychological problems. Carry out interpersonal communication, physical and mental decompression, emotional management and

other group counseling, psychological salon, psychological quality expansion and other activities. Second, to improve the home-school contact mechanism. A series of lectures on mental health education were held to students' parents, and the "Handbook for College Students' Mental Health for Parents" was issued to improve parents' ability to identify students' psychological problems. Relying on online parent meeting, wechat parent group and other ways to strengthen home-school information exchange, and form a regular and effective information communication mechanism with parents of students with psychological crisis, help parents adjust education methods and optimize parent-child relationship, and form a joint force between home and school. Third, to establish three-dimensional crisis intervention. Establish a "four-level" early warning and control system for schools, departments, classes, dormitories and a "four-dimensional" crisis intervention mechanism of mental health teachers, counselors, class psychological committee members and students' parents, for the students with serious psychological crisis, the first time psychological crisis rapid response mechanism to ensure the safety of students. Fourth, to build a strong work force. Establish a four-weather, one-stop work network of "school-school, class-bed". Organize full-time consultants, psychological teachers, full-time and part-time counselors and management cadres to form a

team of psychological counselors.

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