

Research on the Influencing Factors and Improving Path of Contemporary College Students' Happiness*

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Abstract—Purposes: the stage of university learning is the key period for college students to transition from the role of student to good socialized individual role. Such important stage is of great significance in shaping students' cognition, emotion and will, and then affecting the acquisition of happiness of contemporary college students. This paper explores the happiness differences perceived by different external factors and personality factors through the analysis of the current situation of personality traits and happiness of contemporary college students to assist college students to recognize themselves, perceive themselves, and rationally boost their subjective happiness on the basis of a better understanding of themselves. Meanwhile, this paper also put forward constructive suggestions to promote the growth of college students' mental health. **Methods:** this paper uses random sampling to carry out questionnaire survey through the adoption of Eysenck Personality Questionnaire Short Scale for Chinese (EPQ-RSC) and the General Happiness Schedule (Fazio, 1977, abbreviated as GWB, this scale is developed by the National Statistical Center of the United States with 33 questions). At the same time, this paper uses SPSS16.0 to carry out data statistical analysis. **Results:** college students' happiness index has no relationship with external factors such as gender difference, grade difference, and only-child or not, has no significant relationship with psychoticism in personality traits, has significant negative correlation with neuroticism, and has significant positive correlation with internal and external tendentiousness. **Conclusion:** among the relevant factors affecting college students' psychological happiness, the external factors have less influence on the happiness and the personality traits have greater influence on the happiness. Personality factor is one of the most reliable indices to predict the happiness.

Keywords—college students; happiness; influencing factors; improving paths

I. INTRODUCTION

With the continuous development of society, the demand for compound talents in today's society is becoming increasingly prominent, which naturally falls on the shoulders of contemporary college students. With the deepening of the complexity of social life and the diversification of learning, the happiness and even mental

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health of contemporary college students are placed in a more salient position. This paper is designed to investigate the major factors that affect the acquisition of happiness of contemporary college students, and then to explain and predict college students' psychological state in real life and learning scenario. Meanwhile, this paper also put forward some suggestions for contemporary college students, and is devoted to improving college students' happiness index and promoting happy learning and happy life of college students.

II. RESEARCH METHODS

A. Research Subjects

This research randomly selects 200 students from Xi'an University, Xi'an University of Political Science and Law, Xi'an University of Posts and Telecommunications, and Xi'an University of Architecture and Technology Huaqing College through random sampling. In this research, 200 questionnaires are sent out and 195 are returned, of which 22 are invalid and 173 are valid, as shown in "Table I". The survey covers 17 freshmen, 30 sophomores, 44 juniors and 82 senior students from freshman class to senior class. There are 78 boys and 95 girls, 66 only-child and 107 non-only children. In the following chart, this paper describes and counts the variables of sex, grade and only-child or not. It can be seen that girls are more than boys and only-child are far less than non-only children in this randomly distributed scale; in the grade distribution, students in higher grades are far more than those in lower grades. All respondents are voluntary to fill in.

TABLE I. STATISTICAL RESULTS OF DEMOGRAPHIC VARIABLES (N = 173)

Variables	Options	Number of People	Percent
Gender	Male	78	45.1%
	Female	95	54.9%
Only-child	Yes	66	38.2%
	No	107	61.8%
Grade	Freshman	17	9.8%
	Sophomore	30	17.3%
	Junior	43	24.9%
	Senior	83	48.0%

B. Research Tools

Eysenck Personality Questionnaire Short Scale for Chinese (EPQ-RSC) contains 48 items, including four subscales: P Scale (Psychoticism), E Scale (Internal and External Tendentiousness), N Scale (Emotional Stability, also known as Neuroticism) and L Scale (EPQ-L). Among them, the reliability of P scale is ranged from 0.54 to 0.60, and that of E, N and L scale is ranged from 0.74 to 0.78 [1]. There are only two options in the scale: yes or no. There are differences between positive and negative scoring. The higher the score of P scale, the higher the degree of psychoticism; the higher the score of E scale, the more extroverted the personality, and the lower the score, the more introverted the personality; the higher the score of N scale, the higher the degree of neuroticism; L scale is used to distinguish the valid or invalid scale of the answer, the higher the score, the unreal and invalid answer of the questionnaire.

General Happiness Schedule (Fazio, 1977) is abbreviated as GWB. This scale is developed by the National Statistical Center of the United States with 33 questions. The correlation between single item score and total score is between 0.48 and 0.78, the correlation between subscale and total score is between 0.56 and 0.88, and the internal consistency coefficient is 0.91 for men and 0.95 for women. The higher the score, the higher the degree of happiness is.

C. Research Methods

Research method: Questionnaire survey is conducted on the respondents by random sampling. Before the test, the subjects are given a unified guide to explain the research purpose, requirements and secrecy measures.

Statistical methods: SPSS16.0 is used for t-test, signal factor ANOVA, Pearson correlation analysis and linear regression analysis as data statistics.

III. STATISTICAL RESULTS AND DATA ANALYSIS

A. Descriptive Statistics of College Students' Happiness Index and Total Score of Personality Trait Subscale

TABLE II. DESCRIPTIVE STATISTICS TABLE OF DIMENSION SCORES OF QUESTIONNAIRES

	Min	Max	M±SD	Median	Mode
Happiness Index	81	145	112.66±12.819	113	113
P (Psychoticism)	30	60	43.32±5.913		
N (Neuroticism)	20	50	34.02±7.542		
E (Tendentiousness)	30	60	46.71±6.851		

In the result of this survey as shown in "Table II", the average value of happiness index is 112.66: the median and the mode are 113. The average number of psychoticism, neuroticism and internal and external tendentiousness are 43.32, 34.02 and 46.71 respectively in the subscale of individual personality traits.

B. Statistical Result of College Students' Happiness Index and Gender Difference

TABLE III. INDEPENDENCE TEST OF HAPPINESS INDEX OF COLLEGE STUDENTS AND GENDER DIFFERENCE

	Gender	M	SD	t	p
Happiness Index	Male	114.18	13.101	1.418	0.158
	Female	111.41	12.513		

According to the t-test results as shown in "Table III", the sample $t = 1.418$, $P = 0.158$, that is, the adjoint probability does not reach the significant level of 0.05. Therefore, it can be concluded that the difference of average happiness index between boys and girls does not reach a significant level.

The research shows that there is no significant difference between the happiness index of college students and gender.

C. General Statistical Result of Only-child Difference of the College Students' Happiness Index

TABLE IV. INDEPENDENCE TEST BETWEEN ONLY-CHILD DIFFERENCE AND COLLEGE STUDENTS' HAPPINESS INDEX

	Only-child	M	SD	t	p
Happiness Index	Yes	112.83	12.394	0.140	0.889
	No	112.55	13.130		

According to the results of t-test, the sample $t = 0.140$, $P = 0.889$ as shown in "Table IV", that is, the adjoint probability does not reach the significant level of 0.05. Therefore, it can be concluded that the difference of the average happiness index between only-child and non-only-child is not significant.

The research shows that the happiness index of college students has no significant influence on whether they are only children or not.

D. General Statistical Results of Grade Differences in College Students' Happiness Index

TABLE V. UNITARY FACTOR VARIANCE ANALYSIS OF HAPPINESS INDEX OF DIFFERENT GRADES (M + SD)

	Freshman	Sophomore	Junior	Senior	F
Happiness Index	111.41±1.732	114.60±13.158	112.70±1.519	112.19±13.664	0.316

Because $F = 0.316$, $P = 0.814 > 0.05$ as shown in "Table V", grade difference has no significant effect on happiness index.

TABLE VI. POST-TEST FORM (LSD) FOR GRADES ON HAPPINESS INDEX

	Freshman	Sophomore	Junior	Senior
Freshman	-	-	-	-
Sophomore	-3.188	-	-	-
Junior	-1.286	1.902	-	-
Senior	-.781	2.407	0.505	-

For the multiple comparative results afterwards, the results of LSD test (as shown in "Table VI") show that there is no significant difference among the groups. Research shows that there is no grade difference in happiness index of college students.

E. Statistical Results of Describing the Correlation Between Happiness Index and Personality Traits

TABLE VII. RESULT TABLE OF CORRELATION ANALYSIS OF HAPPINESS INDEX AND INDIVIDUAL PERSONALITY TRAITS (PEARSON)

	Happiness Index	P (Psychoticism)	N (Neuroticism)	E (Tendentiousness)
Happiness Index	-			
P (Psychoticism)	-.049	-		
N (Neuroticism)	-.393**	.051	-	
E (Tendentiousness)	.277**	-.166*	-.268**	-

^a. Note: * means P < 0.05 (bilateral); ** means P < 0.01 (bilateral).

From "Table VII", it can be seen that the correlation coefficient between happiness index and psychoticism is -0.049, and the significant level is $p = 0.522 > 0.05$. Therefore, the research shows that there is no significant correlation between college students' happiness index and psychoticism.

The correlation coefficient between happiness index and neuroticism is -0.393, and the significant level is $p = 0.000 < 0.001$, which reaches the extremely significant level. Therefore, the research shows that there is a significant negative correlation between college students' happiness index and neuroticism.

The correlation coefficient between happiness index and internal and external tendentiousness is 0.277, and the significant level is $0.000 < 0.001$, which reaches the extremely significant level. Therefore, the research shows that there is a significant positive correlation between college students' happiness index and internal and external tendentiousness.

At the same time, among individual personality traits, there is a significant negative correlation between psychoticism and internal and external tendentiousness, and there is a very significant negative correlation between neuroticism and internal and external tendentiousness. But there is no significant correlation between neuroticism and psychoticism.

F. Linear Regression Analysis of Happiness Index and Neuroticism, Internal and External Tendentiousness

TABLE VIII. UNITARY LINEAR REGRESSION ANALYSIS TABLE OF HAPPINESS INDEX ON NEUROTICISM, INTERNAL AND EXTERNAL TENDENTIOUSNESS (ENTER METHOD)

Dependent Variable	Independent Variable	R ²	ΔR ²	F	B	t
Happiness Index	N	0.155	0.150	31.270	135.393	
					-0.668	-5.592
	E	0.077	0.072	14.261	88.412	
					0.519	3.776

1) Unitary linear regression analysis conclusion of happiness index and neuroticism: The goodness-of-fit test determination coefficient of unitary linear regression equation is $R^2 = 0.155$ that is close to 0, and the goodness-of-fit degree is low, which shows that the independent variable N can explain the change of happiness index of 15.5%.

The variance analysis of regression analysis: as shown in "Table VIII", $F = 31.270$, $p = 0.000 < 0.01$, it can be considered that the regression equation is very significant.

The regression constant $a = 135.393$ and the regression coefficient $b = 0.668$. The significance test result of regression coefficient is $t = -5.592$, and the significance level is $p = 0.000 < 0.01$. So it can be considered that the regression coefficient has reached a very significant level.

2) Unitary linear regression analysis conclusion of happiness index and internal and external tendentiousness: The goodness-of-fit test determination coefficient of unitary linear regression equation is $R^2 = 0.077$ that is close to 0, and the goodness-of-fit degree is low, which shows that the independent variable E can explain the change of happiness index of 7.7%.

The variance analysis of regression analysis: $F = 14.261$, $P = 0.000 < 0.01$, it can be considered that the regression equation is very significant.

The regression constant $a = 88.412$ and the regression coefficient $b = 0.519$. The significance test result of regression coefficient is $t = 3.776$, and the significance level is $p = 0.000 < 0.01$. So it can be considered that the regression coefficient has reached a very significant level.

IV. THE IMPORTANT FACTORS AFFECTING COLLEGE STUDENTS' HAPPINESS

Because college students are in the early stage of adulthood that is the initial period to determine their outlook on life, values and self-identity, the subjective happiness of college students in this period is one of the symbolic reference indices to understand their living status and mental health. It can be seen according to "table II" that the highest score on happiness index is 145 and the lowest score is 81 among the 173 people tested, which indicates that there are great individual differences in college students' subjective happiness. The average score of the subject's happiness index is 112.66, the average score of boys is 114.18, and that of girls is 111.41. The average happiness index of boys is

slightly higher than that of girls. However, it shows according to the results of t-test that there is no significant gender difference in the happiness index of college students.

From "Table III", the results of t-test show that there is no significant influence between college students' happiness index and gender difference, that is to say, the difference of gender cannot explain the difference of college students' happiness index; the reason for this phenomenon is that girls do have more unhappy negative emotions than boys, but boys can face the appeared problems more calmly and can actively alleviate these negative emotions, so as to reduce unhappiness. Therefore, although there are above-mentioned differences between men and women, there is no significant difference in SWB. The main reason is that women have strong emotional intensity, when they taste strong negative emotions, they can also taste strong positive emotions. Because the two can offset each other, which makes there is no obvious gender differences in the happiness index.

From "Table IV", the results of t-test show that the happiness index of college students has no significant influence on whether they are only children or not, which indicates that the variable of only-child or not cannot explain the difference of happiness among college students. The reason for this phenomenon is that the only-child should get much more attention in the material conditions of life than the non-only-child family. Such affluence and love in life will improve their happiness index, but at the same time, non-only children have other advantages, such as easier communication with brothers and sisters, easier mutual understanding and support, and can appreciate the kinship among peers that the only-child is difficult to understand. All these will improve the happiness index of non-only children, so the condition of only-child or not has both positive and negative effects on college students. Therefore, only-child or not has no significant influence on college students' happiness index.

From "Table V", the results of t-test show that there is no significant influence between college students' happiness index and grade difference, and the variable of grade cannot explain the difference of college students' happiness index. The reason for this phenomenon is that the difference in the average number of grade, an objective factor, is the difference demonstrated by means of subjective factors as intermediary, so subjective factors are the root of affecting happiness index, and grade differences have no significant influence.

To sum up, we can consider that these demographic variables have no significant influence on college students' happiness index. This research results verify the expected results and hypothesis are consistent with the previous research conclusions. Therefore, demographic factors have little influence on college students' happiness, and demographic variables cannot be used as indices to predict college students' happiness factors.

V. PRIMARY PATHS TO IMPROVE COLLEGE STUDENTS' HAPPINESS

A. *Cultivating College Students' Healthy Personality*

Because college students' personality is in the formative period, cultivating college students to develop a healthy personality is an important way to shape their happiness. First of all, students should be able to correctly understand themselves, neither self-depreciation nor blind arrogance. Meanwhile, they should learn to actively face social life with a peaceful mentality, and be able to look at social life rationally and comprehensively. If college students have a correct character and moral in life, they can positively deal with even in the face of misfortune and frustrations in their study and life. Therefore, the most important way to improve college students' subjective happiness is to let them set up life goals and strive for them. With ideal and pursuit, a person's life has value, and he can enjoy the happiness that life has bestowed on him.

B. *Positive Psychological Counseling*

Professional psychological counseling, that is, professional psychological counseling team that timely counsels and mediates the psychological problems emerging in students' lives, but also does a good job in the prevention of psychological problems of college students, actively carries out activities that can promote students' mental health, such as lecture on psychology, psychological film reviews, or a number of sports to ease the psychological pressure of college students, to avoid the generation of some conventional psychological problems.

C. *Constructing a Rich College Students' Extracurricular Life Platform*

Rich extracurricular activities can not only relax students' mood, make negative emotions timely contained and effectively released, but also exercise students' management ability, organizational ability, communication ability and so on. Students can feel the joy of harvest through organizing or participating in community activities, and get the recognition of their own self-worth, even not through the way of academic achievements to their achievement motivation is satisfied, which also improves their psychological happiness.

VI. CONCLUSION

To sum up, the differences of external factors (such as gender, grade, only-child or not) have no significant influence on subjective happiness.

In personality traits, there is no significant correlation between psychoticism and happiness index, but there is a significant negative correlation between neuroticism and happiness index, and there is a significant positive correlation between internal and external tendentiousness and happiness index. The result of this research is basically consistent with the previous conclusions. Among the relevant factors affecting college students' psychological happiness, the external factors have less influence on the happiness and the personality traits have greater influence on

the happiness. Personality factor is one of the most reliable indices to predict the happiness.

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