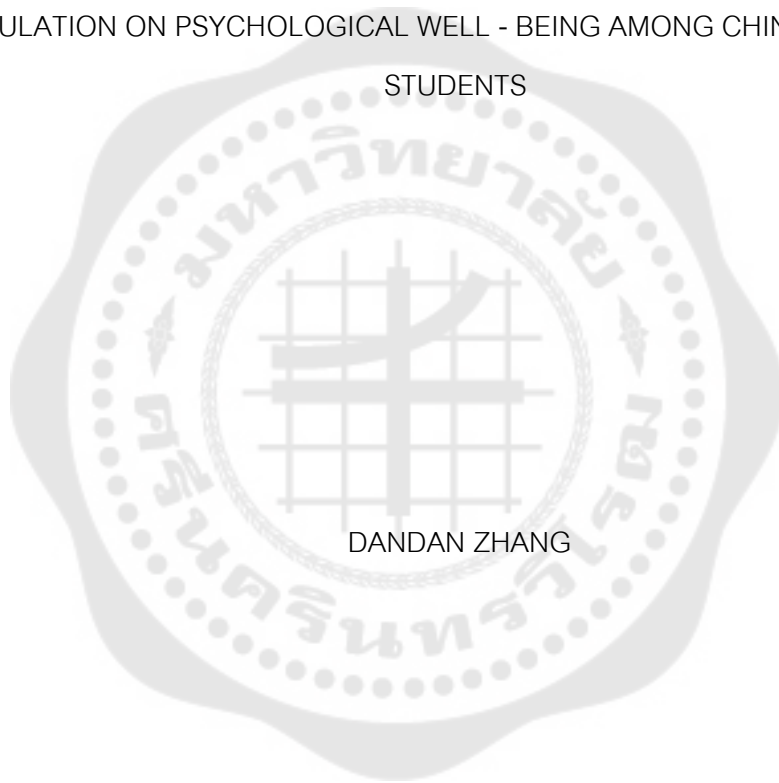




THE IMPACT OF INTERPERSONAL RELATIONSHIP, SELF EFFICACY AND EMOTIONAL
REGULATION ON PSYCHOLOGICAL WELL - BEING AMONG CHINESE COLLEGE
STUDENTS



DANDAN ZHANG

Graduate School Srinakharinwirot University

2023

ผลของสัมพันธภาพระหว่างบุคคลการรับรู้ความสามารถในตนเอง และการกำกับอารมณ์ที่มีต่อ
ความผาสุกทางจิตใจของนักศึกษาจีน



ปริญญานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
การศึกษามหาบัณฑิต สาขาวิชาจิตวิทยาการศึกษาและการแนะแนว
คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2566
ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

THE IMPACT OF INTERPERSONAL RELATIONSHIP, SELF EFFICACY AND EMOTIONAL
REGULATION ON PSYCHOLOGICAL WELL - BEING AMONG CHINESE COLLEGE
STUDENTS



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF EDUCATION
(M.Ed. (Educational Psychology and Guidance))
Faculty of Education, Srinakharinwirot University

2023

Copyright of Srinakharinwirot University

THE THESIS TITLED
THE IMPACT OF INTERPERSONAL RELATIONSHIP, SELF EFFICACY AND EMOTIONAL
REGULATION ON PSYCHOLOGICAL WELL - BEING AMONG CHINESE COLLEGE
STUDENTS

BY
DANDAN ZHANG

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION
IN M.ED. (EDUCATIONAL PSYCHOLOGY AND GUIDANCE) AT SRINAKHARINWIROT
UNIVERSITY

.....
(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)
Dean of Graduate School
.....

ORAL DEFENSE COMMITTEE

..... Major-advisor Chair
(Dr.Asama Campiranon) ()

..... Co-advisor
(Assoc. Prof. Dr.Patcharaporn Srisawat)

Title	THE IMPACT OF INTERPERSONAL RELATIONSHIP, SELF EFFICACY AND EMOTIONAL REGULATION ON PSYCHOLOGICAL WELL - BEING AMONG CHINESE COLLEGE STUDENTS
Author	DANDAN ZHANG
Degree	MASTER OF EDUCATION
Academic Year	2023
Thesis Advisor	Doctor Asama Campiranon
Co Advisor	Associate Professor Doctor Patcharaporn Srisawat

This study investigates the psychological well-being level of college students with the research object of college students, based on interpersonal relationships, self-efficacy, and emotion regulation, as independent variables. Through the questionnaire survey, the influence and relationship between the dependent variable and three independent variables were synthesized and analyzed. There were 194 questionnaires obtained from first-year students in the School of Electronics and Information Engineering of the Jiuquan Institute of Vocational Technology. The correlation coefficients of each factor with college students' psychological well-being are positive, and the correlation coefficients were 0.64, 0.59, and 0.54, respectively. The results argued for the experimental hypotheses: interpersonal relationships, self-efficacy, and psychological well-being of college students were positively correlated: interpersonal relationships, self-efficacy, and emotional regulation can describe psychological well-being, which basically confirmed the experimental hypotheses of interpersonal relationships, self-efficacy, and emotion regulation can affect the psychological well-being of college students.

Keyword : Interpersonal relationships, Self-efficacy, Psychological well-being, College students

ACKNOWLEDGEMENTS

Completing this thesis was a great challenge for me and I succeeded with the support of the following people.

Thank you to my academic advisor ASAMA, Patcharaporn Srisawat, and to the professors for helping me with very many confusions, giving me a lot of guidance, advice, support and listening. Thank you, Dr ASAMA, for helping me to revise the questions in the research scale over and over again in your busy schedule. During my study days in Bangkok, I have felt from my two academic advisor their love for students and their dedicated and rigorous approach to academics.

I am very grateful to all the professors who gave me course guidance and to all my classmates for their constant help and support throughout the challenge. Thank you to my family for your understanding and support in allowing me to pursue my educational challenges.

Lastly, I would like to thank myself for being able to endure my physical ailments and still continue to study, and for having enough mental toughness and growth mindset to complete this thesis.

DANDAN ZHANG

TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	H
CHAPTER 1 INTRODUCTION.....	1
1.1 Background.....	1
1.2 Research Question	4
1.3 Research objectives	4
1.4 Research significance	4
1.5 Scope of research.....	6
1.6 Definition of Terms	6
1.7 Research hypothesis	7
1.8 Research Conceptual Framework	7
CHAPTER 2 LITERATURE REVIEW.....	9
2.1 Concept of psychological well-being	9
2.2 Interpersonal relations	15
2.3 Self-efficacy.....	21
2.4 Emotional regulation	23
CHAPTER 3 METHODOLOGY	28
3.1 The design of the research.....	28
3.2 Population and Sample.....	28

3.3 Research Instruments	28
3.4 Data Collection	33
3.5 Data Analysis	33
CHAPTER 4 FINDINGS	34
4.1 The general data of college students.	35
4.2 The study correlations between factors and psychological well-being of college students.	36
4.3 The study A study of the effects of interpersonal relationships, self-efficacy, and emotion regulation on the psychological well-being of college students.	37
CHAPTER 5 DISCUSSION CONCLUSION AND	40
5.1 Brief Summary of the Study	40
5.2 Discussion of the Results	41
5.3 Suggestions for future research	48
5.4 Vision for Future Research	52
REFERENCES	54
APPENDIX	62
VITA	79

LIST OF TABLES

	Page
Table 1 Psychological Well-being Scale.....	29
Table 2 Interpersonal Relationship Scale	30
Table 3 Self-efficacy questionnaire.....	31
Table 4 Emotional Regulation Scale	32
Table 5 number and percentage of the general data of college students (n=194)	35
Table 6 The means and normal deviations of psychological well-being (n=194)	36
Table 7 Correlation Coefficient of the factors and psychological well-being of college students (n=194)	37
Table 8 verified relationships between analyzed factors affecting of psychological well-being of college students (n=194).....	38

CHAPTER 1

INTRODUCTION

1.1 Background

The pursuit of happiness is the instinctive and ultimate need of human beings, and everyone pursues happiness after their basic survival needs are met. With the arrival of the information age and the intelligent age, people's pursuit pays more attention to the quality of life and the level of well-being. College students are easily affected by the stressful pace of life, sudden public events, and financial crisis, and suffer from excessive academic pressure, increased negative emotions, and inharmonious interpersonal relationships. College students are in a state of dependence on their families during their long growth stage, which leads to problems such as their lack of independent thinking ability, inconsistency between subjectivity and objectivity, and more conflicts in their inner world. In the face of the diversified world and rich material life, they show strong utilitarianism, are excessively self-centred thus triggering all kinds of interpersonal conflicts, are not interested in many things in life, have nothing to do, waste their time, and are wrapped up in negative emotions such as helplessness, anxiety, emptiness, and perplexity all day long (Feng & Fan , 2023). All these performances reflect that college students have a weak awareness of the pursuit of well-being and a lack of motivation.

Psychological well-being emphasizes the realization of personal potential and believes that psychological well-being is not just about being happy, but also involves the experience of perfection achieved through the full realization of one's potential, the true potential of striving to perform perfectly. Autonomy, environmental control, individual growth, purpose in life, positive relationships with others, and self-acceptance are very important indicators of psychological well-being. (Song et al., 2015). Autonomy refers to the ability to regulate and evaluate personal behavior according to internal values; environmental control refers to the ability to choose, adapt and transform the external environment; personal growth refers to the internalization of external experiences and the ability to realize self-potential; life goals refer to the ability to have a clear sense of

direction in life and the ability to experience the significance of life; positive relationships refer to the need for good interpersonal relationships and the ability to care about others and understand the ability to give and give back; and self-acceptance refers to knowing oneself and discovering oneself. Acceptance refers to the ability to recognize oneself and discover one's own positive factors. Some studies have shown that the mental well-being of university students at different levels of study is largely influenced by three things: "control of the environment", "growth of the self" and "positive relationships" (Jin, 2018). Psychological resilience has a positive impact on the well-being of the students, and favourable levels of self-esteem among students are conducive to psychological well-being (Wang Xi et al., 2019).

The more emotional regulation strategies are used, the higher the level of psychological capital, and the higher the level of psychological well-being of adolescents (Zhang et al., 2020). There is a significant positive correlation between coping styles of stress, social support and psychological well-being (Zhang & Zhang, 2020). College students' self-efficacy has a significant positive correlation with psychological well-being (Yu & Yu, 2015). Psychological well-being is affected by the individual's own internal factors, the stronger the ability to perceive and know one's own emotions, the more harmonious one's heart is, the more happiness one obtains (Luo & He, 2023). Summarizing scholars' views, the current factors affecting college students' psychological well-being are mainly focused on the aspects of interpersonal relationships, emotion regulation and self-efficacy.

Although China's research on well-being has some results, but compared with other countries there is still a lot of room for development, compared with the current situation of foreign research, the domestic research on psychological well-being is still in its infancy, not only the number of research results compared with the subjective well-being there is still a large gap between, and most of the empirical research is to verify the conclusions of the existing foreign research, and there are not many local innovative research results. Among them, the research results of subjective well-being are more mature compared to psychological well-being (Jiang, 2020). In the research content of

psychological well-being, most scholars study 1-2 factors as mediators or independent variables, and my research is to use 3 factors as independent variables at the same time for comprehensive analysis, and this kind of research is also very rare, especially taking students of higher vocational colleges and universities as the object of research.

Compared with students in other undergraduate colleges and universities, college students in vocational colleges and universities have different study contents and years of study. Understanding the current well-being of this group of college students is conducive to improving mental health education in vocational colleges and universities, and providing effective data support for how to improve college students' well-being (Huang et al., 2021). Higher vocational colleges and universities account for half of the number of colleges and universities in China, and these college students may have a sense of psychological frustration and self-denial due to the failure of the college entrance exams, and their sense of achievement and sense of accomplishment in learning and life are relatively lower, and the causes of psychological problems are complex and varied, so the research on improving the sense of well-being and sense of achievement of college students in higher vocational colleges and universities is more urgent and necessary (Gao & Shen , 2022). In my classes and group and individual counselling sessions, it is common for students to show a lack of confidence in the future, excessive negativity and self-denial, a prevalent culture of self-deprecation, and tensions in interpersonal relationships.

The enhancement of college students' sense of well-being contributes to the improvement and perfection of college students themselves, to the stability and progress of colleges and universities, and to the stability, unity and sustainable development of Chinese society (Zhang &Zhang, 2020). Psychological well-being pays more attention to individual self-improvement, self-achievement and the realization of self-potential, which I think is especially important for contemporary college students. Because the university stage is an important transition period for individual growth, college students in this period are experiencing or seeking life transitions, for them, how to better adjust themselves, grasp growth opportunities, resolve crises, promote

personal growth, find life goals, gain a sense of significance and ultimately realize their self-potential is an important topic in this stage, which is also the significance of my doing this study. By exploring how college students can improve their well-being by changing themselves, this study analyses the relationship between their influence and psychological well-being in terms of interpersonal relationships, self-efficacy, and emotion regulation.

Psychological well-being plays an important role for college students, which can help them to be in a good state of mental health; to have a good state of mind to face all kinds of things, so that they can be more positive and self-confident in their life and study; and to guide them to build up their hope, enhance their resilience, and accumulate the psychological strength to keep striving for their goals. I hope that my research can provide a reference basis for improving the psychological well-being and psychological well-being education of college students, and can contribute to the improvement of related educational theories and methods.

1.2 Research Question

1.2.1 What are the factors correlate to psychological well-being among college students?

1.2.2 What are the factors effect to psychological well being?

1.3 Research objectives

1.3.1 To study correlations between interpersonal relationship, self-efficacy and emotional regulation factors and psychological well-being

1.3.2 To study factors effect interpersonal relationship, self-efficacy and emotional regulation psychological well-being

1.4 Research significance

1.4.1 theoretical significance

Times are developing rapidly, we need to use dynamic thinking and perspective to explore the happiness of contemporary college students. At present, there are more literature on psychological well-being at home and abroad, but they are

all based on a certain medium to analyse and judge the index that affects psychological well-being, and the domestic research on well-being mainly focuses on the direction of subjective well-being, and my research is to analyse and study the current situation of psychological well-being and influencing factors of contemporary college students from a more comprehensive field, so as to provide certain theoretical support for the research on psychological well-being of college students, as well as the latest data and information. It also provides a new perspective for the guidance of mental health in Chinese higher education.

1.4.2 Practical significance

The fundamental purpose of education is to make individual life process valuable, meaningful, and ultimately achieve well-being. As a group receiving higher education, the psychological well-being of college students is not only directly related to the well-being of their own lives to some extent, but also related to the harmonious development of the whole society. Based on the theory of positive psychology, this study attempts to help college students establish correct cognition of well-being, correct self-understanding and self-acceptance, the generation of positive emotion, the maintenance of academic and life satisfaction, the shaping of beautiful individual personality, and the cultivation of noble group character, so that college students can better play the heart of great love and have the ability to be competent in their studies and independent life. They can better deal with the relationship between themselves and their hearts, themselves and others, themselves and the environment, have the courage to face the world around them, cultivate positive power, can timely find the unique beauty of people and things around them, full of ardent hope for the future, so as to create a happy life and become a truly happy person. Make education return to people, truly become the education of "people", become the education of "people's well-being".

1.5 Scope of research

Time scope: This study aims to explore the influencing factors of modern college students' psychological well-being.

Regional scope: This study focuses on college students in a higher vocational college in a city in western China. The influencing factors of psychological well-being obtained by the research can reflect the current situation of the same level or type of college students in the whole province and some provinces. It can also provide reference for the status quo, influencing factors and promotion strategy selection of national college students' psychological well-being.

Sample: The first and second year students of the Jiuquan Institute of Vocational Technology's "School of Electronic and Information Engineering", of which there are 339 students, were selected using a simple sampling method based on the drawing of lots for the participating grades. Sample size determination using Krejcie and Morgan table(1970), This study is based on 194 colleges students.

$$n = \frac{X^2 N p(1-p)}{e^2 (N-1) + X^2 p(1-p)}$$

What the study covers: The present study investigates the determinants impacting the psychological well-being of college students at this juncture, as well as the association between these determinants and psychological well-being.

1.6 Definition of Terms

1.6.1 Psychological well-being refer to individuals develop to their full self-potential, including recognition of the categories of personal competence, self-actualization, and good relationships, and have a sense of good experience and satisfaction in realizing the meaning of life.

1.6.2 Interpersonal relationships refer to the ability of student to building relationships in the process of getting along and interacting with individuals or groups of people with whom the student is associated around him or her during the school day, including peer interpersonal relationships, life interpersonal relationships, faculty-student interpersonal relationships, and virtual interpersonal relationships.

1.6.3 Self-efficacy refers to a student's confidence in the face of setbacks or difficulties and is a sense of belief in oneself that one can face or deal with situations such as problems or difficulties that occur.

1.6.4 Emotion regulation is the ability of individuals to consciously perceive, evaluate, correct and adopt appropriate strategies to regulate their emotions in the process of emotional experience and expression, which is conducive to helping individuals reduce negative emotions and better enhance their positive psychological qualities.

1.6.5 College students refer to people who are receiving or have received higher education in an institution of higher learning. In this study, college students refer to those who study in vocational and technical colleges for three years, ranging in age from 18 to 22.

1.7 Research hypothesis

In my study, the independent variables were relationships, self-efficacy, and emotion regulation, and the dependent variable was psychological well-being.

1.7.1 The interpersonal relationship, self-efficacy and emotional regulation will correlate the psychological well-being of students.

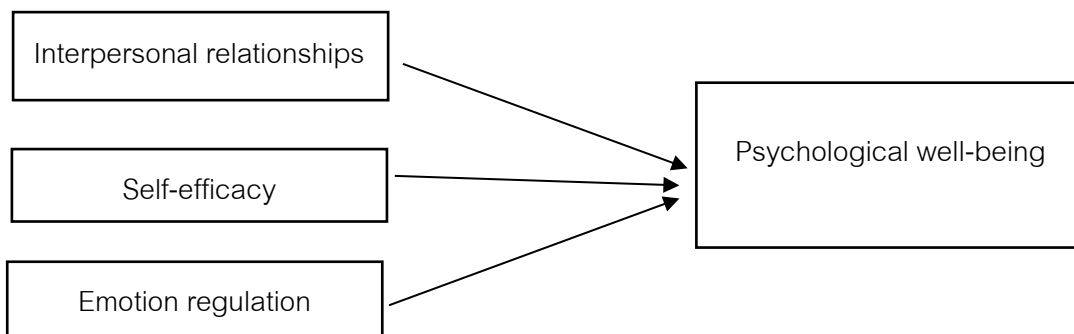
1.7.2 The interpersonal relationship, self-efficacy and emotional regulation will influence the psychological well-being of students.

1.8 Research Conceptual Framework

The independent variables of this study are: interpersonal relationships(Wen, 2022), self-efficacy (Luszczynska et al,2005),and emotion regulation (Gross,1998; Gross, 2015), and the dependent variable is psychological well-being (RYff, 1995). The study was conducted according to the following research framework.

Independent variables

Dependent variables



The level of students' interpersonal relationships affects the level of psychological well-being, greater self-efficacy enhances psychological well-being, and emotion regulation plays a moderating role in the creation or establishment of psychological well-being.

CHAPTER 2

LITERATURE REVIEW

2.1 Concept of psychological well-being

Psychological well-being first appeared in the 1980s, mainly emphasizing the realization process of human value, the full development of individual potential and the good adaptation to the living environment. Psychological well-being believes that well-being is not only an emotional experience, it refers to the realization of a person's full psychological potential, but also a feeling, which is to give full play to their psychological functions. However, different scholars have different interpretations of the connotation and definition of psychological well-being.

Psychological well-being refers to the good state of an individual's psychological function, and is the tendency of an individual to achieve self-perfection, self-realization, self-achievement and self-potential without being diverted by his or her subjective will (Ryff & Keyes, 1995). Seligman also proposed that in order to improve well-being, it is necessary to pay attention to five factors including Positive Emotions, Engagement, Relationships, Meaning and Achievements. That is, not only the pursuit of well-being, but also the promotion of achieving a good state of self-actualization. When a person is engaged in the activity that best matches his deep values and is fully engaged in it, the feeling is in harmony with reality, and well-being will appear. This state is called personality emergence. At this time, a person can feel a powerful vitality and reveal his true self (Waterman, 1993).

The concept of defining psychological well-being is also studied in depth by researchers in the country. Psychological well-being fully reflects the individual's self-actualization tendency and full play of potential, personalized display and psychological maturity (Miao et al., 2009). Psychological well-being refers to the process in which individuals seek to realize their potential based on well-being and satisfaction, and the high-level emotional experience of the meaning of life (Yang, 2021). Psychological well-being means having a life goal, having a positive interpersonal relationship, reaching potential and ambition through efforts, experiencing continuous growth and self-

acceptance, feeling that your life is reasonable and feeling psychologically satisfied (Chen, 2022).

In combination with the above, psychological well-being is an individual's full play of self-potential in the process of development, incorporating multidimensional indicators such as personal growth, independence and self-realization into the scope of psychological well-being, and a high-level emotional experience of pursuing potential and realizing the meaning of life on the basis of well-being and satisfaction.

2.1.1 Theoretical model of psychological well-being

Psychological well-being has always been a hot topic in Western countries. During this process, a variety of theoretical models have emerged, mainly including the following theories:

(1) Personal fulfillment theory

It is believed that well-being is the coordination between the individual and the real self, which can only be realized when the individual carries out deep-level value activities. This is a wholehearted investment, and the individual tries to realize his potential according to the real self, and reach a state of satisfaction after self-realization, that is, well-being is divided into two kinds through personal performance: One is the well-being of "full enjoyment", which refers to the subjective experience generated when the individual's psychological needs are met in the activity; The other is the well-being of "individual performance", which refers to the enhanced sense of experience that individuals devote themselves to activities to give full play to their ability and potential to achieve self-realization, and thus the sense of well-being and pleasure that they experience (Waterman, 1993).

(2) Ryff's six-dimensional model

Ryff defines psychological well-being as "the perfect expression of an individual's potential" and combines this with the research of other psychologists to categorise psychological well-being into: self-acceptance, good relationships with others, control of the environment, independence, purpose in life, and personal growth (Ryff, 1989).

(3) Self-determination theory

Deci and Ryan are representatives of the Self-decision theory, which studies the internal growth trend and psychological needs of individuals, and emphasizes the root of individual motivation and personality, as well as the important role of individual internal resources in personality development and behavior regulation. To a certain extent, it proves the important influence of psychological factors on individual behavior and behavior results. The self-determination theory puts forward three types of self-needs, namely autonomy needs, relational needs and ability needs. These three needs are indispensable to individual well-being and constitute the three elements of well-being. When these three basic needs are satisfied, they will promote and drive the internal behavioral motivation of individuals, so that individuals can fully display their potential and power, and thus promote individuals to experience well-being and sustainable development (Ryan & Deci, 2000).

According to Chinese psychologists, the psychological well-being evolved from the philosophical thought of "realization theory", which means that people can live a positive life and realize their potential in the face of all difficulties and challenges, and interpret well-being from the perspective of human development (Miao, 2003).

To summarize the above points, the prerequisite for being able to promote healthy growth as well as fulfilment of an individual's potential is the fulfilment of basic psychological needs, when an individual's psychological needs are fulfilled it enhances self-motivation and psychological well-being, whereas when frustrated it reduces motivation and well-being. The focus of the above theories is on what factors can influence an individual's psychological well-being, and the six dimensional factor theory is a proposal of which factors to use to define psychological well-being. These theories all emphasise the contribution of the positive psychology of the individual human being to behaviour and the outcomes of that behaviour.

2.1.2 Measurement of psychological well-being

With the development of research, there are often different ways to measure psychological well-being based on different purposes, theories and hypotheses, etc. Researchers analyze the structure of psychological well-being from different angles, and therefore compile a variety of measurement questionnaires. At present, relatively complete questionnaires for measuring psychological well-being have been used in the research, which mainly include the following:

Waterman developed the Personal Presentation Questionnaire (Waterman, 1993) based on hedonism and self-actualisation. The Subjective Activation Scale, the Personality Aspirations Scale, and the Basic Needs Scale were developed from self-determination theory. The Psychological Well-Being Scale, developed by Ryff in 1989 and based on a multidimensional model of psychological well-being, has been widely used in research and was revised in 1995. And tested on a large sample of subjects in the U.S., the scale contains six dimensions with internal consistency coefficients ranging from 0.83 to 0.91 (Ryff & Keyes, 1995)

Domestic measurement tools for psychological well-being research are generally revised on the scale compiled by Ryff, one is based on people from different industries in Shandong Province as a sample of subjects, and the psychological well-being scale was revised to conform to the use of urban residents, which has good reliability and validity, and the internal consistency coefficient of the subscales ranges from 0.67 to 0.82 (Xing & Huang, 2004). The other revised the psychological well-being scale for college students and the psychological well-being scale for high school students on the basis of Ryff's psychological well-being scale, which in turn enriched the research population (Wu, 2007 & Tan, 2016). The well-being scale of localised research is the Comprehensive Happiness Scale, which contains scales in both directions of subjective and psychological well-being, with a 7-point scale and internal consistency coefficients between 0.67 and 0.91 (Miao, 2003).

In general, the measurement tools of psychological well-being in foreign countries have been relatively complete, while there is no systematic measurement tool in this aspect in China. Although some researchers have made substantial studies on college students and urban residents, the conceptual validity of the scale is not very satisfactory. For this study, Ryff (2016) is selected as the test.

2.1.3 Research history of psychological well-being

The research history of psychological well-being in foreign countries can be traced back to the positive psychology movement in the 1940s and 1950s, and many experts and scholars in different fields have begun to study it since then. Ryff et al. discussed the differences between subjective and psychological well-being in their empirical study in 1995, constructed a six-dimensional model of psychological well-being, and thus laid the academic research foundation for psychological well-being (Ryff & Keyes, 1995). Diener distinguishes between external and internal factors affecting subjective well-being, one exploring the objective factors affecting well-being, which mainly include the influence of two types of factors, namely, the quality of life and a variety of demographic variables, and the other explaining it from the perspective of an individual's personality trait perspective (Diener, et al., 1999). Keyes et al. also found a small correlation between level of education and psychological well-being (Keyes et al., 2002). Ryan argues that well-being consists of three basic structural needs: need for autonomy, need for relationships, and need for capabilities factors, and that only having goals in life and working hard for them can bring well-being to oneself (Ryan & Deci, 2001). There are also many studies that combine psychological well-being with early warning of physical illness and treatment of mental illness (Ryff et al., 2004).

With the development of well-being based on realizationism, our researchers began to study psychological well-being. Research on psychological well-being in China appeared in 1997, when Xu Shulian et al. explored the effect of age on psychological well-being, which initiated the attention on psychological well-being in China. Subsequently, Ryff's Psychological Well-Being Scale was used in the study, which verified the validity of the scale in measuring psychological well-being, but also

suggested that the scale was not sufficiently detailed in relationships other than marriage (Xu et al., 2003). In 2003, Miao Yuanjiang integrated the conceptual models of psychological well-being in his doctoral dissertation, put forward the concept of integrative well-being, and developed an assessment work that was applicable to the local research community. research community, and compiled an assessment work applicable to the local research community. This achievement is considered to be the foundation of the domestic systematic research on psychological well-being. Subsequent scholars have suggested that research on psychological well-being needs to be based on local culture. Under different cultural differences, the weights of many dimensions in the evaluation of psychological well-being will be different. It is also proposed that we need to study the psychological well-being of Chinese people (Zhang & Zuo, 2007); psychological well-being has a positive impact on an individual's subjective well-being (Wan et al., 2010).

The domestic start and development on psychological well-being is relatively late. With the rise of positive psychology, domestic researchers began to pay attention to the study of psychological well-being. Some scholars in psychology have explored the theoretical structure, influencing factors and measurement methods of psychological well-being, etc. Some researchers have explored psychological well-being in connection with concepts such as mental health and subjective well-being. Some other studies have also explored the application of psychological well-being in the fields of subject teaching and industry management.

To get a detailed and accurate picture of the current status of research on college students' psychological well-being, the China Knowledge Network database was chosen as the source of statistical data. As of September 20, 2023, by setting the search condition "the main topic contains 'college students' and 'psychological well-being'" or "keywords are 'college students' and 'psychological well-being'", 136 Chinese documents were retrieved by exact matching, including 71 journal documents, 53 dissertations, 6 conference papers, and 0 newspapers. From the statistics, it can be seen that Chinese research on college students' psychological well-being began in

2004, which is nearly ten years behind foreign research. According to the analysis of the number of literature, the relevant research grew faster in 2008-2009, and then declined slightly. In recent years, there are not many papers on psychological well-being of college students in China, and there are more studies on residents' general well-being, social well-being, and specific occupational well-being.

2.2 Interpersonal relations

2.2.1 The concept of interpersonal relations

Interpersonal relationships are the emotional connections that people make in the course of their interactions, which are mutual and felt by both parties, and the emotional bonds that are created in the course of stable interactions (Jin, 2008). Different disciplines and fields have focused on the definition of college students' interpersonal relationships, and in a broad sense, it is the interpersonal interactions between the people that college students can come into contact with in their studies and lives. In the narrow sense, it is the interpersonal relationship formed between college students and their classmates, housemates and teachers (Wen, 2022). The way college students' minds grow and how they interact with others in their own unique social circles, more attention to interpersonal relationships between peers, during the school period and the close contact with the surrounding individuals or groups of contacts, this study is to focus on the relationship in the field of interpersonal communication during the student's school period.

The term "interpersonal relationship" has a broader and narrower boundary, with the broader term referring to the sum of relationships between people in a social environment, while the narrower term refers to the direct relationships that arise in the course of an individual's interactions with people (Ma, 2017). According to the different objects of interaction, interpersonal relationships can be categorized into peer relationships, teacher-student relationships, classmate relationships, parent-child relationships, superior-subordinate relationships, and so on (Wei, 2017).

2.2.2 Interpersonal relationship theory

Theories related to interpersonal relationships are interpersonal interaction theory, interpersonal motivation theory, and interpersonal trait theory.

(1) Interpersonal theory mainly includes the theory of symbolic interaction, the theory of occasion communication, the theory of self-presentation, the theory of social exchange, and the theory of communication analysis. The theory of symbolic interaction was put forward by Mead, an American sociologist, who emphasized that individuals are the units of interaction, and each person has his own set of symbolic systems in the process of communication. Symbols include specific natural symbols, such as sound, light source, etc., and abstract artificial symbols, including language, writing, etc. The representative figures of the theory of occasion communication are Com and Snygg. This theory emphasizes that individuals are affected by specific occasions in interpersonal communication. Self-presentation theory, the representative figure of this theory is Goffman, he believes that people interact and get along with each other, often with a certain purpose and motivation, so in daily life, people tend to play the role of an "actor", through physical behavior, language and other ways, express and transmit information, present their positive side to each other. To present oneself with some reservations. The representative of the social exchange theory is: Homans believes that the essence of interpersonal communication is the social exchange of "benefit" and "cost". When people communicate, they should maximize the benefit and reduce the cost; Expand satisfaction and reduce dissatisfaction. Benefits and costs need to be balanced and reasonable, fair and reciprocal to make interpersonal interactions lasting. Psychologist Berne put forward the theory of communication analysis, which is also called PAC theory. According to Berne, each person has three elements in his or her personality: parent, adult and child. According to the individual component of the interaction, there are six types of interaction: P-P, A-A, C-C, C-P, A-P, and C-A.

(2) The starting point of interpersonal motivation theory is to analyze the motivation of individuals to establish interpersonal relationships. This theory includes Maslow's hierarchy of needs theory, Vroom's expectation theory, Heider's attribution theory and Adams' fairness doctrinal. Maslow's Hierarchy of Needs theorized that peoples need love and a sense of belonging, which means that a person requires an emotional connection or relationship with other people. Expectancy theory suggests that people usually choose appropriate social activities in their interactions by weighing the relationship between the effort they put into others and the benefits they can ultimately earn. Attribution theory emphasizes the analysis of the causality of an individual's behavior, which is considered from three main perspectives: first, human behavior and the causality with which it occurs; next, the issue of social inference; and finally, the issue of expectations and anticipation. An individual's explanation of the cause of the outcome of his or her own or another person's behavior is attribution, which plays a decisive role in the individual's future behavioral responses. According to Hyde, the two main factors that influence interpersonal relationships are: achievement motivation, and the individual's attributional style. Equity theory focuses on the role of fairness in interpersonal relationships, where fairness is judged by comparing people to each other. When people get along with each other, if the give and take is equal, then the friendship will last, and vice versa will affect the relationship, i.e., the interaction between people should be smoother under the condition of fairness.

(3) Interpersonal trait theory, proposed by Schutz in 1958. According to this theory, everyone has three basic interpersonal needs in interpersonal communication, including tolerance needs, dominance needs and emotional needs. Inclusive needs are embodied in the desire to interact with and communicate with others, and the expectation to establish and maintain positive interpersonal relationships with others. The need for dominance manifests itself in the desire to control others in terms of power. Emotional needs are expressed as the desire to establish and maintain positive relationships with others in terms of friendship and sexual intimacy. The

behavioral pattern of interpersonal relationships is explained in terms of the individual's different performance on the three needs.

1) Sincerity principle: In interpersonal interactions, the most welcome personality is sincerity or qualities related to sincerity, while the most unwelcome qualities, such as lying, pretending, etc., are related to "insincerity".

2) The principle of interaction: Social psychologists have explored through many experiments that interpersonal relationships are built on the basis of mutual attention and support of individuals, and whether they like or not and whether they are close or not can promote each other in interpersonal interactions.

3) Utilitarian principle: Homans (1995), the advocate of social exchange theory, proposed that the essence of interpersonal communication is a process of social exchange, and people decide all interpersonal communication actions and the establishment and maintenance of all interpersonal relationships according to certain needs.

4) Self-protection principle: According to the theory of self-value orientation, avoiding the damage of individual self-value and improving self-value are innate advantages of individual psychological tendencies. Aronson's (1965) experimental study found that individuals like people who gradually like them most, and dislike people who gradually dislike them most.

5) The principle of situation control: the uncertainty of the situation, or the failure to grasp the situation, will cause the individual strong concern. The principle of situational control means that individuals need to achieve self-mastery of the real situation in order to obtain interpersonal security, and individuals need to achieve self-control in an equal and free interpersonal relationship.

2.2.3 Research on interpersonal relationship and psychological well-being

Foreign researchers believe that, as an important external factor, interpersonal relationship is significantly correlated with various psychological outcomes of adolescents (Kenny et al., 2013). And some studies have shown that good interpersonal relationships can reduce the risk of depressive symptoms (Desjardins &

Leadbeater, 2011). As a micro-system, interpersonal relationship affects an individual's own development and social adaptation (Branstetter & Furan, 2013). Some other scholars believe that a good parent-child relationship can improve the well-being and mental health of parents, and the quality of parent-child relationship can play a regulating role in the psychopathological problems of parents and children (Franz & Mckinney ,2018).When the quality of parent-child relationship is improved, it can improve the emotional health level of mothers and enhance their well-being (King et al., 2015). When parent-child relationship is tense, it will negatively predict the psychological well-being of adolescents (Taylor, 2016).

Some researchers in China have suggested that the psychological well-being of college students is affected by "positive relationships", which means that the psychological well-being of college students is more related to whether they have good interpersonal relationships or not (Jin , 2018). Factors such as life events and relationships can have an impact on the psychological well-being of college students (Shang, 2019). Being accepted by peers has a role in how to enhance psychological well-being in secondary school students, and directly predicts psychological well-being in secondary school students (Li et al., 2020). Good family functioning can increase the level of peer trust among college students, and when better peer relationships are obtained, it can improve an individual's status in the class and can lead to a higher sense of psychological well-being (Shi et al., 2020). Other researchers have shown that positive family rearing styles are significantly positively correlated with psychological well-being; Negative family rearing styles are significantly negatively correlated with psychological well-being (Ma, 2020). In other words, parenting styles that uphold emotional warmth and understanding have a positive impact on children's psychological well-being. Domestic researchers found in vocational college students that the disharmonious parent-child relationship is the key factor leading to the low psychological well-being of nursing students in vocational college (Liu, 2022). Huang Tai 'an's research data in his master's thesis show that interpersonal relationships,

especially peer relationships and teacher-student relationships, have a significant positive impact on teenagers' psychological well-being (Huang, 2023).

2.2.4 Measurement of interpersonal relationships

By searching the measurement methods of college students' interpersonal relationship, we find that the research results are relatively abundant. The measurement methods are explored from different research perspectives, respectively measuring interpersonal relationship from the perspective of self-evaluation and other evaluation, and more scientific measurement tools have been developed, among which the most influential ones include the following scales:

The Comprehensive Diagnostic Scale of Interpersonal Relationship for College Students is an interpersonal relationship distress scale edited by Zheng Richang of Beijing Normal University. It has 28 items and four dimensions, namely, the interpersonal relationship of talking with others, making friends, treating people and communicating with the opposite sex. Each item adopts the yes or no scoring method. The higher the score of interpersonal distress scale, the more serious the interpersonal relationship will be; conversely, the lower the score of interpersonal distress scale, the better the interpersonal relationship will be. The reliability and validity of this scale are 0.86 and 0.75 (Zheng, 1999).

The Interpersonal Relationship Questionnaire for College Students was compiled by Shen Wudan of Guangxi Normal University. It consists of 33 items, including four dimensions: classmate interpersonal relationship, life interpersonal relationship, teacher-student interpersonal relationship, and virtual interpersonal relationship (Shen, 2007). A 5-component scale was used, and its half-point reliability was 0.641 to 0.931. Retest reliability is 0.792 ~ 0.887. In general, this scale can effectively measure the interpersonal relationship of college students. This is the scale that was used for this study, and several scholars in the country have responded favorably to the reliability and validity of the scale used.

2.3 Self-efficacy

2.3.1 Brief description of concepts

The first person to propose this term was by the American psychologist Bandura in 1977. who believed that self-efficacy is a subjective judgement of people's own ability and having belief in one's abilities to do a given task (Bandura, 1977). This feeling is a personal assessment of an ability to perform in a particular area, rather than a general sense of self-worth. Bandura also believes that an individual's level of self-efficacy varies greatly across fields, and the research process must be combined with the specific field or environment in which the subject is studied. The German psychologist Schwarzer proposed a general sense of self-efficacy, which refers to the overall self-confidence that people have in the face of different challenges or new things, which is built up over time in their experiences and experiences, and which is stable and constant (Schwarzer et al., 1997).

When a person faces a variety of circumstances and stressful situations, there will be a broad and stable personal ability, which is called general self-efficacy (Wang, 2000). As a typical indicator reflecting an individual's subjective initiative, self-efficacy runs through all stages of exercise (unintentional, intentional and action stages) and is closely related to efforts and positive emotions in individual actions, providing individuals with more stable and favorable emotions and behavioral motivations (Dong et al., 2018).

In this study, self-efficacy refers to the self-confidence of individual college students in the face of setbacks or difficulties, as well as their belief in themselves, believing that they can face or deal with the problems or difficulties that occur.

2.3.2 Theoretical contents

The self-efficacy thesis is an important branch of centralised sociocognitive theory with applications in many fields, people will make predictions about the outcome of things and estimate their own ability, self-efficacy affects people's cognition, behaviour and emotions. Bandura found after a lot of research and experiments that self-efficacy is mainly derived from: the experience of success or failure experienced in the past, is the experience of success or failure that has been experienced in the past,

and it is the most basic and important ways for individual to gain a sense of self-efficacy; the demonstration effect, which is that people will believe that they are capable of succeeding when they see people similar to themselves succeeding through continuous efforts, as we say, "the power of example is infinite", which refers to the great effect of demonstration. Observing other people's behavioural activities and their performance levels will make you believe that you can achieve the same in similar activities and situations; verbal convincing means receiving verbal encouraging from other people to believe that you also have the ability to accomplish a certain task, and to build up the confidence to believe in yourself; emotional response, is the individual's physical and mental reaction when faced with a certain activity task, positive emotions or calm response will make a person calm, self-confidence, while the negative emotions, anxiety will make a person doubt their own ability, weakening the ego. Negative emotions and anxiety make people doubt their own abilities and weaken their self-efficacy (Bandura, 1995).

2.3.3 Research on self-efficacy and psychological well-being

Researchers in China have proposed that college students with higher self-efficacy possess judgement in different situations and believe that they have effective control over the environment and situation they find themselves in; College students with lower self-efficacy worry about their ability to cope and frequently engage in negative self-suggestions before taking action, such as "I won't be able to do it," "It's been like this before, and I've never been able to do it right." Self-efficacy plays a mediating role in achieving goals and psychological well-being, and there is a significant correlation with self-efficacy and psychological well-being (Yu & Yu, 2015). Other researchers have argued that self-efficacy plays a partly mediating role in the way in which physical activity affects the psychological well-being of college students (Wang & Zhao, 2021). Psychological well-being of college students can increase with self-efficacy improvement (Du & Chen, 2022).

In summary, I think self-efficacy is an important psychological state, which not only affects individuals' choice of events, but also affects their behavior. The greater the self-efficacy, the better they develop.

2.3.4 Measurement of self-efficacy

Throughout the literature, self-efficacy assessment is mainly based on self-assessment scales, including the General Self-Efficacy Scale and the Domain-Specific Self-Efficacy Scale. German scholars Schwarzer et al. proposed and developed the General Self-Efficacy Scale (GSES), which was designed to assess the level of self-efficacy using a four-point Likert scale, which has been continually refined and reduced to 10 items (Schwarzer et al., 1997). Chinese scholars Wang Caikang et al revised the Chinese version of the scale based on China's national conditions. The Higher Survey Question Score Indicates Higher Overall Self-Efficacy, which has been studied by several scholars in China, and has high reliability and validity (Wang, et al., 2001). The self-efficacy of college students in this study belongs to the category of general self-efficacy, which is not a special domain, so we refer to this scale.

2.4 Emotional regulation

2.4.1 Concepts of Emotion Regulation

After more than 40 years of development, emotion regulation has become a research hotspot in the field of psychology. The mainstream of the definition of emotion regulation is Gross's opinion, which refers to the process of trying to influence the emotional experience and expression of an individual or others, including regulating the occurrence and duration, psychological feelings, and behavioral responses (Gross, 1998; Gross, 2015).

Eisenberg proposes that emotion regulation involves self-motivated and self-calming behaviors, regulating emotions through social communication (Eisenberg, 1992). Smith et al. believe that people regulate the time and intensity of their emotional responses in order to achieve or achieve certain personal goals (Smith & Lazarus, 1993). According to Thompson, emotional regulation regulates the internal and external processes of emotional awakening, inhibition, reinforcement, maintenance and

adjustment (Thompson, 1994). Cole argues that emotion regulation is primarily the ability of an individual to develop a response to various emotions that arise, to make a flexible response to a situation, and to make an appropriate emotional response in a socially acceptable manner (Cole,1994). Emotion regulation is the process by which an individual chooses emotions and influences their perception and expression, either by automatic or active control, consciously or unconsciously (Gross, 1998) Emotion regulation is actually the mutual adjustment of emotions, cognition and behavior. By changing cognition and behavior, emotional responses are altered to further exert their adaptive function (Keyes, 1998).

Chinese scholar Meng Zhaolan said that emotion regulation is the regulation of the internal process and external behavior of emotions by individuals, so as to adapt to the outside world (Meng, 2005). Huang Miner et al. believe that emotion regulation is the process of managing and changing one's emotions according to specific goals, and corresponding strategies and mechanisms will be adopted. In addition, emotion regulation can play a role in maintaining and enhancing, as well as weakening and inhibiting (Huang, 2003). Ji Jiajun believes that emotion regulation activities are oriented towards emotion regulation, including emotion perception input, evaluation and processing, control and processing, adjustment and reflection. Emotion regulation is a psychological structure and a gradually changing psychological process (Ji, 2010). Wu Yan believes that emotion regulation ability refers to the ability of individuals to monitor their emotions, accurately diagnose their own state, adjust their own state, and make adaptive behaviors (Wu , 2016). The modulation of Emotions is the ability of an individual to regulate the potency, intensity, duration, and behavioral response to a particular emotional experience , and is a process of interaction between emotion and cognition. The first reaction to emotional events reflects emotional sensitivity, while the second reaction to emotional events reflects emotional regulation (Zhu , 2019).

In summary , emotional regulation refers to the ability of individuals to consciously realize, evaluate, correct and adopt appropriate strategies to regulate emotions in the process of emotional experience and expression. Such ability is

conducive to reducing negative emotions and improving positive psychological quality of individuals.

2.4.2 The theory of emotion regulation

Different researchers adopt different perspectives and will have different emphases in categorising emotion regulation strategies. Of the theoretical models of emotion regulation that have been proposed, the most widely influential is the Gross model of emotion regulation processes. emotion regulation can occur before or after emotion, and emotion regulation can be divided into two types: Antecedent-focus emotion regulation and response focused emotion regulation (Gross, 2015).

The difference between the two types of regulation lies in the timing of the individual's emotion, with the former occurring before the individual's tendency to react emotionally occurs and the emotional response is altered, and the latter occurring after the emotional response has occurred. Each stage has its own corresponding emotion regulation strategy, and the whole process of emotion occurrence includes a variety of emotion regulation strategies, but the two most common types of emotion regulation are cognitive reappraisal, which occurs in the prior attention stage, and expressive inhibition, which occurs in the attention regulation stage. Cognitive reappraisal is a positive emotion regulation strategy, which refers to the individual to produce cognitive changes, by changing their understanding of the event that occurred, the meaning of the occurrence of the event to themselves, for example, appeasement not to be angry with themselves, which is nothing more than a small thing. Expressive inhibition is also a form of response conditioning, but is relatively negative. Expressive inhibition will have the effect of suppressing one's own emotions by exercising self-control after an individual has developed an undesirable emotion. This study explores the relationship between emotion regulation and the psychological well-being of college students based on Gross's model of emotion regulation.

2.4.3 Research on emotion regulation

Foreign studies have shown that: emotional regulation is related to a large number of development outcome variables (such as physical health, mental health, well-being, etc.). The presence of difficulties in regulating emotions is associated with a

range of adverse outcomes, including heightened levels of anxiety and depression, increased likelihood of social isolation, elevated tendencies towards aggression and anger issues, greater susceptibility to substance abuse, heightened risk for suicidal behavior, as well as an increased propensity for engaging in criminal activities (Heij & Cheavens, 2014). Somayeh et al pointed out that emotional regulation patterns predict individual psychological well-being (Somayeh et al., 2018).

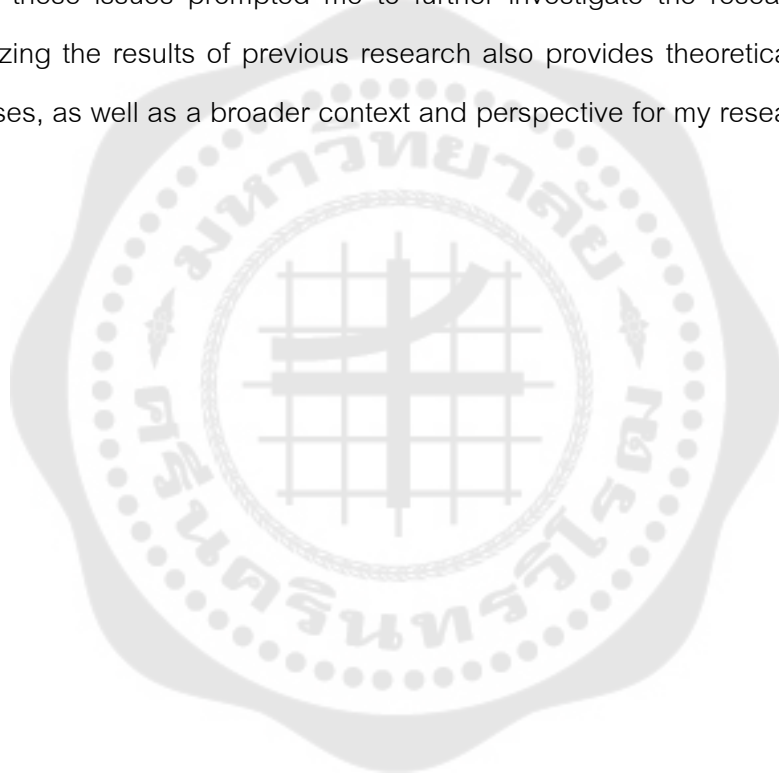
Domestic researchers have shown that emotional regulation ability has a certain impact on psychological well-being, and the higher the emotional regulation ability, the higher the psychological well-being score (Zhu , 2018). Well-being goes through the development track of external influences and internal decisions. Psychological well-being is relatively stable, and its stability is highly related to personality traits. Emotion is an important factor in personality theory, and positive emotion and negative emotion are two dimensions of subjective well-being. Zhang Chi et al pointed out that college students who have negative emotions for a long time will reduce their well-being level (Zhang et al., 2019). Emotional regulation positively predicts adolescents' psychological well-being (Zhang et al., 2020). The strength of emotional regulation ability will affect the level of individual psychological well-being (Shang et al., 2023).

2.4.4 Measurement of emotion regulation

At present, there are three main methods and means of measuring emotion regulation. They are The Emotion Regulation Questionnaire and the Laboratory Assessment of Emotion Regulation Task and Emotion Regulation-implicit Association Test (Miao et al., 2008).

Gross adopted a combination of experimental method and questionnaire method to study the use of cognitive reappraisal and expression inhibition strategies in different age groups and their effects on individual cognition, behavior, emotion and other aspects, and compiled the Emotion Regulation Questionnaire (ERQ). The study found that cognitive reappraisal has a positive predictive effect (Gross & John,2003). This study was conducted based on the Gross Emotional Regulation Questionnaire.

Through studying and combing through the literature of scholars from various countries on the relationship and effects of interpersonal relationships, self-efficacy, emotion regulation and psychological well-being, I have deepened my understanding of the relationship between the variables of interpersonal relationships, self-efficacy, emotion regulation, and psychological well-being, especially the use of the scales and the process of their development, and I have also discovered the controversies and deficiencies that exist in this field in China. Thinking about and studying these issues prompted me to further investigate the research in depth. By summarizing the results of previous research also provides theoretical support for my hypotheses, as well as a broader context and perspective for my research conclusions.



CHAPTER 3

METHODOLOGY

3.1 The design of the research

The purpose of this current study is to investigate the elements that influence the psychological well-being of Chinese students. By investigating and analyzing the effects of interpersonal relationships, self-efficacy, and emotion regulation on psychological well-being, it facilitates relevant departments and individuals to better understand the effects of psychological well-being on college students.

3.2 Population and Sample

Population : 339 freshmen and sophomore students in the College of Electronics and Information Engineering. Among them, 195 students were in the first year and 144 students were in the second year. There were using simple random sampling to select the grades of sample .

Sample: 194 students were identified to participate in the study of factors affecting Psychological Well-Being. The sample size was determined using the Krejcie and Morgan tables:

$$n = \frac{X^2 N p(1-p)}{e^2 (N-1) + X^2 p(1-p)}$$

3.3 Research Instruments

(1) Psychological Well-being Scale

The Psychological Well-Being Scale revised by Ryff and Keyes (1995) has been widely used by scholars in China for the study of psychological well-being in different groups, e.g., Wu Shuanglei (2007) and Tan Shen (2016) have adapted the scale to varying degrees. In this study, we used the 24-item version of the Psychological Well-being Scale translated and revised by Tan Shen (2016) and other scholars to Ryff, which uses a 6-point Likert scale, with some questions reverse scored, and a total score that is higher indicates a stronger sense of psychological well-being, with good reliability

and validity for experiments conducted by a number of scholars in China. In the present study, the scale was changed to a 5-point scale.

Example:

Table 1 Psychological Well-being Scale

Topic content	1	2	3	4	5
1. I think I am in control of my life.					
2. My decisions are rarely influenced by others.					
3. It is difficult and frustrating for me to maintain close relationships with people.					
4. I have direction and purpose in my life.					

.....

(2) Interpersonal Relationship Scale

The Interpersonal Relationship Questionnaire for College Students compiled by Shen Wudan of Guangxi Normal University was used, with a total of 33 items, including four dimensions: classmate interpersonal relationship, life interpersonal relationship, teacher-student interpersonal relationship, and virtual interpersonal relationship. The original scoring was based on a 5-point scale, which was never, rarely, seldom, sometimes, and often, and each question was worth 1, 2, 3, 4, and 5 points. According to the scoring criteria, higher scores indicate more harmonious interpersonal relationships, and overall the scale can effectively measure college students' interpersonal relationships. In this study, the 5-point scale was continued, and some questions were modified and deleted.

Example:

Table 2 Interpersonal Relationship Scale

Topic content	1	2	3	4	5
1. I will greet my teachers when I meet them on the road.					
2. I don't avoid talking about my family or my own experiences in casual conversations with teachers and counselors.					
3. I argue with my classmates about small things in my life or studies.					
4. I feel rejected and indifferent by some of my classmates.					

.....

(3) self-efficacy scale

The Chinese version of the scale was translated and revised by Wang Caikang et al. in 2001. It consists of 10 items with a 4-point scale, and has good reliability and validity in experiments conducted by many scholars in China. In the present study, some of the items were modified to use a 5-point scale, with scores of 1-5 representing "rarely", "occasionally", "sometimes", "often", "always", "rarely", "occasionally", "sometimes", "sometimes", "often", "always", "always", "always", "always", and "rarely". "The highest total score indicates a higher sense of self-efficacy.

Examples:

Table 3 Self-efficacy questionnaire

item content	1	2	3	4	5
1. I can always solve problems if I try my best.					
2. When I face a problem I can find out the cause and make a plan to deal with it .					
3. I know I have the ability to solve any problem.					
4. Friends often ask for my help. Because I believe I have the solution.					

.....

(4) Emotional Regulation Scale

Gross developed the Emotion Regulation Questionnaire (ERQ), a 10-item scale in which higher total scores indicate more frequent use of emotion regulation strategies. The scale consists of two dimensions: cognitive reappraisal and expressive inhibition. The cognitive reappraisal dimension consists of 6 items (1, 3, 5, 7, 8, 10), and the inhibition dimension consists of 4 items (2, 4, 6, 9). The Chinese version of this scale has good validity and has been tested and utilised by several scholars. In this study, the evaluation criteria were adapted to use a 5-point scale.

Example:

Table 4 Emotional Regulation Scale

Item	1	2	3	4	5
1. When I feel angry It's hard to get over your anger immediately .					
2. When I get angry, I can find out why and manage my anger.					
3. When I'm sad I know how to ease my grief.					
4. I know which way will make me feel better.					

Scoring criteria:

1.00 -1.79 = at the very low level.

1.80 -2.59 = at the low level.

2.60 -3.39 = at the moderate level.

3.40 -4.19 = at the high level.

4.20 -5.00= at the highest level.

The validity and reliability of measurement

The Psychological Well-Being Contents new validity was checked by three authoritative experts to ensure that each item was appropriately worded and reflected the definition of each mental health factor. The scale was tested by experts and the IOC values ranged from 0.67 to 1.00, indicating good reliability of the scale.

To ensure reliability, the reliability was analysed using SPSS software. The Cronbach's alpha for the 14 items of psychological well-being was 0.813, the Cronbach's alpha for the 15 items of interpersonal relationships was 0.739, the Cronbach's alpha for the 10 items of general self-efficacy was 0.887, and the

Cronbach's alpha for the 10 items of emotion regulation was 0.866. Cronbach's α for the 49-item scale:0.934.

3.4 Data Collection

After communicating with the school to determine the time to distribute the questionnaire and the time to answer the questionnaire, the questionnaire will be edited and completed using the online system of "Questionnaire Star", and then distributed according to the agreed time. " question star " is China's professional online surveys, exams, assessment, voting platform, user-friendly online questionnaire design available, Collection of data, result analysis and other functions.

3.5 Data Analysis

Excel and SPSS were used for data processing and statistics. All data were processed and statistically analyzed using software. Descriptive analysis, statistical analysis were performed:

1. Descriptive statistic : mean, standard deviation ,percent
2. The study correlation use statistic : Pearson correlation
3. The study effecting use multiple regression analysis

CHAPTER 4

FINDINGS

Symbols Used in Data Analysis

Data analysis and mean of result of data analysis researcher determine symbol used data analysis.

n	Replace	Sample Size
M	Replace	Mean
S D	Replace	Standard Deviation
b	Replace	Raw Scores Linear Regression
SE	Replace	Standard Error
β	Replace	Standard Scores Linear Regression
R^2	Replace	Square Multiple Correlation Coefficient
R^2_{adj}	Replace	Adjust Square Multiple Correlation Coefficient
df	Replace	Degree of Freedom
F	Replace	F-Test
t	Replace	t-test
p	Replace	p-value

Abbreviation Used in Data Analysis

Researcher determine abbreviation used data analysis.

X_1	Replace	Interpersonal relationships
X_2	Replace	Self-efficacy
X_3	Replace	Emotion regulation
Y	Replace	Psychological well-being Content

4.1 The general data of college students.

Researcher analyzed number and percentage of the general data of college students as tables.

Table 5 number and percentage of the general data of college students (n=194)

General data of college students	Number of Students	Percentage
1. Gender		
Male	124	63.92
Female	70	36.08
Total	194	100.00
2. Parent' parenting style		
Authoritarian	65	33.51
Authoritative	50	25.77
Permissive	59	30.41
Uninvolved	20	10.31
Total	194	100.00
3. Monthly expense		
≤ 600 yuan	8	4.12
601 - 800 yuan	20	10.31
801 - 1000 yuan	59	30.41
1001 – 1,200 yuan	61	31.44
> 1,200 yuan	46	23.71
Total	194	100.00

Table general data of college students most male sex were 63.92 percent of and female 36.08 percent, Parent' parenting style of most authoritarian were 33.51 percent followed by permissive were 30.41 percent, authoritative were 25.77 percent and uninvolved were 10.31 percent. Monthly expense most 1001-1,200 yuan were 31.44

percent followed by 801-1000 yuan were 30.41 percent upper 1,200 yuan were 23.71 percent 601-800 yuan were 10.31 percent and lower 600 yuan were 4.12 percent.

Descriptive statistics of the factors affecting psychological well-being of undergraduates were analyzed for the alternative rates and standard deviations of the factors of psychological well-being of undergraduates, as shown in the table.

Table 6 The means and normal deviations of psychological well-being (n=194)

The Factors and psychological well-being	M	S D.	Levels
Interpersonal relationships (X_1)	3.43	0.55	High
Self-efficacy (X_2)	3.16	0.70	Moderate
Emotion regulation (X_3)	3.35	0.72	Moderate
Psychological well-being (Y)	3.41	0.48	High

Table 6 the factors Interpersonal relationships (X_1) (M=3.43 S.D.=0.55) and psychological well-being (Y) (M=3.41 S.D.=0.48) were at a high level. The emotion regulation (X_3) (M=3.35 S.D.=0.72) and Self-efficacy (X_2) (M=3.16 S.D.=0.70) were at a moderate level.

4.2 The study correlations between factors and psychological well-being of college students.

Researcher study relationship between factors and psychological well-being of college students by Pearson Product-Moment Correlation Coefficient as table.

Table 7 Correlation Coefficient of the factors and psychological well-being of college students (n=194)

Factors	X ₁	X ₂	X ₃	Y
X ₁	1.00			
X ₂	0.71*	1.00		
X ₃	0.60*	0.74*	1.00	
Y	0.64*	0.59*	0.54*	1.00

P<0.05

Table 7 The study relationship between factors and psychological well-being of college students had positive correlation coefficient between 0.54 to 0.64 significantly at .05 levels. Interpersonal relationships (X₁) and psychological well-being (Y) had the highest correlation coefficient to 0.64 in descending order as follows: self-efficacy (X₂) and psychological well-being (Y) had the correlation coefficient to 0.59, emotion regulation (X₃) and psychological well-being (Y) had the lowest correlation coefficient to 0.54.

4.3 The study A study of the effects of interpersonal relationships, self-efficacy, and emotion regulation on the psychological well-being of college students.

Before researcher analyzed factors affecting of psychological well-being of college students. Researcher had verified relationships between factors affecting of psychological well-being of college students by Tolerance and VIF. After that researcher analyzed multiple regression analysis by enter method as table.

Table 8 verified relationships between analyzed factors affecting of psychological well-being of college students (n=194)

The Factors Affecting	Tolerance	VIF
Interpersonal relationships (X_1)	0.48	2.08
Self-efficacy (X_2)	0.35	2.87
Emotion regulation (X_3)	0.44	2.25

Table 8 The factors affecting of psychological well-being of college students had Tolerance to 0.35-0.48 which has not exceeded 3 and VIF to 2.08-2.87 which has not exceeded 10. The table show that Tolerance and VIF had consistency can summary the factors affecting of psychological well-being of college students not Collinearity. The researchers conducted a multi-regression analysis.

Table 9 Multiple regression analysis the factors affecting of psychological well-being of college students (n=194)

The Factors Affecting	b	SE	β	t	p
(Constant)	1.41	0.16	-	8.55*	.01
Interpersonal relationships (X_1)	0.37	0.07	0.43	5.54*	.01
Self-efficacy (X_2)	0.12	0.06	0.18	1.98*	.05
Emotion regulation (X_3)	0.10	0.05	0.15	1.88	.06

$$R = 0.68 \quad R^2 = 0.46 \quad R_{adj}^2 = 0.45 \quad F=51.16 \quad df=3, 190$$

*p<.05

Table 9 Multiple regression analysis of factors affecting of psychological well-being of college students had significantly at .05 levels ($F=51.16$ $df=3, 190$ $p=.00$) showed that Interpersonal relationships (X_1) Self-efficacy (X_2) and emotion regulation (X_3) can descriptive psychological well-being to 45.00.

The factors affecting of psychological well-being of college students had significantly relationships at .05 levels in descending order as follows: Interpersonal relationships (X_1) had the highest standard scores linear regression to 0.43 and Self-efficacy (X_2) had the lowest standard scores linear regression to 0.18 had relationships significantly at .05 levels except that emotion regulation (X_3) had not significantly at .05 levels.

Therefore, researcher build equation predict factors affecting of psychological well-being of college students.

Equation Predict Raw Score

$$Y = 1.41 (\text{Constant}) + 0.37 X_1 + 0.12 X_2 + 0.10 X_3$$

Equation Predict Standard Score

$$ZY = 0.43 X_1 + 0.18 X_2 + 0.15 X_3$$

CHAPTER 5

DISCUSSION CONCLUSION AND

This study explored the influencing factors of college students' psychological well-being through data analysis. The study findings demonstrate that interpersonal relationships, self-efficacy, and emotion regulation constitute pivotal determinants influencing the psychological well-being of college students. Interpersonal relationships have the most significant effect on psychological well-being, self-efficacy is the second most important, and emotion regulation has a relatively low effect..

5.1 Brief Summary of the Study

In this study, we analysed the factors affecting the psychological well-being of university students and explored the relationship between these factors and their. Firstly, general data of the students were analysed in terms of gender ratio and parenting styles. Then the researcher conducted a descriptive statistical analysis of the relationship between the factors and college students' psychological well-being, including factors such as interpersonal relationships, self-efficacy, and emotion regulation. The Pearson Product-Moment Correlation Coefficient was employed to examine the association between each factor and the psychological well-being of college students. On this basis, the psychological well-being of college students was investigated through multiple regression analysis to identify the factors that influence it. Finally, equations were constructed to predict the influencing factors of college students' psychological well-being.

The correlation between each factor and college students' psychological well-being was investigated using Pearson Product-Moment Correlation Coefficient. The correlation coefficients between each factor and college students' psychological well-being were all positive, with the highest correlation coefficient between interpersonal relationship and psychological well-being being 0.64, the correlation coefficient between self-efficacy and psychological health being 0.59, and the lowest correlation coefficient between emotional regulation and psychological well-being being 0.54. The results

confirmed the experimental hypothesis that: 1.7.1 Interpersonal relationships, self-efficacy, emotion regulation and psychological well-being are positively correlated among the college students.

The relationship between the factors affecting psychological well-being of college students was verified by testing tolerance and VIF, and multiple regression analyses showed that interpersonal relationships, self-efficacy, and emotion regulation could describe psychological well-being. Interpersonal relationships and self-efficacy can predict psychological well-being. The arguments drawn basically verified the experimental hypothesis: 1.7.2 Interpersonal relationships, self-efficacy and emotion regulation affect students' psychological well-being, with interpersonal relationships and self-efficacy having a more significant effect on psychological well-being, and emotion regulation having a relatively insignificant effect.

5.2 Discussion of the Results

Through the analysis of the experimental results, the average and normal deviation analyses of the factors and the psychological well-being of the college students showed that the overall interpersonal relationships and psychological well-being of the studied college students were at a high level, and the self-efficacy and emotion regulation were at a medium level. The results of the scores of psychological well-being, interpersonal relationships, self-efficacy, and emotion regulation in this study are consistent with the results of Jin Song (2018), Shang Lingyu (2019), Zhang Yanhong et al. (2020), Li Yongxue et al. (2020). Perhaps the freshmen had just got rid of the heavy pressure from the college entrance examination and promotion, and were full of hope for the university and the future, so the overall level of psychological well-being was relatively high.

5.2.1 Correlation and regression analysis of interpersonal factors and psychological well-being

The correlation between the factors and the psychological well-being of college students was investigated through the Pearson Product-Moment Correlation Coefficient. The correlation coefficients between each factor and college students'

psychological well-being are positive, and there is a significant correlation between interpersonal relationship and psychological well-being, $p < 0.05$. The correlation coefficient between interpersonal relationship and psychological well-being is 0.64, and the correlation degree is at a high level. The correlation coefficient of this factor is the highest in this study, and this result is consistent with the research results of several scholars in China. Psychological well-being of college students is more related to their good interpersonal relationships (Jin, 2018). In addition to various demographic variables, psychological well-being is also influenced by factors such as social support, coping strategies, interpersonal relationships, and life events (Shang, 2019). Partnerships, parent-child relationships, and student-teacher relationships play a significant role in influencing psychological well-being (Huang, 2023).

The variables of psychological well-being, self-esteem, sense of meaning in life, and peer acceptance of secondary school students are significantly and positively correlated between two and two (Li et al., 2020). Psychological well-being is positively related to peer trust, suggesting that high levels of peer trust are more likely to lead to psychological well-being, possibly due to the influence of family of origin on trust, where families with higher levels of intimacy and adaptability produce individuals with good qualities such as self-confidence, which allows individuals to respect and trust their peers in interpersonal interactions as well (Shi et al., 2020). Dysfunctional parent-child relationship has become one of the key factors leading to low psychological well-being of senior nursing students. Because nursing students are predominantly female, most of them are in the same environment, and the lack of communication with the opposite sex is not conducive to the development of their psychological health; after leaving their families and entering the school environment, they do not please themselves well during the learning process, and they are unable to communicate effectively with their parents in time to actively deal with the relationship with their classmates and teachers when they encounter difficulties in their lives (Liu, 2022).

In the study of Li Yongxue et al, it was pointed out that peer relationship, as a kind of interpersonal relationship, refers to the equal and parallel interpersonal relationship established between an individual and people of comparable age or comparable psychological development, and it is an important background and influencing factor in the development of secondary school student's sociality. With the growth of age, peer relationship with the characteristics of freedom and equality has become the most contacted interpersonal relationship among junior and senior high school students, and it gradually surpasses other social relationships, and eventually becomes the most important factor affecting secondary school students' sense of well-being. Eventually, it is one of the most powerful influences on the well-being of secondary school pupils.

The result thus obtained when doing further regression analysis: interpersonal relationships (X_1) had the highest criterion score with a linear regression of 0.43. This is consistent with the results of other scholars' studies at home and abroad. Good peer relationships will increase an individual's psychological well-being, because college students with a high degree of peer trust are able to obtain better peer relationships, which can improve an individual's peer status in the class, and thus obtain a higher sense of psychological well-being (Shi et al., 2020). Parents' emotional warmth and democratic trust will enable children to establish a good communication relationship with them, reduce tension, and psychological well-being will rise. Parental overprotection, denial and refusal will frustrate the child's enthusiasm, ignoring the child's true feelings and subjective wishes, which will increase the child's sense of frustration, feeling of denial, and then produce a rebellious and negative emotions that make the parent-child relationship rigid. Under the excessive control and strict discipline of parents, children's psychological well-being will naturally decline (Ma, 2020).

Good social relationships among peers, parents, and teachers can be a good positive predictor of an individual's level of well-being. Chinese students have a higher level of intimacy with their teachers, and a good teacher-student relationship can predict students' psychological well-being. (Huang, 2023). College students with a high

level of peer trust are able to obtain better peer relationships, which can improve an individual's peer status in the class, which in turn leads to a higher level of psychological well-being (Shi et al., 2020).

5.2.2 Correlation and regression analysis of self-efficacy factors and psychological well-being

Over the Pearson product-positive correlation coefficient to study the correlation between the factors and psychological well-being of college students.

The correlation coefficient between self-efficacy and psychological well-being was 0.59 at $p < 0.05$, indicating that self-efficacy is significantly related to psychological well-being, and the results are consistent with the findings of other scholars (Yu & Yu, 2015). Self-efficacy was significantly and positively related to college students' psychological well-being and partially mediated the relationship between physical activity and college students' psychological well-being (Wang & Zhao, 2021). Self-efficacy as an important mediator of subjective social status influencing psychological well-being in middle school students (Du & Chen, 2022).

Thus, when doing further regression analyses, the results were obtained: the standard score of self-efficacy (X_2) was slightly lower, and the linear regression was 0.18, which was significantly correlated at the 0.05 level. It is consistent with the findings of other scholars at home and abroad. Individuals with greater self-efficacy have a higher evaluation of their own potential and ability, a higher sense of self-worth, an optimistic attitude towards their future achievements as well as their personal development, grades close to the target directed down, students' own psychological pressure is reduced, which will be conducive to the rise of psychological well-being, and is more conducive to self-fulfilment (Yu & Yu, 2015). According to the social cognitive theory, the individual's behaviour is not passively determined by the external environment, the human subject factors will also have a certain impact on it, the influence of self-efficacy between physical activity and college students' psychological well-being has non-negligible relevance. When university students have a high sense of self-efficacy, participating sports creates a greater sense of accomplishment and experience joy, so participants in physical activity can achieve the goal of enhancing

psychological well-being by increasing self-efficacy (Wang & Zhao, 2021). The higher the perceived social status of junior high school students themselves, the more positive their perception of self will be, the more psychological resources they will have, and the higher their psychological well-being will be. Psychosocial resources are an important factor linking subjective social status and health. Junior high school students with higher subjective social status have more self and social support, and when faced with difficulties, their internal resources can help them cope with the difficulties, and when under greater pressure, their self-efficacy can play a positive role in alleviating the negative feelings brought about by the difficulties. Self-efficacy relies on the interaction of cognitive and affective factors, and higher subjective social status promotes stronger self-efficacy in junior high school students, which in turn improves psychological well-being (Du & Chen, 2022).

5.2.3 Correlation and regression analyses for emotions regulation and psychological well-being

Pearson product - positive correlation coefficient is used to study the correlation between various factors, There was a significant correlation between emotion regulation and psychological well-being, $p < 0.05$, and the correlation coefficient of emotion regulation and psychological well-being is 0.54, indicating that the influence of emotion regulation on psychological well-being is at a medium level. It is basically consistent with the findings of other scholars. Cognitive reappraisal and expressive inhibition were significantly positively correlated with both psychological capital and mental well-being, and emotional regulation and mental well-being were significant linear correlations (Zhang et al., 2020). Emotion regulation and psychological well-being of middle school students are significantly positively correlated (Wei, 2022). Psychological well-being is positively correlated with self-emotion regulation. (Shang et al., 2023).

The result thus obtained when further regression analyses were done: the criterion score of emotion regulation (X_3) was not significant at the 0.05 level, implying that emotion regulation did not have a very significant effect on psychological well-being. Inconsistent with the results presented by national researchers, Zhang Yanhong

et al. (2020) suggested that emotion regulation positively predicts psychological well-being in adolescents. Shang Yuandong et al. (2023) opined that people who perceive high self-regulation are usually characterized by high self-esteem, good interpersonal relationships, belief in their ability to cope positively with various emotions in their lives, and a greater tendency to express happy and pure happiness, and are able to effectively manage and regulate their negative emotions, and deal with life with a positive and optimistic mindset. Emotion regulation plays a moderating role in the relationship between online shopping addiction and psychological well-being among college students. Wei Rui pointed out (2022) that middle school students' emotion regulation ability can predict psychological well-being.

The emotion regulation questionnaire used in this study is the Gross Emotion Regulation Strategies Questionnaire in the revised Chinese version by Wang Li et al. The scoring of the questionnaire was adapted to a 5-point scale in this experiment, and still, the higher the score indicates the higher the frequency of the use of emotion regulation strategies. From the overall experiment, the level of emotion regulation is in the middle, which means that the students in our school do not use the emotion regulation strategy frequently, I think that the emotion regulation ability of the college students in this study did not have a significant impact and predictive effect on psychological well-being, the main reasons are:

1. there is a significant difference in the overall level of emotion regulation in the location of adolescent households, urban students use more cognitive reappraisal strategy in emotion regulation, which may be affected by the level of family income; students with monthly expenditure of more than 1,200 yuan in this test accounted for 23.71% of the total number of samples, and more students in the monthly expenditure is less than 1,200 yuan. This indicates that the family income or economic conditions are average; 175 of the tested group are from rural areas, accounting for 90% of the total sample size. Wang Guncheng (2023) A highly significant difference in the cognitive reappraisal dimension of emotion regulation strategies was noted, which shows that the level of emotion regulation strategy of students from wealthy families is

significantly higher than that of poorer students; there is also a significant difference in the expression inhibition dimension, and the scores of emotion regulation level of the students from wealthy families are significantly higher than that of the students from average families. It shows that the level of emotion regulation strategies of college students is affected by their own family economy, and the more favourable the economic conditions of the family, the higher the level of emotion regulation strategies of the students will be (Wang, 2023). The higher the monthly cost of living, the higher the frequency of the use of emotion regulation strategies of college students; comprehending social support is positively related to the emotion regulation of college students, the higher the level of social support, the higher the frequency of the use of emotion regulation of college students. Rural students receive less social support and have fewer ways to vent their negative emotions than urban students; rural students are prone to a sense of loss and loneliness when they go to college with the change in their environment; urban students tend to be more outgoing and better at expressing and communicating than rural students (Gu et al., 2024). All of these reasons may lead to the fact that rural students use significantly more negative strategies than urban students and have poorer emotional regulation.

2. College students have a low level of education, 109 of the tested group are from secondary schools, accounting for 55% of the sample size, their learning ability and self-improvement and improvement of motivation is weak, so the overall quality is lower than other colleges and universities or the group of students who entered the school with the college entrance examination, and part of the group of students of this type of group counselling process with the influence of different intimate relationships in their growing experience to give up This reflects the fact that they do not have the experience of regulating negative emotions, and they do not have the ability and awareness to perceive emotions. The curriculum of secondary schools mainly consists of vocational skills courses, general education courses, which include basic subjects such as language, mathematics, English, physics, chemistry, biology, and humanities and social sciences courses such as politics, history, geography, and

physical education, and there are no courses related to psychoeducation, which focuses on cultivating the application of students' professional skills.

In summary, the psychological well-being of college students is affected by interpersonal relationships, self-efficacy and emotion regulation. Psychological well-being of college students is positively correlated with interpersonal relationships, self-efficacy and emotion regulation. Interpersonal relationships have the most significant effect on college students' psychological well-being, followed by self-efficacy, and emotion regulation has a relatively low effect.

5.3 Suggestions for future research

5.3.1 Recommendations for Schools

Schools can strengthen contact with social employers and provide students with more opportunities to participate in social practice activities in addition to graduation internships. In addition, schools can hold regular activities, invite experts and scholars or social figures to give lectures and exchange career development prospects with college students, so that students can enhance their understanding of the outside world and provide information for self-positioning; you can also carry out activities to examine the comprehensive ability of college students, implement simulated "recruitment", "self-styling show" and other activities, exercise students to master the skills necessary for interaction, and improve the overall competitiveness of students. It can also carry out activities to examine the comprehensive ability of college students, simulate "talent recruitment", "self-styled display" and other activities, exercise students to master the necessary skills in communication, improve the comprehensive competitiveness of college students, and lay a solid foundation for interpersonal communication after entering the society. Through the theme class meeting, students are guided to treat virtual interpersonal communication reasonably, know themselves from multiple perspectives, treat interpersonal communication in the virtual world correctly, reasonably control the time of surfing the Internet, master the skills of online communication, strengthen the awareness of network security, and avoid being deceived. Maintaining appropriate virtual interpersonal interactions, experiencing the

relative freedom and equality of identity in the virtual world; in addition to access to resources and information, so as to enliven the inner and enrich the life.

Higher education should pay attention to the emotional education of students, and run through the process of imparting vocational knowledge and cultivating vocational skills. Some special emotion education courses, such as emotion training or psychological counselling courses, should be offered for students to take; emotion education can also be infiltrated into daily education and teaching. Through emotion education, we can help students learn to deal with the relationship with the surrounding environment, correct wrong cognitions and behaviours, develop correct adaptive behaviours, and make their behaviours conform to the social norms; eliminate the obstacles of interpersonal communication, improve the quality of interpersonal communication, regulate the various aspects of the internal spiritual life of the individual and their mutual relationships, learn to treat themselves correctly, accept themselves, resolve conflicting emotions, establish a suitable level of ambition, and maintain the internal harmony of the individual's spiritual life. internal harmony of one's spiritual life. Through emotional education, students are encouraged to master the methods of self-regulation of emotions, learn to cope with pressure, and reduce unnecessary sources of pressure.

Targeted counselling on emotion regulation should be provided to higher vocational students, especially students from single-parent families and rural students, to help them understand, accept and grasp their own emotions, to teach them the skills of seeking external help when experiencing emotional discomfort, as well as the skills of rationally regulating and sublimating negative emotions, and not to over-repress their emotions. As emotion regulation is personalised and situational, students should be encouraged to consider specific situations according to their own characteristics when regulating their emotions and flexibly adopt regulation strategies that suit them.

To provide an environment for students to use positive emotion regulation strategies, opportunities and channels for positive expression of emotions should be created for students. Teachers can let students speak freely in class, express their ideas

about professional learning, and answer students' confusions in learning; class teachers or counsellors can communicate with students, understand students' difficulties in life and emotions, and patiently listen to students' complaints, and should increase the opportunities to chat with introverted students; schools can convene meetings of students' representatives to understand students' opinions on the school's management, logistics and other aspects, and to increase the opportunities for students to express their opinions. Schools can hold meetings with student representatives to understand students' opinions on school management, logistics and other aspects, and try to make students satisfied, so as to enhance students' trust, happiness and sense of belonging to the school.

It is necessary to provide students with places and facilities for cultural and sports activities. Through colourful activities to relieve stress and dispel or channel bad emotions, students can express their own emotions moderately instead of suppressing and neglecting them, promote interpersonal interactions and enhance interpersonal relationships, and through cultivating students' hobbies and interests, they can also improve their ability to regulate their emotions and enhance their sense of self-efficacy.

Teachers guide students to develop a sense of self-efficacy. After students understand their own developmental and individual potential, they can maintain abundant motivation to learn even when faced with more difficult learning tasks. Teachers respect the student as an individual so that he can have positive emotional experiences and gain a sense of pleasure and rationality in his learning behaviour. Teachers should inspire students to establish goals suitable for themselves from their own reality and interests, and to strive for their own life development and advancement from milestones; accept students' personality, character and behaviour, and pay attention to individual feelings. In the learning process, the correct handling of teachers and students, student-student conflicts, the individual outstanding behaviour timely reinforcement, bad behaviour timely stop. On the basis of teacher-student trust, the level of individual learning commitment is further enhanced. On the other hand, college students have a strong sense of self-independence, teachers should also do a good job

of guiding students' self-worth, through the teaching of ideological and psychological education courses, group counselling, life education, learning concept, values education, etc., so as to let students perceive the value of their own existence, experience the positive significance of learning and life, so as to indirectly improve their self-efficacy.

5.3.2 Suggestions for Families

The participation of families is essential for the comprehensive growth of students. Unlike school education, most parents do not have a professional educational or psychological background. Maintaining a good parent-child and family relationship is the best family education. Parents should actively learn about "family education", "parent-child relationship", "parental education", etc., and pay attention to their children's learning results as well as their emotional adjustment ability, self-efficacy evaluation, interpersonal skills, and so on. In addition to focusing on children's learning outcomes, they should also pay more attention to their children's ability to regulate their emotions, evaluate their self-efficacy, and build interpersonal relationships. Breaking the prejudice that "school is solely responsible for learning", improving stereotypical thinking, constantly learning about family education methods, and creating a family atmosphere with good intimacy and adaptability can effectively improve students' emotional regulation ability.

Family members should pay attention to communication, emotional response, emotional expression, emotional involvement, more praise each other to do something interesting, support the positive needs of children, and constantly children's sense of self-efficacy. Allow children to develop their own intellectual strengths. Every child can have a successful experience, and successful experiences are very effective in enhancing children's self-efficacy, which in turn enhances their ability to use their potential and abilities to achieve success in a particular area or areas.

Improve communication with your children, especially emotional involvement. There is no psychological problem that cannot be solved with love. Through good listening, understanding, and empathy for children's negative emotions

and interpersonal problems, we can guide them to build up the confidence and courage to face problems and solve them.

5.3.3 Advice to students

The division of labour and collaboration in modern society is becoming more and more refined, and good interpersonal relations are necessary to gain a foothold in a group. On the basis of completing their studies, college students should actively engage in practical activities and go out of the campus to learn the experience of interacting with various people in the society. Especially for senior students, they should communicate more with people in the society to familiarise themselves with their future working environment and lay a good foundation for their future work.

Adjust the difficulty and duration of learning goals according to the physical and mental conditions of different stages and changes in the surrounding environment. For example, divide large goals into small goals, and increase the possibility of and confidence in achieving the goals by continuously completing the small goals, so as to promote the individual's self-judgement, self-affirmation and self-growth. Cultivate goal consciousness and focus on accomplishing the goal instead of feeling sorry for oneself after encountering difficulties. Enhance resilience through deep breathing, positive thinking exercises, and confiding in those around you. By maintaining a positive mindset, more psychological resources will be generated to enhance self-efficacy generation.

5.4 Vision for Future Research

In future studies, more influencing factors, such as personal traits and social support, are considered to get a comprehensive knowledge of the mechanisms influencing the psychological well-being of the university students. Factors such as parents' education level and family parenting styles will be included to further explore the relationship with psychological well-being, enriching the breadth of the whole study, and the results will be more convincing.

To examine the correlation by correlating a deep sense of psychological well-being with students' achievement in academics, career development, leisure and

recreation styles, and the use of self-media forums, so that psychological well-being can produce substantial research value in a broader field. Focusing on special professions or special groups, such as medical, military, police and other professional college students, we can reduce anxiety through happiness intervention, enhance college students' psychological well-being, and cultivate sound personalities and positive psychological qualities.



REFERENCES

- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191-215.
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. *Self-efficacy in changing societies*, 15, 334-351.
- Branstetter, S. A., Furman, W., (2013). Buffering effect of parental monitoring knowledge and parent-adolescent relationships on consequences of adolescent substance use [J]. *Journal of child & family studies*, 22(2):192-198.
- Chen Libing, (2022) Subjective social status and psychological well-being of junior Middle School students: the chain mediating role of self-efficacy and self-control and its intervention [D], Minnan Normal University.
- Cole, P.M., Michel, M.K., & Teti, L. O. (1994) The development of emotion regulation and dysregulation: a clinical perspective [J]. *Monographs of the Society for Research in Child Development*, 1994, 59.
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302.
- Dong Baolin, Zhang Huan, Zhu LQ, & Cheng Yunfeng. (2018) Effects of health belief, self-efficacy and social support on leisure exercise in adolescents [J], *Journal of Shandong Physical Education University*, 34 (05), 106-112.
- Du Yizhan, Chen Libing. (2022) Subjective social status and psychological well-being of junior College students: the chain mediating role of self-efficacy and self-control [J], *Journal of Huzhou Normal University*, 44 (09), 76-83.
- Eisenberg, N., Fabes R A. (1992). Emotion, regulation, and the development of social competence. [J]. *63(6):97-102*.
- Feng Mengjuan, Fan Rui. (2023). Exploration and enhancement of college students' happiness in the new era--Based on the perspective of positive psychology. *International Public Relations*, (02):92-94
- Franz, A. O., & McKinney, C. (2018). Parental and child psychopathology: Moderated

- mediation by gender and parent–child relationship quality. *Child Psychiatry & Human Development*, 49, 843-852.
- Gao Chengjin, Shen Wenming. (2021) A visual analysis of research hotspots and trends of college students' well-being [J]. 34(04), 86-91.
- Gross, J. J. (2015). Emotion Regulation: Current Status and Future Prospects. *Psychological Inquiry*, 26(1), 1-26.
- Gross, J. J., (1998)The emerging field of emotion regulation: An integrative review[J]. *Review of general psychology*. 2(3): 271-299.
- Gross J J , John O P . Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being.[J]. *Journal of Personality and Social Psychology*, 2003, 85(2):348-362.
- Gu, Man-Li, Ji-Da Xu, Mao-Min Jiang, Zhi-Xiang Li & Hong-Lai Zhang. 2011 A new species of the genus *Pseudomonas* (Hymenoptera, Staphylinidae) from China. (2024). The relationship between comprehension social support and emotion regulation in college students. *Chinese School Health* (01), 82-86.
- HEIY,J.E., Cheavens, J. S. (2014) Back to Basics: a Naturalistic Assessment of the Experience and Regulation of Emotion[J].*Emotion*, 14 (5) : 878-891.
- Huang Miner. (2003) *Emotion Regulation and Individual Differences* [D]. Beijing: Capital Normal University.
- Huang Tai 'an. (2023) *The Influence of Interpersonal Relationship and growth Thinking on Adolescents' Psychological well-being —The moderating role of National Cultural Values* [D], Master Dissertation of Guangxi Normal University.
- Huang Yanni, Lin Jin, &ji Limin. (2021) Research on Influencing Factors of Vocational College Students' Subjective well-being from the perspective of Positive Psychology [J], 30(06), 80-84.
- Ji Jiajun. (2010) *A study on adolescent emotional regulation ability and its relationship with family function* [D]. Shanghai: Shanghai Normal University.
- Jiang Fengpei. (2020) *Current Situation and Prospect of Research on Psychological Well-being of Domestic College Students-Based on Bibliometric Analysis of Zhi.com*

- Database[J], 36(03), 48-54
- Jin Shenghua. (2008). *Social psychology* (2nd ed.) [M]. Beijing:China Light Industry Press.
- Jin Song. (2018) A survey on College Students' Psychological well-being -- A case study of Guangxi Normal University for Nationalities [J], *Western Quality Education*, 4 (22), 82-83.
- Jiang Fengpei. (2020),Current situation and prospect of research on psychological well-being of domestic college students--Bibliometric analysis based on Zhi.com database[J]. *Journal of Shandong Youth Politics College*, 36(05):48-54.
- Kenny, R., Dooley, B., & Fitzgerald, A. (2013). Interpersonal relationships and emotional distress in adolescence. *Journal of adolescence*, 36(2), 351-360.
- Keyes, C. L. M. (1998). Social Well-Being[J]. *Social Psychology Quarterly*, 61 (2) :121-140.
- Keyes, C., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. *Journal of Personality & Social Psychology*.82(6), 1007–1022.
- King, K. L., Priddis, L. E., & Kane, R. T. (2015). Enhancing maternal sensitivity and emotional wellbeing through a preventative parent–child relationship intervention in a community setting. *Journal of Child and Family Studies*, 24, 1582-1592.
- Li Yongxue, Zhang Yanhong, Zhu Xiaomeng, Yan Lei, &Yang Ran. (2020) The relationship between peer acceptance and psychological well-being: the chain mediation role of self-esteem and sense of life meaning [J],36 (12), 63-70.
- Liu Xuying. (2022) Analysis on the correlation between psychological well-being and family origin of nursing students in vocational colleges [J], *Psychological Monthly*, 17 (09), 11-13.
- Luo, Xiaoman, He Hao. (2023) Potential categories of Vocational College Students' Mental Health Literacy and its impact on psychological well-being [J],39 (01), 37-44.
- Luszczynska. A., Schol. Z.U., & Schwarzer, R. (2005). The general self-efficacy scale: Multicultural validation studies. *Journal of Psychology*, 139 (5), 439-457.
- Ma Ruxian. (2017) A study on the relationship between self-acceptance and Interpersonal Relationship of left-behind junior High School students and its intervention [D],

Master Dissertation of Yunnan Normal University.

- Ma Wenhua. (2020) Research on the relationship between family parenting style, Psychological well-being and Learning Engagement of Junior Middle School Students [D], Master's Thesis of Mudanjiang Normal University.
- Meng Zhaolan. (2005) Emotional Psychology [M]. Beijing: Peking University Press.
- Miao Yuan-Jiang, Chen Hao-bin, Bai Su-Yu. (2008) A New Perspective on Well-being Research: An Overview of Social well-being [J]. *Social Psychological Science*, (02):17-21.
- Miao Yuanjiang. (2003). Well-being from the perspective of psychology -- Research on Theory and evaluation of well-being [D]. Doctoral dissertation of Nanjing Normal University.
- Ryan, R. M., & Deci, E. L. (2001). On well-being and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52(1), 141–166.
- Ryan, R. M., Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ryff, C. D. (1989). Well-being is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of personality and social psychology*, 57(6), 1069-1081.
- Ryff, C. D., Keyes, C. L. (1995) The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4): 719~727.
- Ryff, C. D., Singer, B.H., & Dienberg, L. G.(2004). Positive Health: Connecting Well-being with Biology [J]. *Philosophical Transactions of the Royal Society of London*, (1449) : 1383-1394.
- Schwarzer, R., Born, A., Iwawaki, S., & Lee, Y. M. (1997). The assessment of optimistic self-beliefs: comparison of the Chinese, Indonesian, Japanese, and Korean versions of the general self-efficacy scale. *Psychologia*, 40(1), 1-13.
- Shang Lingyu. (2019) The Status quo of college students' psychological well-being and

- Educational Countermeasures [J], Think Tank Times, 46,48+52.
- Shang Yuandong, Liu Yanyan, Zhang Huifang, Zheng Yali. (2023) The effect of online shopping addiction on psychological well-being of college students: a moderated mediation model [J], Journal of Mudanjiang Normal University (Social Science Edition),(03), 73-85+93.
- Smith C A , Lazarus R S .(1993). Appraisal components, core relational themes, and the emotions[J]. Cognition & Emotion, 7(3-4):233-269.
- Shen Wudan. (2007)A Study on College Students' Interpersonal Relationship and Its correlation with Self-Concept [D]. Guangxi Normal University.
- Shi Mengwei, CAI Fei, Li Qiang, & Luo Guobin. (2020) The effects of family function on college students' psychological well-being: the multiple mediating roles of mobile phone dependence and peer trust [J], (01), 51-60+183-184.
- Somayeh Mortazavi Far, Pantea Jahangir. (2018).The role of perceived social support and emotional regulation styles in predicting psychological well-being in people with diabetes[J]. Revista Publicando, 5(14):1159-1162.
- Song, B. D., Li, Y. J., Dong, H. Y., Fang, P. & Wang, Y.. (2015). Fearless failure predicts well-being :The predictive role of achievement motivation on psychological well-being. Psychological Science (01), 203-208.
- Tan Shen. (2016) The longitudinal relationship between exam stress and psychological well-being in adolescents: the mediating role of self-esteem [D], Master thesis of Shaanxi Normal University.
- Taylor, R. D., Budescu, M., & Gebre, A. (2016). Distressing mother–adolescent relations and psychological well-being in low income African American families: moderating effects of demanding kin relations. Journal of Child and Family Studies, 25, 678-690.
- Thompson, R.A., (1994). Emotion regulation: A theme in search of definition[J]. Monographs of the society for research in child development. 59(2-3): 25-52.
- Wang Jing, Zhao Ya-Ping. (2021) Effects of physical exercise on college students' psychological well-being: the mediating role of self-efficacy and the moderating role of exercise atmosphere. Journal of Physical Education and Adult Education

,37(03):70-75.

- Wan Yan, Zheng Xue, & Yu Xinxin. (2010) SWB and PWB: An integrated study of two well-being orientations [J], *Psychological and Behavioral Research*, 8 (03), 190-194.
- Wang, Cai. Kang, & Liu, Y.. (2000). A study of general self-efficacy in relation to trait anxiety, state anxiety, and test anxiety. *Chinese Journal of Clinical Psychology*, 8(4), 229-230.
- Wang Caikang, Hu Zhongjun, & Liu Yong. (2001) A study on the reliability and validity of general self-efficacy scale [J]. *Applied Psychology*, (01), 37-40.
- Wang Qian, Wang Yujia, Zhang Qiushi. (2019) A study on the relationship between psychological resilience, self-esteem and psychological well-being of college students [J], *Journal of Mudanjiang Normal University (Social Science Edition)*, (04), 102-114.
- Waterman, A. S. (1993). Two conceptions of well-being: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of personality and social psychology*, 64(4), 678.
- Wei Rui. (2022). The relationship between emotion regulation ability and psychological well-being of middle school students and intervention research[D]. Qinghai Normal University.
- Wei Xinni. (2017) Research on the impact of adolescents' Social Media Dependence on Interpersonal Relationship [D], Master's thesis, Wuhan University.
- Wen Min. (2021) The Influence of Psychological Quality on College Students' Interpersonal Relationship [D], Hunan Normal University.
- Wu Shuanglei. (2007) A study on college students' perfectionism Tendency and its relationship with psychological well-being [D], Master Thesis of Soochow University.
- Wu Yan. (2016) Brain network research on sex differences in emotion regulation [D]. Chengdu: University of Electronic Science and Technology of China.
- Wang, Licheng (2023). Research related to emotion regulation and self-control of college students. *Taste-Classics*(22),93-95.
- Xing Zhanjun, Huang Liqing. (2004). A trial study of Ryff psychological well-being Scale for

- urban residents in China. *Chinese Journal of Health Psychology*, 12(3), 231-233.
- Xu Shulian, Wu Zhiping, Wu Z Y, Sun Chang Hua, &Zhang Yao. (2013) Age differences in adult psychological well-being [J], (03), 161-171.
- Yang Yujuan, (2021) The impact of existential anxiety on psychological well-being of college students: the mediating role of basic psychological needs and online self-disclosure [D], Ludong University.
- Yu Xiaobo, Yu shuya. (2015) The relationship between achievement goal orientation and psychological well-being of college students: the mediating role of self-efficacy [J], *Journal of Henan University of Science and Technology*, (06), 74-77.
- Zhang Chi, Cao Hui, Huang Ziwei, Huang Zirui, &Liu Haihua. (2019) The relationship between mental flexibility and negative emotion and well-being in college students [J], *Chinese Journal of Mental Health*, 33 (11), 868-874.
- Zhang Lu, Zuo Bin.(2007) A study on the relationship between teacher burnout and educational well-being in primary and secondary schools.11th National Conference on Psychology, 408-408.
- Zhang Ru, Zhang Yi. (2020) Research on the Path of Enhancing College Students' Well-being in the New Era[J], *Journal of Jinzhou Medical University (Social Science Edition)*, 18(3), 64-66.
- Zhang Yan, Zhang Tao. (2020) A study on the relationship between Psychological well-being and Social support and stress coping in college students [J], *The Road to Success*, (30), 20-22.
- Zhang Yanhong, Zhu Xiaomeng, Yang Ran, &Li Yongxue. (2020) The Relationship between Emotion regulation and adolescent psychological well-being: An analysis of the mediating effect of psychological Capital [J],(01),132-144.
- Zheng Richang. (1999).*Psychological Diagnosis of College Students* [M]. Jinan: Shandong Education Press, 1339-341.
- Zhu Ye. (2018) Intervention of group counseling on emotion regulation on psychological well-being of secondary vocational students [D]. Huaibei: Huaibei Normal University.

Zhu Zhong Min. (2019) Self-emotion regulation in adolescents [J], Jiangsu Education, (24), 29-32.





APPENDIX

Questionnaire

Dear students! We are conducting a study on the psychological well-being of college students. The purpose of this questionnaire is to understand your current living and learning situation so that schools, families and mental health workers can develop better psychological intervention programs to help you grow according to the current situation.

For the content of this questionnaire, it is not necessary to fill in your name. We will strictly observe the principle of confidentiality and will not disclose any other information. Please feel free to answer. We look forward to your positive cooperation. The following contents are selected according to your actual situation.

1 What is your gender?

Male Female

2. What year are you in college now?

first grade Second grade Third grade

3. What was your parent's parenting style?

Authoritarian Authoritative Permissive Uninvolved

4. What is your average monthly expense?

<600 yuan

601 - 800 yuan

801 - 1000 yuan

1001 – 1,200 yuan

> 1,200 yuan

Questionnaire 1: Psychological well-being scale for college students

Instructions: Please mark in the box in front of the statement that corresponds to the student's reality. Please read the following sentences carefully and choose the number that most matches your situation

Topic	Rarely	Occasionally	Sometimes	Often	Always
1. I think I am in control of my life.					
2. My decisions are rarely influenced by others.					
3. It is difficult and frustrating for me to maintain close relationships with people.					
4. I have direction and purpose in my life.					
5. I often feel lonely because I have few close friends with whom I can share my worries.					
6. I handle many of the responsibilities of daily life well.					
7. I enjoy communicating deeply with my family and friends to understand each other.					
8. In many ways I have been disappointed with what I have gotten out of life so far.					
9. as time passes, I have learned a lot about life, which					

has made me a stronger, more capable person.					
10. by and large, I am proud of myself and the life I have led.					
11. I am good at organizing my time flexibly in order to get all my work done.					
12. I rarely have caring, trusting relationships with others.					
13. I often change my decisions because of opposition from friends or family.					
14. Everyone has his weaknesses, but I seem to have more than others.					

Questionnaire 2: Interpersonal Comprehensive Diagnostic Scale

Please make your choices according to your actual situation (actual feelings) in the box that fits the situation.

There are no right or wrong answers, and there is no need to give too much thought to each sentence.

Topic	Rarely	Occasionally	Sometimes	Often	Always
1. I will greet my teachers when I meet them on the road.					
2. I don't avoid talking about my family or my own experiences in casual conversations with teachers and counselors.					

3. I argue with my classmates about small things in my life or studies.					
4. I feel rejected and indifferent by some of my classmates.					
5. I feel inexplicably lonely and forlorn when I am with a large group of friends.					
6. I feel uncomfortable when my classmates confide in me for sympathy.					
7. I feel that I don't know where to start when I talk to my classmates.					
8. I get help from my friends when I ask them for help when I am in trouble.					
9. I have a good relationship with people in my dormitory.					
10. I will share my study or life experiences with my classmates.					
11. I share information and other resources with others in online messages and discussion forums.					
12. I participate in work-study or social work when I am not studying.					

13. When I shop or eat on or off campus, I can have a smooth conversation with shopkeepers or waiters.					
14. I take part in some charity activities in the community.					
15. I tend to socialize with school students compared to social groups of other identities.					

Questionnaire 3: General self-efficacy Scale

The following 10 sentences are about your general opinion of yourself in general. Please put a tick in the box that corresponds to your actual situation (actual feelings). There are no right or wrong answers, and you do not need to give too much thought to each sentence.

Topic	Rarely	Occasionally	Sometimes	Often	Always
1. I can always solve problems if I try my best.					
2. When I face a problem I can find out the cause and make a plan to deal with it.					
3. I know I have the ability to solve any problem.					
4. Friends often ask for my help. Because I believe I have the solution.					
5. I can't cope with unexpected situations.					

6. When faced with a problem I am confident that I will get through those problems.					
7. I can face difficulties calmly mainly because I trust my ability to deal with problems.					
8. When faced with difficult problems I often seek advice from friends or family.					
9. When I am in trouble, I can usually think of some ways to cope with it.					
10. No matter what happens to me, I can solve it with relative ease.					

Questionnaire 4: gross Emotional Regulation Scale

The following is a questionnaire on emotion regulation, there is no right or wrong, good or bad. Please select an answer below each item that is appropriate for your situation.

Topic	Rarely	Occasionally	Sometimes	Often	Always
1. When I feel angry It's hard to get over your anger immediately (-).					
2. When I get angry, I can find out why and manage my anger. (+)					

3. When I'm sad I know how to ease my grief. (+)					
4. I know which way will make me feel better. (+)					
5. When there are situations that irritate me I can stay calm (+)					
6. I control my negative emotions without expressing them (+)					
7. In living each day I find that there are so many great stories all around me. (+)					
8. I can control my emotions by changing the way I think about situations (+)					
9. I make sure I don't express my negative emotions when I feel like that. (+)					
10. I will find the positive in the face of dire situations (+)					

Conformity Index of Survey on factors affecting psychology well-being

No.	Opinion of experts people			sum	IOC	Summary of results
	1 Associate Professor Dr.Montira	2 Dr.Kanchit	3 Assistant Professor Dr.Sathorn			
Part 1 General information (4 questions)						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
Part 2: factors affecting psychology well-being(50 questions)						
1	+1	+1	+1	3	0.67	available
2	+1	+1	+1	3	0.67	available
3	+1	+1	+1	3	0.67	available
4	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
6	+1	+1	+1	3	1	available
7	+1	+1	+1	3	1	available
8	+1	+1	+1	3	1	available
9	+1	+1	+1	3	1	available
10	+1	+1	+1	3	1	available
11	+1	+1	+1	3	1	available
12	+1	+1	+1	3	1	available
13	+1	+1	+1	3	1	available
14	+1	+1	+1	3	1	available
15	+1	+1	+1	3	1	available
16	+1	+1	+1	3	1	available
17	+1	+1	+1	3	1	available
18	+1	+1	+1	3	1	available
19	+1	+1	+1	3	1	available
20	+1	+1	+1	3	1	available
21	+1	+1	+1	3	1	available
22	+1	+1	+1	3	1	available
23	+1	+1	+1	3	1	available

24	+1	+1	+1	3	1	available
25	+1	+1	+1	3	1	available
26	+1	+1	+1	3	1	available
27	+1	+1	+1	3	1	available
28	+1	+1	+1	3	1	available
29	0	0	0	0	0	
30	+1	+1	+1	3	1	available
31	+1	+1	+1	3	1	available
32	+1	+1	+1	3	1	available
33	+1	+1	+1	3	1	available
34	+1	+1	+1	3	1	available
35	+1	+1	+1	3	1	available
36	+1	+1	+1	3	1	available
37	+1	+1	+1	3	1	available
38	+1	+1	+1	3	1	available
39	+1	+1	+1	3	1	available
40	+1	+1	+1	3	1	available
41	+1	+1	+1	3	1	available
42	+1	+1	+1	3	1	available
43	+1	+1	+1	3	1	available
44	+1	+1	+1	3	1	available
45	+1	+1	+1	3	1	available
46	+1	+1	+1	3	1	available
47	+1	+1	+1	3	1	available
48	+1	+1	+1	3	1	available
49	+1	+1	+1	3	1	available
50	+1	+1	+1	3	1	available

Corrected Item-Total Correlation & Cronbach's alpha of resilience assessment

Item	Factor	Corrected Item-Total Correlation	Cronbach's alpha
1	Psychological well-being	.188	.763
2		.158	
3		.350	
4		.469	
5		.428	
6		.319	
7		.488	
8		.480	
9		.511	
10		.597	
11		.499	
12		.259	
13		.379	
14		.499	
15	Interpersonal relationships	.426	.770
16		.168	
17		.161	
18		.407	
19		.312	
20		.360	
21		.379	
22		.536	
23		.458	
24		.613	
25		.351	
26		.335	
27		.483	
28		.447	
29		.226	
30	Self-efficacy	.580	
31		.660	

Item	Factor	Corrected Item-Total Correlation	Cronbach's alpha
32		.632	.885
33		.678	
34		.220	
35		.745	
36		.825	
37		.401	
38		.737	
39		.722	
40		.109	
41		.671	
42		.662	
43		.684	
44	Emotion regulation	.738	
45		.563	
46		.655	
47		.688	
48		.340	
49		.615	
Total Cronbach's alpha 0.931 KMO and Bartlett's test 0.882			

Questionnaire

Dear students! We are conducting a study on the psychological well-being of college students. The purpose of this questionnaire is to understand your current living and learning situation so that schools, families and mental health workers can develop better psychological intervention programs to help you grow according to the current situation.

For the content of this questionnaire, it is not necessary to fill in your name. We will strictly observe the principle of confidentiality and will not disclose any other information. Please feel free to answer. We look forward to your positive cooperation. The following contents are selected according to your actual situation.

Part 1 General information (4 questions)

1 What is your gender?

Male Female

2. What year are you in college now?

first grade Second grade Third grade

3. What was your parent's parenting style?

Authoritarian Authoritative Permissive Uninvolved

4. What is your average monthly expense?

<600 yuan

601 - 800 yuan

801 - 1000 yuan

1001 – 1,200 yuan

> 1,200 yuan

Part 2: Survey on factors affecting psychology well-being (49 questions)

Please read each sentence carefully and judge how they fit you according to your current situation by typing " ✓ " after the corresponding numerical option that fits your situation.

Item	Rarely	Occasionally	Sometimes	Often	Always
1. I think I am in control of my life.					
2. My decisions are rarely influenced by others.					
3. It is difficult and frustrating for me to maintain close relationships with people.					
4. I have purpose in my life.					
5. I often feel lonely because I have few close friends with whom I can share my worries.					
6. I handle many of the responsibilities of daily life well.					
7. I enjoy communicating deeply with my family and friends to understand each other.					
8. In many ways I have been disappointed with what I have gotten out of life so far.					
9. As time passes, I have learned a lot about life, which has made me a stronger, more capable person.					
10. By and large, I am proud of myself and the life I have led.					
11. I am good at organizing my time flexibly in order to get all my work done.					
12. I rarely have caring, trusting relationships with others.					

13. I often change my decisions because of opposition from friends or family.					
14. Everyone has his weaknesses, but I seem to have more than others.					
15. I will greet my teachers when I meet them on the road.					
16. I don't avoid talking about my family or my own experiences in casual conversations with teachers and counselors.					
17. I argue with my classmates about small things in my life or studies.					
18. I feel rejected and indifferent by some of my classmates.					
19. I feel inexplicably lonely and forlorn when I am with a large group of friends.					
20. I feel uncomfortable when my classmates confide in me for sympathy.					
21. I feel that I don't know where to start when I talk to my classmates.					
22. I get help from my friends when I ask them for help when I am in trouble.					
23. I have a good relationship with people in my dormitory.					
24. I will share my study or life experiences with my classmates.					
25. I share information and other resources with others in online messages and discussion forums.					
26. I participate in work-study or social work when I					

am not studying.					
27. When I shop or eat on or off campus, I can have a smooth conversation with shopkeepers or waiters.					
28. I take part in some charity activities in the community.					
29. I tend to socialize with school students compared to social groups of other identities.					
30. I can always solve problems if I try my best.					
31. When I face a problem I can find out the cause and make a plan to deal with it.					
32. I know I have the ability to solve any problem.					
33. Friends often ask for my help. Because I believe I have the solution.					
34. I can't cope with unexpected situations.					
35. When faced with a problem I am confident that I will get through those problems.					
36. I can face difficulties calmly mainly because I trust my ability to deal with problems.					
37. When faced with difficult problems I often seek advice from friends or family.					
38. When I am in trouble, I can usually think of some ways to cope with it.					
39. No matter what happens to me, I can solve it with relative ease.					
40. When I feel angry It's hard to get over your anger immediately .					

41. When I get angry, I can find out why and manage my anger.					
42. When I'm sad I know how to ease my grief.					
43. I know which way will make me feel better.					
44. When there are situations that irritate me I can stay calm.					
45. I control my negative emotions without expressing them.					
46. In living each day I find that there are so many great stories all around me.					
47. I can control my emotions by changing the way I think about situations .					
48. I make sure I don't express my negative emotions when I feel like that.					
49. I will find the positive in the face of dire situations .					

VITA

