

The Research about the Influencing Factors of Subjective Well-Being in Postgraduates

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Abstract:

In order to study the status quo of subjective well-being of graduate students and which factors scored high, 100 graduate students in Guilin University of Technology were investigated. Through literature analysis, it is found that the main influencing factors of subjective well-being include economic status, health status, interpersonal status, personality status, stress status, marriage status, leisure status, marriage status and cultural background. The Comprehensive Happiness Questionnaire is used to investigate the data, and the reliability analysis and linear regression analysis are mainly carried out. Finally, the reliability and validity of the comprehensive happiness Questionnaire are good; The high scores of master's degree are: health concern, life satisfaction, self-worth, personality growth dimension and friendly relationship, while the low scores are: positive, negative emotion, altruistic behavior and life vitality. Based on the above analysis results, this study puts forward the following countermeasures: Establish a systematic evaluation system of happiness, develop happiness measurement standards; strengthen the mental health education of college postgraduates, promote the self-psychological adjustment of postgraduates; Expand the range of communication and form a good interpersonal network; Cultivate a positive attitude and strive to live in the moment; Try new things and expand your interests. Treat rationally economic situation and promote happiness.

Keywords:

Postgraduate, Subjective Well-Being, The Influencing Factors, Measures

1. Introduction

1.1 Background and Significance of the Research

Happiness is defined as an emotional state produced when everyone realizes that individual needs are met and ideals are realized. It is a complex psychological state formed by cognitive, emotional and need factors and external incentives. Research began in the 1960s [5]. After World War II, Western countries experienced rapid economic development and improved living standards, but at this time, people's psychological experience problems also emerged, which led to the study of happiness. Happiness is an individual's 'overall positive assessment of the quality of life they

lead, and only by understanding the nature of happiness can we better improve our standard of living.

As a master's student, I have real experience in graduate school, and I often hear that graduate students are under great pressure and have low happiness, but the outside world may not think so, so I am interested in the happiness of graduate students, and I want to discuss which factors are significant among the factors affecting the happiness of graduate students, and propose corresponding improvement measures.

2. Literature Review

2.1. Previous Research on Influencing Factors of Happiness

Since 1960, there have been three stages of relevant research abroad. (1) Researchers focus on measuring and describing happiness levels in different groups. The research is mainly descriptive and often uses single-item test, which has limited reliability and validity. (2) Researchers have investigated the happiness model in depth, including personality theory, dynamic balance theory and adaptation theory. Multi-item tests appear in simultaneous measurements. (3) Researchers began to use happiness measurement theory to integrate, and cross-cultural studies also began in large numbers.

In China, the elderly and adolescents were initially taken as research objects around 1980, and since 1990, the research objects, methods and measurement tools used have been greatly developed, and the research objects have also been expanded: research methods began to diversify, including theoretical research and empirical research; the compilation of measurement tools has also made great progress. For example, the Comprehensive Happiness Questionnaire (MHQ) (compiled by Professor Miao Yuanjiang of the School of Education, Nanchang University) has high reliability and validity, and can accurately measure the happiness level of the subjects. Scholar Li Zhi divided the study of subjective well-being in China into three stages: (1) From 1980 to 1990, foreign theories and scales were introduced. (2) From 1990 to 2000, a small range of foreign research tools were investigated. (3) Since 2000, research on subjective well-being has developed rapidly [4].

In our country, the subjects of happiness research are mainly the elderly, middle school students and college students, and there are few studies on happiness of postgraduate students. There are also few relevant literatures. According to the literature that can be found, there are only seven articles on the happiness of graduate students, namely Zhang Ning, Ni Shiguang's research on the current situation of subjective well-being of graduate students [8], Zhang Ning's research on the relationship between subjective well-being of graduate students and SCL90 [9], Zhang Ning's dissertation on the influence of social support on subjective well-being of graduate students in Xi'an [7], Zheng Xia's research on the well-being of graduate students [3] and Shi Man's research on the relationship between subjective well-being and personality characteristics of graduate students in Military school [10]. The current situation and influencing factors of the subjective well-being and mental health of Fang Hongli's medical graduate students [11] and the related research on the subjective well-being and personality characteristics of Qian Yufeng's female graduate students [12]. In the study of happiness in China, most of the measuring tools used are imported foreign scales, either directly used or revised. In recent years,

some domestic scholars are also committed to the compilation of localization scale suitable for Chinese residents. For example, the Comprehensive Psychological Questionnaire (MHQ) compiled by Professor Miao Yuanjiang of Nanchang University is a localized, multi-dimensional happiness measurement tool that integrates subjective well-being and psychological well-being. It is applicable to all kinds of people. At present, it has been widely used in middle school students [13], soldiers [14], grass-roots soldiers [15], and graduate students [2].

2.2. Influencing Factors of Happiness

The factors that affect happiness involve many aspects, not only the individual's own subjective factors, but also external social, environmental and other objective factors. Some important factors related to it are discussed separately below.

2.2.1. Economic Situation

Many studies have found a positive correlation between income and happiness. The reason is that higher income brings more material comforts, higher power, and therefore higher happiness. The research in the 1960s showed that high-income people experience more positive emotions and low-income people experience the opposite [6]. However, this is not true in all situations. One study examined the effect of income on happiness in the United States between 1946 and 1978 and found that happiness levels tended to decline as income increased. The correlation between personal income and subjective well-being is stronger in poor countries [6].

Moreover, the effect of economic status on happiness is relative, sometimes relying on social comparisons, with upward comparisons reducing happiness and downward comparisons the opposite.

2.2.2. Health Status

Health is an important factor affecting overall happiness, and those with good health are more likely to have higher levels of happiness. For people of different ages, the meaning of health is different, and health is more important for the elderly. Lesen believes that health is often the strongest predictor of happiness in older people. Berlin's research shows that for people over 85, only health has a significant impact on happiness. In addition to physical health, mental health is also important, and there is a direct correlation between mental health and happiness levels. In general, people with good mental health have higher levels of happiness.

2.2.3. Interpersonal Situation

Interpersonal relationship includes marriage relationship, family relationship, friend relationship, neighborhood relationship, etc., which is one of the important factors affecting happiness. Xie's research shows that social connections are positively correlated with happiness [16]. Deci and Ryan regard interpersonal relationship as the essential feature of happiness [1], and some other psychologists have also found that satisfying interpersonal relationship is the most active factor across life space, and interpersonal relationship has a strong and universal correlation with happiness. Carstensen's study found that having high quality may have reached the same conclusion [1].

2.2.4. Personality Status

The stability of happiness is highly correlated with personality traits. Therefore, researchers have gradually turned their attention to the study of the relationship between happiness and personality traits. For example, good communication (one of the traits of extroversion) is strongly correlated with positive emotions [6]. Watson and Clark suggest that people with neurotic and extroverted personality traits have an innate sensitivity to experience negative and positive emotions, respectively [6]. Guided by the five-factor theory of personality, Costa and McCrae studied the relationship between extraversion, neuroticism, openness to experience, agreeableness and conscientiousness and SWB, and found that all five factors were significantly correlated with SWB. Neuroticism was the strongest predictor of subjective well-being, with a correlation of 0.24 with life satisfaction, -0.25 with positive emotion, and -0.23 with negative emotion. It can be seen that a healthy personality is an important factor in having a high level of happiness.

2.2.5. Pressure Condition

With the development of society, people are under more and more pressure. Too much stress will have a negative impact on all aspects of people, thus reducing people's happiness level. According to a study by Fortune, 54.7% of managers suffer from reduced work efficiency due to pressure, 42.8% lack of interest in work, 16% have bad relationships with superiors or colleagues, 47.8% have negative emotions due to pressure, 47% have sleep problems, and 25.5% have physical diseases. If the human body is under pressure for a long time, it will cause various problems and bring great pain to the individual. These stress related physical and mental illnesses or behavioral problems can reduce people's happiness levels. In addition, stress coping is also an important factor affecting happiness. Individual responses to stressors, called stress coping, generally have three types: control, support and avoidance. Controlling coping is the best way to deal with stress, the core of which is to actively respond to different pressures, such as effective time management. Supportive coping style can effectively alleviate the harm of stress to individuals. Avoidant coping is to passively ignore or avoid stress, or even deny the existence of stress. Choosing the right way to cope with stress can reduce the psychological and physiological effects of stress, thus improving the level of happiness.

2.2.6. Marriage and Love Status

Generally speaking, under the same conditions, the better the marital status, the higher the happiness. According to the 2005 Chinese Women's Quality of Life report, marriage has a greater impact on women's happiness of life, and those who are satisfied with their marriage and love status are more likely to feel happy. According to the happiness score, the happiness of married women who get married for the first time is the highest, with 3.92 points; the second is unmarried women, with 3.85 points; the third is remarried women, with 3.81 points; the fourth is divorced women, with 3.36 points; and the happiness of widows is the lowest, with only 3.00 points. A successful first marriage makes a woman happier than if she had never married. Divorce and widowhood significantly hurt women's happiness. In the 1970s and 1980s, more married people said they were "very happy" than those who had never been married (39 percent versus 24 percent) [1]. It can be seen that a good marriage status makes people happier.

2.2.7. Leisure Condition

Leisure refers to free time can engage in any outdoor or indoor activities, it is an unconditional, free entertainment, is an important factor affecting people's physical and mental health [17]. Social psychologists have found that satisfaction with leisure activities is more strongly associated with life satisfaction than other variables. Social psychologists have used longitudinal design to study the role of leisure and reveal cause and effect. For example, mobilizing or encouraging people to participate in daily exercise can help reduce anxiety and depression. In addition, active participation in group social and volunteer activities can also enhance subjective well-being. Eddington and others have pointed out that leisure has an important impact on human happiness and satisfaction through the important forces of culture, society and economy [17]. Through empirical evidence, the researchers found that participation in leisure activities can improve the quality of life and help to improve the level of individual happiness [18].

2.2.8. Cultural Background

Different cultural backgrounds have different understandings of happiness, so happiness is also different. For example, some cultures believe in the value of life satisfaction and positive emotions, while others emphasize the appropriateness of negative emotions [1]. In a survey of international college students, Diener etc. found that Latin American countries tend to view pleasant emotions as desirable and unpleasant emotions as inappropriate [20]. However, in some cultural contexts, pleasant emotions and unpleasant emotions are not regarded as opposite sides, and people in such cultural contexts do not find unpleasant emotions inappropriate. People in different cultures experience life satisfaction and positive and negative emotions differently, which in turn affects their happiness levels. The same thing has different effects in different cultural backgrounds. People's feelings about events and emotions are also different, and thus their expression and experience of happiness are also different.

3. Theoretical Framework

In the field of psychology, happiness refers primarily to an individual's overall assessment of his or her quality of life according to self-imposed standards. From the very beginning, there are two perspectives or paradigms in modern happiness research. One is the research paradigm of subjective well-being (SWB) developed from hedonism, represented by Diener et al. The other is the research approach of psychological well-being (PWB) evolved from realization theory, which is represented by Ryan and Deci. These two theories study happiness from different perspectives. Although there are differences between them, they also influence each other, making the concept of happiness more clear and more comprehensive. Subjective well-being considers happiness to be the subjective experience of happiness. It focuses on people's evaluation of their life situation, including three parts: life satisfaction, positive emotions and negative emotions. Subjective well-being has three obvious characteristics: (1) subjectivity, which means that its evaluation is completely dependent on the individual's own standards. (2) Wholeness, which is a comprehensive evaluation, including the evaluation of emotional response and cognitive judgment, is the overall satisfaction with life. (3) Relative stability: Subjective well-being mainly measures long-term rather than short-term emotional responses and life satisfaction, which is a relatively stable value. Psychological well-

being believes that happiness is objective, self-realization and the perfect development of potential that is not diverted by one's own will. Psychological well-being emphasizes life value and self-realization. Specifically, the emphasis on positive self-esteem, social service, life purpose, and the universal meaning of friendly relationships, which constitute the core elements of well-being, are different from the happy experience model of subjective well-being. The index system of psychological well-being mainly involves self-acceptance, personal growth, life goals, good relationships, environmental control, independence, vitality and so on.

In recent years, there has been a trend of integration between subjective well-being and psychological well-being. More and more scholars believe that well-being is a unified organic whole, which is the unity of subjective and objective, happiness and meaning, development and enjoyment. Waterman believes that happiness can be divided into two kinds. One is personal expressiveness happiness, self-actualization happiness. The other is hedonic enjoyment, and empirical studies have proved the correlation between the two. A series of studies by Ryff et al. show that there is a certain degree of correlation between various dimensions of psychological well-being and subjective well-being. Corey L fitted the structural relationship between subjective well-being and psychological well-being and came up with an ideal model, arguing that subjective well-being and psychological well-being are two distinct but interrelated aspects of positive psychological functions. These studies show that subjective well-being and psychological well-being are indeed linked. They have shown a tendency to integrate with each other.

As an important psychological parameter reflecting the quality of life of individuals, happiness mainly includes three aspects: (1) positive emotions, such as pleasure, joy, excitement, spirit and other emotional experiences. (2) Negative emotions, such as anxiety, depression, sadness, boredom and other emotional experiences, but does not include major affective disorder and neurosis. (3) Cognitive evaluation, that is, life satisfaction, means that an individual constructs a standard suitable for himself and evaluates his satisfaction with many aspects of life as a whole.

4. Methods

4.1. Research Questions

This survey uses the Comprehensive Happiness Questionnaire (MHQ) compiled by Professor Miao Yuanjiang and the self-compiled Factors Affecting the Happiness of Postgraduate Students to investigate the happiness of postgraduate students in Guilin University of Technology. Through nine dimensions of life satisfaction, positive emotion, negative emotion, life vitality, health concern, altruistic behavior, self-worth, friendly relationship and personality growth, this paper comprehensively evaluates the well-being of master students from two aspects of subjective well-being and psychological well-being, and reveals the influencing factors, providing a new perspective for the study of happiness of master students.

4.2. Research Subject

The subjects of this study are 100 graduate students from Guilin University of Technology. 100 questionnaires were sent out and 83 were recovered, with an effective questionnaire recovery rate of 83%. The basic information of the respondents is shown in Table 1.

Table 1. Basic information of the respondents.

Demographic characteristics item		Number of people	percent
age	20y-25y	53	63.8
	25y-30y	47	33.7
	older than 30y	2	2.4
sex	male	39	47.3
	female	44	52.7
profession	liberal arts	35	42.2
	science engineering	30	35.9
	civil engineering	18	21.8
grade	G1	39	47.1
	G2	34	40.5
	G3	10	12.4
working years	none	56	67.7
	one year	65	7.8
	two years	72	8.7
	three years	5	5.6
	≥four years	81	9.7
Is he an only child?	yes	29	35
	No	54	65
source of students	city	29	58
	country	39	42
relationships with mentors	just so so	33	39.8
	not bad	33	40.3
	good	17	19.9
friendship	bad	1	0.5
	just so so	7	8.5
	not bad	48	58.3
	good	27	32.3
number of friends	Few	3	3.4
	some	37	44.2
	many	34	40.5
	quite a lot of	9	11.4
love situation	very unsatisfied	3	3.2
	unsatisfied	4	5.1
	just so so	24	28.6
	satisfied	31	37.6
	Very satisfied	15	18
family atmosphere	very unharmonious	4	5.1
	just so so	7	8.3
	harmonious	31	37.4
	very harmonious	40	47.8
in good health	bad	2	2.2
	just so so	18	21.1
	good	42	51
	very good	21	25.7

mental health	bad	1	1.5
	just so so	18	21.6
	good	42	50.5
	very good	22	26.5
academic performance	bad	1	0.5
	just so so	45	54.4
	good	34	40.5
	very good	4	4.6
professional satisfaction	very unsatisfied	4	5.1
	unsatisfied	12	15
	just so so	35	42.5
	satisfied	28	33.3
	very satisfied	3	3.6
hobbies and interests	almost no	1	1.7
	few	14	17.2
	some	35	42.2
	many	25	29.6
	Quite a lot of	8	9.2
leisure time	almost no	2	2.4
	little	10	11.7
	some	35	41.7
	more	27	33
	much	8	10.2
financial status (monthly household income)	under 1000RMB	18	21.1
	1001RMB-2000RMB	28	33.7
	2001RMB-3000RMB	17	20.6
	3001RMB-4000RMB	8	9.5
	4001RMB-5000RMB	3	3.6
	more than 5001RMB	4	5.1
pressure level	less	3	4.1
	little	10	11.9
	average	35	42.7
	great	29	35
	greater	5	5.8
your future	bad	1	0.7
	just so so	5	6.6
	good	42	51.2
	better	34	40.5
future goal	Very unclear	20	2.4
	unclear	12	14.3
	clear	30	35.7
	clearer	32	38.6
	quite clear	6	7.3

4.3. Research Methods

This study adopted the method of questionnaire survey, and used spss26.0 statistical software to conduct t test, variance analysis, factor analysis, reliability test and linear regression analysis, etc., to obtain the research results.

4.4. Research Software

In this study, “Factors affecting the happiness of master students Questionnaire” and “comprehensive happiness questionnaire” were used to investigate the samples. The Questionnaire of Influencing Factors of Happiness for Master's Students is a self-compiled questionnaire based on literature review and comprehensive demographic characteristics that may have an impact on happiness. The main contents of the questionnaire are: age, gender, major, grade, years of participation in the work force, whether the only child, the place of origin, interpersonal status, love status, family atmosphere, leisure status, health status, academic status, economic status, stress status and future expectations. The main purpose is to understand the factors that affect the happiness of postgraduate students. The Comprehensive Well-being Questionnaire (MHQ) is a multi-dimensional, multi-measure, multi-functional and local scale for measuring well-being constructed by Professor Miao Yuanjiang on the basis of integrating the theoretical framework and assessment indicators of subjective well-being (SWB) and psychological well-being (PWB). The questionnaire can measure two modules of psychological well-being and subjective well-being, including 9 dimensions of health concern, life vitality, self-worth, personality growth, friendly relationship, altruistic behavior, life satisfaction, positive emotion and negative emotion.

5. Results and Discussion

5.1. Reliability and Validity Analysis of the Comprehensive Happiness Questionnaire

The Comprehensive Well-being Questionnaire is a universal design with no age or occupation restrictions. This survey is the first time that this scale has been used on a large scale among postgraduate students. Therefore, we conducted reliability and validity tests to investigate whether it is suitable for measuring the happiness of postgraduate students.

5.1.1. Reliability Analysis of Comprehensive Well-being Questionnaire

In this study, the reliability analysis of the Comprehensive Well-being Questionnaire mainly calculated the Cronbach coefficient of internal consistency reliability and split half reliability. The total Cronbach coefficient is 0.820 and the partial coefficient is 0.736. The Cronbach coefficient of each dimension ranges from 0.568 to 0.913, in which the lowest negative emotion is 0.568 and the highest self-value is 0.913. The coefficient of splitting is between 0.554 and 0.856, with the lowest negative emotion being 0.554 and the highest self-worth being 0.856. It can be seen that the reliability of the scale is relatively satisfactory, and the results of this study are reliable.

Table 2. Reliability analysis table of the Comprehensive Happiness Questionnaire (MHQ).

	Life satisfaction	Positive emotion	Negative emotion	Vitality of life	Health concern	Altruistic behavior	Self-value	Friendly relationship	Personality growth
Cronbach	0.831	0.726	0.568	0.881	0.892	0.885	0.913	0.878	0.833
Halving coefficient	0.760	0.665	0.554	0.830	0.817	0.826	0.856	0.772	0.727

5.1.2. Validity of Analysis of Comprehensive Well-being Questionnaire

We selected the sample data of this survey for confirmatory factor analysis. Firstly, the KMO test is carried out on the selected survey data, and it is found that the statistic $KMO=0.851$. The MO statistic is used to test whether the partial correlation between variables is small enough, and its value ranges from 0 to 1. The larger the value, the better the effect of factor analysis. Kaiser believes that when $KMO>0.9$, the effect of factor analysis is the best; When $KMO>0.8$, it is suitable for factor analysis; when $MO<0.5$, it is not suitable for factor analysis. The test results show that the sample data can be used for factor analysis, and the effect is ideal. We use the principal component method to extract principal components with eigenvalues greater than 1 as factors. The results show that there are 12 factors with eigenvalues greater than 1, and their cumulative contribution to the total variance is 71.776%. According to the scale design is composed of 9 dimensions, it is determined that 9 factors are extracted by the principal component method, and the cumulative contribution rate to the total variance is 64.982%. The factor load matrix transformed by orthogonal rotation is divided into 9 dimensions according to the maximum factor load corresponding to the original variable. See Table

Table 3. First-order factor load matrix (transformed by rotation).

	1	2	3	4	5	6	7	8	9
A15	.729								
A16	.773								
A17	.742								
A18	.768								
A19	.734								
A34		.805							
A35		.765							
A36		.833							
A37		.700							
A38		.701							
A29			.520						
A30			.820						
A31			.827						
A32			.804						
A33			.809						
A1				.702					
A2				.705					
A3				.798					
A4				.760					
A5				.630					
A20					.469				
A21					.757				
A22					.550				
A23					.452				
A24					.623				
A25					.730				
B2						.787			
B4						.428			
B6						.829			
B8						.697			
B10						.827			
B12						.418			
A26							.722		

A27							.877		
A28							.874		
B1								.619	
B3								.576	
B5								.479	
B7								.608	
B9								.407	
B11								.715	
A6									.222
A7									.611
A8									.339
A9									.396
A10									.761
A11									.580
A12									.590
A13									.318
A14									.413

According to the belonging of each item in the scale and the distribution of factor load matrix, we can see that factor 1 represents self-worth, factor 2 represents health concern, factor 3 represents altruistic behavior, factor 4 represents life satisfaction, factor 5 represents life vitality, factor 6 represents positive emotion, factor 7 represents friendly relationship, factor 8 represents negative emotion, and factor 9 represents personality growth. The nine factors explain 64.982% of the total variance of the original 50 variables. According to the result of factor analysis, we found that the result of factor analysis of the scale accords with the structure of the scale, so the structural validity of the scale is relatively good.

5.2. Survey Results of Influencing Factors of Subjective Well-being of Postgraduate Students

5.2.1. Overall Well-being of Postgraduate Students

The study examined the general well-being of postgraduate students at Guilin University of Technology. Of the 100 questionnaires returned, 83 graduate students filled out the project and 17 did not. The mean score of overall happiness was 6.38, the standard deviation was 1.20, the highest score was 9, and the lowest score was 1. 75.9 percent of the respondents said they were somewhat happy (6 points), 20.3 percent said they were happy (7 points), 42.7 percent said they were very happy (8 points), 11.5 percent said they were very happy (9 points) and 1.4 percent said they were very happy. The happiness distribution of master students in Guilin University of Technology is shown in Table 3.5 and 3.6. As can be seen from Table 3.5 and 3.6, the happiness level of master students in Guilin University of Technology is relatively high. Further analysis of the distribution of the 9 dimensions of the Comprehensive Happiness Questionnaire showed that the positive emotion score of 3.75 and the negative emotion score of 2.26 reflected the level of subjective well-being. Reflecting psychological well-being, friendly relationship scored 5.64 points, health concern scored 5.47 points, self-worth scored 5.36 points, altruistic behavior scored 4.88 points, personality growth scored 4.76 points, life vitality scored 4.35 points, life satisfaction scored 4.48 points. (See Tables 7 and 2). In addition to negative emotion and positive emotion, the average score of each dimension is greater than 4 points. The results of the survey show that Guilin University of Technology master students

in the living conditions, interpersonal communication, self-value realization and other aspects of the situation is relatively good.

Table 4. Frequency distribution of overall happiness of graduate students in Guilin University of Technology.

	frequency	percentage	cumulative percentage
1	1	0.6	0.6
3	1	0.9	1.4
4	3	3.7	5.2
5	16	18.9	24.1
6	17	20.3	44.4
7	35	42.7	87.1
8	9	11.5	98.6
9	1	1.4	100
Total	83	100	

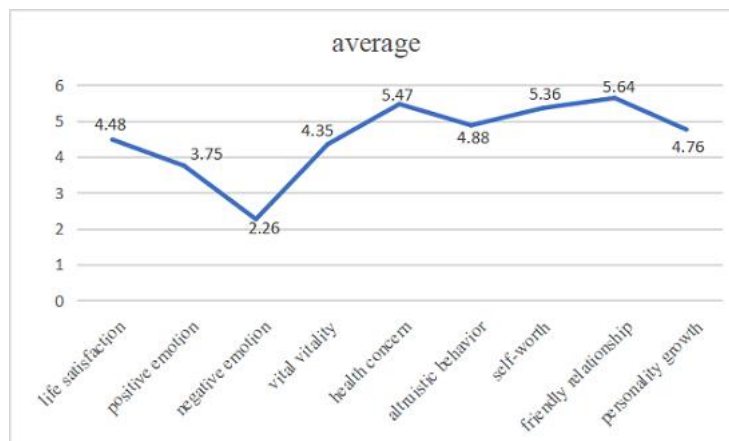
Table 5. Overall well-being of graduate students in Guilin University of Technology.

	average	Standard deviation	maximum value	minimum value
the overall sense of happiness	6.38	1.20	9.00	1.00

Table 6. Statistical table of 9 dimensions of overall well-being of graduate students in Guilin University of Technology.

	minimum value	maximum value	average	standard deviation
life satisfaction	1.60	7.00	4.48	1.08
positive emotion	1.00	6.17	3.75	0.98
negative emotion	1.00	4.33	2.26	0.67
vitality of life	1.67	7.00	4.35	1.03
health concern	1.60	7.00	5.47	0.98
altruistic behavior	1.00	7.00	4.88	0.99
self-value	1.40	7.00	5.36	1.02
friendly relationship	2.00	7.00	5.64	1.02
personality growth	1.44	6.56	4.76	0.80

Table 7. Average line chart of 9 dimensions of MHQ for postgraduate students in Guilin University of Technology.



5.2.2. Multiple Stepwise Regression Analysis of Overall Well-being

5.2.2.1 Regression Analysis of Overall Happiness and Influencing Factors of Happiness

Multiple stepwise regression analysis was performed on the sample data. The significance level of the selected variables was 0.05. Results The variables entered into the equation were health, love, leisure, family atmosphere and economic status ($F=10.209$, $p=0.000$). According to the standard regression coefficient Beta, it can be seen that health status, love status, leisure status, family atmosphere and economic status have the largest and smallest influence on the total happiness, which can explain 24.7% of the total variation of the total happiness. The regression equation is as follows: overall happiness = $2.115 + 0.354$ health status + 0.289 love status + 0.259 leisure status + 0.204 family atmosphere + 0.117 economic status.

Table 8. Determination coefficients of regression equation of overall happiness and influencing factors.

R	R ²	adjustment R ²	estimation error
.497(e)	.247	.223	1.03501

Note: Predictive variables: (Constant), health status, love status, leisure status, family climate, economic status

Dependent variable: general happiness

Table 9. Parameter estimation of regression equation.

	regression coefficient		standard regression coefficient		Sig
	B	Std.Error	Beta	t	
(constant)	2.115	.707		2.992	.003
health status	.354	.100	.208	3.557	.000
love situation	.289	.067	.239	4.331	.000
leisure condition	.259	.089	.162	2.913	.004
family atmosphere	.204	.085	.131	2.395	.017
economic situation	.117	.048	.136	2.450	.015

Note: Dependent variable: general happiness

5.2.2.2 Regression Analysis of Total Well-being and Subjective Well-being

In the regression analysis of total well-being and subjective well-being, the significance level of the selected variables was 0.05. The results show that there are two variables entering the equation: life satisfaction and positive emotion ($F=71.530$, $p=0.000$). According to the standard regression coefficient Bta, it can be seen that the influence on the overall happiness is life satisfaction and positive emotion in order from large to small. The regression equation is overall happiness = $2.685 + 0.498$ life satisfaction + 0.411 positive emotion. The two dimensions of life satisfaction and positive emotion could explain 41.2% of the variation in overall happiness. From the two dimensions entered into the regression equation, life satisfaction has the greatest impact on overall happiness.

Table 10. Determination coefficients of regression equations of overall well-being and well-being in each dimension.

R	R ²	adjustment R ²	estimation error
.642(e)	.412	.406	0.94620

Note: Predictive variable: (Constant), life satisfaction, positive emotion, negative emotion

Dependent variable: general happiness

Table 11. Parameter estimation of regression equation.

	regression coefficient		standard regression coefficient	t	Sig
	B	Std. Error	Beta		
(constant)	2.685	.324		8.295	.000
life satisfaction	.498	.054	.443	9.212	.000
positive emotion	.411	.060	.332	6.847	.000

Dependent variable: general happiness

5.2.2.3 Regression Analysis of Influencing Factors of Happiness and Subjective Well-being

When subjective well-being and overall well-being are returned, the two dimensions of life satisfaction and positive emotion are included in the regression equation, and the influencing factors of happiness are returned with these two dimensions respectively, indicating that each influencing factor of happiness indirectly affects overall well-being through these two dimensions.

Table 12. Determination coefficients of regression equation between influencing factors of happiness and life satisfaction.

R	R ²	adjustment R ²	estimation error
.559(e)	.312	.301	0.88577

Table 13. Parameter estimation of regression equation.

	regression coefficient		standard regression coefficient	t	Sig
	B	Std. Error	Beta		
(constant)	.944	.409		2.306	.022
love situation	.519	.054	.468	9.624	.000
economic situation	.120	.036	.155	3.305	.001

Note: Dependent variable: life satisfaction

Table 14. Determination coefficient of regression equation between happiness influencing factors and positive emotion.

R	R ²	adjustment R ²	estimation error
.395(e)	.156	.142	0.91436

Table 15. Parameter estimation of regression equation.

	regression coefficient		standard regression coefficient	t	Sig
	B	Std. Error	Beta		
(constant)	2.115	.707		2.992	.003
leisure condition	.295	.071	.223	4.154	.000

love situation	.198	.056	.194	3.538	.000
health status	.162	.082	.111	1.979	.049

Note: Dependent variable: positive emotion

5.2.2.4 Happiness Path Map Analysis

Through the regression analysis of happiness and its influencing factors and subjective well-being respectively, a happiness path graph can be obtained, as shown in Table 3. The mechanism of five factors, health, love, leisure, family atmosphere and economy, which entered the regression equation had an impact on the overall happiness was analyzed with the path analysis. We hypothesize that: (1) five factors directly affect overall happiness; (2) taking the two dimensions of subjective happiness as mediating variables indirectly affect happiness.

SPSS software was used to conduct regression analysis of sample data, select significant standard regression coefficients, and draw a path map (see Table 16). From the figure, we can see that among the five factors of health status, love status, leisure status, family atmosphere and economic status, there are 12 significant influence paths on happiness. All the five factors have direct influence on happiness, while health status has indirect influence on happiness through positive emotion. Love status has indirect influence on happiness through life satisfaction and positive emotion. Leisure status has indirect influence on happiness through positive emotion: family atmosphere does not have indirect influence on happiness through the two dimensions of life satisfaction and positive emotion, but has direct influence on happiness: economic status has indirect influence on happiness through life satisfaction.

As can be seen from the happiness path map, health status is the most important factor affecting the happiness of postgraduate students. With good health status, they experience positive emotions such as happiness and self-confidence more time, and their happiness level is higher: Satisfied with love is more satisfied with their own living conditions, under the moisture of sweet love, everything in life is beautiful, often experience pleasant, happy and other positive emotions, so feel very happy: More leisure time, a wide range of interests and hobbies of general communication is more extensive, can make a lot of friends, experience a lot of interesting things, so often experience a happy mood, a high level of happiness: People who grow up in a harmonious family atmosphere must have a good personality, so they are more successful in interpersonal communication, with warm, safe, sincere, lasting interpersonal relationships, and a high level of happiness: Master's students with good economic status, their personal aspirations and some needs in life are easier to meet, so they are easier to feel satisfied with their life conditions, so the level of happiness is higher.

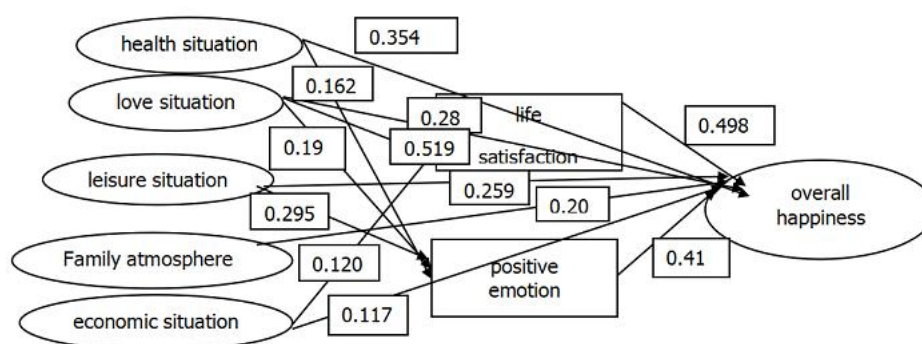


Table 16. Happiness path analysis diagram.

5.2.2.5 Path Graph Analysis of Influencing Factors of Happiness and Negative Emotion

Since negative emotion is not included in the regression equation of subjective well-being and overall well-being, in order to study the relationship between negative emotion and influencing factors of well-being, negative emotion and influencing factors of well-being are returned separately. The results showed that the factors affecting negative emotion were leisure status and health status in order. The regression equation is negative emotion = 2.303 + 0.118 leisure status - 0.116 health status.

Table 17. Determination coefficient of regression equation between happiness influencing factors and positive emotion.

R	R ²	adjustment R ²	estimation error
.160(e)	.026	.010	0.65445

Table 18. Parameter estimation of regression equation.

	regression coefficient		standard regression coefficient	t	Sig
	B	Std. Error	Beta		
(constant)	2.303	.306		7.524	.000
leisure condition	.118	.051	.135	2.316	.021
health status	.116	.059	.120	-1.977	.049

Note: Dependent variable: negative emotion

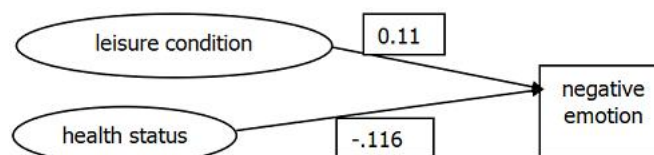


Table 19. The path diagram of influencing factors of negative emotion and happiness.

6. Conclusions

6.1. Conclusion

The results of this survey show that the happiness level of master's students is relatively high. Among the dimensions of happiness, master's students are higher in the five dimensions of life satisfaction, health concern, self-worth, friendly relationship and personality growth, which may be due to the fact that master's students' high education makes them more confident, have a higher evaluation of themselves, and have a stronger sense of self-identity. In addition, master's students are older than college students and are more mature in dealing with people.

As a result, people are more likely to be satisfied with their life situation, to be more concerned about health problems, and to be better at interpersonal relationships. In the four dimensions of positive emotion, negative emotion, life vitality and altruistic behavior, the score of master's students is low, which may be because the master's students are relatively older and their emotions are not easy to fluctuate.

There is no significant difference in the happiness of master students in gender, whether they are only children or where they come from. The negative emotion score of only child is higher than that of non-only child, the life vitality score of non-only

child is higher than that of only child, and the negative emotion score of urban students is higher than that of rural students. This may be because only children are generally more pampered, slightly unsatisfactory things will feel pessimistic, depressed, disappointed, so than non-only children are more likely to experience negative emotions. And only children are mostly self-centered, hoping to become the focus of attention, when they lose their central position in the group, they will feel inferior and can not lift the spirit of anything, so the life vitality score is lower than that of non-only children. Although urban students have more advantages than rural students in self-confidence and knowledge, due to the development of modern civilization, urban students are more tempted and under greater pressure. Compared with urban students, rural students are more simple, so they experience less negative emotions than urban students.

This survey analyzes the factors affecting master's happiness from nine aspects: interpersonal status, love status, family atmosphere, academic status, leisure status, health status, economic status, pressure status and future expectations. Except for economic status, pressure status and academic performance, all other factors have a positive relationship with happiness. The remaining dimensions with significant differences also show roughly the same trend. The relationship between economic status and happiness is not infinite positive relationship. In this survey, when the monthly household income reaches more than 5,000 yuan, the level of happiness decreases. The effect of economic factors on happiness is affected by the law of diminishing marginal utility, after a person's income reaches a certain level, more money does not bring more happiness. The relationship between stress and happiness shows a U-shaped trend, the happiness level is the highest when the pressure level is average, and the happiness level is the lowest when the pressure is very high or very small. This is at odds with the general theory that less stress is associated with higher levels of happiness. This may be because moderate stress can make people more motivated and goal-oriented. Too little pressure makes people lack motivation and lose direction in life and study, which affects the level of happiness. Academic achievement is a dimension of academic status, and its relationship with happiness is neither positive nor regular like economic status and stress. According to the results of the survey, those with poor academic performance had the highest level of happiness, followed by good, average and very good. It can be seen that academic performance does not affect the happiness level of master students. This may be because master's students have reached a certain level of education, so academic performance is not as important to them as when they were in high school and university, so academic performance does not affect the happiness of master's students.

6.2. Counterplan

Postgraduate students are high-level talents that the country has invested a lot of manpower and material resources to train, and they are the mainstay of national construction in the future, so their physical and mental health and living conditions should be paid attention to. According to the results of this survey, some effective countermeasures and suggestions are put forward to improve the happiness of postgraduate students.

6.2.1. Establish a Systematic Happiness Evaluation System and Develop Happiness Measurement Standards

At present, there are various interpretations of the meaning of happiness, and there are various schools of happiness theory. Scholars have different interpretations of happiness according to their own research purposes, which makes the measurement of happiness use different methods to evaluate different concepts in different studies. Therefore, the measurement results of different studies cannot be compared horizontally and vertically, and cannot reflect the happiness status of all populations in the same period, nor can they reflect the happiness level of the same population in different periods. There may also be a lot of duplicate studies, wasting human, material and financial resources. Therefore, it is necessary to establish a set of systematic and comprehensive happiness evaluation system. Regularly and systematically evaluate the happiness of postgraduate students, so that they can understand the changes in their happiness level and adopt effective psychological adjustment methods to maintain a high happiness level. At the same time, timely understanding of their happiness level also provides a scientific basis for the government to formulate policies.

6.2.2. Strengthen the Mental Health Education of Graduate Students in Colleges and Universities and Promote Their Self-psychological Adjustment

At present, mental health education in colleges and universities is mainly carried out for undergraduates, ignoring the mental health of postgraduates. Graduate students are older than undergraduates, and their thoughts are more mature. In addition, graduate students are a relatively excellent group, which may give people the impression that graduate students do not have any psychological problems. But it turns out that this is not the case, graduate students also have a variety of psychological problems, and thus greatly affect their happiness level. Therefore, graduate mental health education should be mentioned on the agenda. Graduate schools should take graduate mental health education as an important work to deepen education reform and comprehensively promote the construction of knowledge innovation project. At the same time, they should strengthen the research and management of mental health education, especially pay attention to the research of mental health education. Research on the relationship between mental health education and moral education, human all-round development and various subject education [19].

The graduate school should gradually establish a mental health education work network under the leadership of the school, with the cadres of the Party and the league as the main body, the full-time and part-time psychological guidance teachers as the backbone, and the participation of all tutors. The graduate school should put forward the requirements for each tutor to pay attention to students' mental health education, so that the tutor can establish the consciousness of caring for students' mental health, and make each tutor become a good teacher and friend of students, so as to create a good mental health education environment. The postgraduates themselves should strengthen their psychological adjustment ability and have the courage to face setbacks and difficulties. If you encounter psychological problems that can not be solved, find school psychological counseling institutions, teachers or classmates in time to solve them, do not backlog in your heart.

6.2.3. Expand the Scope of Communication and Form a Good Interpersonal Network

At present, the social circle of most postgraduates is relatively narrow, and they often go to and from dormitories, libraries, laboratories and canteens. Therefore, many graduate students interact with friends less, the number of friends is not large, and the interaction with the opposite sex is even less, and even some graduate students do not know how to interact with the opposite sex, which seriously hinders the development of graduate love and friendship. On the other hand, young graduate students are desperate for love and friendship. The contradiction between the two can lead to some confusion among graduate students, which can affect their happiness level. Therefore, graduate students should learn to communicate with people more, expand the scope of communication, do not stay in the lab, library and dormitory all day, and more participate in the school's collective activities, so that it is easier to solve personal problems, and will have more and more friends. Most graduate students think highly of themselves, easy to produce self-centered thoughts, like to impose on others, in the process of communication with the opposite sex or friends should overcome this problem. People should live in peace and respect each other.

6.2.4. Cultivate a Positive Attitude and Strive to Live in the Moment

The results of this survey show that future expectations and professional satisfaction are the main factors affecting the happiness of postgraduates. In response to the survey results, the way to improve the happiness of graduate students is to encourage them to have confidence in the future and try to live in the present. If your current situation is not satisfactory or you feel very confused about the future, and you see little hope, you will not feel happy. Changing the unsatisfied status quo or improving the confidence in the future can improve the happiness of graduate students. Although graduate students are now facing many problems, such as the severe employment situation, the confusion of marriage and love problems, the pressure of interpersonal relationships, etc., but in any case, they should be confident in the future, and believe that all problems will eventually be solved. We should also hold a rational attitude towards the majors we are not satisfied with. Due to various reasons, many graduate students have not learned the major they are satisfied with, so many graduate students hold a mixed attitude towards the study during the postgraduate period. In fact, the direction of the professional does not represent the future direction of life, even if you do not like the current professional, you should not give up learning, you can try to find other directions for development. What's more, if you don't like it now, it doesn't mean you won't like it in the future. You can try to accept the major you are not satisfied with at present, and you may find that the major you don't like at the beginning has many interesting places. In short, whether you are satisfied or not, don't hold a mixed mentality, and strive to live every day to the fullest.

6.2.5. Try New Things and Expand Your Interests

A person who does not know what his hobbies are will not be very happy. According to the survey results, increasing the number of hobbies can improve the happiness level of graduate students. A wide range of interests can make life more interesting and fulfilling, broaden your horizons and make many new friends. Trying every new thing is like entering a whole new world, there are many new things to explore, and each exploration will lead to a very interesting experience. Being in this fresh and pleasant experience on a regular basis certainly does not produce feelings of unhappiness. Graduate students should expand their hobbies and try new things to make their lives more interesting and feel happier.

6.2.6. Manage Your Financial Situation Rationally to Improve Your Happiness

According to various literatures, economic factors are important factors that affect the happiness of all kinds of people. The results of this survey also confirm this point. With a monthly household income of less than 5,000 yuan, the well-being of graduate students with good financial situation is high. In addition to the objective economic situation affecting the well-being of graduate students, the attitude towards the current economic situation is also an important factor affecting the well-being of graduate students. Being able to deal with the financial situation rationally can boost happiness levels. Regardless of whether they rely on family support or other ways to study for graduate school, most of the graduate students are not completely independent financially, which is caused by many objective reasons, not subjective will can be solved. For example, some graduate students just graduated from the undergraduate level and have no financial ability to afford the high tuition fees. Some graduate students who have married have to support their families and bear all the expenses during the graduate school period, relying on the previous savings can only barely solve the problem, and even need financial support from their families. When facing these problems, we should hold a rational attitude, after all, there are some objective reasons that are difficult to solve during the graduate school. Since you have chosen to attend graduate school, you should be psychologically prepared for all the financial difficulties you encounter during graduate school. Graduate school is a means to change the status quo, most of the graduate students spend a lot of time cost and financial cost to go to graduate school, in order to have a better life than now. Therefore, do not affect your study and life because of temporary financial distress. If the temporary economic difficulties affect the study and life during the graduate school, it will destroy the original intention of graduate school. In short, since you come to graduate school, read it well, do not put the cart before the horse, in order to solve temporary economic problems and affect the study. Only after a rational analysis of the current economic situation, can we get rid of the economic situation of graduate students, so as to improve their happiness.

The results of this study basically reached the expected purpose and achieved preliminary results, but there are still many research work to be further carried out, which will be further expanded in the future research.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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Appendices

Appendix A: Multiple Happiness Questionnaire (MHQ)

Guidance: Welcome to participate in this survey, please read each question carefully, and fill your answer in the corresponding position on the answer sheet, there is no right and wrong answer, each question can only choose one answer, please answer according to your actual situation, thank you for your cooperation!

A: Please use the following evaluation scale to describe your situation (questions A1-A36).

1	2	3	4	5	6	7
obviously unmatched	unmatched	little unmatched	between	little matched	matched	obviously matched

Most aspects of my life are in line with my ideals

A2 My living situation is good

I am satisfied with my life

A4 So far, I got the important things I wanted in life

A5 Looking back, you can feel the meaning of life and the fullness of life

A6 Know and accept yourself

A7 is able to choose its own behavior according to its own wishes, without external influence

A8 continues to surpass itself and achieve greater and more achievements

A9 Understand the value and meaning of what you do

A10 I am free to make decisions about my life

A11 I can express my thoughts and feelings freely

A12 In my life, there is no one to control my actions

A13 In my life, I can feel my presence.

A14 In my life, there are opportunities for me to make my own decisions

A15 I feel that I am a person of value, at least as much as others

A16 I think I have many good qualities

A17 Like most people, I can get things done

A18 I am positive about myself

A19 Generally speaking, I am quite satisfied with myself

A20 I am full of energy and passion

A21 I often feel as if my energy is about to burst

A22 I am very energetic and in good spirits

I look forward to new life every day

A24 My senses are very sensitive and my emotions are very active

A25 I am full of strength

A26 I have friends I can count on

A27 I have friends I can trust

A28 I have close and lasting friends

A29 Helping people in times of need without pay

A30 strives for the good of society

- A31 works to make the world a better place
- A32 helps people improve their living conditions
- A33 Helping others in their time of need
- A34 Stay healthy
- The A35 is healthy and vibrant
- A36 Maintain a good level of health
- A37 is disease-free
- A38 Maintain a healthy lifestyle

B: Please use the following scale to assess your emotional state in the last 1 week (questions B1 to B12).

- 1 2 3 4 5 6 7
- no time-----half time-----all time
- B1 anger
 - B2 happiness
 - B3 shame
 - B4 love
 - B5 worries
 - B6 happy
 - B7 jealousy
 - B8 gratitude
 - B9 guilt
 - B10 happy
 - B11 sorrow
 - B12 pride;

C: Use the following criteria to rate your experience of happiness/pain throughout your life

1	2	3	4	5	6	7	8	9
quite painful	very painful	painful	little painful	between	little happy	happy	very happy	quite happy

Appendix B Questionnaire of influencing factors of happiness of master students

Guidance: Welcome to participate in this survey, please read each question carefully, and fill your answer in the corresponding position on the answer sheet, there is no right and wrong answer, each question can only choose one answer, please answer according to your actual situation, thank you for your cooperation!

1. age: ① under 20 years old ②20-25 years old ③25-30 years old ④30 years old
2. gender: ① male ② female

3. Major: ① liberal arts ② science and engineering ③ civil engineering
4. grade: ① one ② two ③ three
5. participate in the work years: ① no ② one year ③ two years ④ three years ⑤ four years and more
6. whether only child: ① yes ② no
7. student origin: ① urban ② rural
8. Interpersonal status:
 - a. the relationship between with the tutor: ① very poor ② poor ③ average ④ good ⑤ very good
 - b. the relationship with friends: ① very poor ② poor ③ average ④ good ⑤ very good
 - c. the number of friends: ① almost no ② less ③ general ④ more ⑤ a lot
9. love situation: ① very dissatisfied ② less satisfied ③ general ④ more satisfied ⑤ very satisfied
10. the family atmosphere: ① very disharmonious ② more disharmonious ③ general ④ more harmonious ⑤ very harmonious
11. Health status
 - a. physical health: ① very poor ② poor ③ general ④ good ⑤ very good
 - b. mental health status: ① very poor ② poor ③ general ④ good ⑤ very good
12. Academic status
 - a. academic performance: ① very poor ② poor ③ average ④ good ⑤ very good
 - b. are you satisfied with your current major: ① very dissatisfied ② less satisfied ③ average ④ more satisfied ⑤ very satisfied
13. Leisure status
 - a. Hobbies: ① almost no ② less ③ general ④ more ⑤ a lot
 - b. Leisure time: ① almost no ② less ③ general ④ more ⑤ a lot
14. economic status (family monthly income) : ① less than 1000 yuan ② 1001 yuan -2000 yuan ③ 2001 yuan -3000 yuan ④ 3001 yuan -4000 yuan ⑤ 4001-5000 yuan ⑥ 5001 yuan and above
15. the degree of pressure: ① very small ② small ③ general ④ large ⑤ large
16. Future expectations
 - a. You think your future will be: ① much worse ② worse ③ almost ④ better ⑤ much better than your present
 - b. You feel that your future goals are: ① very unclear ② less clear ③ generally clear ④ more clear ⑤ very clear

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