State and Development Guidelines in Subjective Well-being of students in Guangxi Vocational University of Agriculture.

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Abstract. With the continuous development of the global economy, the transformation of social structure continues to accelerate, people's living conditions gradually improve, and the demand level of college students continues to increase. However, due to the relative shortage of resources and the intensification of social competition, the pressure of college students has greatly increased. All of this All have a great impact on the happiness of college students.This article uses questionnaires and interviews to study the current situation of subjective well-being among students at Guangxi Agricultural Vocational University, and to provide guidelines for the development of subjective well-being among students at Guangxi Agricultural Vocational University.The research results show that the subjective well-being of students at Guangxi Agricultural Vocational University is generally at a high level. From the three dimensions that affect subjective well-being, self-health factors have the greatest impact, followed by family factors, and school factors have the least impact.The development guidelines proposed based on the above results are as follows: 1. Schools can help students by establishing mental health consulting agencies for college students, providing relevant mental health courses and face-to-face communication between teachers and students, thereby improving students' subjective well-being. 2. Institutionalized guarantees are needed: A clear system should be established to ensure the improvement of students' happiness and mental health education. 3. Disadvantages of improving students' subjective well-being: First, the school's hardware facilities can better help students build satisfaction with the school, thereby improving their sense of well-being. Secondly, there is room for improvement in helping students solve practical difficulties, such as timely intervention in students' employment pressure and teachers' timely intervention in students' psychological problems. 4. Schools should organize relevant extracurricular activities to improve students' subjective well-being. 5. Establishing positions dedicated to managing students, such as counselor positions, will help understand and solve students' psychological problems. 6. Regular visits to students' parents can help to gain an in-depth understanding of students' family life and discover some hidden psychological conditions.

1.Introduction

With the continuous development of the global economy, the social structure has accelerated its transformation and the degree of social differentiation has increased. While the living conditions of college students are gradually improving, the level of needs is also increasing. This is not only material needs, but also psychological and spiritual needs, which are gradually showing a diversified trend. However, due to the relative shortage of resources, intensified social competition, and the accelerated pace of modern life, people's sense of pressure has become increasingly prominent. These have greatly affected the happiness of college students. Although contemporary college students live in the 21st century with affluent material conditions and have grown up under the careful care of their elders, there are still many college students who feel unhappy, and there are also many who have mental health problems and even extreme behaviors such as this. Suicide rates are increasing.[1]

In 2016, the New Zealand Educational Research Council conducted a school happiness survey and believed that students' psychological and emotional health are closely related to their social behavior and learning results, and that we must vigorously support the common progress of students' happiness, social development and academic goals.[2]Khamida used questionnaires as a research tool to study the relationship of spiritual well-being with subjective well-being students in Islamic boarding school in Indonesia. It showed that there is a certain relationship between spiritual well-being and subjective well-being.[3] In terms of social development, people with high happiness have better social relationships and more prosocial behaviors.[4]

In view of this, this article aims to propose guidelines that influence the development of subjective well-being

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by studying the current situation of subjective well-being among students at Guangxi Agricultural Vocational University.

2. Significance

Subjective well-being refers to an individual's overall evaluation of the living and learning environment and other aspects under the condition of self-regulation, and the resulting positive emotional experience predominates the mental state.[5]

1.For students, this study attempts to help college students develop their mental health and achieve their academic goals by analyzing the factors that affect their academic burnout and subjective well-being, and whether there is a dependent relationship between them, and appeals to the society to pay more attention to college students'mental health problems.

2.For teachers, through this study, we hope to help teachers better understand the difficulties, pressures and problems of students in the actual learning process, as well as help teachers further understand the inner world of students, and provide teachers with teaching ideas and more good countermeasures.

3.For schools, this study attempts to explore the relationship between subjective well-being and academic burnout, so that school administrators can use subjective well-being as an observation index of academic burnout, find out the causes of academic burnout problems, give timely guidance to students as soon as possible, and provide theoretical basis for effectively alleviating the problem of college students'academic burnouts

4. For other schools, through the observation and measurement of academic burnout and subjective well-being in practice, this study can find the relationship between them, find ways to balance the relationship between academic burnout and subjective well-being, and effectively intervene and guide.It is of great practical significance to put forward more targeted educational measures and reference opinions for more schools of the same type, so as to improve the well-being and academic performance of today's college students.

To sum up, the mental health problems of college students have attracted a certain amount of attention at the social level. We must pay attention to the mental health counseling of college students to help students grow healthier and faster. The reason why I choose the subjective well-being of senior university students to study is because the author found in practical work that many students currently have some negative problems in terms of mental health that cannot be ignored. Out of concern and help for students' personal health, as well as students' worries about future employment, social work, and life happiness, the author hopes to use this research to find out the main factors that affect the subjective well-being of college students and propose corresponding development guidelines, so that To better carry out their own education management work, and also provide experience and reference value for more similar schools.

3.Research methods and results

In order to understand the current subjective well-being of college students at Guangxi Agricultural Vocational University, the researchers took third-year students at Guangxi Agricultural Vocational University as the subjects and determined a sample size of 367 students based on the known population sample size determination table (Krejcie & Morgan, 1970). Distribute questionnaires. Through purposive sampling, 10 teachers and administrators were selected and 10 interview questionnaires were distributed.

The questionnaire of subjective well-being of students in Guangxi vocational university of agriculture is divided into the following three parts:

The first part: Survey of the basic background information of students, gender, major hometown and whether to serve in student associations.

The second part: According to the internal and external influencing factors of subjective well-being, extract three dimensions (school life, family life and personal health) to design a questionnaire. This part mainly observes the basic status quo of the subjective well-being of college students from the perspective of students.

According to the questionnaire, the average value and standard deviation results of the three factors that affect students' subjective well-being are as follows：

Table 1 The average value ($\bar{x}$) and standard deviation(S.D.) of the agreement level of subjective well-being for students at Guangxi Vocational University of Agriculture in 3 factors

	Three factors	$\bar{x}$	S.D.	Level	Ordering
1.	School life	4.47	0.76	High	3
2.	Family life	4.50	0.78	The highest	2
3.	Self -health	4.51	0.72	The highest	1
	Total	4.49	0.75	High	

From Table1, it is found that the subjective well-being of students of Guangxi Vocational University of Agricultural is generally at a high level ($\bar{x}$=4.49).

Considering into three dimensions that affect subjective well-being, self-health factors have the highest impact ($\bar{x}$=4.51), followed by family factors ($\bar{x}$=4.50), and school factors have the lowest impact ($\bar{x}$=4.47).

The research results show that the subjective well-being of students at Guangxi Agricultural Vocational University is generally at a high level. From the three dimensions that affect subjective well-being, namely school life factors, family life factors, and

self-health factors, self-health factors have the greatest impact, followed by family factors, and school factors have the least impact. details as follows:

1.Students of Guangxi Agricultural Vocational University believe that school life factors have a high degree of impact on subjective well-being. Among them, students' subjective well-being is highest in university courses, followed by students who can trust and talk to friends, and students who are least satisfied with their learning methods and plans.

2.Students from Guangxi Agricultural Vocational University believe that family life factors have the greatest impact on subjective well-being. Among them, among the rankings of students' happy family life, family happiness and integrity, parents' ability to help with job hunting, and feeling safe and calm at home, the lowest satisfaction level is that their parents have never abused them.

3.Students from Guangxi Agricultural Vocational University believe that self-health factors have the highest impact on subjective well-being. Among them, in the ranking of students' happiness to personal health, they are full of confidence, believe that they will have a bright future, are willing to integrate into this binding society, and are satisfied with the lowest level of forgetting unhappy things quickly.

4.Conclusions

This study aims to study the State and Development Guidelines in Subjective Well-being of students in Guangxi Vocational University of Agriculture. The research objectives are: 1.To study current situation of subjective well-being of students in Guangxi Vocational University of Agriculture. 2.To suggest the guideline for developing of subjective well-being of students in Guangxi Vocational University of Agriculture. In order to obtain the research results more accurately, the sample group used in this study includes 367 third-year students of Guangxi Vocational University of Agricultural. The research tools of this study include questionnaires and interviews. Analyze data by finding percentile (Percentage), average value ($\bar{x}$), and standard deviation. (S .D .). The summary, result analysis, opinions and suggestions of the research are as follows:

The results of this study are consistent with the purpose of the research. Through the standard deviation and mean analysis of the three dimensions of school factors, family factors, and self-health factors, the following two conclusions can be drawn:

1. The subjective well-being of students at Guangxi Agricultural Vocational University is generally at a high level. From the three dimensions that affect subjective well-being, self-health factors have the greatest impact, followed by family factors, and school factors have the least impact.

1.1 Students at Guangxi Agricultural Vocational University believe that school life factors have a higher degree of impact on subjective well-being. Among them, students' subjective well-being is highest in university courses, followed by students who can trust and talk to friends, and students with the lowest satisfaction are their learning methods and plans.

1.2 Students of Guangxi Vocational University of Agricultural believe that family life factors have the highest degree of influence on subjective well-being. Among them, in the ranking of students' happiness in family life, having a happy and complete family, parents being able to help with job search and feeling safe and calm at home tied for the first place, the lowest satisfaction is parents never abused them.

1.3 Students of Guangxi Vocational University of Agricultural believe that self-health factors have the highest degree of influence on subjective well-being. Among them, in the ranking of students' happiness for personal health, full of confidence, thinking they'll have a Bright future, and happy to be integrated into this tied society for the first place, satisfied The lowest degree is forget the unhappy things very quickly.

2. Development guidelines of subjective well-being of college students.

2.1 Schools can help students by establishing mental health consulting agencies for college students, offering relevant mental health courses, and face-to-face communication between teachers and students, thereby improving students' subjective well-being.

2.2 Institutionalized guarantees are needed: A clear system should be introduced to ensure the improvement of students' happiness and mental health education.

2.3 Shortcomings in improving students' subjective well-being: First of all, the school's hardware facilities can be better done to help students build satisfaction with the school, thereby improving their sense of happiness. Secondly, there is room for improvement in helping students solve practical difficulties, such as timely intervention in students' employment pressure and teachers' timely intervention in students' psychological problems.

2.4 Schools should organize relevant after-school activities that can improve students' subjective well-being.

2.5 Establishing positions dedicated to managing students, such as counselor positions, is conducive to understanding and solving students' psychological problems.

2.6 Regular visits to students' parents can help to gain an in-depth understanding of students' family life conditions and discover some hidden psychological conditions.

The suggestions for the application of the research results are as follows:

1. Among junior students at Guangxi Agricultural Vocational and Technical University, self-health factors have the greatest impact on subjective well-being, indicating that this factor is an area that college students need to focus on and enhance. As university administrators and teachers, we need to focus on the personal mental health of college students and their ideological education during their time in school.

2. Among junior students at Guangxi Agricultural Vocational and Technical University, family life factors also have a greater impact on subjective well-being,

indicating that this factor is an area that college students need to focus on. From this perspective, as university administrators, we should pay more attention to students' family situations, establish a home-school communication mechanism, and promptly grasp the psychological factors affecting students due to family situations. As the student management department of colleges and universities, when establishing the institution, it should focus on the people who have the ability to manage students' mental health education behind closed doors, and select people who are responsible for students and can provide care and help to students.

3. Although school life factors rank last, they also have a relatively large impact on subjective well-being. Schools should introduce clear systems to ensure students' happiness and mental health, and enhance students' sense of happiness and belonging by establishing mental health consulting agencies for college students, offering relevant mental health courses, and conducting lectures to improve interpersonal relationships within the school. Create a campus learning and living environment that makes college students more trusting and more relaxed.

Future Researches

1. Deepen the research on the content that affects college students' subjective well-being. The factors that influence college students' mental health and subjective well-being definitely go far beyond the three characteristics listed in this article. In the future, we can conduct extensive questionnaire surveys to explore more characteristics that affect college students' subjective well-being.

2. Conduct classified research on college students with different academic qualifications and types, such as a study on the influencing factors of subjective happiness among ordinary undergraduate college students? What factors influence the subjective well-being of college students in general vocational colleges? Through these in-depth and specific studies, we can not only provide more detailed suggestions and strategies for improving the subjective well-being of college students, but also build a complete system for college students' mental health education and management.

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