

# Study on the Relationship between Psychological Capital and Subjective Well-being of College Students with Financial Difficulties

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**Abstract:** To explore the relationship between psychological capital and subjective well-being of college students with financial difficulties, in order to enhance the subjective well-being of college students with financial difficulties from the perspective of cultivating psychological capital. **Methods** The "Psychological Capital Scale" compiled by Zhang Kuo et al. and the "Overall Happiness Scale" developed by the National Center for Health Statistics were used to measure 215 students with financial difficulties in Nanyue College of Hengyang Normal University. The data were statistically analyzed. **Results** (1) The overall mean value of psychological capital of college students with economic difficulties was  $4.49 \pm 0.70$ , but the difference in gender was not significant, but the difference was significant at the grade level ( $p < 0.05$ ). (2) The overall average value of subjective well-being of college students with financial difficulties is  $4.14 \pm 0.51$ , and the difference in gender and grade is not significant. (3) There was a significant correlation between psychological capital and subjective well-being of economically disadvantaged college students ( $P < 0.01$ ). **Conclusions** (1) The psychological capital of college students with economic difficulties has a certain impact on their subjective well-being. (2) There is a clear positive correlation between the psychological capital of college students with economic difficulties and subjective well-being. The psychological capital of college students with economic difficulties has a predictive effect on their subjective well-being.

**Keywords:** Economically difficult college students; psychological capital; subjective well-being

## 1. INTRODUCTION

The economic difficulties of college students with low economic difficulties, life constraints, long-term family economic pressure, learning pressure and other factors have led to their psychological problems. Some studies have pointed out that economically difficult college students are more likely to have psychological problems than ordinary college students [1]. The development of psychological

capital provides a new way for college students with financial difficulties to get rid of their psychological difficulties, and will help them to improve their subjective well-being and feel the beauty of life.

## 2 RESEARCH DESIGN

From the students with financial difficulties of Nanyue College of Hengyang Normal University, they were randomly sampled by grades and questionnaires were conducted for the subjects. A total of 215 questionnaires were distributed and 200 valid questionnaires were returned, with an effective rate of 93.02%.

Using the "Psychological Capital Scale" compiled by Zhang Kuo et al., the scale includes four factors: hope, optimism, self-efficacy and resilience.

Using the "Gross Happiness Scale (GWB)" developed by the National Center for Health Statistics, domestic scholar Duan Jianhua revised the scale according to national conditions in 1996 and revised it and used it domestically.

(1) Formulate the rules for completing the questionnaire and communicate with the participants in advance to ensure the validity of the questionnaire collection.

(2) Select participants to conduct a questionnaire survey.

(3) Organize the data and do statistical analysis.

(4) Combining the actual situation of the comprehensive investigation, how to improve the subjective well-being of the students by improving the psychological capital of the economically difficult students, and put forward effective suggestions.

## 3 RESEARCH RESULTS

Analysis of the current situation of psychological capital of college students with financial difficulties

Overall situation of psychological capital of college students with financial difficulties

Table 1 Analysis of the overall situation of college students' psychological capital

	(N=200)	M±SD
Self-efficacy		4.28±0.86
toughness		4.18±0.87
hope		4.72±1.04

optimism	4.87±0.89
Overall mean value of psychological capital	4.49±0.70

It can be seen from Table 1 that the overall mean value of psychological capital is 4.49±0.70, and the average value of each dimension is between 4-5. The average value of the dimensions of psychological capital is optimism, hope, self-efficacy and resilience

from top to bottom.

Comparison of the Differences of Psychological Capital of College Students in Economic Difficulties

(1) Comparison of psychological capital differences among college students with different economic difficulties

Table 2 Comparison of psychological capital differences among college students with different economic difficulties

	Male (N=30)	Female (N=170)	t	p
Self-efficacy	4.48±0.807	4.25±0.874	1.336	0.183
toughness	4.30±0.933	4.16±0.862	0.790	0.430
hope	4.60±1.083	4.74±1.040	-0.710	0.479
optimism	4.70±0.973	4.90±0.883	-1.128	0.261
Psychological capital	4.51±0.713	4.49±0.702	0.131	0.896

It can be seen from Table 2 that the independent sample t test indicates that there is no significant difference in the overall psychological capital and the dimensions of the students with different gender

economic difficulties ( $p>0.05$ ).

(2) Comparison of psychological capital differences among college students with different economic difficulties in different grades

Table 3 Comparison of psychological capital differences among college students with different economic difficulties in different grades

	Freshman (N=38)	Sophomore (N=64)	Junior (N=47)	Senior (N=51)	F	p
Self-efficacy	4.19±0.865	4.14±0.879	4.56±0.867	4.26±0.812	2.412	0.068
toughness	4.16±0.869	4.07±0.853	4.30±0.911	4.24±0.871	0.679	0.566
hope	4.56±0.949	4.48±1.063	4.98±0.968	4.89±1.097	2.956	0.034
optimism	4.68±0.889	4.73±0.886	4.98±0.826	5.09±0.942	2.382	0.071
Psychological capital	4.38±0.665	4.34±0.683	4.69±0.669	4.59±0.739	2.979	0.033

As can be seen from Table 3, one-way analysis of variance showed that the overall grade of psychological capital was significantly different ( $p<0.05$ ). After multiple comparisons, the scores of freshmen and sophomores were significantly lower than those of juniors. In the specific dimension, it was only found that the factor of this factor was

significantly different ( $p<0.05$ ), and after multiple comparisons, the scores of juniors and seniors were significantly higher than those of the sophomores.

3.2 Analysis of the status quo of subjective well-being of college students with financial difficulties

3.2.1 Overall situation of subjective well-being of college students with financial difficulties

Table 4 Overall situation of subjective well-being of

college students with financial difficulties (N=200)	M±SD	of subjective well-being of college students with financial difficulties is analyzed, and the overall happiness is 4.14±0.51. The overall happiness scores are inconsistent in each dimension, ranging from big to small, melancholy or pleasant mood, health concerns, energy, relaxation and tension, control of emotions and behaviors, satisfaction and interest in life.
Satisfaction and interest in life	3.12±0.82	Comparison of the Differences in Subjective Well-being of College Students with Economic Difficulties in Demographic Variables (1) Comparison of subjective well-being among college students with different economic difficulties
Worry about health	4.29±1.30	
energy	4.25±0.85	
Melancholy or happy mood	4.86±0.92	
Control of emotions and behavior	3.93±0.64	
Relaxation and tension	4.11±0.70	
Overall well-being	4.14±0.51	

It can be seen from Table 4 that the overall situation

Table 5 Comparison of subjective well-being among college students with different economic difficulties

	Male (N=30)	Female (N=170)	t	p
Satisfaction and interest in life	3.28±0.847	3.09±0.818	1.179	0.240
Worry about health	4.51±1.411	4.25±1.283	0.999	0.319
energy	4.46±0.778	4.21±0.865	1.473	0.142
Melancholy or happy mood	4.76±0.706	4.88±0.964	-0.649	0.517
Control of emotions and behavior	3.65±0.740	3.97±0.615	-2.566*	0.011
Relaxation and tension	4.06±0.795	4.11±0.691	-0.374	0.709
Overall happiness	4.16±0.539	4.14±0.510	0.193	0.847

It can be seen from Table 5 that the independent sample t-test shows that there is no significant difference in subjective well-being among college students with different gender economic difficulties

(p>0.05), but there are significant differences among the students with different gender economic difficulties in the control dimension of emotion and behavior. (p<0.05).

Table 6 Comparison of subjective well-being among college students with financial difficulties in different grades

	Freshman (N=38)	Sophomore (N=64)	Junior (N=47)	Senior (N=51)	F	p
Satisfaction	3.02±0.734	3.13±0.788	3.19±0.817	3.10±0.945	0.287	0.834
Worry	4.13±1.282	4.56±1.398	4.04±1.237	4.32±1.224	1.712	0.166
energy	4.36±0.903	4.16±0.847	4.24±0.917	4.29±0.781	0.528	0.664
Melancholy or happy mood	4.72±0.869	4.94±0.926	4.82±1.094	4.92±0.818	0.515	0.673
Control of emotions and behavior	3.81±0.758	3.86±0.610	4.06±0.643	3.97±0.584	1.381	0.250
Relaxation and tension	3.97±0.781	4.10±0.694	4.15±0.704	4.17±0.671	0.680	0.565
Overall happiness	4.07±0.579	4.16±0.507	4.15±0.515	4.19±0.499	0.393	0.758

It can be seen from Table 6 that one-way analysis of variance showed that the students with different

economic difficulties had no significant difference in subjective well-being and all dimensions (p>0.05).

Table 7 Correlation analysis

	Self-efficacy	toughness	hope	optimism	Psychological capital
Satisfaction	0.287**	0.397**	0.306**	0.340**	0.433**
Worry	-0.047	0.060	-0.107	-.121	-0.068
energy	0.475**	0.486**	0.368**	0.419**	0.571**
Melancholy or happy mood	0.455**	0.412**	0.319**	0.450**	0.531**
Control of emotions and behavior	0.301**	0.248**	0.298**	0.353**	0.390**
Relaxation and tension	0.091	0.438**	0.104	0.169*	0.262**

Overall happiness	0.437**	0.571**	0.347**	0.438**	0.585**
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Note: \* $p < 0.05$ , \*\* $p < 0.01$

From Table 7, it can be seen that the overall psychological capital and subjective well-being, the satisfaction and interest in life, energy, melancholy or pleasant mood, the control of emotion and behavior, relaxation and tension dimension are significantly positively correlated. But it is not significantly related to the dimension of health concerns. Between the

specific dimensions, we found that there is no significant correlation between health concerns, self-efficacy, resilience, hope, and optimism. Relaxation and tension are not significant in relation to self-efficacy and hope. Other dimensions exist. Significant positive correlation.

Table 8 Linear regression analysis

	R	R <sup>2</sup>	$\Delta$ R <sup>2</sup>	F	Beta	t	p
(constant)	0.648	0.420	0.408	35.305***		10.761	0.000
Self-efficacy					0.179	2.515	0.013
toughness					0.450	7.662	0.000
hope					-0.006	-0.074	0.941
optimism					0.198	2.615	0.010

This study takes the four dimensions of psychological capital (self-efficacy, resilience, hope, optimism) as independent variables and the overall happiness as the dependent variable. Through linear regression analysis, the relationship between psychological capital and subjective well-being of economically difficult students is further explored. The results are shown in Table 8. Psychological capital can significantly predict subjective well-being.

#### 4 ANALYSIS AND DISCUSSION

##### Discussion and Analysis of College Students' Psychological Capital in Economic Difficulties

The overall average value of psychological capital of economically difficult college students is  $4.49 \pm 0.70$ , indicating that they have certain psychological capital ability. Among them, the average value of each dimension of psychological capital is between 4-5, the highest level of optimism, followed by hope, self-efficacy and the lowest level of resilience. The current situation of psychological capital of economically difficult college students is better than expected. However, in order to make economically difficult college students completely out of psychological dilemma, psychological capital development is still needed.

There are significant differences in the psychological capital of college students with financial difficulties in different grades. After the multiple comparisons, it is found that the scores of juniors are significantly higher than those of freshmen and sophomores. This may be more clear after the junior college has lived for two years. Recognize your goals, have a certain plan for the future of life, and show the yearning and optimism for future life work. At this time, freshmen did not have a clear understanding and planning of their goals after they first entered the university. They were in a state of ignorance and groping; in the specific dimension, they only found significant grade differences in hope, and multiple comparisons found

after the second year. Be significantly lower than juniors and seniors. The level of hope actually refers to the level of positiveness of things. According to the results of this study, the level of hope for sophomores is significantly lower than that of juniors and seniors. This may be a sophomore's recognition of self and social ambiguity. Knowing that the shackles and confusion of the outside world make them look less positive. After graduating from the fascinating period, the juniors and seniors who are about to graduate gradually realize the connection between the self and the outside world, and can start from the clear-headed cognition and begin to hope for the future and actively embrace the new life.

The overall average value of subjective well-being of economically disadvantaged college students is  $4.14 \pm 0.51$ , which indicates that college students with economic difficulties have certain subjective well-being ability. Compared with ordinary college students, college students with financial difficulties still face more difficulties in their lives. Their scores on the overall happiness dimension are quite different, indicating that the subjective well-being of college students with higher economic difficulties must be started from the project with lower dimension scores. There is no significant difference in the overall level of subjective well-being of economically disadvantaged college students. However, in the aspect of controlling emotions and behaviors, there are significant differences among students with different gender economic difficulties ( $p < 0.05$ ). As we all know, women are more likely to be emotional in emotional expression, and men often behave better than women.

Discussion on the relationship between psychological capital and subjective well-being of college students with economic difficulties

The psychological capital of college students with economic difficulties is significantly positively

correlated with subjective well-being. The psychological capital of economically difficult college students can significantly predict their subjective well-being, which indicates the way to improve their subjective well-being by enhancing the psychological capital of college students with financial difficulties. feasible. However, there is no significant correlation between health concerns and self-efficacy, resilience, hope, and optimism. This may be the sum of positive energy held by individuals for personal capital, which can significantly improve individual self-confidence and frustration. The strength and positive attitude towards life, the concern for health may be biased towards the physical aspect. Psychological capital is not well predictive of health, and some predictions about health can only be indirectly derived to some extent. In addition, relaxation and tension are not significantly related to self-efficacy and hope, while other dimensions have a significant positive correlation. Compared with self-efficacy and hope, resilience and optimism can better predict subjective well-being.

#### 5 CONCLUSION

First of all, from the perspective of self-efficacy (confidence), improving the self-efficacy of college students with financial difficulties can start from two aspects. One is to encourage students to participate in various competitions and activities of the school and department, and they learn during the competition. The practical experience will make them more confident in the future study life; the second is to understand their own abilities and to improve their learning ability, to have a comprehensive understanding of their abilities, and then to choose the right way to improve their abilities. After self-confidence, it will increase.

Secondly, starting from the resilience dimension, everyone's life will always encounter failures and setbacks, and college students with financial difficulties are no exception. When economically disadvantaged college students are in adversity or failure, as long as they can maintain a good attitude

and tenacious perseverance, overcome difficulties and overcome difficulties, they will surely get out of difficulties and frustrations, thus achieving success and experiencing strong Subjective well-being.

In addition, starting from the dimension of hope, after the economically difficult college students establish their own goals, they are required to not only maintain their progress and persistence in their goals, but also need to be far-sighted and adjust their own direction to success when necessary. When economically difficult college students realize that they are getting closer and closer to the goal, the happiness they experience will follow.

Finally, starting from the optimistic dimension, one of the main reasons why economically difficult college students do not experience happiness may be due to the lack of correct attribution, attribution of positive events to their own efforts, persistence to help economically difficult college students to correctly understand failure, no Blame mistakes and failures on oneself and be optimistic about other issues.

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