



**AN INVESTIGATIVE STUDY OF THE PSYCHOLOGICAL
WELL-BEING OF CHINESE UNIVERSITY STUDENTS UNDER
STATE BURSARY BASED IN GUANGXI CHINA**

WENJUAN YAN



**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP
ACADEMIC YEAR 2024
COPYRIGHT OF RAJAMANGALA UNIVERSITY OF
TECHNOLOGY KRUNGTHAP, THAILAND**

**AN INVESTIGATIVE STUDY OF THE PSYCHOLOGICAL
WELL-BEING OF CHINESE UNIVERSITY STUDENTS UNDER
STATE BURSARY BASED IN GUANGXI CHINA**

WENJUAN YAN



**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP
ACADEMIC YEAR 2024
COPYRIGHT OF RAJAMANGALA UNIVERSITY OF
TECHNOLOGY KRUNGTHAP, THAILAND**

Dissertation AN INVESTIGATIVE STUDY OF THE PSYCHOLOGICAL WELL-BEING OF CHINESE UNIVERSITY STUDENTS UNDER STATE BURSARY BASED IN GUANGXI CHINA
Author Wenjuan YAN
Major Doctor of Philosophy (Education and Society)
Advisor Assistant Professor Dr. Wannaporn Siripala

DISSERTATION COMMITTEE



.....Chairperson
(Associate Professor Dr. Pongrus Phuangphoo)

.....Advisor
(Assistant Professor Dr. Wannaporn Siripala)

.....
Committee
(Assistant Professor Dr. Yaoping LIU)

.....Committee
(Dr. Clinton Chidiebere Anyanwu)

..... Committee
(Dr. Yudhi Arifani)

Approved by the Institute of Science Innovation and Culture
Rajamangala University of Technology Krungthep
in Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy in Education and Society

.....
(Assistant Professor Dr. Yaoping LIU)
Director of the Institute of Science Innovation and Culture
Date.....Month.....Year.....

Dissertation AN INVESTIGATIVE STUDY OF THE PSYCHOLOGICAL WELL-BEING OF CHINESE UNIVERSITY STUDENTS UNDER STATE BURSARY BASED IN GUANGXI CHINA
Author Wenjuan YAN
Major Doctor of Philosophy (Education and Society)
Advisor Assistant Professor Dr. Wannaporn Siripala
Academic Year 2024

ABSTRACT

The aim is to find out the current psychological problems of university students under state bursaries (USSB), analyze the causes of the psychological problems of USSB, and solve the psychological problems of USSB. This research used a mixed-methods design, and the questionnaire sample was 360 USSB. The sample of the semi-structured interview was 10, including 2 school staff, 2 counselors, and 6 USSBs. The research instrument mainly includes an online questionnaire and a face-to-face interview. Statistics uses frequency, percentage, ANOVA, and Chi-square. The findings indicate that the six-factor model does not adequately address the current psychological problems of USSB. Through reason analysis, we identify both subjective and objective reasons. Therefore, the following measures are formulated: From an objective point of view, the social environment, school environment, and family environment strengthen the psychological well-being (PWB) education of university students—measures to enhance PWB education for university students from a subjective perspective. First, promote psychological self-acceptance. Second, it enhances personal psychological growth. Third, cultivate psychological autonomy. Fourth, strengthen psychological control. Fifth, enhance the psychological-interpersonal relationship. Sixth, we establish the purpose of life and its pursuit.

Keywords: Psychological well-being, Chinese University, Students under State Bursary

ACKNOWLEDGEMENTS

While completing my doctoral thesis, I got help and support from many people. Here, I would like to express my most sincere thanks to them.

First of all, I would like to thank my supervisor, Asst. Prof. Dr. Wannaporn Siripala's rigorous academic attitude and profound professional knowledge have greatly influenced me. She provided me with patient guidance and valuable suggestions during the thesis writing process, which helped me overcome many difficulties. Thanks to my PhD co-advisors, Dr. Yudhi Arifani and Dr. Yaoping LIU. They gave me valuable advice so that my papers continue to improve.

Secondly, I would like to thank my classmates, who gave me selfless encouragement when I met with problems. We have spent many unforgettable learning times together, discussing problems in class, encouraging, learning from, helping, making progress, and growing together.

In addition, I would like to thank my family and friends, who have always supported me and given me endless care. Their support lets me focus on writing my doctoral thesis and continuously improve my academic progress. Finally, I sincerely thank the experts and professors who participated in the review and defense. They provided valuable opinions and suggestions for my thesis, which prompted me to think more deeply and improve my research work.

Thanks again to those who supported me and helped me finish my doctoral dissertation. Thank you.

Wenjuan YAN

CONTENTS

DISSERTATION COMMITTEE	iii
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
CONTENTS.....	iv
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER I INTRODUCTION	1
1.1 Background and Rationale.....	1
1.1.1 Past Student Status of Traditional Funding.....	1
1.1.2 Current Student Status of Modern Funding.....	3
1.1.3 Current Unresolved Issues.....	4
1.2 Research Questions	5
1.2.1 What are the current psychological problems of university students under state bursaries?	6
1.2.2 Why do university students under state bursaries have psychological problems?	6
1.2.3 How do we solve the psychological problems of university students under state bursaries?	7
1.3 Research Hypotheses	7
1.4 Research Objectives.....	10
1.4.1 To determine the current psychological issues faced by university students receiving state bursaries.	10
1.4.2 To analyze the causes of psychological problems of university students under state bursaries.....	11
1.4.3 To address the psychological challenges faced by university students receiving state bursaries.	11
1.5 Scope of the Research Study.....	12
1.5.1 Study Scope	12
1.5.2 Study Limitations.....	13

1.6 Research Framework	13
1.7 Definition of Key Terms	15
1.7.1 Psychological Well-being	15
1.7.2 Chinese University	16
1.7.3 Students Under State Bursary	16
1.8 Benefits of the Study	17
CHAPTER II LITERATURE REVIEW	19
2.1 Related Theories	19
2.1.1 Theory of Educational Equity	19
2.1.2 Human Demand Theory	21
2.1.3 Theory of Human Capital	23
2.1.4 Six-factor Model	24
2.2 Research Status	26
2.2.1 Related Studies of the University Students under State Bursary	27
2.2.1.1 <i>Theoretical Research on the Financial Aid of University Students under State Bursary</i>	27
2.2.1.2 <i>Research on the Financial Aid Mechanism of University Students under State Bursary</i>	28
2.2.1.3 <i>Research on the Financial Aid Model of University Students under State Bursary</i>	30
2.2.1.4 <i>Research on the Psychology of University Students under State Bursary</i>	31
2.2.2 Research on the Psychological Well-being of University Students under State Bursary	32
2.2.2.1 <i>Research on the Psychological Problems of University Students</i>	32
2.2.2.2 <i>Research on the Reasons for the Psychological Problems of University Students under State Bursary</i>	34
2.2.2.3 <i>Research on Solving the Psychological Problems of University Students under State Bursary</i>	36
2.2.3 Study Review	37

2.2.3.1 Review.....	38
2.2.3.2 Research Gap.....	39
2.2.3.3 Solution Method.....	41
2.2.3.4 Research and Enlightenment.....	42
CHAPTER III RESEARCH METHODOLOGY	44
3.1 Research Design.....	44
3.1.1 Questionnaire Design.....	44
3.1.2 Interview Design.....	46
3.1.2.1 School Staff Interview Design.....	46
3.1.2.2 Counselor Interview Design.....	47
3.1.2.3 Interview Design of University Students under State Bursary....	47
3.1.3 Study Methods	48
3.2 Research Population and Samples	49
3.2.1 Population	49
3.2.2 Samples	50
3.2.2.1 Questionnaire Samples.....	50
3.2.2.2 Interview Samples.....	50
3.2.3 Sampling Methods	51
3.2.3.1 Questionnaire Sampling Methods.....	51
3.2.3.2 Semi-structured Interview Sampling Methods.....	52
3.3 Data Collection	53
3.3.1 Data Collection of Questionnaires	53
3.3.2 Data Collection for Semi-structured Interview.....	53
3.4 Research Instrument.....	55
3.5 Content Validity and Reliability	55
3.6 Data Analysis	56
3.6.1 Descriptive Statistics.....	57
3.6.2 Inferential Statistics	57
CHAPTER IV ANALYSIS RESULTS	59
4.1 Descriptive Statistics.....	59
4.1.1 Lack of Self-acceptance Attitude.....	60

4.1.2 Slow Personal Growth	60
4.1.3 Lack of Autonomy	62
4.1.4 Weak Control	63
4.1.5 Poor Interpersonal Relationship.....	64
4.1.6 Life's Purpose, Goals, and Beliefs Are Not Strong.....	65
4.2 Inferential Statistics	69
4.2.1 Objective Causes.....	78
4.2.1.1 <i>Social Environment</i>	79
4.2.1.2 <i>School Environment</i>	80
4.2.1.3 <i>Family Environment</i>	81
4.2.2 Subjective Causes	82
4.2.2.1 <i>An individual's subjective lack of harmonious interpersonal relationships makes the overall comprehensive quality low</i>	82
4.2.2.2 <i>Individual subjective lack of correct self-cognition, high self-esteem</i>	83
4.2.2.3 <i>Individual subjective lack of mature coping style, poor psychological frustration</i>	85
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	87
5.1 Conclusion.....	88
5.2 Discussion.....	90
5.3 Implementation for Practice & Research Future.....	94
5.3.1 From an objective point of view, strengthen the psychological well-being education for university students.....	94
5.3.1.1 <i>From the social environment perspective, enhance the psychological well-being education of university students under state bursary</i>	95
5.3.1.2 <i>From the perspective of the school environment, enhance the PWB education of university students under state bursary</i>	97
5.3.1.3 <i>From the perspective of family environment, enhance the psychological well-being education of university students under state bursary</i>	100

5.3.2 Measures to enhance psychological well-being education for university students from a subjective perspective.	101
5.3.2.1 <i>Promote the psychological self-acceptance of university students under state bursary</i>	103
5.3.2.2 <i>Strengthen the psychological personal growth of university students under state bursary</i>	105
5.3.2.3 <i>Cultivate the psychological autonomy of university students under state bursary</i>	106
5.3.2.4 <i>Strengthen the psychological control of university students</i>	107
5.3.2.5 <i>Enhance the psychological and interpersonal relationships of university students under state bursary</i>	108
5.3.2.6 <i>Establish the life purpose and pursuit of psychological well-being of university students under state bursary</i>	110
5.4 Recommendation for Future Research.....	112
5.5 Limitations of the Study.....	114
REFERENCES.....	114
APPENDICES	124
Appendix A.....	124
List of Past Student Status of Traditional Funding.....	124
Appendix B	130
List of Current Student Status of Traditional Funding	130
Appendix C	135
Questionnaire for the Students under State Bursary	135
Appendix D.....	140
Cronbach α Reliability Coefficient Analysis of the Questionnaire	140
Appendix E	142
Results of Questionnaire Validity Analysis	142
Appendix F	145
Interview Outline	145
Appendix G.....	147
Semi-structured Interview Notes.....	147
BIOGRAPHY.....	156

LIST OF TABLES

Table	Page
Table 3.1 Sample of Semi-structured Interviews with L School Staff, Counselors, and University Students under State Bursary.....	50
Table 3.2 Krejcie and Morgan's Sample Scale.....	51
Table 3.3 Simple Random Sampling Table of the Questionnaire of University Students under State Bursary in L School.....	52
Table 3.4 L School's Five Universities Stratified Random Sampling Method.....	52
Table 3.5 Summary Table of Questionnaire Data Collection.....	53
Table 3.6 Summary Table of Semi-Structured Interview Data Collection.....	54
Table 4.1 Self-Acceptance Survey Item Data Analysis.....	60
Table 4.2 Personal Growth and Development Survey Item Data Analysis.....	61
Table 4.3 Autonomy Survey Item Data Analysis.....	63
Table 4.4 Control Force Survey Item Data Analysis.....	64
Table 4.5 Satisfy Each Other Survey Item Data Analysis.....	65
Table 4.6 Purpose, Goals, and Belief of Life Survey Item Data Analysis.....	66
Table 4.7 Basic Information and Comprehensive Literacy Data.....	67
Table 4.8 Results of Gender and Factor Analysis of Variance.....	69
Table 4.9 Grade and Ability to Perform Planned ANOVA Results.....	70
Table 4.10 Results of Variance Analysis of Self-Acceptance Attitude.....	71
Table 4.11. Results of t-test Analysis of Personal Growth.....	72
Table 4.12 Results of Variance Analysis of Autonomy.....	72
Table 4.13 Results of Cross-Analysis of Control.....	73
Table 4.14 Results of Variance Analysis of Interpersonal Relationship.....	75
Table 4.15 Results of Cross-Analysis of Life's Purpose, Goals, and Beliefs.....	76
Table 4.16 Analysis of Reasons for Semi-Structured Interview.....	77

LIST OF FIGURES

Figure	Page
Figure 1.1 Research Hypotheses Frame Diagram.....	8
Figure 1.2 Research Process Diagram.....	14
Figure 1.3 Research Framework.....	15
Figure 2.1 Figure of Human Demand Theory Figure.....	22
Figure 2.2 Theories Research Relationship Diagram.....	25



CHAPTER I

INTRODUCTION

This chapter introduces the background of the current study and identifies the problems previous research has not resolved. It describes the questions this research aims to answer and the objectives it intends to achieve. The chapter also outlines the methods and sources this research utilizes. It then acknowledges the significance of the research and its limitations.

1.1 Background and Rationale

The student financial aid policy has gone through four development stages: initial period, formative period, development period, and maturity period. Higher student financial aid policy achieved from scratch, from having to expand, expanding to improve its purpose is to solve the problem of family economic difficulties students to school difficulties, narrowing the economic gap between students, promoting education fair, motivating students to study hard, inspire students inspiring spirit since the family economic difficulties university student study and life get the corresponding security. To improve awareness of the importance of psychological well-being (PWB) education for poor students in higher vocational colleges and build a long-term mechanism of PWB education for poor students (Liu, 2011).

1.1.1 Past Student Status of Traditional Funding

Past student status of traditional funding is mainly divided into three stages: the initial stage, the formative stage, and the development stage. See Appendix A for details on time, significant events, and funding content.

According to Appendix A, a list of past student statuses of traditional funding, it can be seen that 1949-1979 was the initial period of student financial aid,

China's student financial aid implementation of the student supply system, people's grants, tuition, and miscellaneous fee reduction. In the early days of the founding of New China, various national and provincial colleges and universities adopted the supply system and implemented the "public fee system" (Ma, 2012). Since the founding of the People's Republic of China in 1949, various national undertakings have urgently needed reconstruction and development, and talents play a vital role in national development. Therefore, China attaches particular importance to the cultivation of talent. Higher education gradually opened the door for workers and peasants and, at the same time, economically disadvantaged students. Establishing a matching higher education management system not only consolidates the needs of the new state power but also contributes to the advancement of social development. More efforts are being made to increase higher education acceptance among the masses of workers and peasants. This means that there will be many workers, peasants, and their children in universities, which will be beneficial in narrowing the gap between grade education and promoting education opportunities. This measure, in turn, cultivates talents for society and meets the social progress needs of talents.

From 1983 to 1987, the period of student financial aid was formed, and the scholarship and loan system was added to help economically challenging students solve their financial difficulties. In 1983, ordinary full-time colleges and universities implemented the system of people's awards and grants (Ma, 2012). During this period, China has transitioned into a new era marked by profound societal changes, significant advancements in higher education, and a shift towards mass development. Government finance can no longer support the previous universal funding policy, so the People's Grant policy, which lasted for decades, is unsuitable. The evolution of higher education during this era necessitated reforming the traditional funding system. To this end, China's higher education has ended the traditional free university period and begun implementing the people's scholarship and loan system. Appendix A is a list

of past student statuses of traditional funding. From 1993 to 2006, various financial aid methods, such as work-study, national financial aid, green channel, and loan systems, were established during the development period of student financial aid. Establishing the market economy system in China has led to constant reforms and innovations in the university fee system, making it difficult for traditional people's scholarship and loan systems to adapt to the new social development situation. Since 2005, the central government has invested 1 billion yuan annually in the national scholarship, renaming it the national scholarship and dividing it into two types: national and national (Douda Province, 2010). The country has further enhanced the content of university student funding policies and methods, and the design of the student aid system has undergone significant changes, gradually incorporating government funding as the primary source and social aid as a supplementary policy pattern. The content and methods of university students' funding are increasingly diversified and adapted to the Times's development.

Therefore, past students' statuses of traditional funding have been changed from single free tuition to "reward, diligence, reduction, loan, and assistance" with the "green channel" funding system, and diversified mixed funding policies are further diversified.

1.1.2 Current Student Status of Modern Funding

The current student status of modern funding is primarily in the mature stage, and the time involved, significant events, and funding content involved are mainly detailed in Appendix B—the list of current student statuses for traditional funding.

The diversified funding system based on "award, assistance, loan, diligence, subsidy, and reduction" established and implemented in China has achieved remarkable results after years of efforts (Li, 2016). It has formed a relatively perfect higher education student funding policy of "award, subsidy, diligence, reduction, loan, and assistance" cooperating with the "green channel." According to Appendix B, a list

of current student status of traditional funding, from 2007 to 2016, the financial assistance policy for college students experienced a period of accelerated improvement, which ensured the smooth admission and completion of studies for college students from poor families (Duan, 2017). Therefore, we can only better adapt to the constantly developing market demand by improving the funding policy. The "green channel" funding policy replaces the existing "award, subsidy, diligence, reduction, loan, and help" funding model.

The reform of the higher education investment system has become an inevitable requirement for developing higher education. Many students from poor families have emerged with improved education investment and charging systems (Zhao, 2011).

1.1.3 Current Unresolved Issues

The national financial aid policy is constantly changing and improving, driven by the need to adapt to the material needs of university students under the State Bursary (USSB). The Chinese government, researchers, and financial aid workers are concerned about whether the current financial aid policy has solved USSB's material problems. For instance, in response to the growing number of impoverished college students, the Party and the government have placed significant emphasis on the issue of financial assistance for students from low-income families. They have developed a range of financial assistance policies to address the challenges faced by some college students who cannot complete their studies due to financial constraints in their families (Zhu Song Festival, 2014). However, their PWB problems are ignored when helping USSB. Only a few researchers have studied the PWB problems of university students, but the USSB has not been taken as the critical research group.

To sum up, the funding process at USSB has evolved to include a variety of funding methods. We have long paid attention to the financial aid of USSB but have ignored its PWB problems. As a result, this study uses L University in Guangxi

as the research site. There are 13,000 students at L University, of whom 5,127 are USSB. L University boasts a substantial USSB population. According to the sample size that used the Krejcie and Morgan Table, the number of USSB was determined to be 360. The PWB of the 360 USSB becomes the research object of this dissertation because it is related to the long-term development of the USSB and is the premise of realizing their all-round development of morality, intelligence, body, beauty, and labor. The research questions are as follows: What are the current psychological problems of USSB? Why does USSB have psychological problems? Moreover, how do we solve the psychological problems of USSB?

1.2 Research Questions

PWB is the basis of university students, and it can promote the comprehensive development of university students. At the university in Guangxi, most of the USSB come from remote rural areas and mountainous areas with underdeveloped transportation. USSB has gradually become a vast and particular group. Combined with the actual situation of university students, finding out the psychological problems targeted to solve psychological problems and cultivating their good psychological quality and stable social mentality is conducive to helping university students achieve self-development, self-confidence, and good mental health. Otherwise, it may hinder social development and become a cancer of social development. Therefore, university students' in-depth PWB research is necessary and urgent for higher learning institutions in Guangxi.

This dissertation mainly has the following three research questions.

1.2.1 What are the current psychological problems of university students under state bursaries?

USSB is for students whose families are in a poor financial situation and have lower total annual income than those without USSB. In addition, more students come from families with established records (Zhao, 2022). From the perspective of individual university students, because they live in an environment where material satisfaction cannot be achieved all year round, no matter what they do is subject to material restrictions, university students often lack the opportunity for all-round development in the growth process. Do they lack a self-acceptance attitude? Is it slow personal growth? Is there a lack of autonomy? Is it a weak control? Is it a poor interpersonal relationship? Are life's purpose, goals, and beliefs not strong?

University students are often prone to poor psychological well-being in such an environment. The question of “what the psychological problems of university students are” has become one of the problems in this dissertation.

1.2.2 Why do university students under state bursaries have psychological problems?

This reason plays a link between the preceding and the following, which is the undertaking of the last problem and the introduction of the following problem, so the cause analysis of this problem is essential. PWB of university students is relevant to the future of a country. Is there a psychological problem caused by personal reasons of USSB, family reasons, or other reasons? We must realize the importance of PWB for the long-term development of contemporary university students; it is beneficial to the correct cognition of self, and it is also beneficial to the processing of interpersonal relationships.

1.2.3 How do we solve the psychological problems of university students under state bursaries?

This is one of the leading research questions of this article. USSB is a particularly disadvantaged group among university students. At the same time, full of self-denial in the long term because of the lack of adverse economic and psychological problems, the need to pay attention to solving the "education" of funding the education work is the goal. These psychological problems cannot be solved by financial aid alone, and we need to find corresponding measures to solve the problem fundamentally. Therefore, research on this issue is fundamental if it can effectively help university students to solve their psychological problems.

1.3 Research Hypotheses

The hypothesis of this dissertation is based on the theory of educational equity, human capital theory, human demand theory, and the six-factor model—a tentative answer to a preconceived and tentative research question before this study. There are three hypotheses (H) in this dissertation. H1, the six-factor model is positively related to USSB. H2, subjective factors affect the PWB of USSB. H3, objective factors affect the PWB of USSB.

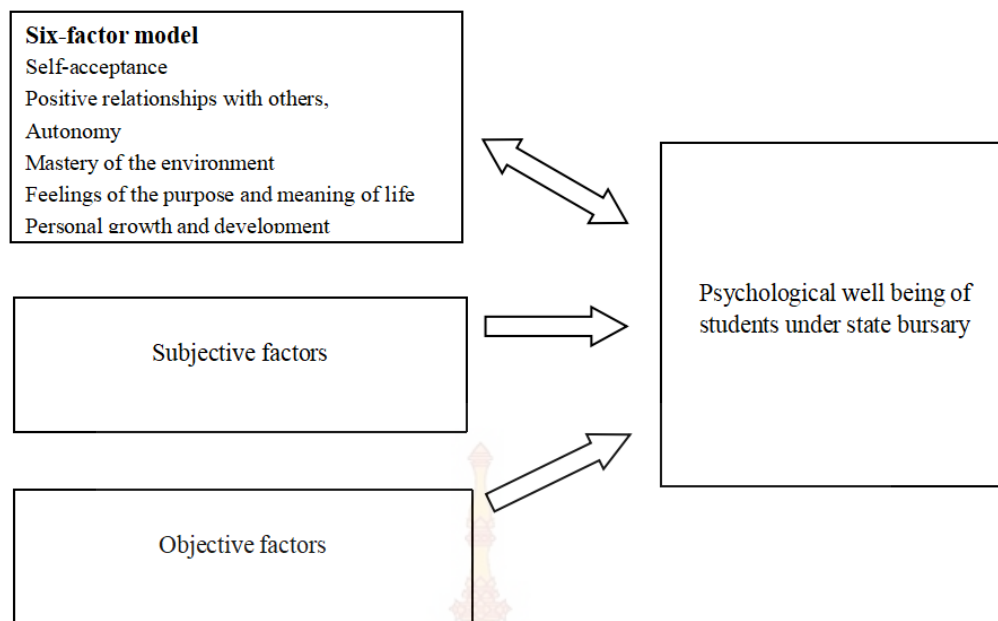


Figure1.1 Research Hypotheses Frame Diagram

H1: The six-factor model is positively related to university students under state bursary

The theoretically derived dimensions of positive psychological health included self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989a). Autonomy and mastery of the environment play a positive role in USSB's PWB. The theory of educational equity proposes that every student has the right to education and the right to foster personal development. Therefore, USSB also has the right to enjoy education, and having positive autonomy and mastery of the environment is conducive to increasing their happiness.

Among these factors, self-acceptance and positive relationships with others significantly contribute to the well-being of USSB students. According to the human demand theory, everyone needs to be safe, connected, and treated with respect, as do students on financial aid. These needs are essential, and fulfilling them is the only way to ensure a positive Personal Well-being (PWB). Among these, personal growth and

development, purpose, goals, and beliefs in life play a positive role in USSB's PWB. The theory of human capital supports improving one's ability to promote personal growth and enhance work efficiency, maximizing the return to society. They can actively grow and develop plans formulate and achieve their purpose, goals, and beliefs to promote their PWB better.

The six-factor model is positively related to USSB, drawing on theories of educational fairness, human capital theory, and human demand theory.

H2: Subjective factors affect the psychological well-being of university students under state bursaries.

Subjective factors result from a person's ability to actively reflect on the objective world. Subjective factors affect the PWB of USSB. Positive and healthy subjective factors promote the development of PWB in USSB, while damaging and unhealthy subjective factors hinder its development.

According to the human demand theory, USSB also needs personal learning, interpersonal communication, and respect. People's needs will be met from the lowest to the highest, and when the lowest level of needs is realized, human beings will pursue higher needs and gradually progress. Therefore, the satisfaction of individual subjective needs of USSB affects their PWB.

H3: Objective factors affect the psychological well-being of university students under state bursaries.

Objective factors do not depend on subjectivity but exist independently. Here, objective factors refer to the living environment of USSB. Objective factors influence the PWB of USSB, including a positive social and harmonious environment, a positive campus cultural environment, and a loving family environment. A disharmonious social environment, an active and healthy school education, and a tense family environment are adverse environments that hinder the PWB of USSB.

According to the human capital theory, USSB must continually improve its abilities in this increasingly competitive world environment. When an individual's capacity reaches a certain level, these costs can be "given back to society" and repaid. Only in this way can we achieve personal value, gain the recognition of others in the process of growth, and find the value of our existence. Therefore, the PWB of USSB is influenced by objective factors.

1.4 Research Objectives

Many researchers studying university student funding tend to focus solely on material support, overlooking the importance of psychological aid. USSB grew up in poor families for a long time, the lack of economy, severe lack of confidence, easy psychological distortion, complaining about life as not easy, the long term, lack of everyday interpersonal communication with their peers, if careless, will set up the wrong cognition and affect its healthy development. Thus, this study aims to achieve the following goals.

1.4.1 To determine the current psychological issues faced by university students receiving state bursaries.

Based on the current policies and characteristics of student financial aid in Chinese institutions of higher learning and the current situation of low-income students, investigations and semi-structured interviews revealed the psychological issues faced by university students receiving grants. After sorting out China's funding policies, diversified funding methods have been formed. Can these diverse funding policies meet students' needs from low-income families? According to survey research and semi-structured interviews, combined with survey data analysis, the problems faced by poor university students include self-acceptance, positive relationships with others, autonomy, mastery of the environment, and a sense of purpose and meaning in life.

1.4.2 To analyze the causes of psychological problems of university students under state bursaries.

According to the data analysis of the survey research and semi-structured interviews, the causes of the psychological problems experienced by students from low-income families are thoroughly examined. The psychological problems of university students who primarily receive grants and the thorough analysis of the underlying causes of these issues can lay the groundwork for formulating effective measures in the next step.

1.4.3 To address the psychological challenges faced by university students receiving state bursaries.

Due to the psychological issues university students face, various countermeasures are being proposed to address them. Funding policy is not only aimed at solving the economic problems of university students; more importantly, in the funding process, we should also pay attention to education, utilizing the function of funding education. In each link of the funding education work, providing direct financial aid is intended to address the material problem. With the development of the times, to achieve the all-round development of students, it is essential to promote the establishment of a correct world outlook, a balanced outlook on life, and sound values. To promote the comprehensive development of morality, intelligence, physique, beauty, and labor, establish a correct outlook on life and values, and provide new ideas for further advancing educational funding.

1.5 Scope of the Research Study

1.5.1 Study Scope

Guangxi in south China is located on the southeast edge of the second ladder of the Yunnan plateau, away from the economic and cultural center, accepting the influence of advanced culture and advanced productivity, east of Guangdong, south of the Beibu Gulf, Yunnan, northeast Hunan, northwest Guizhou, southwest of Vietnam. In addition to the Han nationality, 11 ethnic minorities live in Guangxi. Economic development is relatively slow, and the USSB is relatively more. Guangxi is a province in the People's Republic of China. Due to the lack of market awareness, lack of awareness of scientific and technological innovation, serious brain drain, and other reasons. L University is in Guangxi. L University is closely related to this project's research purpose and practical needs regarding its history, faculty, student size, and financial aid. Therefore, L University is a firm representative of the PWB case study of students at Chinese University.

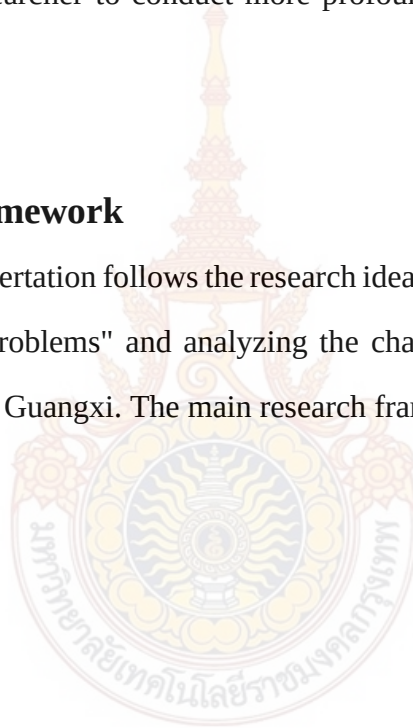
Therefore, the scope of the research selected a sample survey of university students in Guangxi L schools, and semi-structured interviews were conducted with the staff, counselors, and poor students. The study population is approximately 5127 people. The research sample of the questionnaire is 360 USSB. The research sample of the semi-structured interview was 10, including 2 financial aid staff, 2 counselors, and 6 USSB. The study period is from semester 1 to semester 6 to ensure that the survey data came from first-hand information in Guangxi, which is convincing. Through the sample survey and study of university students, we can master the fundamental status of university students in Guangxi and lay a foundation for the following research priorities.

1.5.2 Study Limitations

Although this research, through the investigation and in-depth interviews, won the basic situation of university students, PWB factor status, and the comprehensive state of psychological literacy materials, the grants of university students' thoughts are in a state of fluctuation, even each university is in different conditions, there are still certain limitations, and many areas to study and research. In addition, the current limited research ability, knowledge level, and other restrictions cannot allow the researcher to conduct more profound research and practice on this topic.

1.6 Research Framework

This dissertation follows the research idea of "raising questions - analyzing problems - solving problems" and analyzing the challenges and countermeasures of university students in Guangxi. The main research framework is as follows:



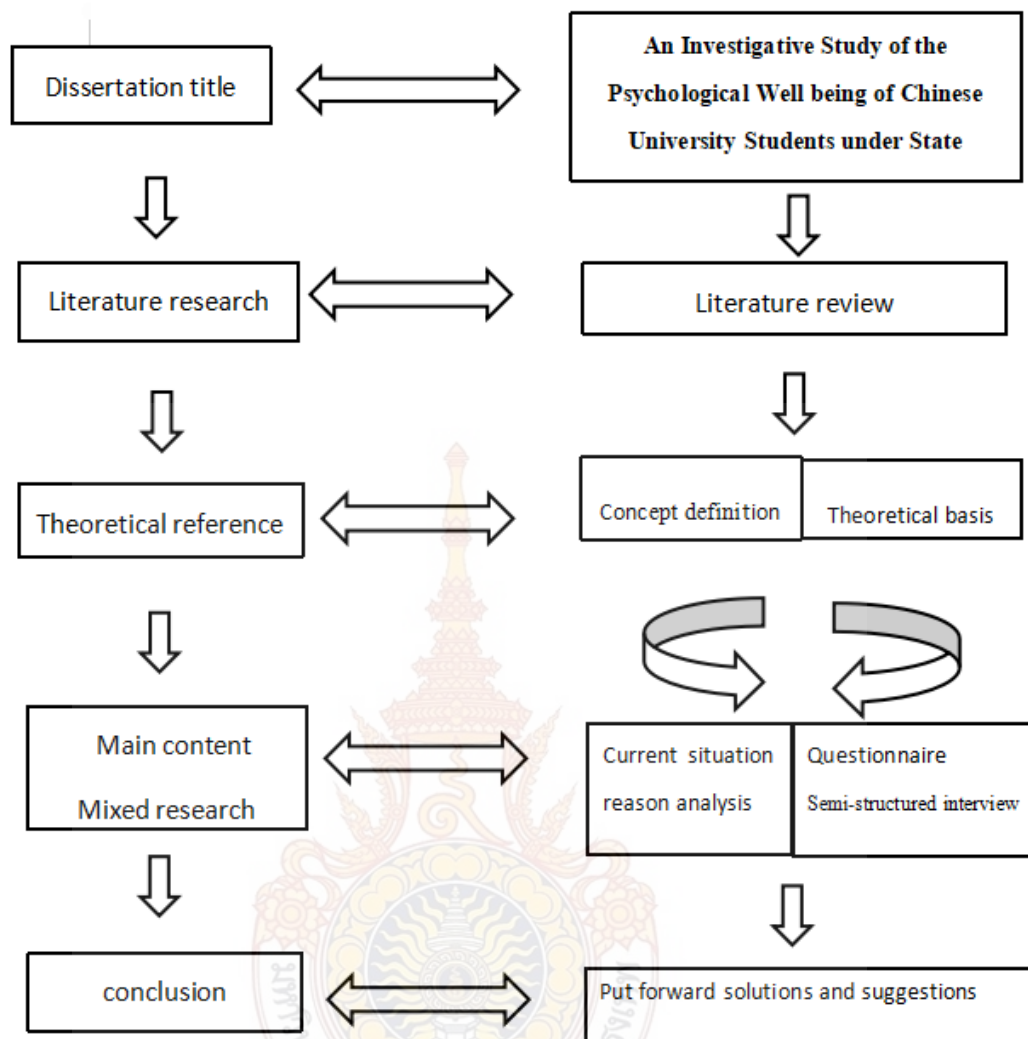


Figure1.2 Research Process Diagram

The independent variable of this dissertation is the USSB, and the dependent variable is a six-factor model. They are self-acceptance, positive relationships with others, autonomy, mastery of the environment, feelings of the purpose and meaning of life, personal growth, and development. There is a causal relationship between the independent variable and the dependent variable. The independent variable is USSB, and the dependent variable is a six-factor model. The dependent variable is the variable that changes because the independent variable changes.

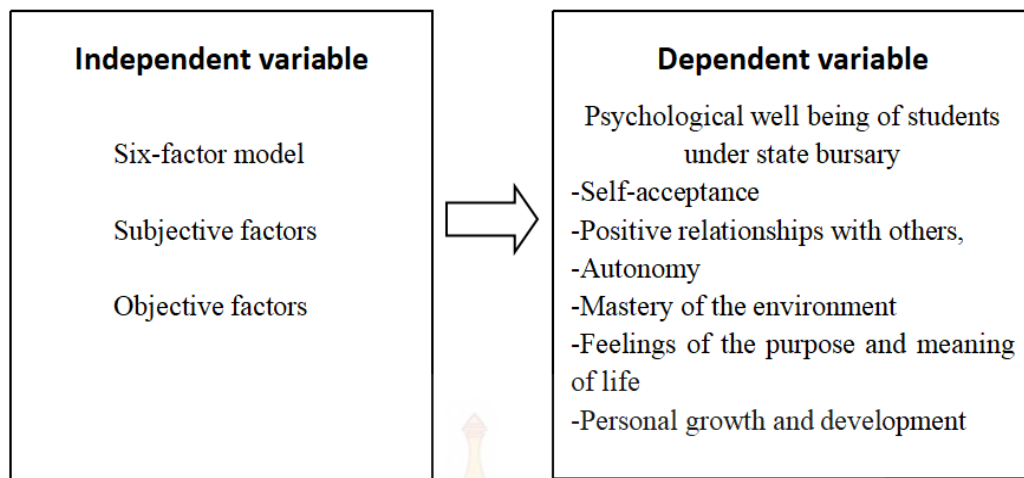


Figure1.3 Research Framework

1.7 Definition of Key Terms

The emergence of any new concept does not come out of nowhere, and most new concepts are produced based on related concepts in the original field. Therefore, it is imperative to clarify the key terms, which makes the research object and content more transparent. It is the premise of the summary and sublimation of the core ideas, as well as the premise of the overall view of the affairs from a high point of view. The correct understanding of the critical terms "PWB," "Chinese university," and "USSB" is conducive to the specific and accurate expression of the main idea of the dissertation, appropriately reflecting the current psychological problems of university students receiving the grants, the causes of these problems, and then a more in-depth and rational study on how to solve the psychological problems of university students receiving the grants.

1.7.1 Psychological Well-being

The object of PWB education research is people's PWB. People have always had different views on the definition of PWB. PWB cannot stay in the past; the body has no disease, and the person's mental state is expected in all aspects. PWB is to

establish PWB awareness, understand simple psychological adjustment methods, guide their PWB growth in solving the financial troubles of USSB, and finally enable USSB to recognize and accept themselves and actively learn knowledge correctly. Establish positive interpersonal communication with others, have the ability of self-determination, adapt to the environment well, make goals suitable for themselves, work hard to achieve goals, and constantly improve themselves to achieve personal healthy growth.

1.7.2 Chinese University

Institutions of higher learning are mainly divided into ordinary institutions of higher learning, vocational institutions of higher learning, and adult institutions of higher learning. Students in university are between 18 and 22 years old, an essential stage of human socialization or psychosocial development. At this age, university students experience the role transformation from teenagers to adults. At this time, PWB is the psychological basis for their smooth transition, and it is also the premise for them further to develop morally, intellectually, physically, and laborfully. Everyone has the right to education, and students with financial assistance from families also have the same right to education. The traditional idea of focusing on material assistance is not conducive to the long-term development of students with financial assistance. Only by fundamentally addressing the psychological issues of students receiving financial assistance from their families can we effectively address their challenges from the inside out and enhance their physical and psychological well-being. Finally, we must realize the all-round development of morality, intelligence, physical beauty, and labor.

1.7.3 Students Under State Bursary

The China National Center for Student Assistance Administration, formerly known as the National Student Loan Administration Center, was established in September 1999 under the Ministry of Education with the approval of the Office of the Central Commission for Public Sector Reform to implement the national student loan

policy. At the same time, as the daily office of the inter-ministerial coordination group of national student loans, its primary responsibilities and tasks are to participate in the research and formulation of national student financial aid policies and measures, to be responsible for promoting the implementation of financial assistance policies for students in higher education, secondary vocational education, regular senior high school education, compulsory education, and pre-school education, to guide, supervise and inspect local, and school student aid work; and assist relevant departments of the Ministry of Education to carry out publicity work on national funding policies. The corresponding university government has a student financial aid management center, which is mainly responsible for developing and implementing all things concerning student financial aid, and the specific implementation staff is a team of university counselors.

1.8 Benefits of the Study

University students are the most dynamic group, the future successors of national construction, and the core of the country's future development. There is a sentence: "The country is prosperous when young people are prosperous, and the country is strong when young people are strong."

Therefore, only with the PWB of contemporary university students can moral, intellectual, physical, American, and labor develop in an all-round way. The country can have a future, and the nation has hope. Such a vulnerable group in USSB has grown up in an economically distressed environment for a long time. This environment can lead to the formation of severe psychological problems. If USSB does not address their psychological issues promptly, it could hinder their overall development. Therefore, PWB is of enormous significance to USSB. For individual students, it is conducive to establishing a correct world outlook and outlook on life and

values. The school's role is to fulfill the crucial responsibility of nurturing exceptional talent for the nation while creating value for social progress, which is society's responsibility.



CHAPTER II

LITERATURE REVIEW

This chapter has two main aspects. On the one hand, the relevant theories of the bursary are defined, with the theory of educational equity, human capital theory, and human demand theory as the theoretical basis. On the other hand, collect, organize, induction, and identify relevant research, clarify the research status, and find out the research gap based on affirming the basis of previous research to grasp better the correlation between different levels, different types, and different stages of research, and put forward the solution of this dissertation to highlight the advantages of this dissertation.

2.1 Related Theories

From the policy changes from past students' status of traditional funding to current students' status of modern funding, it can be learned that China's financial aid policy not only attaches importance to material aid for university students but also pays more and more attention to the comprehensive development of contemporary university student in morality, intelligence, physical education, beauty, and labor. The theories are mainly based on educational equity, human capital theory, human demand theory, and the six-factor model.

2.1.1 Theory of Educational Equity

A Chinese educator, Confucius put forward the concept of teaching without discrimination. He believed that whatever class could receive an education as long as individuals wanted to. Everyone can receive education equally and without discrimination. American ethicist Rawls also put forward the three principles of

equality and freedom, equality of opportunity, and differential treatment, which are preferred in order.

The famous Swedish educator Husen. T (1972) put forward in *Social Influences on Educational Attainment*, "Educational equity mainly refers to the equality of educational opportunities, including the starting point equality of efficiency priority, the process equality of fairness priority, and the outcome equality of personality development."

When higher education enters the popularization stage, people try to reduce the inequality of disadvantaged social groups and classes through various compensation measures, which positively promote the cultural level of the whole society and the economic income of individuals. This is important to promoting the country's and society's fairness and development.

Shi (2015) clarified the definition of educational equity and tried to eliminate the influence of citizens' equal right to education due to other adverse factors, such as innate endowment or external economic and social barriers so that different students in different regions can enjoy the same educational resources.

Whether education is fair to a large extent reflects the overall situation of educational equity in a country because it is based on whether everyone receives education equally, and no one can be deprived of the right to educational equity. At the same time, educational equity emphasizes that the distribution of educational resources should be fair and just and appropriately tailored to the vulnerable groups in the social situation.

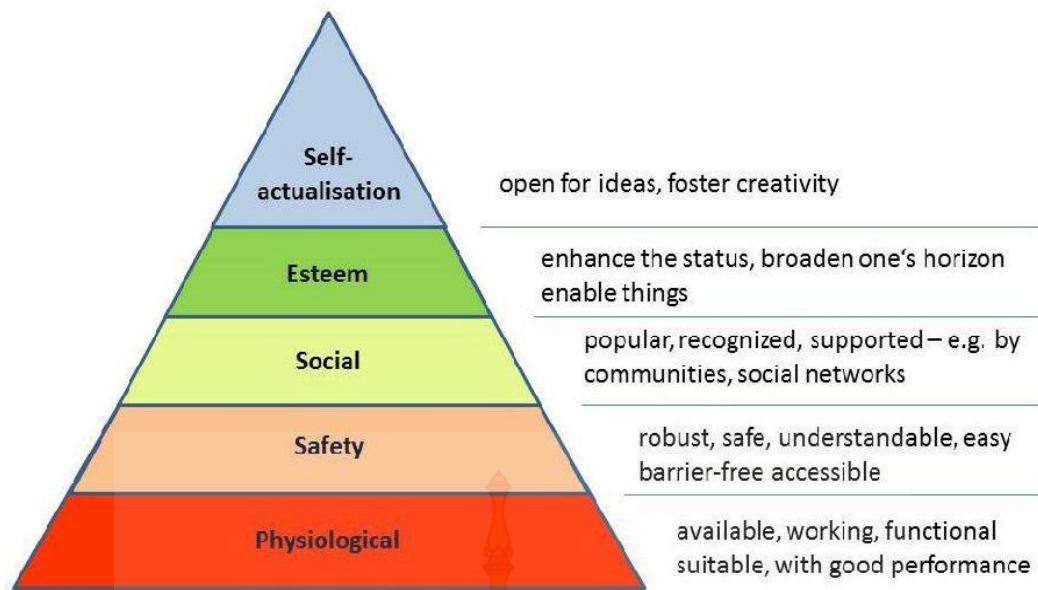
Milner IV, (2013) pointed out that we (those of us in education who care about it) should work to eradicate poverty for all students, not just students of color.

Educational equity theory provides theoretical support for the bursary. Guangxi is located in China's western region and has a relatively weak economic income. Educational equity should regulate the difference in regional educational

levels with the value orientation of social equity. At the same time, university students are among the disadvantaged groups in the collective group of university students. Every member of a university student's poor family in Guangxi has a fair opportunity to receive an education. The development of education by the university, providing necessary assistance or compensation to the vulnerable, can effectively promote educational equity and give every family in Guangxi an equal opportunity to receive an education and be a financially free university student. It is also one of the valued goals of universities to support education. At the same time, this theory can check how poor students view the allocation of funds, whether they think the distribution of funding is fair and just, whether it can affect the motivation of poor students, and whether they are satisfied with the current funding policy. In addition to material assistance, university students who receive financial aid should also get fair educational resources if they have psychological problems. All platforms should provide PWB education to encourage university students to complete their studies successfully.

2.1.2 Human Demand Theory

Maslow (1943) proposed the hierarchy of needs theory. He believed that human needs have significantly varied since ancient times, but there are some everyday basic needs. Unsatisfied people will produce a sense of lack, physical or mental illness, and after being satisfied, people will feel comfortable, healthy, and happy. He divided people's needs into five categories: physiology, safety, social, esteem, and self-actualization needs. Maslow believes that people's needs will be met from low to high, and when the low level of needs is realized, humans will pursue higher needs and gradually rise. The needs of all levels are restricted, and they are connected.



Source: Goble Frank, 2002

Figure 2.1 Figure of Human Demand Theory

Goble, (2001) defined a physiological need as maintaining a regular and average body blood state. People need food, drink, shelter, sex, sleep, and oxygen. This is the lowest of all the needs, the most significant demand force, and the most significant potential. This demand depends more on a material basis, called material value demand.

Safety needs, that is, the need to ensure individuals' physical safety and PWB to be protected from anxiety. Maslow, (2007) points out that humans have complete control over the organism and can be almost the sole organizer of behavior, mobilizing the total capacity of the organism to serve it. Material factors primarily drive this demand, hence the term "material value demand."

The need for society, that is, the individual, is to establish a good interpersonal relationship with others and integrate into a collective sense of belonging. Maslow (2001) said, "The need for love involves giving and accepting love. We must understand love and be able to teach, create, and predict love. Otherwise, the whole

world is caught up in hostility and suspicion." This demand cannot be met solely by material means but more spiritual needs, so it is called spiritual value demand.

Esteem needs are the respect of others and the desire to respect others. Maslow (2001) stressed that "the most stable, and therefore the healthiest, self-esteem is based on the respect others have for him, not on external fame, honor, or flattery. "This demand cannot be met solely by material means, but more spiritual needs, called spiritual value demand.

Self-actualization needs to pursue their potential and constantly improve their ability. A desire to become more and more like a man and to realize his full potential. This is the highest level of all the needs. This demand cannot be met solely by relying on material means but by having more spiritual needs, which is called spiritual value demand.

Shi (2002) pointed out that the theory of human needs pointed out the way for scientific financial aid work, and fully understanding the needs of USSB is the premise of carrying out financial aid work and PWB. It is necessary to meet their basic physiological and safety needs and their needs of belonging, love, and respect to realize self-value. The value of funding education is to meet the individual's direct survival needs and make the individual's life more meaningful and noble.

Therefore, we should care about the material help of USSB, meet their most basic physiological needs, guide the healthy psychological development of USSB, and meet their safety needs until the realization of self-value.

2.1.3 Theory of Human Capital

Goode (1959), the British classical economist Smith, put forward "human capital" in *The Wealth of Nations*. He believes that capital includes the functional ability acquired by the residents, which is acquired through education, schools, and apprenticeship processes, and is the already realized capital fixed to individuals. The valuable ability of individuals can not only create conditions for their development but

also create value for social progress. So, when the individual capacity reaches a certain level, these costs can be "repaid" and "repaid".

American economist Schultz (1960), in the titled "Human Capital Investment-the Role of Education and Research," put forward in the speech the relatively complete theory of human capital, formed by education investment of human capital can improve labor productivity, increase national income, and systematically expounds the cost of human capital investment and education investment efficiency accounting, thus fully establishing the human capital investment theory.

The main content of human capital theory is as follows: in human capital investment, education investment is an important part, and the rate of return is higher than other investments. First, education investment can improve labor efficiency, promote national economic growth, and make social distribution fairer. Second, education investment can positively impact individual future income, health, and life; again, education investment can improve labor productivity, management level, and market competitiveness of enterprises.

The theory of human capital provides a robust theoretical basis for China to increase the financial aid to university students in grants. Human capital is an essential capital of the state, and its investment is conducive to the country's and citizens' personal development. Financial aid can affect university students' decisions to pursue higher education and improve their personal ability and quality through higher education. After graduation, USSB can improve the society's labor productivity and capital return through their ability and even drive the whole family to become rich, thus creating value for the progress of the society.

2.1.4 Six-factor Model

Van et al. (2008). Frequently, the good life is directly connected to well-being and a happy life. The six-factors model of PWB was proposed by Ryff (1989), who suggested that the six factors of PWB include self-acceptance, positive

relationships with others, autonomy, mastery of the environment, feelings of the purpose and meaning of life, and personal growth and development. Meeting the above six factors will promote the individual's PWB and give people satisfaction and happiness so that the body and mind can balance. First, self-acceptance refers to taking a positive attitude towards oneself, recognizing one's best and the best qualities to be improved, and being satisfied with one's current situation. Second, personal growth is the perception of constantly changing and tapping one's full potential (getting better over time), using new ways to see, develop, and fully develop your talents. Third, autonomy refers to the independence of thought and behavior, staying away from social pressure, and measuring oneself by its standards. Fourth, control is the ability to deal with complex problems in life, seize opportunities when opportunities come, and create conditions that meet one's needs and match one's values. Fifth, satisfying a relationship means treating each other with warmth, empathy, trust, mutual care, and reciprocity. Understanding life's purpose, goals, and beliefs gives one a sense of value and direction.

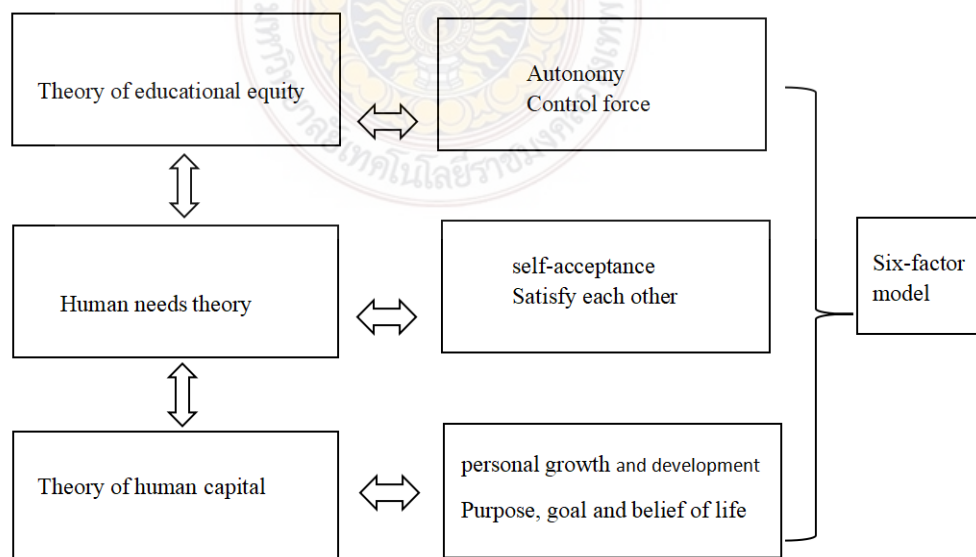


Figure 2.2 Theories Research Relationship Diagram

The three theories, educational equity theory, human capital theory, and human demand theory, provide the theoretical basis for this study. These three theories are also consistent with Carroll's six-factor model of PWB. The theory of educational equity supports that everyone has the same autonomy of educational equity and a fair grasp of the environment. The human capital theory supports a positive feeling of the purpose and significance of future life, simultaneously to the future personal growth and development of a positive impact. Human demand theory supports the idea that university students can gain self-acceptance and establish positive interpersonal relationships with others through psychological guidance. Thus, it can be seen that Carroll's six-factor model of PWB has a logical view of the theory of educational equity, human capital, and human needs.

2.2 Research Status

Funding education in university is the need for social development; its essence is in the process of the implementation of funding policy, making the aid subject closely linked to focus on students, servicing students, guiding the students' development, attention, and understanding of the reality of the aid of university students. Through the implementation of funding policy, their economic difficulties are solved in the process, grasping their ideological dynamics, respecting their developmental needs, correctly guiding their inner needs, and promoting the healthy development of their mental and physical state. Therefore, subsidizing education refers to realizing the purpose of "educating people" in supporting the subsidizing work, that is, to educate people as guidance, to realize PWB education in material assistance, and to guide students to grow up healthily. It is mainly studied from three aspects: related research of university students, PWB research of university students, and research review.

2.2.1 Related Studies of the University Students under State Bursary

Through the review of relevant studies, it is found that the research of university students focuses on the research of funding theory, funding mechanism, and funding mode. Thus, we are paying too much attention to the material aspects of university students and only a few studies on the PWB of USSB.

2.2.1.1 Theoretical Research on the Financial Aid of University Students under State Bursary

Schultz (1961) put forward the famous "human capital theory," which systematically expounds on the relationship between education investment and social productivity. Increase education investment, form human capital, improve social productivity, and increase social benefits. Thinking, "population quality and knowledge investment to a large extent determine the prospects of humans."

In his book, *Cost Sharing of Higher Education*, Johns (1986) took Britain, Germany, France, Switzerland, and the United States as the research objects to explore the implementation of students' financial assistance and discussed the critical significance of loans to university students, emphasizing that university students can use their later income in the form of loans to receive higher education opportunities in advance. European and American countries generally accept this theory. Student loans are an essential way for university students to get financial support.

Adams (1963) proposed the theory of fairness. According to the theory, only fair remuneration can satisfy employees and motivate them. If the salary is too high or too low, it can make the worker psychologically nervous. Also, when incentives are not given, it can affect the work's efficiency.

Thus, foreign theoretical research for USSB mainly has a human capital theory, cost-sharing theory, and fair theory as the theoretical basis of USSB, focusing on solving their material problems. It discusses how to guarantee the material funding of poor university students and the efficient return to countries. In the study process,

the material investment, or meeting employment psychological balance, to a certain extent, is for improving the Chinese USSB funding system and provides some reference.

2.2.1.2 Research on the Financial Aid Mechanism of University Students under State Bursary

British expert Hailwoo (2008) pointed out, "Higher education is funded by the government, which is not conducive to the equity of educational opportunities and cannot achieve educational equity. The government needs to invest in higher education to a considerable extent to improve the opportunities and resources of students in developed areas and the children of the upper class in education. At the same time, the form of university financial aid must be changed from free to paid financial aid. The detailed strategy is to use student loans to replace free grants so that social education resources can be fair and rationally used in universities."

Wang (2011) pointed out that the financial assistance mechanism for university students from low-income families in the United States is one of the mechanisms that successfully realize the popularization of higher education in the United States. After over half a century of improvement and development, a relatively complete financial assistance mechanism for university students has been formed. Implementing and developing its funding mechanism is not only the success of American higher education, but its successful paradigm has an essential impact on countries worldwide. American university students fund many projects. In a broad sense, students' financial aid can be divided into two types: direct and indirect. As its name suggests, direct financial aid refers to the financial aid directly awarded to students, such as scholarships and grants. Direct financial aid generally manifests as cash that can be directly cashed in. Indirect funding mainly refers to the expenditures or subsidies for holding higher education, such as tuition concessions in public schools

in the United States and students' living expenses, accommodation, and medical subsidies.

Japan has a sound student loan system that mainly adopts the principle of "who benefits who bears". Japan's university student aid system comprises work-study, Yuying association loan, and National Life Finance public bank. Japan is very focused on education, but university tuition fees are also high, and the financial burden on students and their families is cumbersome. Japan's Yuyingkai scholarship system consists of government scholarships, local scholarships for local students, scholarships set up by enterprises and non-governmental organizations, and scholarships set up by universities. However, unlike in other countries, scholarships in Japan are not gratuitously free aid, and students who have received scholarships must repay them when they earn income after graduation.

Zhao (2019), after a long-term follow-up survey of Thai students, Professor Jaideman of Israel submitted the report "Evaluation and Suggestions on the Efficiency and Fairness of Student Loans, Student Loans in Thailand", which analyzed the work objectives, organizational structure, fairness principle, management system, and guarantee mechanism of student loans, providing theoretical support and practical guidance for student loan policies.

As seen from the above, there are many studies on the financial aid mechanism of USSB in foreign countries. In the finance of higher education, the share of student aid is gradually increasing, from free aid to paid aid and various grants or scholarships to student loans. On the one hand, it provides reference suggestions for promoting educational equity mechanisms. On the other hand, it did not realize the psychological problems of USSB.

2.2.1.3 Research on the Financial Aid Model of University Students under State Bursary

The International Encyclopedia of Education summarized for the first time comprehensively and systematically ten ways of providing financial assistance to university students. They include direct funding to the school by way of paying tuition fees, unconditional bursaries for all students, scholarships and bursaries based on academic performances, grant allowances to students in need according to their financial situations, providing students with low-interest or interest-free student loans supported by public funds, subsidized student loans guaranteed by the government and offered to banks or private institutions at below-market rates, provide work-study opportunities, provide accommodation and lower than market rates for transportation, tax benefits for students, especially graduate students (bonus exemption), provide tax breaks and other benefits to parents of students.

The UK implemented the "school first, pay later" and "differential charge" funding model to help financially disadvantaged students complete their studies, Denmark adopted the "issue education vouchers, low-interest loans" model, and France and Ireland provide scholarships and subsidies based on family income. Australia and New Zealand implemented a combination of free university education and grants that can be "income". These funding models can be used by university students, thus enabling them to apply for suitable funding programs according to the actual situation of their families. In addition, the Netherlands, Singapore, and other countries are actively exploring suitable funding and education models according to the actual situation of their own countries. Ariane (2020) observed that more and more students are getting funding to complete their studies mainly through two types of student loans by studying the latest policy changes in financing higher education in England. Those who can study usually without borrowing money have consistently demonstrated their strengths. By analyzing data containing loan types, including some student

backgrounds and their attitudes towards debt, analyzing loan acceptance by the loan type, it estimates the strength of associations with each student's family income, household wealth indicators, parental education, gender, race, and debt, which may vary depending on the type of debt.

It can be seen from the above that the model of foreign university students has its advantages and is relatively mature, which also provides a reference for the further improvement of the system of university students in China.

2.2.1.4 Research on the Psychology of University Students under State Bursary

According to the existing data that can be found, although psychology research is very much, there are few studies on the PWB problems of poor university students. However, there is the same view that psychological problems of university students cause poverty. Most researchers believe that poverty has a profound influence on teenagers, especially young university students, and teenagers with economic difficulties are the leading group of individuals developing psychological disorders and psychological problems, hence leading to criminal behavior. Lewis (1966) put forward the earliest academic education theory of poverty alleviation, "poverty culture theory." he deliberates that poor culture is a natural environment and social environment compromise process. Mutual compromise is eventually internalized into a culture and habit, and its core characteristics wander into mainstream values more than a resigned life attitude. The long-term influence of negative values will lead to a regional economic downturn.

The reason for the little research on the PWB of poor university students is that most developed countries have established a relatively perfect assistance system for poor university students. Foreign countries, especially the United States, pay more attention to students' PWB education. They have set up relevant PWB counseling institutions from primary school to university. Students with psychological and other

related problems will take the initiative to consult institutions and release psychological pressure, and the PWB education system is relatively perfect.

Xue (2001), we can find some positive measures taken by the United States to solve the PWB problems of poor university students. First, the use of tax relief to help poor students' families reduce the economic burden, which also assists poor students in reducing psychological stress. Second, universities have set up psychological counseling centers to promote students' emotional and intellectual development. The three standard support methods are understanding education methods, individual psychological counseling and treatment, and group therapy. Western countries do not pay attention to the PWB research of the USSB.

2.2.2 Research on the Psychological Well-being of University Students under State Bursary

About the study on poor students in universities, especially in the study of university students' PWB education in the present situation, from CNKI and Wan Fang data input keywords "PWB education of poor students in universities" search, set time for 2013-2023, from China we found out 107 academic journals, dissertation 4, mainly from university students psychological problems research, existing university grants the causes of psychological problems, on solving the psychological problems of university students from three aspects.

2.2.2.1 Research on the Psychological Problems of University Students

Zhang and Zheng (2016) pointed out that resilience refers to the individual's ability to resist adversity, difficulties, and pressure, which plays a positive role in the PWB of poor students in university. At present, some poor students in university lack correct self-cognition, stable emotions, and a positive attitude toward life under tremendous economic pressure. It is one of the ways to explore PWB education to strengthen the cultivation of poor students.

Yi (2018) used the SCL-90 (symptom self-evaluation scale) to study nearly ten universities in Guangxi. The results showed that interpersonal sensitivity, hostility, obsessive-compulsive disorder, and paranoia in poor students were significantly higher than what was obtained in non-poor students. According to the study, the distribution of compulsive symptoms, anxiety, interpersonal sensitivity, depression, and other symptoms among university students is significantly higher than that of non-poor students, and the higher the poverty, the greater the chance of psychological problems. From more to less, it is reflected in the compulsive factor, depression factor, anxiety factor, and paranoia factor. The survey also showed that as many as 71.5% of poor university students are pressured by family financial difficulties and tuition fees, 47.8%, and 38.6% feel low self-esteem. The proportion of poor students in universities with psychological problems is more than 20% higher than that of other ordinary students, indicating that the PWB status of poor students is worse than that of non-poor students, and the poverty difference has a positive relationship with PWB.

Feng (2019) points out that poor students' common psychological problems include cognitive, emotional, and behavioral problems. From the social, family, school, and personal factors, four aspects are put forward: the establishment of the PWB education coordination mechanism, the establishment of the PWB education precision mechanism, the establishment of the dynamic mechanism of PWB education, and exploring the "invisible" PWB education form to solve the problem.

Pang (2019) identified that students' low knowledge reserves and weak learning ability could easily lead to inferiority, timidity, poor learning within the power, easy distraction, poor expression ability, poor coordination organization ability, poor self-evaluation, less effective educational activities or often in a passive state, even bow to play in mobile phone, especially if family economic difficulties of the poor students are enormous. Many of these poor students are shy and afraid of being rejected, believe

they are incompetent, and do not interview for work-study jobs because they are addicted to the Internet.

Chen et al. (2020) proposed that in the past 40 years of reform and opening, from the initial inclusive policies and measures to the current targeted poverty alleviation program to ensure the overall poverty alleviation by 2020, China has blazed a path of poverty alleviation and development with Chinese characteristics. This dissertation starts with the common problems in psychological education in universities, such as superficial cognition, the education mode is single, the education content lags, the level of PWB education needs to be improved, the management of teachers is not standardized, and research on the combination of theory and practice in universities need to be increased. From these four aspects, the PWB education of poor students is studied, and the correct PWB education countermeasures are put forward to solve the psychological problems of university students and promote their PWB growth.

2.2.2.2 Research on the Reasons for the Psychological Problems of University Students under State Bursary

Deng (2011) used the Statistical Package for Social Sciences (SPSS)17.0 statistical analysis software, mainly for a university in Guangxi in 2010. Data analysis shows that poor students have PWB differences. The total score and the average score of the factors are significantly higher than those of the poor students, and the symptom distribution has apparent characteristics. Bad psychological conditions mainly come from economic, employment, and study pressures.

Zan (2021) opined that poor students are an essential part of university students in China. Most of them grew up in regions or families with poor economic conditions and relied on the dividends of the reform of the education system. Usually, this group of students can be more aware of the importance of studying and studying very hard; the inner pressure is relatively more significant. At present, there are a few

main problems with psychological counseling for poor students in universities. First, teachers pay insufficient attention to psychological counseling. Second, some universities have set up psychological counseling rooms and developed a complete appointment process so that professional psychological counselors can help students solve the confusion in their hearts; the counseling method is single. However, in the actual implementation process, most students will view the psychological counseling room as biased. Third, in some qualified universities, besides professional psychological counselors, the school's psychology professional undergraduates or graduate students have been allowed to have consultation sessions for students. As a result, the effect of counseling is not apparent.

According to the survey by Hu (2014), the factors affecting the PWB of poor university students are complex and diverse, which can be summarized as social environment factors, the impact of the family environment, the impact of the school environment, and the problems of poor university students themselves. The influence of the social environment is mainly the difference in the living environment before and after schooling, the erosion of evil customs such as "money worship", the severe employment pressure, the behavior of the sponsors, or improper media publicity causing psychological harm to the poor students. Also, the family environment is inconducive for cultivating the self-improvement consciousness of the poor students. The excellent degree of school spirit and study styles affects students' outlook on life, world outlook, values, and psychology. Due to individual personality defects, lack of scientific and social cognition, poor social ability, and other aspects, university students themselves have a comprehensive and complex impact on the PWB factors of poor university students, which has particular reference significance for the writing of this dissertation.

2.2.2.3 Research on Solving the Psychological Problems of University Students under State Bursary

Zhao (2009) pointed out that the characteristics of diversity in minority areas present more psychological problems to poor university students. Through a sub-health psychological investigation, a dissertation using homemade mental state, measuring the Nanning, Guilin, Hechi, and Guangxi Zhuang autonomous regions, based on the four universities chosen, a total of 2064 university students were investigated. According to the central performance of the psychological sub-health of poor students under test, it was proposed that when poor students cannot have sufficient material data due to special reasons, we must grasp the psychological characteristics of the poor students and take the initiative to give more humanistic care, guide them to change their ideas and implement more positive education. Also, strengthen the "three views" education in various beneficial activities, create effective work-study channels, provide psychological consultation and guidance to poor students, and correct their ideological and psychological deviations to help poor university students substantially.

Lu (2019) points out that positive psychology attention from the subject of positive psychological factors excavates the internal potential by changing the internal cause, thereby fundamentally preventing and solving the problem of PWB. It places more emphasis on enhancing the inner positive force and paying attention to preventing psychological problems. Hence, preventing and solving the problem of poor students' PWB in our university is significant. The PWB education strategies for poor students based on positive psychology mainly include three aspects: The first is to expand the research fields and contents and propose new research topics. Secondly, to support the research on coping strategies and prevention strategies. Third, the discourse system must be modified to create a favorable social environment.

Jiang et al. (2021) pointed out that although the current funding policy has exerted a specific positive effect, there are still deficiencies, such as single funding

channels, unreasonable distribution of funding types, and a single funding focus. Because of the above deficiencies, plans to adhere to the education orientation, pay more attention to humanistic care, and build a funding system integrating economic aid, spiritual incentive, humanistic care, and ability improvement in order to finally form a virtuous cycle of "solving difficulties-education-talent-feedback".

In 2023, Lin proposed in her dissertation "PWB Education for Poor University Students Under the Background of Big Data" that big data will gradually be integrated into all fields of people's lives and work with the advent of the internet era. Under the background of big data, the psychology of poor students in universities should be carried out from four aspects: comprehensive coverage of PWB education objects, scientific statistics of PWB education data, professional improvement of PWB education level, and diversified expansion of PWB education channels.

After the above-related literature collection, access, sorting, and research, the researchers of the student bursary research results, yet the USSB's PWB problem research is still insufficient. Also, USSB PWB research is a relatively complex scientific system engineering that involves broad knowledge and dynamics that are close to the actual situation. Also, because of this, further in-depth study is needed.

2.2.3 Study Review

This part mainly finds out the research gap through the research review and then finds the solution to clarify the research direction of this article by understanding the shortcomings of previous research and then integrating the solution into this dissertation.

2.2.3.1 Review

University bursaries with much scholarly research continuously improve and develop the theoretical research and practice of university research because of various countries, their social background, religious beliefs, economic foundations, and national policies. Hence, diverse levels for better university bursaries played a favorable

role in university funding from different perspectives, promoting functions from various degrees to perfect the construction of the funding system.

Scholars' research views on university funding policies. Through national funding policies development context, exploring the current funding system architecture, trying to explore the continuous improvement of university funding path, and at the same time, considering the needs of family economic grants as well as better development, proposes "solution-education-success-feedback" advice, for this dissertation by grants towards students' bursary in the process of PWB research, thus providing some access to the development of high-level reference.

Scholars' research views on the university funding models. Researchers study the funding models from different perspectives of double-factor theory, human capital theory, collaborative funding, and big data, combined with the actual situation, and constantly propose measures to broaden the functions of the funding department, strengthening the construction of the funding team, innovate the funding methods, and increasing the publicity of non-material funding.

Scholars' research views on the university funding mechanism. The university funding form differs because various countries are in regular and orderly development due to the political, market, social, and cultural mechanisms. For example, the United States is divided into direct and indirect funding. Japan's loan system and funding projects include loans, living subsidies, special aid subsidies, and other funding projects. Therefore, the effects of the funding from universities in different countries are different. These studies are based on the country's actual situation, and they strive to find out the problems and how to solve them and give full play to the maximum effect of the bursary.

To sum up, although researchers adopt different research methods and perspectives, they both play a vital and positive role in improving and developing efficient bursaries. The research results have important theoretical and practical

significance, forming a virtuous research circle of "from theory to practice, and then from practice to theory". Through these studies, we have laid a sure foundation for the study of this dissertation.

2.2.3.2 Research Gap

By combining the researchers' research on bursaries, it was found that many researchers pay more attention to material aid for university students and put forward corresponding strategies to solve their material needs through multi-angle research. In the process of this research, it is neglected that university students need PWB education more.

Few researchers paid attention to the importance of PWB education for university students, but it is not comprehensive, in-depth, and systematic. Regardless, Feng (2019) pointed out that the psychological problems of poor students in university are cognitive, emotional, and behavioral. Still, Lin (2023) proposed to carry out the work from four aspects: comprehensive coverage of PWB education objects, scientific statistics of PWB education data, professional improvement of PWB education level, and diversified expansion of PWB education channels. Deng (2011) used SPSS17.0 statistical analysis software mainly to investigate the psychological survey of 2010 higher vocational freshmen in Guangxi, according to the data on the PWB characteristics of poor students, and put forward six countermeasures. The researchers paid attention to the importance of PWB, analyzed the problems, and gave corresponding countermeasures worthy of affirmation.

The following three points summarize the shortcomings of the PWB research of university students.

- First, the research data lacks timeliness:

The psychological problems of USSB are in a state of dynamic change, and the psychological problems change at different times. Therefore, the psychological problems of USSB will be constantly updated with new psychological problems as they

develop. Therefore, more research on their PWB needs to be done very often to improve the timeliness of research data.

- Second, the research results lack reliability and credibility.

Throughout the research on the PWB of university students, it is necessary to combine the situation to discover the existing psychological problems accurately. Some researchers have no supporting data, and some are limited to the survey data, which is insufficient and cannot closely reflect the actual situation. Therefore, its research's reliability and credibility still have much room for improvement.

- Third, the field of research lacks both breadth and depth.

PWB education in universities is a relatively complex and systematic project which involves many factors. It should not be limited to the USSB research but also to the primary staff of the bursary, including the staff of the funding departments and counselors. Thus, the research on supporting education for universities has more breadth and depth.

The PWB research of USSB is not comprehensive, in-depth, and systematic enough, and the research space still needs to be explored and improved.

University students are a particular group at a specific age stage, which requires care from all because the PWB of university students is one of the critical conditions necessary to display their intellectual level in future work and an essential requirement for the comprehensive development of every university student. USSB lived in poor families for a long time, in the process of growth due to the lack of economy, its long-term confusion and confusion, there are a lot of grants students severe lack of confidence, easy to cause psychological distortion, also easy to complain that life is not easy, long term, lack of everyday interpersonal communication with their peers, if careless will set up the wrong cognition, and affect its healthy development.

2.2.3.3 Solution Method

From the current research situation, most studies discussed how to solve the financial difficulties of university students from the perspective of educational equity and provide economic and financial aid not to affect their purpose of fair education. Research is less from the perspective of the demand theory. Hence, with demand theory as a starting point, it is crucial to study how to guide, meet, and solve the needs of university students without limitation to material funding or ignoring grants for university students PWB, especially the USSB in long-term economic poverty state of bad psychological problems. Thus, the USSB PWB education should be further researched to realize university students' comprehensive development. However, the grants for university students' PWB research are limited; as a result, this dissertation focuses on the core issues of PWB of university students. In the research process, we pay more attention to the material aid and the PWB of USSB. So, in funding the education work of each link, pay attention to their psychological problems to find the corresponding solutions and guide them to study hard toward achieving good health and success. Returns to society, service to country, setting up the correct outlook on life and values, summarizes the previous research experience, and avoids research loopholes.

- First, the research data has timeliness.

The dissertation is based on students at L University in Guangxi. The data survey time is the whole year of 2023, and the research data has distinct timeliness.

- Second, the research results are reliable and credible.

This dissertation takes L University in Guangxi as the investigation object, carries out a questionnaire survey and semi-structured interview combined with the actual situation, and uses SPSS statistical analysis data to seek data support. In this way, we can better find the problems of material support and PWB and lay the foundation for the research behind the dissertation.

- Third, the research field has breadth and depth.

This dissertation adopts the depth interview research method, the Guangxi L University school staff, counselors, and USSB for depth interview object expanding the breadth and depth of funding research in the university to promote the comprehensive development of university students better, further make up for the deficiency of university funding education, for the comprehensive study of PWB research, make it more systematic do a strength.

2.2.3.4 Research and Enlightenment

According to the requirements of China funding series documents, based on researchers' research, adhere to Guangxi L USSB as the research object, under the background of Chinese university funding education to conduct a comprehensive, scientific, standardized study, the guarantee under the premise of USSB material funding, find out its psychological problems, further profile new problems, and put forward a series of measures and specific strategies.

The advantages of this dissertation mainly include the following aspects.

- First, research method innovation.

This dissertation adopts mixed research methods, literature research, questionnaire survey, semi-structured interview, and SPSS to ensure the data's timeliness, credibility, breadth, and depth. Through multi-channel, hierarchical, integrated, and theoretical research, constructive and effective opinions or suggestions are put forward to explore a new way to improve PWB's research.

- Second, research perspective innovation.

Many researchers research content from funding policy, funding mode, and funding mechanism involving PWB education in the process of bursary; this dissertation to grant university students as the survey object from the perspective of PWB bursary in China, from university school staff, counselors, USSB to interview object, innovative research perspective.

- Third, the academic thought is outstanding.

This dissertation focuses on the material funding in the bursary and pays more attention to PWB education. This process follows the research idea of "raising problems - analyzing problems - solving problems". It puts forward the analysis and research on the challenges and countermeasures facing the funding education of university students in Guangxi.

This chapter is mainly based on the perspectives of educational equity theory, human capital theory, human demand theory, and the six-factor model. Each theory has pointed out the direction for the bursary and PWB education in Chinese universities. Throughout the current funding research situation, it has been observed that studying the PWB of university students at a university in Guangxi is of great significance. In Guangxi USSB's PWB research, the school staff, counselors, and USSB depth interview study found out the cause of Guangxi's grants to students' psychological depth. University PWB education provides distinct advantages and offers new perspectives, ideas, and methods. Further research for university funding education countermeasures is essential for the theoretical basis, and more research can correctly guide students to pay more attention to their PWB problems, laying the foundation for the specific research method for the next step.

CHAPTER III

RESEARCH METHODOLOGY

This chapter mainly includes the research design, population, and sample aspects. The research design adopts a questionnaire design, semi-structured interview design, literature research, questionnaires, and semi-structured interviews. Research population, samples, and sampling methods mainly define the research population and samples. In addition, data collection, research instrument, content validity and reliability, and data analysis.

3.1 Research Design

This study used a mixed method design. Suppose quantitative research is to determine university students' current PWB and funding. In that case, qualitative research is to help the research topic find out why these problems exist. By combining the two, we can better find the corresponding measures to solve the psychological distress of university students affected by the grant and better promote their comprehensive and healthy development of morality, intelligence, physical education, beauty, and labor.

3.1.1 Questionnaire Design

This questionnaire is a revised version of the Ryff PWB scale. Usinore scale of 1 is divided into six levels: very opposed, entirely opposed, somewhat opposed, somewhat agree, entirely agree, and very agree. An anonymous survey, consisting of 20 single-choice questions, was adopted. The questions are simple and easy to answer, the number of questions is reasonable and moderate, and the reliability and validity of the questionnaires are guaranteed to the maximum. Self-designed questionnaires were used, the questionnaire about the PWB of USSB was issued via an online questionnaire, and stars and receipts were recovered. According to SPSS analysis, the KMO value is 0.739, which is more significant than 0.6, and the data can be effectively extracted. The reliability of the questionnaire is 0.757.

3.1.1.1 Adheres to Three Principles

The first is the logic of nature. USSB PWB questionnaires are composed of three parts: the student's basic situation, six factors, a baseline, and comprehensive literacy. These questions are set to collect the data needed, address problems between logic, avoid unreasonable research limitations, and overcome repeated problems, which are limitations of the investigation.

The second is the sequential nature. The questionnaire is easy to complicated, first conducting the fundamental investigation of personal situation, then going to the core of the six factors, and then to the soul of comprehensive quality, gradually reducing the burden of students to complete the questionnaire.

Finally, there is the principle of acceptability. The first part of the questionnaire explains the anonymous question and answer, the purpose of the survey, and the meaning of the survey, clearly informing students of the purpose and purpose of the survey and eliminating any doubt of students' privacy leakage.

3.1.1.2 Three Primary Purposes

The first purpose is to obtain the basic information about USSB, including gender, grade, and household registration.

The second purpose is to investigate the psychological problems in financial education, especially the PWB of university students, mainly including self-acceptance, positive relationships with others, autonomy, mastery of the environment, and the sense of the purpose and meaning of life.

The third purpose is to test their comprehensive social responsibility and gratitude quality.

A questionnaire for three parts of the problem set, one by one, corresponds to the above three purposes in understanding the basic situation of university students, mastering their fundamental psychological problems in terms of six factors through the data analysis, to accurately identify problems in PWB and comprehensive literacy, and lastly to develop corresponding measures to provide specific data support.

In order to ensure the privacy of the participants, the survey participants were informed at the beginning of the questionnaire that it is based on the principle of voluntary, anonymous, and confidential interest. The survey results are only for the reference of the dissertation writing and will not adversely affect the longevity of the

investigator or the school. In the questionnaire, the interviewee was also informed that it is only used for academic research, and their information and the school information were hidden to ensure that the researchers could genuinely express their inner thoughts.

3.1.2 Interview Design

From the perspective of social science research, before the investigation and research, the key elements and critical links in the research should be put into the research plan, and on-site drills should be conducted in advance to consider the feasibility of the research interview plan, to ensure the feasibility and correctness of the research direction. During the investigation, the appropriate research framework ensures the research plan. This interview was designed with three types of interview questions for the three levels of school staff, counselors, and USSB, and the purpose was to gather information about different aspects of something.

The semi-structured interview is designed according to tutors' opinions, experts in related fields, and colleagues. The interviewer interviews the interviewee face-to-face and one-on-one, and the interview time is 0.5 to 1 hour for in-depth communication to ensure the reliability of the interview. The interviews are conducted following the questions. People with different identities hold different views on the PWB of USSB. Therefore, interviews were conducted from the financial aid workers, counselors, and USSB angles to avoid the one-sidedness of the interviewees' views and ensure the effectiveness of the interview content.

3.1.2.1 School Staff Interview Design

The school staff interview consists of four questions about the current work education. The purpose of the design questions is to find out what kind of psychological help the school staff gives to the USSB, what kind of psychological problems the school staff thinks the USSB generally has, what the reasons are, and how to solve these problems from the school's perspective.

The specific questions include the following aspects:

1. What PWB education have you conducted on the USSB under state bursary to subsidize education?
2. What PWB problems do you find in USSB in funding education?
3. In subsidizing education, what are the reasons for the psychological problems of USSB?

4. In subsidizing education, how do you solve the psychological problems of USSB?

3.1.2.2 Counselor Interview Design

The purpose of the design questions is to find out how counselors identify the PWB problems of USSB, what kind of psychological problems USSB generally have, what the reasons are, and how to solve these problems from the perspective of counselors.

Four questions are designed around the current situation of counselor funding and education. The specific problems include the following aspects:

1. How do you determine whether USSB has psychological problems in funding education?
2. In the process of funding and education, what problems do you find in the USSB?
3. In subsidizing education, what do you find to be the reasons for the psychological problems of USSB?
4. In funding education, how do you solve USSB's PWB problems?

3.1.2.3 Interview Design of University Students under State Bursary

The questions aim to discover the students' perception of their PWB, what they think causes their mental problems, and how they expect to solve them.

The specific problems include the following aspects:

- 1 Are the economic support and psychological guidance from society and the school enough?
- 2 What psychological problems have you encountered in your daily life and study?
- 3 What is the most profound cause of your psychological distress?
- 4 When you encounter psychological distress, who do you want to help you solve the problem?

The purpose of the interview is to further understand the current PWB work status in the process of university funding education through in-depth interviews, to obtain an understanding of bursary problems and a deep understanding of bursary

exploratory research, to discuss the subject of concern, to summarize the vital information looked-for. Through the perennial work in students' affairs agency and funding center teachers, working in line with the bursary and psychological counselors, alongside the research objective with USSB interviews, all this help to understand the financial aid system for university students in funding education work, targeted in macro university aid education work in the process of PWB results and problems. Exploring how to adapt to the poor talent funding education mode in the new period has essential reference significance in promoting and granting the comprehensive healthy development of university students, thus playing a positive role.

Semi-structured interviews were conducted using either structured or semi-structured interview methods. 2 school staff, 2 counselors, and 6 university students from the Financial Aid Management Center of the Student Affairs Office were systematically interviewed. Only by having a deep understanding of the work of financial support can we have a correct grasp of the current situation of school financial support and then clarify the root causes and constraints of the problems in school funding, thus setting goals and improving the quality of education.

Considering the adverse impact on schools, researchers may hide their inner thoughts, which limits the research of this dissertation and may affect the data. Failing to express the true inner thoughts affects the deep cause analysis and may make the final research measures not comprehensive.

3.1.3 Study Methods

The main research methods were mixed research. Specifically, it is divided into five steps: study and analyze the research object and then find the solution.

The first step is to design questionnaires and semi-structured interviews. The questionnaire is mainly designed in three parts: basic information about USSB, the six-factor model, and comprehensive literacy. Semi-structured interviews are mainly designed for financial aid staff, counselors, and USSB.

The second step was to issue and collect questionnaires and conduct in-depth face-to-face interviews with three groups of interviewees. According to the sample size that used Krejcie & Morgan's Table, the questionnaire samples were determined and randomly distributed to USSB through the "Questionnaire Star" network. The questionnaire results were recovered through "Questionnaire Star," and

invalid questionnaires were deleted—in-depth face-to-face interviews with 2 financial aid staff, 2 counselors, and 6 USSB.

The third step is to analyze the questionnaire data and find out the psychological problems of the current USSB. The software analyzed the basic information, six-factor model, and comprehensive literacy of USSB in the questionnaire, focusing on analyzing their six-factor model. Assessing the students' performance in self-acceptance, personal growth and development, autonomy, controlling force, satisfying each other, purpose, goal, and belief of life, and six aspects of psychological problems.

The fourth step is to analyze the semi-structured interview data and find out the reasons for the psychological problems of the current USSB. According to the semi-structured interview data, this dissertation analyzes the causes of USSB's psychological problems, including personal, family, and social reasons.

The fifth step is to develop solutions based on the causes of USSB's psychological problems. According to the causes, corresponding measures are formulated, and the research direction and suggestions for future researchers are put forward.

3.2 Research Population and Samples

According to the funnel principle, this study takes the funding field as the research scope, focusing on Guangxi L School. L University has a good research model. The main research object of this dissertation is the USSB at L University. The questionnaire determines the research sample by random sampling, and the semi-structured interview is a purposeful interview conducted by selecting a certain number of research objects. There are 5127 USSB in L school. According to the sample size that used Krejcie & Morgan's Table, the number of USSB was determined to be 360.

3.2.1 Population

The population of this dissertation is the USSB studying at L High School in Guangxi. The element of this dissertation is every USSB in L University in Guangxi, and the study population is approximately 5127 people.

3.2.2 Samples

Feng (2015) pointed out that samples are sets of elements extracted from the whole in a certain way. The samples of this article are selected from L school in Guangxi, and through sampling, investigation, and semi-structured interviews were conducted. According to the sample size using Krejcie & Morgan's Table, the research sample of the questionnaire is 360 USSB. The research sample of the semi-structured interview was 10, including 2 financial aid staff, 2 counselors, and 6 USSB.

3.2.2.1 Questionnaire Samples

The objects of the questionnaires are USSB in L university. 360 USSB were randomly selected from L University for the questionnaire survey, and these 360 USSB constitute a sample of the whole. 120 USSB in freshman year, 120 USSB in sophomore year, and 120 USSB in junior year were randomly selected to form the desired sample size of 360 USSB in the questionnaire.

3.2.2.2 Interview Samples

The semi-structured interview samples were also selected from 10 sample sources, including school staff, counselors, and USSB from L School in Guangxi. In terms of semi-structured interview sampling, see Table 3.1. Stratified random sampling was carried out on three different groups, including school financial aid staff, counselors, USSB, 2 school staff, 2 counselors, and 6 USSB were selected.

Table 3.1 Sample of Semi-structured Interviews with L School Staff, Counselors, and University Students under State Bursary

Population Variable	Investigation Method	Sample Size
Bursary student	Semi-structured interview	2
School Staff	Semi-structure	2
Counselor	Semi-structured interview	6
Total		10

3.2.3 Sampling Methods

The sampling methods used in this dissertation are mainly questionnaire sampling and semi-structured interview sampling. Questionnaire sampling methods were adopted using the simple random sample and semi-structured interview sampling methods, thus adopting the stratified random sampling method.

3.2.3.1 Questionnaire Sampling Methods

According to the sample size using Krejcie and Morgan's Table, the questionnaire adopts a simple random sampling method, and 360 USSB from different genders, majors, and grades of L school were selected. The selection criteria of 360 students were those who applied to the school for poverty due to their families' financial difficulties and finally received financial aid after strict evaluation procedures. Through the online questionnaire, each sampled individual is selected with the same opportunity to ensure the equality of opportunity and fairness of sampling.

Table 3.2 Krejcie and Morgan's Sample Scale

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Table 3.3 Simple Random Sampling Table of the Questionnaire of University Students under State Bursary in L School

Population Variables	Group	Number of Questionnaires
Grade	First grade	120
	Second grade	120
	Junior class	120
Total		360

3.2.3.2 Semi-structured Interview Sampling Methods

Semi-structured interviews used the stratified random sample method. The stratified random sample method has its advantages; it can avoid simple random sampling, focusing too much on people with specific work characteristics and thus making up for the shortcomings of other groups that are different and related. It can view the PWB problems of USSB from multiple perspectives. The comprehensive concept of USSB should be integrated with that of USSB to avoid the one-sided and superficial psychological problems of USSB.

Table 3.4 L School's Five Universities Stratified Random Sampling Method

University	Population number	Sampling
University 1	1000	2
University 2	1040	2
University 3	1060	2
University 4	1009	2
University 5	1018	2
Total	5127	10

3.3 Data Collection

Data collection in this dissertation is mainly collected through questionnaires and semi-structured interviews.

3.3.1 Data Collection of Questionnaires

Questionnaire data was collected using Questionnaire Star, a questionnaire software. The subjects of this survey were USSB at L university. The questionnaire star was filled out anonymously online. Three hundred sixty questionnaires were sent out, and 360 questionnaires were collected, among which 360 were valid, accounting for 100% of the efficiency. The questionnaire in junior year was 120 points, and these questionnaires are valid.

Table 3. 5 Summary Table of Questionnaire Data Collection

Group	Number	Male	Female
First grade	120	105	15
Second grade	120	89	31
Junior class	120	96	24
Total	360	290	70

3.3.2 Data Collection for Semi-structured Interview

The data collection of semi-structured interviews was conducted through face-to-face semi-structured interviews, and three different groups, which include school financial aid staff, counselors, and USSB, were interviewed. These groups were selected for semi-structured interviews at L University in Liuzhou, Guangxi. According to the interview outline, the interviewers understand their views on the psychological problems of USSB assistance, why they have psychological problems, and how they deliberate to solve the psychological problems of USSB assistance. Before the interview, the interviewees were informed of the purpose of the research and volunteered to participate in the semi-structured interview, which lasted an average of 30 minutes. Among them, the participants for the semi-structured interview were 2

school staff, 2 counselors, and 6 USSB. The interview structure is flexible, primarily centering on the interview outline. All interviews were conducted in Chinese, and the data was recorded in Chinese.

Table 3.6 Summary Table of Semi-Structured Interview Data Collection

Name	Gender	Occupation	Age	Educational Level	Work / Study Time in School	Work / Study Status at School
L1	male	School Staff	38	Bachelor degree	10	full-time
L2	female	School Staff	40	Bachelor degree	11	full-time
L3	male	Counselor	31	Postgraduate degree	6	full-time
L4	female	Counselor	29	Postgraduate degree	4	full-time
L5	male	Student	19	university degree	1	full-time
L6	female	Student	19	university degree	1	full-time
L7	female	Student	20	university degree	2	full-time
L8	male	Student	20	university degree	2	full-time
L9	male	Student	21	university degree	3	full-time
L10	female	Student	21	university degree	3	full-time

3.4 Research Instrument

The research instrument of this dissertation mainly includes online questionnaires and face-to-face interviews.

The questionnaire is one of the research tools in this dissertation, primarily using the questionnaire star on the internet. Firstly, Questionnaire Star is a professional online questionnaire survey platform providing users with robust, user-friendly questionnaires. Secondly, compared with traditional survey methods and other survey websites or systems, Questionnaire Star has apparent advantages, such as being fast, easy to use, and a low-cost platform. It is also highly efficient. Finally, the questionnaire star functions through web pages and mail recycling channels.

A semi-structured interview is also one of the research tools applied in this dissertation, which is mainly conducted face-to-face, and the most important is the interviewing skills of the interviewer. The depth and breadth of the required information can be obtained, which cannot be measured by other measurement tools. The interviewer collects the required data through semi-structured interviews. According to this dissertation's research questions and purposes, prepared questions were used as interview guidelines. The semi-structured interview outline of this dissertation was divided into the interview outline of school staff, the counselor interview outline, and the students interview outline. The interview outline guides school staff, counselors, and university students receiving financial assistance from families to express their in-depth answers to research questions. Some interview questions can be changed according to the interviewee's answers, or more in-depth questions can be asked. Digging deeper can even lead to new ideas for solutions.

3.5 Content Validity and Reliability

Arlene (2016) opined that credible surveys bring consistent information, and effective investigations bring accurate information. Appendix E shows that according to the SPSS analysis, the KMO value is 0.739, more significant than 0.6; hence, the data can be effectively extracted. Meanwhile, from Appendix D, the reliability of the questionnaire is 0.757. Face-to-face interviews were conducted among the school staff, counselors, and USSB. The interviewers focused on the

questions set in the early stage, then recorded and evaluated the interviewees' responses according to the questions instead of assessing all the questions to ensure relatively high validity of the interview results.

To obtain a credible and valid survey, the researcher must ensure that the definition and model applied to choose a question is given theory or experience. No survey type should have higher reliability and validity at the beginning than the others. One must choose the most accurate survey method for one's specific purpose. The questionnaire is a way to systematically record the survey content in the form of questions. Thus, the content of the questionnaire is mainly divided into three parts. The first part is the basic information of the questionnaire survey sample, including gender, grade, household registration type, and other fundamental questions. The second part is based on the six-factor model used to design the content through the questionnaire sample in self-acceptance, positive relationship with others, autonomy, mastery of the environment, the purpose and meaning of life, filling the six aspects of the setting of questions. The third part is mainly about the content of comprehensive literacy through the questionnaire survey samples in social responsibility, gratitude awareness, and other questions. Therefore, the questionnaire design content is valid and reliable.

Compared with other interviews, deep interviews can exchange information more freely, while in other interview methods, there is sometimes invisible social pressure, and the interviewees unconsciously request public consensus. However, deep interviews can avoid this disadvantage and profoundly understand the interviewees' thoughts. Contents of the effectiveness of the research, which include the sampling object, i.e., school staff, specific implementation, and the funding education counselor, as well as family economic USSB, are all cited in the first line alongside the funding object experience. Therefore, the interview content is effective and reliable.

3.6 Data Analysis

This dissertation utilized the SPSS statistical analysis software to analyze and process the collected data. Its most prominent feature is that it is a powerful and convenient operation tool. It is a data statistical and analysis software that can read

multi-format data files and process the data with objectivity and accuracy. Through the SPSS data analysis, we can find the difficulties poor students in a university in Guangxi, especially in PWB, encountered, laying a foundation for the following countermeasure research.

3.6.1 Descriptive Statistics

Descriptive statistics are the basic unit describing the survey respondents and the answers. Descriptive statistics provides a simple summary of samples and responses to some or all questions. Together with simple graphical analysis, it forms the basis of quantitative analysis of various survey data. It mainly includes data frequency analysis, central trend analysis, dispersion degree analysis, distribution, and some basic statistical graphs, principally applied to statistics mean or average, standard deviation, and percentage. The data processing in this dissertation was presented through the combination of text, data, and graphics.

First, from the survey at Guangxi L school USSB, we learned basic information about the student's family's economic difficulties. We had insight into their self-acceptance, positive relationship with others, autonomy, mastery of their environment, feeling of life purpose, and meaning of six aspects. We also understood their social sense of responsibility, gratitude consciousness, integrity consciousness, character, ability quality, and satisfaction with funding education work. Next, through interviews with teachers, counselors, and students from poor families in the student financial aid center, it was helpful to deeply understand the current situation of financial education work in Guangxi and, at the same time, clarify the direction for improvement on work in the future. Finally, the questionnaires and semi-structured interviews can be targeted to find out the problems existing in the family economy of poor students, especially in PWB problems, highlighting the current Guangxi family economic USSB psychological problems, to promote further the economic poverty of Guangxi university students, intelligence, and build all-round development are of great significance.

3.6.2 Inferential Statistics

Inferential statistics is mainly applied to solve the problem of estimation and hypo-dissertation testing of overall parameters through statistical analysis of sample data. In this dissertation, variance is primarily used for factor analysis of

variance (ANOVA), simultaneously selecting first-year USSB, second-year USSB, and third-year USSB from the overall population to observe factors and analyze, thus generating differences, Chi-square.

This chapter mainly explains the study design, study population, samples, sampling methods, data collection, content validity and reliability, data analysis, researcher ethical considerations, and potential ethical challenges, which provide specific implementation methods for the study design of the dissertation. According to the analysis of SPSS software, it can be seen from Appendix E that the reliability coefficient of the questionnaire is 0.756, which is greater than 0.7, indicating that the reliability quality of the research data is good. The KMO value is 0.739, which is more significant than 0.6, indicating high results in the questionnaire validity analysis.

Semi-structured interviews were adopted to ensure their reliability. For specific interview questions, see Appendix F. Notably, according to Appendix G, under the same conditions, the interview results of six USSB on the same topic are consistent, and the semi-structured interviews of school staff, counselors, and USSB with different identities on the same topic were consistent, indicating high reliability of the interview. The interviewer posed questions to the interviewee so that the interviewee's views and attitudes could be reflected in the interview. The interview results were similar to those of other researchers. The interviewer has been a counselor for 8 years and has a highly professional background.

CHAPTER IV

ANALYSIS RESULTS

4.1 Descriptive Statistics

Due to the discrimination of USSB, they not only bear the pressure of life but also the pressure of learning. Most poor students are relatively healthy, but many have a cumbersome psychological burden. Different degrees of psychological problems may even develop into mental disorders and mental diseases. According to Hua et al. (2016), compared with ordinary students, poor students are more likely to suffer psychological problems due to the dual pressure of the economy and psychology. Through questionnaires and semi-structured interviews, this chapter mainly analyzes the PWB status of USSB from the six-factor model of self-acceptance, personal growth, autonomy, control, satisfying each other, life purpose, goal, and belief proposed by Carol.

Validity research analyzes whether the research items are reasonable and meaningful. The validity analysis uses factor analysis, a data analysis method, to conduct a comprehensive analysis through KMO value, joint degree, variance explanation rate value, factor load coefficient value, and other indicators to verify the validity level of the data. KMO value is used to judge the suitability of information extraction, typical degree value is used to exclude unreasonable research items, variance interpretation rate value is used to explain the level of information extraction, and factor load coefficient is used to measure the corresponding relationship between factors (dimensions) and items. As can be seen from Appendix F, the standard degree value corresponding to all research items is higher than 0.4, indicating that the information on research items can be effectively extracted. In addition, the variance interpretation rates of the 5 factors were 23.872%, 13.719%, 9.423%, 7.733%, and 6.596%, respectively, and the cumulative variance interpretation rates after rotation were 61.343% > 50%. This means that the information of the research can be effectively extracted. Finally, combined with the factor load coefficient, the relationship between the factor (dimension) and the study item is confirmed, consistent

with the expectation, indicating validity. When the absolute value of the factor load factor is more significant than 0.4, it indicates that the option corresponds to the factor.

4.1.1 Lack of Self-acceptance Attitude

Self-acceptance is about having a positive attitude toward oneself, acknowledging one's best qualities and those that need improvement, and being happy with where one is. According to Table 4.1, in the self-acceptance survey item data analysis, *whenever I look back at my past, I am happy with those experiences and results*; 105 USSB chose a little against, which is about 29.09%. *I envy the life many people lead*. There is little agreement among 152 USSB, accounting for 42.22%.

Table 4.1 Self-Acceptance Survey Item Data Analysis

Attitude	Item	Frequency	Percentage
Reflecting on my past, I am happy with those experiences and results.	Very much against	35	9.7
	Quite against	35	9.7
	A little against	105	29.09
	A little agree	98	27.15
	Quite agree	56	15.51
	Very much agree	31	8.61
I envy the life many people lead.	Very much against	49	13.61
	Quite against	34	9.44
	A little against	45	12.5
	A little agree	152	42.22
	Quite agree	52	14.44
	Very much agree	28	7.78
Total		360	100

4.1.2 Slow Personal Growth

Personal growth is constantly changing, tapping into one's full potential, adopting new ways of seeing, nurturing, improving, and making the most of one's talents to improve over time.

Most of the USSB have suffered extraordinary blows, such as the death of their parents, the disability of their parents and siblings, the layoffs of their parents, the large population in the family, and even their disabilities. A few poor students have formed a state that is not conducive to their personal growth due to a long-term negative emotional state, and they have no energy or economic ability to explore their potential. After making some effort to maintain everyday life, after entering the university, being faced with the strange campus environment, and comparing themselves with the rich in the surroundings who also have many skills, they are more likely to be sad and depressed, nervous, angry, and tired of emotional disorders. According to Table 4.2, which is the personal growth and development survey item data analysis table, regarding the questionnaire question “*I am the kind of person who likes to try new things,*” there were 139 USSB who chose a little agree, accounting for 38.6%. As for the question “*Looking back, I do not think I have made a big improvement,*” there were 97 USSB who chose a little agree, accounting for 26.94 %.

Table 4.2 Personal Growth and Development Survey Item Data Analysis

Attitude	Item	Frequency	Percentage
I am the kind of person who likes to try new things.	Very much against	25	6.94
	Quite against	18	5
	A little against	35	9.72
	A little agree	139	38.61
	Quite agree	78	21.67
	Very much agree	65	18.06

Table 4.2 Personal Growth and Development Survey Item Data Analysis (continued)

Attitude	Item	Frequency	Percentage
Looking back, I do not think I have made a significant improvement.	Very much against	58	16.11
	Quite against	66	18.33
	A little against	94	26.11
	A little agree	97	26.94
	Quite agree	23	6.39
	Very much agree	22	6.11
Total		360	100

4.1.3 Lack of Autonomy

Autonomy is about being independent in thought and behavior, away from social pressures, and measuring oneself by one's standards.

There is a big gap between USSB assistance and other students with better economic conditions regarding clothing, food, housing, and transportation. They have a good habit of saving expenses when they are very young. In addition to ensuring the most basic living expenses, other optional expenses will not be included in the average living expenses. When facing many students from privileged families and learning about others' colorful life experiences, learning how to make their thoughts and behaviors independent and finding suitable standards to measure themselves in their life path is a test for the self-support of USSB. According to Table 4.3., which is the autonomy survey item data analysis, the theme question "*I often change my decision when my friends or family objects*", there is little agreement among 119 USSB, accounting for 33.06%. For the question, "Sometimes, I will change my behavior or way of thinking to cater to the people around me," there was little agreement among 135 USSB, which is about 37.5%.

Table 4.3 Autonomy Survey Item Data Analysis

Attitude	Item	Frequency	Percentage
I often change my decision when my friends or family object.	Very much against	46	12.78
	Quite against	50	13.89
	A little against	94	26.11
	A little agree	119	33.06
	Quite agree	34	9.44
	Very much agree	17	4.72
Sometimes, I change my behavior or thinking to cater to the people around me.	Very much against	39	10.83
	Quite against	43	11.94
	A little against	81	22.5
	A little agree	135	37.5
	Quite agree	47	13.06
	Very much agree	15	4.17
Total		360	100

4.1.4 Weak Control

Control refers to their ability to adapt to the new environment. It is reflected in the actual learning, life, interpersonal relations, and other aspects of their ability to solve difficulties, whether USSB according to their own goals to control themselves and the surrounding environment in a harmonious state or even conducive to their competitive environment. According to Table 4.4, i.e., control force survey item data analysis, for the theme “I am often overwhelmed by my responsibilities,” there were 109 USSB who chose a little agree, accounting for 30.28%. While “My efforts in socializing and building relationships were quite successful.” 144 USSB chose a little agree, accounting for 40 %.

Table 4.4 Control Force Survey Item Data Analysis

Attitude	Item	Frequency	Percentage
I am often overwhelmed by my responsibilities.	Very much against	60	16.67
	Quite against	53	14.72
	A little against	84	23.33
	A little agree	109	30.28
	Quite agree	35	9.72
	Very much agree	19	5.28
	Very much against	20	5.56
My efforts in socializing and building relationships were quite successful.	Quite against	22	6.11
	A little against	66	18.33
	A little agree	144	40
	Quite agree	69	19.17
	Very much agree	39	10.83
Total		360	100

4.1.5 Poor Interpersonal Relationship

Fulfilling a relationship means treating each other with warmth, empathy, and trust, as well as with mutual care and courtesy.

USSB before going to university, because of the closed environment or not being exposed to more learning content, when entering the school, USSB have a gap in personal comprehensive quality compared with other students, and the reality forces them to quickly adapt to the city life and adapt to the rhythm of university life. In the process of eagerness to improve themselves, some USSBs have not learned how to deal

with interpersonal relationships, so students with poor adaptability find it challenging to adapt, resulting in slight contact with classmates as they are unwilling and dare not show their faces in group occasions. Also, they have a small circle of friends in their studies and lives. As seen in Table 4.5, i.e., satisfy each other survey item data analysis, with the theme “I feel like most people have more friends than I do,” there is little agreement among 112 USSB, accounting for 31.11%. The theme “I often feel lonely because very few close friends can share their burden with me” has 90 USSB with the choice “a little agree,” accounting for 25%.

Table 4.5 Satisfy Each Other Survey Item Data Analysis

Attitude	Item	Frequency	Percentage
I feel like most people have more friends than I do.	Very much against	47	13.06
	Quite against	49	13.61
	A little against	75	20.83
	A little agree	112	31.11
	Quite agree	49	13.61
	Very much agree	28	7.78
I often feel lonely because very few close friends can share the burden with me.	Very much against	72	20
	Quite against	57	15.83
	A little against	85	23.61
	A little agree	90	25
	Quite agree	33	9.17
	Very much agree	23	6.39
Total		360	100

4.1.6 Life's Purpose, Goals, and Beliefs Are Not Strong

Purpose, goals, and beliefs in life give one a sense of purpose and direction. As seen in Table 4.6., which has information on purpose, goals, and belief of life survey item data analysis, and regarding the theme question “I used to set goals for myself, but now I think it was a waste of time,” there were 93 USSB who chose a little against it, accounting for 25.83%. As for the question, *I can actively complete my plan*. There is little agreement among 132 USSB, accounting for 36.67 percent.

Table 4.6 Purpose, Goals, and Belief of Life Survey Item Data Analysis

Attitude	Item	Frequency	Percentage
I used to set goals for myself, but now I think it was a waste of time.	Very much against	70	19.44
	Quite against	76	21.11
	A little against	93	25.83
	A little agree	79	21.94
	Quite agree	23	6.39
	Very much agree	19	5.28
	Very much against	24	6.67
I can actively complete my plan.	Quite against	22	6.11
	A little against	58	16.11
	A little agree	132	36.67
	Quite agree	78	21.67
	Very much agree	46	12.78
Total		360	100

In terms of Basic information and comprehensive literacy data, as seen in Table 4.7., about 58.89% of male USSB and 41.11% of female USSB participated in the questionnaire. 120 USSBs in the first, second, and third years participated in the assessment (questionnaire base). Regarding the overall sources of students, 65.56% of the USSB come from rural families, and 83.89% of the USSB agree that financial aid policies can solve the current economic problems. 83.06% of the subsidized students believe that family economic status has an impact on psychological aspects, 24.72% of the subsidized students believe that their material level and psychological state have improved the most after receiving financial assistance, 66.39% of the subsidized students hope to work in state-owned enterprises after graduation. 91.39% of USSB will actively participate in various volunteer services.

Table 4.7 Basic Information and Comprehensive Literacy Data

Basic Information	Item	Frequency	Percentage
Gender	man	212	58.89
	woman	148	41.11
Grade	freshman	120	33.33
	sophomore	120	33.33
	Junior	120	33.33
Family origin	City	58	16.11
	county seat	25	6.94
	villages and towns	41	11.39
	rural area	236	65.56
Will the current funding policy solve your financial problems?	can	302	83.89
	cannot	58	16.11
Do you think the family's economic situation has a psychological impact?	Carry weight	134	37.22
	Have a partial effect	165	45.83
	Have no effect at all.	61	16.94
Which of you will get the most improvement after receiving the funding?	Material level	89	24.72
	interpersonal interaction	20	5.56
	learning level	90	25
	working ability	27	7.5

Table 4.7 Basic Information and Comprehensive Literacy Data (continued)

Basic Information	Item	Frequency	Percentage
What job do you want to do after graduation?	Mental state	89	24.72
	social cognition	45	12.5
	Party and government organs, public institutions	82	22.78
	Private enterprises and individual enterprises	26	7.22
	Foreign capital or joint venture enterprise	13	3.61
	state-owned enterprises	239	66.39
Will you actively participate in various volunteer services?	get together	329	91.39
	will not	31	8.61
Total		360	100

The above questionnaire data analysis shows that most USSBs were born in rural areas where their families have financial difficulties. The current financial aid policy can satisfy 83.89% of the USSB. After benefiting from the state bursary, 91.39% of the USSB are willing to participate in voluntary service activities. 66.39% of USSB hope to work in state-owned enterprises after graduation and continue to contribute to social development.

According to the data analysis of the six-factor model questionnaire, research findings show that family economic difficulties will affect PWB, and the PWB problems mainly include the following aspects: lack of self-acceptance attitude, slow personal growth, lack of autonomy, weak control, poor interpersonal relationship, life's purpose, goals, and beliefs are not strong.

4.2 Inferential Statistics

Inferential statistics infers the whole from the part utilizing a sample survey to make decisions about uncertain things, such as mean, standard deviation, and correlation coefficient.

Table 4.8 Results of Gender and Factor Analysis of Variance

	Gender (mean $\pm$ SD)		F	p
	Male(n=59)	Female(n=41)		
Reflecting on my past, I am happy with those experiences and results.	3.76 $\pm$ 1.29	2.93 $\pm$ 1.60	8.304	0.005**
I am the kind of person who likes to try new things.	4.54 $\pm$ 1.06	3.83 $\pm$ 1.58	7.331	0.008**
My efforts to socialize and build relationships have been quite successful.	4.22 $\pm$ 0.93	3.61 $\pm$ 1.46	6.504	0.012*
I can take the initiative to complete the plan I made.	4.17 $\pm$ 1.16	3.37 $\pm$ 1.58	8.61	0.004**

* $p < 0.05$ ** $p < 0.01$

As seen from Table 4.8, *I feel satisfied with those experiences and results when I look back on my past.* The level of significance was 0.01 ($F=8.304$, $p=0.005$), and the specific comparison difference showed that the mean value of males (3.76) was significantly higher than that of females (2.93). *Your gender, to me, is the kind of person who likes to try new things.* The level of significance was 0.01 ($F=7.331$, $p=0.008$), and the specific comparison difference showed that the mean value of men (4.54) was significantly higher than that of women (3.83). *Your gender has succeeded in my efforts to socialize and build relationships.* 0.05 level was significant ($F=6.504$, $p=0.012$), and the specific comparison difference showed that the average value of males (4.22) was significantly higher than that of females (3.61). *Your gender allows*

me to take the initiative to complete my plan. The level of significance was 0.01 ($F=8.610$, $p=0.004$), and the specific comparison difference showed that the average value of males (4.17) was significantly higher than that of females (3.37). *Looking back on my past, I am satisfied with the experiences and the results. I am the kind of person who likes to try new things. My efforts to socialize and build relationships have been quite successful. I can take the initiative to complete the plan I made myself.* All of them showed significant differences.

Table 4.9 Grade and Ability to Perform Planned ANOVA Results

	Grade (mean $\pm$ standard deviation)			F	p
	Freshman ($n=29$)	Sophomore year ($n=2$)	Junior ($n=69$)		
I can take the initiative to complete the plan I made.	3.21 $\pm$ 1.52	3.50 $\pm$ 0.71	4.12 $\pm$ 1.28	4.706	0.011*

* $p<0.05$ ** $p<0.01$

As seen from Table 4.9, the analysis of variance (one-way Analysis of variance) is used to study whether your grade can actively complete the plan you made. The above table shows that *I can actively complete my plan for different grade samples.* All were significant ($p<0.05$), which means that different samples of your grade for me can actively complete the plan made by all have differences. Specific analysis shows that, for me, *the grade can take the initiative to complete the plan.* 0.05 level was significant ($F=4.706$, $p=0.011$), and the specific comparison difference showed that the comparison result of the average score of the groups with significant differences was "Junior year > Freshman year." In summary, we know that different grade samples can actively complete the plan I made, and all showed significant differences.

Table 4.10 Results of Variance Analysis of Self-Acceptance Attitude

	Whenever I look back at my past, I am happy with those experiences and results. (Mean value $\pm$ Standard deviation)						F	p
	Very opposed to (n=14)	Much against (n=10)	A little opposed (n=30)	A little agree with (n=22)	Very agree with (n=14)	strongly endorse (n=10)		
I envy the life many people lead.	2.71 $\pm$ 2.27	4.40 $\pm$ 0.52	4.23 $\pm$ 1.04	3.91 $\pm$ 1.23	3.36 $\pm$ 1.45	2.60 $\pm$ 1.84	4.125	0.002**

* $p < 0.05$ ** $p < 0.01$

As can be seen from Table 4.10 above, analysis of variance (full name that one-way analysis of variance) is used to study “*Whenever I look back at my past, I am happy with those experiences and results.*” For me, I envy the life many people lead. The differences in the total of 1 item can be seen from the above table, and *whenever I look back at my past, I am happy with those experiences and results.* The sample “*I envy the life many people lead.*” All were significant ($p < 0.05$), meaning different. *Reflecting on my past, I am happy with those experiences and results.* The sample “*I envy the life many people lead.*” all have differences. Specific analysis shows that *I am happy with those experiences and results when I look back at my past.* For “*I envy the life many people lead,*” the significance level was 0.01 ($F = 4.125$, $p = 0.002$). The specific comparison difference showed that the mean value score of the groups with noticeable differences was “much against > very opposed to, a little opposed > very opposed to, a little agree with > very opposed to, much against > strongly endorse, a little opposed > strongly endorse, a little agree with > strongly endorse”.

In summary, we can see that “*whenever I look back at my past, I am happy with those experiences and results;* the sample “*I envy the life many people lead*” all showed significant differences.

Table 4.11. Results of t-test Analysis of Personal Growth

Attitude	Minimum value	Maximum value	Mean value	Standard deviation	t	p
Looking back, I do not think I have made a significant improvement.	1.000	6.000	3.320	1.497	22.183	0.000**
I am the kind of person who likes to try new things.	1.000	6.000	4.250	1.336	31.807	0.000**

As can be seen from Table 4.11 above, a single-sample t-test was used. As for the evaluations on “*Looking back, I do not think I have made a big improvement*” and “*I am the kind of person who likes to try new things,*” whether the two items are obvious is not equal to the number 0.0, as can be seen from the above Table 4.11. Notably, “*Looking back, I do not think I have made a big improvement*” as well as “*I am the kind of person who likes to try new things*” were both significant ($p < 0.05$), meaning that “*Looking back, I do not think I have made a big improvement*” and “*I am the kind of person who likes to try new things*” both have a mean value which is statistically different from the number 0.0. Specific analysis can be seen for “*Looking back, I do not think I have made a big improvement,*” and “*I am the kind of person who likes to try new things.*” There are 2 items with a significantly higher mean value than 0.0.

Table 4.12 Results of Variance Analysis of Autonomy

Topic	Sometimes, I will change my behavior or way of thinking to cater to the people around me (Mean value $\pm$ Standard deviation)						F	p
	Very opposed to (n=10)	Much against t (n=14)	A little opposed (n=24)	A little agree with (n=33)	Very agree with (n=15)	strongly endorse (n=4)		
I often change my decision when my friends or family object.	1.80 $\pm$ 1.14	2.43 $\pm$ 0.76	3.17 $\pm$ 0.92	3.55 $\pm$ 1.06	4.47 $\pm$ 0.83	5.50 $\pm$ 1.00	16.191	0.000**

* $p < 0.05$ ** $p < 0.01$

As seen in Table 4.12, a one-way analysis of variance was used to study “Sometimes.” *Sometimes, I change my behavior or thinking to cater to the people around me.* *I often change my decision when my friends or family object.* The difference of 1 item can be seen from the above Table 4.12. “Sometimes,” *I will change my behavior or thinking to cater to the people around me.* Samples for “*I often change my decision when my friends or family object*” were significant ($p < 0.05$), meaning different “Sometimes.” *Sometimes, I change my behavior or thinking to cater to the people around me.* Samples: *I often change my decision when my friends or family object*; all have differences. Specific analysis shows that *sometimes, I will change my behavior or way of thinking to cater to the people around me.* For “*I often change my decision when my friends or family object*,” its significance level was 0.01 ($F = 16.191$, $p = 0.000$). The specific comparison difference showed that the mean value score of the group with a significant difference was “a little opposed > very opposed to, a little agree with > very opposed to, very agree with > very opposed to, strongly endorse > very opposed to, a little opposed > much against, a little agree with > much against, very agree with > much against, strongly endorse > much against, very agree with > a little opposed, strongly endorse > a little opposed, very agree with > a little agree with, strongly endorse > a little agree with.”

The samples “*Sometimes, I will change my behavior or way of thinking to cater to the people around me*” and “*I often change my decision when my friends or family object*” showed significant differences.

Table 4.13. Results of Cross-Analysis of Control

Topic	Opinion	I am often overwhelmed by my responsibilities (%)						Total	Chi-square χ^2 p
		Very Opposed to	Much Against	A Little Opposed	A Little Agree With	Very Agree With	Strongly Endorse		
My efforts in socializing and building relationships were quite successful.	Very opposed to	3 (25.00)	0(0.00)	0(0.00)	1(3.03)	0(0.00)	1(20.00)	5(5.00)	66.955 0.000**
	Much against	0 (0.00)	1(5.88)	1(4.55)	0(0.00)	2(18.18)	0(0.00)	4(4.00)	

Table 4.13. Results of Cross-Analysis of Control (continued)

Topic	Opinion	I am often overwhelmed by my responsibilities (%)						Total	Chi-square χ^2 p
		Very Opposed to	Much Against	A Little Opposed	A Little Agree With	Very Agree With	Strongly Endorse		
	A little opposed	2 (16.67)	0(0.00)	3(13.64)	10 (30.30)	4(36.36)	0(0.00)	19 (19.00)	
	A little agree with	1(8.33)	10 (58.82)	14(63.64)	18 (54.55)	2(18.18)	1(20.00)	46 (46.00)	
	Very agree with	1 (8.33)	5(29.41)	2(9.09)	2(6.06)	3(27.27)	0(0.00)	13 (13.00)	
	Strongly endorse	5(41.67)	1(5.88)	2(9.09)	2(6.06)	0(0.00)	3(60.00)	13 (13.00)	
Total		12	17	22	33	11	5	100	

* $p < 0.05$ ** $p < 0.01$

As can be seen from Table 4.13 above, the Chi-square test (cross analysis) is used to study “*I am often overwhelmed by my responsibilities*” and “*My efforts in socializing and building relationships were quite successful*”. A difference in the relationship of 1 item can be seen in Table 4.13 above. Different “*I am often overwhelmed by my responsibilities.*” The sample was quite successful for “*My efforts in socializing and building relationships,*” 1 item showed a significant result ($p < 0.05$), meaning a difference. *I am often overwhelmed by my responsibilities.* The sample was quite successful for “*My efforts in socializing and building relationships.*” Each item showed the opposite gender, and specific suggestions can be compared with the percentage in brackets.

I am often overwhelmed by my responsibilities. My efforts in socializing and building relationships were quite successful. The level of significance was 0.01 (chi-square=66.955, $p = 0.000 < 0.01$). According to the comparison difference for percentages, 36.36% were “Very agree with A little opposition”, significantly higher than the average 19.00%. “A little agree with” and “A little opposed” proportions of 30.30% were significantly higher than the average 19.00%. “A little opposed” and “A little agree with” were 63.64%, significantly higher than the average 46.00%. “Much against” to “A little agree with” was 58.82%, significantly higher than the average 46.00%. Much against was about 29.41%, and “Very agree with” will be significantly

higher than the average 13.00%. The “Very agree with” proportion at 27.27% is significantly higher than the average 13.00%. Strongly endorsed was about 60.00%, significantly higher than the average 13.00%. The proportion of “Very opposed” to “Strongly endorse” was 41.67%, significantly higher than the average 13.00%.

I am often overwhelmed by my responsibilities. The sample was quite successful in my efforts to socialize and build relationships. Both items showed significant differences.

Table 4.14. Results of the Variance Analysis of Interpersonal Relationships

Topic	I often feel lonely because very few close friends can share the burden with me (Mean value $\pm$ Standard deviation)						F	p
	Very opposed to (n=19)	Much against (n=10)	A little opposed (n=28)	A little agree with (n=26)	Very agree with (n=10)	strongly endorse (n=7)		
I feel like most people have more friends than I do.	1.79 $\pm$ 1.18	2.80 $\pm$ 0.92	3.46 $\pm$ 0.92	4.08 $\pm$ 1.02	5.00 $\pm$ 0.47	6.00 $\pm$ 0.00	30.357	0.000**

* $p < 0.05$ ** $p < 0.01$

From Table 4.14 above, a single-factor analysis of variance was used to study “*I often feel lonely because very few close friends can share the burden with me*” and “*For I feel like most people have more friends than I do.*” The observed difference is 1 item, as seen in the table above. “*I often feel lonely because very few close friends can share the burden with me*” and “*I feel like most people have more friends than I do*” were both significant ($p < 0.05$), meaning different. Hence, both items have differences. Specific analysis shows that the assessments for “*I often feel lonely because very few close friends can share the burden with me*” and “*I feel like most people have more friends than I do*” had 0.01 level of significance ($F = 30.357$, $p = 0.000$) and the specific comparison difference showed that the mean value score of the groups with noticeable differences was "much against > very opposed to, a little opposed > very opposed to, a little agree with > very opposed to, very agree with > very opposed to, strongly endorse > very opposed to, a little agree with > much against, very agree with > much against, strongly endorse > much against, a little agree with > a little opposed, very

agree with> a little opposed, strongly endorse> a little opposed, very agree with> a little agree with, strongly endorse> a little agree with, strongly endorse> very agree with”.

Thus, “*I often feel lonely because very few close friends can share the burden with me, and I feel like most people have more friends than I do*” showed significant differences.

Table 4.15. Results of Cross-Analysis of Life's Purpose, Goals, and Beliefs

Topic	Opinion	I used to set goals for myself, but now I think it was a waste of time (%)						Total	Chi-square χ^2 p
		Very opposed to	Much against	A little opposed	A little agree with	Very agree with	strongly endorse		
I can actively complete my plan.	Very opposed to	5(22.73)	0(0.00)	1(3.45)	0(0.00)	1(14.29)	1(14.29)	8(8.00)	69.108
	Much against	0(0.00)	1(9.09)	1(3.45)	4(16.67)	1(14.29)	2(28.57)	9(9.00)	
	A little opposed	0(0.00)	1(9.09)	7(24.14)	8(33.33)	1(14.29)	1(14.29)	18(18.00)	
	A little agree with	3(13.64)	3(27.27)	14(48.28)	11(45.83)	3(42.86)	0(0.00)	34(34.00)	
	Very agree with	5(22.73)	5(45.45)	6(20.69)	1(4.17)	1(14.29)	0(0.00)	18(18.00)	
	strongly endorse	9(40.91)	1(9.09)	0(0.00)	0(0.00)	0(0.00)	3(42.86)	13(13.00)	
Total		22	11	29	24	7	7	100	

* $p < 0.05$ ** $p < 0.01$

As seen from Table 4.15 above, the Chi-square test (cross analysis) was used to study “*I used to set goals for myself, but now I think it was a waste of time*” and “*For me, I can actively complete my plan.*” A difference in the relationship of 1 item can be seen in the Table. *I used to set goals for myself, but now I think it was a waste of time.* The sample is for me to complete my plan actively. One item showed a significant result ($p < 0.05$), meaning there was a difference. These samples, “*I used to set goals for myself, but now I think it was a waste of time,*” and “*I can actively complete my plan,*” showed the opposite sex, and specific suggestions can be compared with the percentages in brackets.

The level of significance was 0.01 (chi-square=69.108, $p = 0.000 < 0.01$) for both samples (*I used to set goals for myself, but now I think it was a waste of time, and I can actively complete my plan*). According to the comparison difference of

percentages, “A little agree with” and “A little opposed” had 33.33%, significantly higher than the average 18.00%. A little opposition, with a proportion of 24.14%, was also significantly higher than the average 18.00%. There was little opposition to an agreement, with 48.28%, significantly higher than the average of 34.00%. I agree with 45.83%, significantly higher than the average 34.00%. The proportion of people with the “Very agree” and “Much against” choices was 45.45%, significantly higher than the average of 18.00%. The proportion of “Strongly endorse” is 42.86%, which is significantly higher than the average of 13.00%. The proportion of “Very opposed to Strongly endorse” was 40.91%, significantly higher than the average of 13.00%.

Once again, both samples, *“I used to set goals for myself, but now I think it was a waste of time, and I can actively complete my plan,”* showed significant differences.

Table 4.16 Analysis of Reasons for Semi-Structured Interview

Interviewee	Number	Cause Analysis
School Staff	2	1. Family environment factors, such as single-parent families, divorced families, migrant workers' children, and, more importantly, parents' guidance in their growth process, have more influence on their psychological problems. 2. USSB by public opinion. 3. The school's publicity and education of state bursary are not in place.
Counselor	2	1. Regarding the social environment, some students are not confident when they have insufficient funds and cannot actively participate in class and university activities. 2. The disharmony in family relations has caused psychological distress to students and increased academic pressure. For example, some USSBs come from single-parent families or left-behind families, and they have less contact with their parents and lack family support and care.

Table 4.16 Analysis of Reasons for Semi-Structured Interview (continued)

Interviewee	Number	Cause Analysis
USSB	6	1. Student's employment pressure, fear of doing well, fear of finding a job, and inability to get a stable income work. 2. Confused about life goals, learning goal is unclear, lacking learning motivation, and not adapting to the new environment. 3. Interpersonal problems, resulting in low mood, loss of enjoyment of life, loss of interest in daily activities, and often self-negative. 4. They did not deal with the time problem, and their self-control was weak, leading to their PWB problems. 5. Affected by family background, social background, school education, and other factors.

Based on quantitative research, to find out the current psychological problems of USSB in order to deeply understand and analyze the students' and from Table 4.16, by conducting a semi-structured interview with 2 school staff, 2 counselors, and 6 USSB, it is concluded that the psychological problems of USSB are affected by various factors, including objective reasons and subjective reasons. Through semi-structured interviews, it can be concluded that objective reasons are external factors affecting the PWB of USSB, including social environment, school environment, and family environment. Subjective reasons are the internal factors affecting the PWB of USSB, mainly the individual's lack of harmonious interpersonal relationships, correct self-cognition, and the lack of mature copied style.

4.2.1 Objective Causes

Through face-to-face interviews with school staff and counselors, it was revealed that the causes of psychological problems at USSB mainly include individual students' social environment, school environment, and family environment.

So, social environment, school environment, and family environment are the objective reasons that affect their PWB, and the objective reasons significantly impact the formation and development of psychological problems at USSB.

4.2.1.1 Social Environment

The social environment mainly refers to the influence exerted by the social atmosphere and cultural environment on the individual through the personality and behavior of the individual, which is mainly manifested in the sub-health and cultural atmosphere, inappropriate social assistance methods, and substantial social competition pressure.

First of all, sub-health and cultural factors, to a certain extent, aggravate the psychological distress of USSB.

Before entering the university, the subsidized students are almost evaluated by their academic performance. As long as the subsidized students complete excellent academic performance based on maintaining their livelihood, they will be respected by society and obtain a certain sense of status and achievement. After entering the university, USSB is subjected to various values conflicts in the social era, faced with different cultural backgrounds and various value choices in the past; these factors often make USSB feel confused, nervous, depressed, and empty. Such long-term psychological disorders will inevitably bring a negative impact on the psychological quality of USSB.

Secondly, inappropriate social assistance methods aggravate the psychological distress of USSB to a certain extent.

With the continuous development of society, society is paying more and more attention to the problem of USSB, and there are many different types of financial assistance methods than before. Through these financial assistance methods, USSB's material troubles are relieved. However, some inappropriate financial assistance methods hurt their self-esteem and, to a certain extent, aggravate the psychological troubles of USSB. Psychological depression, jealousy after comparison, vanity consumption of classmates, and other bad feelings deeply elevate the subsidized student's psychological pressure to different degrees.

Finally, the massive pressure of social competition and employment difficulties have intensified the psychological troubles of USSB to a certain extent.

Under the impact of the modern market economy, competition between people has become more and more intense and snobbish. USSB also needs to repay loans from the local area and face an increasingly difficult employment situation, which

makes today's university students face more significant survival pressure. In particular, the subculture that takes money as the sole goal directly impacts the hearts of USSB, whose economic problems have plagued them for a long time, and this unhealthy subculture aggravates their urgent desire for money to some extent. It further aggravates the psychological distress of poor students.

4.2.1.2 School Environment

The school environment includes a hard and soft environment, including a classroom, dormitory, library, gymnasium, canteen, campus greening, and campus management. The soft environment includes an academic atmosphere, school spirit, learning atmosphere, and community culture.

To a certain extent, the school's better, challenging environment intensifies the psychological distress of USSB. Before entering the university, the subsidized students have no significant difference in family and life with their classmates. *When I entered the university, I saw a better, more complex environment than before, and my heart was comfortable. At the same time, my heart is also in a state of economic pressure because of the higher living expenses. I need to constantly adapt to the urban living habits built on a specific economic basis and constantly adjust my cognition, which is different from the past.*

To a certain extent, the school's diversified soft environment intensifies the psychological distress of the USSB. When the USSB experiences the soft environment, they will find noticeable differences between themselves and their classmates regarding family background, social identity, and culture. Students have different lifestyles, different growth backgrounds, different comprehensive qualities, and different consumption patterns, which all show the differences in the soft environment, and they can deeply feel the contrast between themselves and other students. USSB often comes from remote and economically backward rural areas or mountainous areas. In the process of growing up, apart from learning, there are many deficiencies in interpersonal communication, organizational ability, language expression, talent, and other aspects, which aggravate the psychological troubles of USSB to a certain extent.

4.2.1.3 Family Environment

Parents are the earliest teachers for each person to receive education, and the earliest place for education is the family. Parents' parenting style, their cultural accomplishments, and the degree of cooperation with the school all belong to the content of the family environment. Therefore, the family environment plays a vital role in USSB's education.

First of all, the nervous parenting style has left a deep imprint on the minds of USSB.

Parents' parenting styles are generally classified into authoritative, authoritarian, loving, and neglectful. Different parenting styles affect students' personality traits. Parents are often busy making money because of economic difficulties and have no time to accompany their children, often adopting the authoritarian or neglectful types. The authoritarian parenting style only considers the needs of parents and often ignores and inhibits children's ideas, which is not conducive to developing children's independence. A neglectful parenting style shows indifference to children's growth; it does not put forward requirements and behavioral standards for children, and this tense family atmosphere is not conducive to the physical and PWB of children.

Secondly, parents bear the heavy economic pressure, which affects the USSB invisibly.

USSB entering and leaving universities realize that they are different from students in big cities, and their spending power has a huge difference. In addition to academic pressure, USSB bears the economic pressure of tuition fees and life development, and their psychological pressure is higher than that of other students. Some parents lack a long-term perspective because of economic pressure, which invisibly affects USSB. USSBs who are close to graduation tend to focus on their current income when employed and ignore their long-term development due to the economic pressure of their families.

Finally, high family expectations increase the psychological burden of USSB.

Every economically challenging family has more or less suffered different degrees of economic shocks. When suffering economic shocks, parents cannot cope

with the economic troubles and even give all expectations to the children admitted to university. This gives children an important life lesson, increasing the psychological burden of USSB. This will impact their cognitive concepts, values, behavior patterns, and cultural accomplishments. When USSB faces the same financial troubles, different degrees of family expectations will affect children differently, and children will show different behaviors. The strong expectation of the family will sometimes become the motivation of the USSB, and sometimes, it will have the opposite effect and become the unbearable psychological burden of the USSB.

4.2.2 Subjective Causes

Through face-to-face interviews with USSB, it is revealed that the causes of psychological problems at USSB mainly include individual student's social environment, school environment, and family environment. Among them, individual students are the subjective reasons that affect their PWB. Subjective reasons are the main internal factors that affect and restrict the PWB of poor students, which mainly include the lack of harmonious interpersonal relationships, the lack of correct self-cognition, and the lack of a mature coping style. Subjective reasons have a decisive influence on the formation and development of the students' psychological problems.

4.2.2.1 An individual's subjective lack of harmonious interpersonal relationships makes the overall comprehensive quality low.

University students' interpersonal communication is more extensive than before, and adapting new interpersonal relationships is the main problem that USSB faces, mainly teacher-student relationships, peer relationships, and heterosexual communication. Most of the USSB are introverts. On the one hand, they have great expectations for interpersonal communication. On the other hand, these students dare not communicate with others because of their introverted personalities. They fear others will look down on them because of their family circumstances and think they are inferior. Introverted students often do things carefully and foolishly, easily complicate simple things, gradually lose confidence in themselves, and even feel ashamed. When interacting with people, they will restrict themselves too much and lack interest in the things around them, which will produce negative emotions such as loneliness and depression in the long run.

First, USSB lacks subject consciousness. Due to the poor family economy, USSB lacks self-confidence and has low self-evaluation. The subject consciousness of USSB is to correctly understand their value, explore their ability, and give play to their subjective initiative. In the process of financial aid work, some USSBs have the problem of lack of subject consciousness, such as "taking money for granted". They have never considered relying on their efforts to change the situation actively but have been waiting for state funding. Many USSBs still believe that receiving national funding is the wrong cognition of "not for nothing, not for nothing", and some USSBs are temporarily lost in the blind comparison with their peers. Also, the lack of correct consumption seriously affects average daily expenses. Secondly, the awareness of integrity is lacking, a grave dishonest phenomenon. In order to get national financial aid, some students cheat during exams to get the National Motivational scholarship. Some USSBs lied about their practical experience during the job interview and even failed to repay the national student loan in time after graduation. All these phenomena indicate a severe lack of integrity awareness among USSB. Finally, gratitude consciousness is weak. Every state-funded university student should be grateful because at the time of their most suffering when they are in urgent need of equitable access to education, it is the state that provides various scholarships, grants, or loans to ensure their continued access to education. However, some subsidized students always take the financial aid granted.

4.2.2.2 Individual subjective lack of correct self-cognition, high self-esteem.

As they advance in age, the USSB have incomplete self-evaluation ability, self-awareness, and other self-cognition and are easily affected by emotional fluctuations. Also, their thinking process is superficial and one-sided. Employment is significant for USSB because sometimes it can not only solve their employment problems but also lead their family out of poverty, improve the living environment of their brothers and sisters, increase the learning opportunities of their brothers and sisters, and even improve the living environment of the whole family. Due to their limited growth environment, they were discriminated against and frustrated because of family economic difficulties when they were young, so they hope to change the environment after graduation, but they still have unrealistic fantasies about

employment. They have strong self-esteem and are reluctant to consult others. In general, the USSB is still in a weak position in employment. They often show withdrawal, lack of confidence, and even have a biased concept regarding employment.

First, employment needs the support of an economic foundation, which makes the USSB disadvantaged in terms of employment opportunities. Ren (2017) also pointed out that USSB tends to have a specific inferiority complex. However, this inferiority complex is often recessive, and its manifestation is frequently excessively dominant, as well as self-esteem and other forms, which tend to have adverse effects on their physical and mental development for a long time. In the employment process, students must actively submit their resumes and even buy round-trip tickets and accommodation costs by themselves, increasing the employment cost. In fact, under the economic pressure of life, USSB assistance will give up the opportunity of high employment costs. However, due to their too-strong self-esteem and efforts to hide their inferiority, they will give up the opportunity of high employment costs when they encounter employment difficulties. Unwilling to ask others for help and unable to do so. When compared with students with better family economic conditions around them, they will have a more inferior mentality. They dare not talk with strangers or speak in crowded places, dare not participate in campus cultural activities, and dare not take the initiative to express their views. Whether it is excessive or low self-esteem, these two extreme divisions strongly impact their everyday learning and life and, in the long run, are not conducive to their PWB growth.

Secondly, the imperfect employment market mechanism leads to unfair employment, which disadvantages the USSB. Students with better family economic conditions sometimes get help from their families to acquire more employment opportunities, while USSB can only rely on their strength in re-employment. It is difficult to change the economic environment in a short period when there is a contradiction between the ideal self and the authentic self; the inferiority complex gradually further hinders their employment, determined to get rid of poverty and realize the desire for self-reliance, nevertheless, in the face of real life.

Finally, USSB is easily influenced by incorrect job-hunting concepts, which hinder its smooth employment process. In the end, a family with financial difficulties now has a university student who has graduated, and the family hopes for

him/her, waiting for the graduate to find a good job and improve their family's life from now on. The expectations given by the family are too large, and the actual employment process is not as smooth as the family expects, which is even more complex than the USSB imagines. This virtually increases the psychological pressure on the USSB, hurting their self-esteem. In this case, their employment concept has also undergone some changes. They are more inclined to choose realism in job selection and even jobs with relatively high salaries. However, considering the working environment, the strength of work pressure, and the long-term development space of work is not very comprehensive.

Therefore, the USSB, because of their strong self-esteem, do not want to tell others about their vulnerability and are also more reluctant to take the initiative to show weakness to others, often under more significant psychological pressure.

4.2.2.3 Individual subjective lack of mature coping style, poor psychological frustration.

The coping style is the cognitive and behavioral style university students adopt when encountering pressure or frustration. It is an important mediating factor for USSB when they are frustrated. Mature coping styles produce positive psychological problems, while immature coping styles produce adverse psychological problems.

The suspension of economic consumption power can easily lead to psychological frustration. Most of the USSB come from families with financial constraints and simple lives. Upon arriving at the university, they discover that many students around them have a better family and economic environment, so they are psychologically frustrated and become more reluctant to participate in various activities. They are not willing to communicate with teachers and classmates. To some extent, these USSBs look down on themselves and even worry that other students and teachers will look down on them, and they always feel inferior. As time goes by, they build a high wall deep inside their hearts, unwilling to communicate with classmates, and the consciousness of psychological crisis has taken root in their hearts. Some students with psychologically solid resistance to frustration can overcome psychological obstacles through self-regulation and transform pressure into action. There are also some students with poor psychological resistance to frustration who

suffer from an inferiority complex, anxiety, depression, and other harmful psychological disorders. However, once it can be found in time and given correct guidance, psychological problems can be avoided. However, if no correct guidance is given in time, it is easy to cause psychological problems, which is not conducive to the PWB of students.

Psychological conflict can easily lead to psychological frustration. After in-depth contact with the surrounding students with strong economic abilities and a deep understanding of the enormous economic gap, USSB may have anxiety in the long run. Students with weak psychological frustration easily regard the low status of their families and the insufficiency of their conditions as caused by society, resulting in incorrect self-understanding and even depression. Coupled with the impact of some incorrect concepts in society, such as money first, money worship, pragmatism, and other bad ideas, some poor students see those students around the money; thus, with these strong contrasts, it is easy to make the USSB as vanity, more reluctant to let others know the actual situation of their families, and do not want to be identified as the object of funding. Even in life, they compare their consumption rate with others and cannot face difficulties with the right mentality. These phenomena all reflect that a few USSBs cannot face reality, handle psychological conflicts correctly, and pursue vanity regardless of their actual situation, resulting in financial hardship and gradually turning to a negative state of pessimism, disappointment, and disheartening. They cannot resist setbacks, dare to face poverty, and have the solid psychological frustration ability to overcome difficulties rationally.

This chapter mainly analyzes the psychological status of USSB from six factors: self-acceptance, positive relationship with others, autonomy, mastery of the environment, and sense of the purpose and meaning of life. It analyzes the causes of PWB problems of poor university students. The psychological problems of USSB have affected the healthy growth of some students. Therefore, developing and strengthening the PWB education of USSB, maintaining and improving the PWB level of USSB, and avoiding and reducing the occurrence of various mental problems and diseases have become urgent requirements for PWB education in universities.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The first four chapters introduced the analysis of quantitative data collected from university students and qualitative data collected from funding staff, counselors, and USSB. The data analysis showed some problems for USSB regarding the six-factor model, such as self-acceptance, personal growth, autonomy, control, interpersonal relationships, life's purpose, goals, and beliefs. During the data analysis, it was identified that the causes of the psychological problems of USSB were mainly subjective and objective reasons. This chapter aims to conclude, discuss, implement for practice and future research, make recommendations for future research, and discuss the study's limitations.

5.1 Conclusion

Based on the purpose and hypo dissertation, the conclusions reached have three aspects.

Objective 1: To find out the current psychological problems of university students under state bursaries.

The analysis of the quantitative data collected from the university students on their current psychological problems identified the following 6 problems: 1. lack of self-acceptance attitude, 2. slow personal growth, 3. lack of autonomy, 4. weak control, 5. poor interpersonal relationships, 6. Life's purpose, goals, and beliefs are not strong.

Objective 2: To analyze the causes of psychological problems of university students under state bursaries.

During the analysis of the qualitative data collected from the funding staff, counselors, and USSB, the causes of the psychological problems of USSB were determined for mainly subjective and objective reasons.

Objective reasons were mainly from social, school, and family environments.

Subjective reasons were mainly from the following three aspects:

1. Individuals lack harmonious interpersonal relationships, and the overall comprehensive quality is low.
2. Individuals lack correct self-cognition and high self-esteem.
3. Individuals lack mature coping styles and poor psychological frustration.

Objective 3: To solve the psychological problems of university students under state bursaries.

According to the reason analysis, the main reasons for the PWB of USSB are subjective and objective. Therefore, to realize the equal right to education of USSB, reasonable bursary methods should be set up at the social level to ensure that students are not troubled by the economy and that the right to equal education can be realized. This lays a good foundation for the realization of PWB, and on this basis, USSB assistance meets other needs, such as respect and interpersonal relationships. However, USSBs spend more time dealing with economic pressure while growing up, so they lack interpersonal communication skills. Therefore, the school should adequately guide them to accept themselves and understand themselves correctly during school education. Then, the researcher will guide them in establishing their interpersonal communication circle, finding a comfortable circle of friends, and enjoying the opportunity of peer equality. To promote their better employment in the future, they should constantly improve their ability before university, lay the groundwork for future return to society, and make efforts to better themselves.

From the perspective of USSB, they must take the initiative to learn, take the initiative to step out of their comfort zone, and constantly improve themselves in the six-factor model: self-acceptance, positive relationships with others, autonomy, mastery of the environment, feelings of purpose and meaning of life, and personal growth and development, so that they can constantly understand themselves correctly, change themselves, and establish a healthy psychological environment for themselves to realize the comprehensive housing exhibition of morality, intelligence, physical beauty, and labor, lay a good foundation for the future based on society, and become a valuable talent for the country in the future.

5.2 Discussion

This chapter mainly discusses the research results and combines the four theories, educational equity theory, human capital theory, human demand theory, and six-factor model theory, in the discussion process.

Discussion 1:

To find out the current psychological problems of university students under state bursaries.

Based on the theoretical guidance of educational equity theory, human capital theory, human demand theory, six-factor model, and the data analysis of the adjustment questionnaire, the current situation of USSB is found to be a lack of self-acceptance attitude and slow personal growth, lack of autonomy, weak control, poor interpersonal relationship, life's purpose, and goals and beliefs not strong.

According to the theory of educational equity by Alfred and Tao (2013), disparities between urban and rural areas have continued to be a significant policy concern in China. Guangxi, born in western China, has more USSB than eastern China due to its poor economy. There is a big gap between USSB assistance and other

students with better economic conditions regarding clothing, food, housing, and transportation. They have a good habit of saving expenses when they are very young. In addition to ensuring the most basic living expenses, other optional expenses will not be included in the everyday living expenses. Some students have bad moods and negative mentalities. The shortage of study expenses of USSB causes them to miss much training about knowledge on the path of growth or miss the opportunity to increase other comprehensive literacy learning. It is well known that there are many opportunities to learn skills on university campuses, but the essential cost of learning often makes them prohibitive. These are some of the critical factors that may significantly affect their PWB.

According to the human capital theory, USSB needs to improve its personal ability and competitiveness to improve labor efficiency after employment and create value for the country. Hence, it is necessary to have a healthy mind before achieving these goals. However, the reality is that USSB before going to university, because of living in a closed environment or not being exposed to more learning content, have a gap in the overall quality in terms of personality compared with other students; thus, the psychological pressure is enormous, and the reality forces them to quickly adapt to city life and adapt to the rhythm of university life. In the process of eagerness to improve themselves, some USSBs have not learned how to deal with interpersonal relations, which significantly hinders their urgent purpose of improving themselves and thus produces negative emotions. These are also essential factors that may significantly affect their PWB.

According to the human needs theory, human needs will be satisfied from low to high. When low-level needs are realized, humans will pursue higher-level needs, which will gradually increase. Therefore, when USSB has solved its economic problems, it will pursue higher demands, especially those lacking in the current situation, such as autonomy, control, friendly relationships, and self-actualization goals.

Many USSB come from economically backward, remote mountainous areas, and most of them are left-behind children who lack the companionship of their parents. They get limited educational resources, lack paternal and maternal love, have monotonous and poor life experiences, resulting in a relatively narrow range of knowledge, and lack adequate oral expression ability. These interpersonal problems are also essential factors that can significantly affect their PWB.

According to the six-factor theory, the psychological health and self-acceptance attitude of USSB, personal growth, autonomy, control, interpersonal relationship, life's purpose, goals, and beliefs are closely related. USSB can achieve a physical and mental balance upon attaining the above six points. USSB can achieve comprehensive moral, intellectual, physical, and labor development and healthy premise development to have a healthy psychological environment. So, to face the current problems of USSB, we should pay attention to them. Otherwise, they will lose balance, develop bad PWB, and affect their healthy development.

In summary, the current psychological problems of USSB stand out, and this tells us that we should pay attention to their psychological changes and also administer gentle intervention and guidance to promote their personal healthy development better and further achieve self-comprehensive development, as well as integrate into national construction and social development with confidence, health, and positive attitude.

Discussion 2:

To analyze the causes of psychological problems of university students under state bursaries.

With the development of society, as the problem of USSB becomes increasingly prominent, it has gradually become one of the main problems affecting the healthy development of USSB. Xuan (2021) proposed that the principal contradiction in Chinese society has been transformed into the contradiction between the people's

ever-growing need for a better life and an unbalanced and inadequate social development, which reflects the imbalance in the regional economy and urban and rural development in China, and this imbalance also directly leads to the imbalance in education development. The number and proportion of USSB are constantly increasing and huge, especially for the students in Guangxi, whose income is low, and the gap is too large. The unbalanced development of the regional economy is one of the reasons for the large number of poor university students in Guangxi. They need help from the state, society, and universities. At the same time, people have realized that they should be helped to solve their life difficulties materially. The psychological problems existing in USSB need our attention, and we must analyze the reasons for their existence.

The solution to any social problem does not result from a unilateral role; it needs society's wide attention and the people's strong support (Chen, 2012). The ideological status of USSB is affected by the country, school, family, individual, and other factors, and these environments will have a particular impact on their cognitive concepts, significantly if the family suddenly changes when they are young. It will cause irreparable trauma to their hearts.

Through semi-structured interviews and from the different perspectives of school staff, counselors, and USSB, we realized that the leading causes of psychological problems are objective and subjective. Objective reasons mainly refer to social, school, and family environments. Objective reasons significantly impact the formation and development of psychological problems at USSB. Subjective reasons are the main internal factors that affect and restrict the PWB of poor students, which mainly include the lack of harmonious interpersonal relationships, the lack of correct self-cognition, and the lack of a mature coping style. Subjective reasons have a decisive influence on the formation and development of the students' psychological problems.

Discussion 3:

To solve the psychological problems of university students under the state bursary.

Through the above-mentioned research, combined with the current situation of their PWB and the causes of their PWB analysis, the reasons primarily include personal, social, school, and family. The solution measures for USSB should be discussed from the four aspects of students' individual social environment, school environment, and family environment.

The formulation of students' measures should be combined with their existing problems, and corresponding measures should be developed. Jiang (2018) pointed out that the essence of financial assistance for poor students is to educate people, and the ultimate goal is developmental financial assistance. Poor students can fundamentally improve their quality if they are made to realize their personal value and positive energy. Regarding the social environment, we should create a cheerful, optimistic, and reasonable social environment for funding. In the aspect of school, we should pay attention to the cultural environment of the campus, which is conducive to the development of students' PWB. Regarding family, parents should give their children loving companionship and adopt correct parenting methods. Only then will students' social environment, school environment, and family environment work together to create an environment conducive to the PWB development of USSB.

5.3 Implementation for Practice & Research Future

This article is committed to and from the objective and subjective two-way construction of social education-family, education-school, education-individual, and self-education integration of the education grid. The purpose is to make these resources give full play to the maximum overall function, the process of realizing the PWB

education grid, and the most significant degree of comprehensive protection of USSB PWB education.

5.3.1 From an objective point of view, strengthen the psychological well-being education for university students.

From the objective point of view, the measures to enhance the PWB education of social environment, school environment, and family environment.

5.3.1.1 From the social environment perspective, enhance the psychological well-being education of university students under state bursary.

From the view of the social environment, it is possible to strengthen the PWB education of university students principally by improving the sub-health atmosphere, creating an excellent social atmosphere, improving the funding system, selecting the appropriate social aid method, establishing the social support network, and reducing the employment pressure.

First, the sub-health atmosphere should be improved, and an excellent social atmosphere should be created.

The government, universities, and all sectors of society should make joint efforts to create a social atmosphere where university students respect, understand, care for, and support their grants. The national funding policy is publicized through various channels so that more people can understand the difficulties and needs of university students and give them more attention and support. According to He et al. (2008), creating an excellent social environment for the healthy growth of talents forms a social atmosphere that respects talents, encourages talents to follow their careers, supports people's talents to become careers, helps people to have promising careers, and create a situation where people give their all to their talents, make full use of their talents, and use them appropriately.

Second, the funding system must be improved, and the appropriate social funding method must be chosen.

According to Wang et al. (2003), in the stage of higher education, the core of the USSB system is to improve the student funding system and to ensure that university students can receive enough financial support. At the same time, in the process of funding, attention should be paid to choosing appropriate social funding methods to protect the self-esteem of university students and protect their privacy from being leaked.

Through diversified services such as career planning, employment guidance, and psychological counseling, we can help university students better plan their future and enhance their self-confidence and self-value.

Third, a social support network should be established to reduce the pressure on employment.

According to Ma et al. (2015), poor university students are under more significant economic and PWB pressure due to the increasingly fierce employment competition, which causes them severe psychological pressure in employment. Studies have shown that the more social support one has, the lower one's stress levels will be. Universities and social organizations can establish a social support network for USSB and provide them with more social opportunities and support by organizing various activities, communication platforms, and volunteer services. At the same time, cooperation with other social organizations and enterprises can provide internship opportunities and career development support for university students to reduce their employment pressure.

5.3.1.2 From the perspective of the school environment, enhance the PWB education of university students under the state bursary

From the perspective of the school environment, the challenging environment and soft environment should enhance the PWB education of university students. Yin et al. (2019). They pointed out that dispositional optimism affects the

meaning of life through PWB. Universities should set courses based on positive psychology about PWB to guide them.

First, the school should shape a comfortable campus culture in a challenging environment.

Cheng, (2004) findings indicate that students' sense of community is closely associated with their feelings of being cared for, treated nicely, valued as individuals, and accepted as a part of the community and the quality of social life on campus. The school should create a good campus culture. The school's classroom, dormitory, library, gymnasium, canteen, and campus greening should be considered in terms of their artistic beauty, form, and content.

The aesthetic feeling of art forms refers to the creation of artworks with vision, earshot, touch, taste, smell, and other sensory experiences of the campus environment through a variety of artistic means, such as painting, music, dance, drama, and other factors, to make the university students feel the pleasure of its beauty. First of all, when decorating the campus environment, we should pay attention to the beauty of the art form, such as the shape of the building, color, the choice of materials, as well as the plant configuration in the greening, the sketch design in the landscape should reflect the beauty of the art form. Secondly, the school can open a variety of art education courses so that the students can understand and master the characteristics and skills of various art forms to improve the art appreciation ability and aesthetic level of the students, which eventually helps them to feel the beauty of the art form in the challenging campus environment. Finally, the school can organize various cultural activities, such as art performances, art exhibitions, and chorus concerts, so that the USSB can feel the charm of art through participating in activities that enhance their ability to appreciate the art forms.

The beauty of art content refers to the aesthetic feeling of thought, emotion, spirit, and other aspects expressed by artworks. In the construction of campus culture,

the beauty of artistic content is realized through the following three aspects: campus cultural activities, campus publicity, and campus cultural symbols. In terms of campus cultural activities, the school organizes various forms of campus cultural activities, such as campus cultural festivals, cultural exhibitions, and cultural competitions, so that university students can feel the charm of culture through participating. In terms of campus publicity, the school should pass on its philosophy and motto, the design of publicity pictures, and the production of propaganda videos to students while paying attention to the beauty of artistic content to enhance students' cognition and understanding of the school. In terms of campus cultural symbols, the school should design representative campus cultural symbols, such as the school emblem, school flag, and school song. The shape and color of the symbols should reflect the beauty of the artistic content to enhance the sense of identity and belonging of university students to the school.

In constructing campus culture, the beauty of art form and content are complementary. By organically combining the two, we can create a campus culture with unique charm. Artistic beauty can bring beauty to university students, unknowingly meet their beauty needs, and get them into happy moods.

Second, schools should shape a diversified soft culture in terms of a soft environment.

The school should offer PWB education courses to give full play to the teachers and students in the process of teaching and fully mobilize the students' participation with students as the theme and core through case analysis, video sharing, team training, classroom teaching, experience activities, and classroom discussion to help popularize USSB PWB knowledge. Also, by using the psychological adjustment method, guide the university students' psychological development characteristics and abnormal judgment standards, increase the USSB PWB care consciousness, and improve the psychological crisis prevention consciousness in the process to guide the

healthy, positive, optimistic psychological state, the students thereby actively explore themselves to adapt to the social psychological state.

The school offers special lectures and psychological sections, seminars, and psychological sections with invited experts to host, and USSB is the most crucial topic. The characteristics of the relevance should be according to the different USSB grades, including different lectures or psychological sections, for example, for freshman USSB to new role transformation, environmental adaptation, or/and learning adaptation as the theme of the seminar or psychological sections. For sophomore USSB, interpersonal communication love is the theme of the seminar or psychological sections. At the same time, for junior USSB, interview skills, and career planning are the theme of the seminar or psychological sections. For example, understanding and mastering the employment situation and policy is the foundation of successful employment. College counselors pay attention to communicating the national employment situation and employment policies to students, especially those from families with financial difficulties, so that they can choose what is suitable and conducive to their development in combination with family economic conditions, personal majors, specialties, interests and other factors (Zhu, 2015).

The school organizes psychological club activities. Psychological community activities are essential to the school's PWB work system. Based on their findings, Sarkova M. et al. (2014) showed that better pupil–peer relationships and pupil–teacher relationships were significantly related statistically to less depression/anxiety and social dysfunction, as well as to more positive and less negative self-esteem. They mainly publicize PWB knowledge and psychological experience activities and improve their psychological quality through peer education. By playing psychological themed movies, holding psychological melodrama performances, and carrying out theme essay contests in the form of students' love, they attract the attention of students and help students achieve healthy growth, promote the aid of university students' attention

to PWB, cultivate their positive psychological quality to promote its all-round development further.

The school sets up a PWB work team. The ability and level of the PWB work team determine the effectiveness of PWB education. There are two primary essential work teams: one is the PWB work teacher team, and the other is the PWB work student team. The team of PWB teachers generally includes a full-time staff of psychological counseling centers, psychological teachers, and counselors. Therefore, universities must ensure the specialization of this team and continuously improve the ability and level of this team through training and learning. The PWB work student team is mainly based on independent registration, class recommendation, teacher recommendation, investigation, and interview. It selects a sense of responsibility, caring, patience, good communication skills, PWB, and love psychology students, generally by the school psychological counseling center, which unifies its training content and improves its serviceability.

5.3.1.3 From the perspective of the family environment, enhance the psychological well-being education of university students under the state bursary.

Family education is every child's first teacher, profoundly impacting children's character shaping, value formation, emotional development, and other aspects. Family education methods, family economic environment, and parents' expectations will all affect children's character and values, according to Huang (2018), it is found that Chinese teenagers with low socioeconomic status tend to choose authoritarian or negligent parenting styles, and parenting styles have a significant impact on the development of non-cognitive abilities. Family education can cultivate children's upbeat, optimistic, and cheerful character, establish correct values, and lay a foundation for future development.

First, parents should constantly reflect on and adjust their parenting methods to adapt to university students' growth and development and feel their families' warmth.

Brooks, (2023) opined that while parenting style may play a small statistical role in intelligence or personality development, even a tiny parental role may significantly impact a child's overall development, effective adjustment, and resilience.

Parents parenting there are many ways; after a semi-structured interview found by Grants, students look more forward to democratic education. This way, respect the USSB's personality and will, through the grants and university students' equal communication and consultation, help them establish independent consciousness and a sense of responsibility to cultivate USSB's independent thinking and independent ability.

Secondly, parents should educate USSB to establish a correct view of money and consumption.

University students' views of money and consumption are closely linked. The correct view of money is an attitude and concept towards money. It can help us better understand the nature and role of money to better deal with various money-related problems. A correct view of consumption is based on a rational and responsible attitude. We should consider our needs and economic conditions, pay attention to environmental protection and sustainable development issues, and consume reasonably and scientifically. Parents' education guide by grants students set up the correct money and consumption, to avoid grants students because of family economic poverty to produce inferiority, pressure, such as bad psychological problems, to avoid money, ideal consumption, improve the quality of life, reasonable planning of life, and realize the life value.

Finally, parents should set reasonable expectations for USSB. Grusec and Goodnow (1994) propose that internalization due to discipline is based on a child's

accurate perception of the parental message and acceptance or rejection of it. The impact of parental expectations on their children is significant, and they may affect aspects of the child's self-identity, achievement motivation, academic performance, career choices, and emotional and PWB. Excessive expectations will cause psychological pressure and anxiety in university students and even form the opposite reaction force, forming an unhealthy psychological state such as self-abandonment and denial of their ability. Too low expectations will make university students lack support and motivation, even doubt themselves, hit their self-esteem, become frustrated with self-confidence, and even have negative emotions and thinking patterns for themselves. In short, parents should have in-depth communication in combination with the actual situation of university students, and finally set reasonable goals, constantly encourage university students to pursue their dreams, and timely adjust their expectations for their continuous growth.

Chinese university students' parents should strengthen the family education, constantly improve their self-cultivation and quality, and understand the child's physical and psychological development law. More communication, encouragement, and warmth, with understanding, respect, and trust, can let children feel their love, which is also conducive to forming children's good PWB.

5.3.2 Measures to enhance psychological well-being education for university students from a subjective perspective.

From a subjective perspective, the measures to enhance USSB's PWB education mainly include six aspects. First, to promote the psychological self-acceptance of USSB. Second, it will strengthen the psychological and personal growth of USSB. Third, to cultivate the psychological autonomy of USSB. Fourth, the psychological control of USSB should be strengthened. Fifth, to enhance the psychological and interpersonal relationship of USSB, and Sixth, to establish the life purpose and pursuit of the university psychology.

5.3.2.1 Promote the psychological self-acceptance of university students under state bursary.

University students can promote their psychological self-acceptance through three main ways: correct self-understanding, positive self-acceptance, and striving to improve themselves.

How can university students correctly understand themselves through the following three aspects? Tran (2024), mental health is personal, and therefore, reducing cultural barriers is an essential step in removing the barriers to mental health resources. First, recognize and evaluate oneself in comparison with others. University students need to objectively understand and evaluate themselves by comparing their conditions, good and bad, which can not only prevent excessive understanding and self-evaluation but also prevent low understanding and self-evaluation from understanding and evaluating themselves. Second, one must know and evaluate oneself based on the attitude of others towards others. In receiving grants, students can correctly understand and evaluate themselves through the attitude of their parents, friends, classmates, and other people to avoid university students who pay too much attention to the evaluation in the eyes of others and find the understanding and evaluation close to self and seeking truth from facts. Third, university students should constantly analyze themselves in self-practice, dare to self-criticize, summarize their advantages and deficiencies, and self-adjust. Fourth, one must know and evaluate oneself based on practical results. Understand and evaluate oneself in front of practical results. After the results of practice, university students can promote their ability to understand themselves further, discover their value, and stimulate their potential and self-confidence.

How university students actively accept self and positive self-acceptance can be through the following three aspects. Garcia et al. (2014) proposed that self-acceptance and environmental acceptance might enable individuals to go from self-

destruction to a self-fulfilling state involving harmony. First, see one's strengths and weaknesses rationally. Have an objective and rational attitude towards their strengths and weaknesses, with a positive attitude to constantly reduce and develop their weaknesses. Second, treat success and failure rationally. Immediate failure does not mean eternal failure; immediate success does not mean permanent success, and looking at everything from a long-term perspective is essential. Happily accept their success and failure. Third, encourage oneself with a positive attitude. University students should form a positive attitude, devote themselves to study, life, and clubs, learn to make positive self-suggestions, maintain an optimistic attitude to accept things that cannot be changed, and have the courage to change things that can be changed.

University students must also improve themselves by correctly understanding and actively accepting themselves. Terry and Leary (2011) state that self-compassion, i.e., treating oneself with kindness, care, and concern in the face of adverse life events, may promote the successful self-regulation of health-related behaviors. First, university students must combine theory and practice, start from the little things, do everything well down-to-earth, and not do the giant action dwarfed by words. Second, university students need to have the consciousness and behavior of actively serving society, daring to shoulder the responsibilities of the times, and giving full play to their innovation.

In short, the psychological self-acceptance of university students is a process of constant reflection and transcendence. USSB, through the correct understanding of self, cheerful self, efforts to improve self-consciousness in each concrete action, make their ability, creative maximum display, not interrupted to improve their self-confidence, in the process of overcoming difficulties constantly improve themselves and beyond self.

5.3.2.2 Strengthen the psychological personal growth of university students under the state bursary.

Ayub and Iqbal (2012). Their study findings suggest that personal growth initiative is positively associated with PWB and negatively associated with psychological distress among adolescents. Furthermore, adolescents who are high in personal growth initiative and PWB experience fewer mental health issues. Strengthening the personal growth of university students mainly refers to using new thinking modes, constantly changing and tapping their whole potential perception, and using new ways to treat, cultivate, improve, and give full play to their talents and become better over time.

According to Chui and Chan (2020), the results suggested that enhancing positive thinking benefits Chinese college students' PWB. First, university students should change their former ways of thinking and apply a new thought process to treat the things around them. USSB should bravely walk out of their comfort zone, accept and try new things with an open mind, constantly expand their horizons, and improve their self-cognition and thinking ability. University students should not be afraid of failure or making mistakes. They should have the courage to participate in various practical activities in school. They should also focus on personal growth and learning rather than focusing too much on other people's opinions or comments.

Secondly, USSB should actively participate in school practice activities to stimulate their talents fully. University students should actively participate in activities that fit their interests. When participating in activities, they should seek feedback from classmates, friends, and teachers, constantly improve their skills, enhance self-confidence, and promote their development and growth.

Finally, university students should constantly sum up their experience to further promote a more comprehensive and healthy growth. They should record their experience and feelings after participating in the activity and the process and results of

completing the task. Analyze their experience and think about their performance and what they have learned. Apply the experience and knowledge to real-life situations and make better plans for future development.

5.3.2.3 Cultivate the psychological autonomy of university students under state bursary.

Van Ryzin et al. (2009), self-determination theory emphasizes the importance of school-based autonomy and belonging to academic achievement and psychological adjustment. The theory suggests a model in which engagement in school mediates the influence of autonomy and belongingness on these outcomes. Cultivating the psychological autonomy of university students involves the process of self-transformation with initiative and goal, the independence of individual thought and behavior, and the embodiment of self-interference that others can effectively control. University students can cultivate their psychological autonomy by perfecting their consciousness and emotions.

Bernal-Romero et al. (2021), young people navigate complex and often tricky situations as they attain full maturity and autonomy during the transitional stage between adolescence and adulthood. There are two main ways to increase autonomy.

First, the quality of independent consciousness of USSB must be cultivated. USSB from high school to university, from his hometown came to the city; relative to the past, there are more opportunities to make a decision, but also much temptation to change decision; therefore, USSB must cultivate sound independence consciousness quality, make decisions and not follow others ideas, not disturbed by others, and in connection with their actual situation accept the advice of others, exhibit self-consciousness, self-control, resist temptation, enhance the consciousness of overcoming difficulties and perseverance, inspire will power, learn from good example, overcome all kinds of lousy temptation and bad will.

Second, cultivate the sound emotion of USSB. Upon demonstrating independence in thought and behavior, university students should cultivate sound emotions under the premise of adequate self-control, such as the incentive factors and motivation of self-control, including self-esteem, self-love, and self-confidence.

5.3.2.4 Strengthen the psychological control of university students.

Wang's (2008) paper displays some problems of poor university students in their learning and growth, combined with the characteristics of participatory education. He further discusses using participatory education and teaching methods to improve poor university students' comprehensive quality and ability. Strengthen the psychological control of university students' grants; it assists students with grants in their studies, life, interpersonal relationships, and ability to adapt to the new environment. They can deal with complex life and interpersonal problems. When an opportunity comes, they can seize it and create a conducive atmosphere for their competitive environment, mainly through the following four measures to promote the control of individual psychology.

First, USSB should strengthen its ability to adapt to the new environment. Immediately after entering the university, they should adapt to the city's climate, food, culture, folk customs, school environment, and teachers' class style. They should plan purposefully, as their time arrangement, property management, and life pace should adapt to the situation.

Second, university students should improve their ability to deal with complex problems. USSB needs to cultivate the ability to analyze problems, problem-solving, team cooperation, and self-management to improve further their ability to deal with complex problems.

Third, college students should strengthen their ability to seize opportunities. To strengthen their ability to seize opportunities, university students must constantly improve their personal quality and ability, actively seek and identify

opportunities conducive to them, and have the courage to try and take risks. University students can seize opportunities and realize their potential by improving their comprehensive quality and ability, maintaining a positive attitude with deep awareness, and establishing good cooperative relationships.

Fourth, university students should establish the skills to facilitate their competition. According to their personal goals, university students should cultivate innovative thinking through independent thinking and the courage to try new things and solve problems. Finally, they should be able to communicate with a team to make themselves and the surrounding environment acquainted. In this way, USSB can create a more favorable competitive environment.

5.3.2.5 Enhance the psychological and interpersonal relationships of university students under the state bursary.

Promoting China's USSB psychological and interpersonal relationships means meeting the needs of its learning and development by using specific means of language communication with others.

Agu and Nwankwo (2019) pointed out that emotional intelligence in daily living is critical in bringing about mental health and PWB in individuals. So, to improve USSB abilities in various aspects to accomplish social activity, emotional communication occurs mainly through the following four measures to enhance interpersonal relationships.

Segrin and Taylor (2007) indicated consistent and positive associations between social skills and all indicators of PWB measured in this investigation.

First, university students should take the initiative to make new friends. USSB should improve their interpersonal relationship by actively participating in the classroom, organizing various activities, and communicating with new professional students. Constantly remind themselves to be active in various activities, enthusiastic,

and generous. Only the first step of the comfort zone is to broaden their interpersonal circle and expand their horizons, welcomed by the new students in the circle.

Second, USSB should constantly overcome the shortcomings of interpersonal communication and improve their interpersonal skills. USSB meets new students and new friends from which to learn. They listen to others, learn to understand others, learn to praise others, learn to forgive others, and can say "no" because there is no perfect in the world. They do not expect or require others to change according to their interests and hobbies, but they master interpersonal perspectives and take appropriate procedures to improve interpersonal skills.

Third, university students should learn the skills to deal with conflicts and be good at understanding others. USSB must realize that everyone is independent and has their principles. The bottom-line idea is that they should not impose their needs on others, also cannot enlarge the shortcomings of others, and under the premise of the conclusion, should be more observant, more understanding, conduct some more analysis, and should not decide a person's right and wrong, should be multi-angle comprehensive to analysis, learn to be objective and rational.

Fourth, university students should learn to communicate with different people differently. University students often come from around the world and have different growth experiences, family backgrounds, cultural customs, and interests. They also function with different individual principles in various aspects, such as principles of equality, integrity principle, respect principle, compatibility principle, mutual benefit principle, principle of communication, and ways to learn to vary from person to person according to different peers. Thus, it is crucial to find the right way of communication for the better and long-term maintenance of good interpersonal relationships.

5.3.2.6 Establish the life purpose and pursuit of psychological well-being of university students under the state bursary.

The life purpose and pursuit of establishing the university's psychology is mainly for the university students to set career plans to determine their life goals and encourage them to find the value of existence. Ozpolat et al. (2012) pointed out that individuals' psycho-educational resources should be integrated and studied into PWB. In this process, they need to enhance their ability to resist setbacks, choose positive ways to deal with setbacks, and then pursue an optimistic and meaningful life. In their study, Kaplan and Maehr (1999) were concerned with the role that achievement goals may play in facilitating the PWB of students.

First, one should set up one's career plans and life goals. Setting career goals is to define what kind of person to be in the future, what career type, what social role, and what the mission is. Then, university students should choose their favorite industries and career plans according to the four career planning principles. By setting up a career plan, the direction of the individual's future efforts will be determined. Therefore, when setting the goal, the goal setting should be specific, measurable, feasible in line with the actual situation, and a time limit. So, with their ability, career planning should be evaluated and revised accordingly.

Second, choose to deal with positive setbacks. USSB, in the process of its growth, has encountered many difficulties. Hence, they must guide their behavior to respond positively to setbacks. They should handle setbacks positively and control their emotions as they meet all kinds of difficulties/setbacks because failure is typical; to overcome difficulties and overcome setbacks, summarize the experience of failure, grow from adversity, and enhance their ability to resist setbacks.

Third, pursue a meaningful life. University students should maintain their love for life in their studies, life, and work, learn to restrain their emotions, and enjoy life to live a happy life. They should be calm, learn to relax, maintain a regular life,

and rest to deal with sudden problems calmly. Finally, university students should learn to face reality optimistically. Setbacks cannot be avoided. They can live a meaningful life if they find effective ways to deal with them.

From the social environment perspective, enhancing PWB education at USSB requires the joint efforts of society, universities, and their families. From the social perspective, improve the favorable social atmosphere, improve the funding system, select the appropriate social aid method, establish a social support network, and implement measures to reduce employment pressure. From the school's perspective, implementing the school's hard and soft environments measures. From the perspective of society, parents should constantly reflect on and adjust their parenting methods; parents should educate university students to establish a correct view about money and its consumption, and they should also set reasonable expectations and implement measures for USSB. From the individual perspective, mainly from the perspective of the six factors model, by promoting grants for university students, psychological self-acceptance, strengthening the grants of university students' psychological personal growth, cultivating the grants of university students' psychological autonomy, strengthening the grants of university students' psychological control, enhance the grants of university students' psychological, interpersonal relationship, establish the grants university psychological purpose and pursuit of life. Therefore, through the joint efforts of society, schools, families, and individuals, university students can genuinely change from internal PWB to external PWB, enhance the PWB education of university students, and better help university students overcome difficulties and realize their value.

5.4 Recommendation for Future Research

China has established six diversified mixed funding policies: award, loan, assistance, diligence, subsidy, and exemption.

1. The award is a national scholarship. It is divided into national scholarship and national inspirational scholarship.

2. The national student loan is divided into student and campus loans.

3. Aid mainly refers to the state grant and various scholarships and grants set up within the university.

4. Qin means work-study, which refers to the social practice activities organized by the school to obtain legal remuneration through labor and improve learning and living conditions through labor on the premise that students have the strength to study. The university is mainly engaged in work-study.

5. Compensation means special hardship subsidies, including food subsidies, tuition compensation for compulsory military service or grass-roots employment, tuition assistance for retired soldiers, and other policies.

6. Free tuition reduction and exemption, including the "green channel" for new students, tuition reduction and free education for typical students, and other policies.

It is necessary to understand that the postgraduate funding policy is not included here, and only the full-time undergraduate and junior university student funding policies are sorted out for ordinary undergraduate universities and higher professional schools.

The goal of the national student financial aid policy in higher education is to help and educate people. Although some universities around the globe and our country have realized the importance of educating people, they still focus on material aid and neglect psychological help. The financial aid to students only stays at the level of material aid and lacks psychological counseling and ideological education for

students with financial difficulties. Most poor university students prioritize applying for free grants rather than paid student loans. Compared with grants, student loans have more incentive and educational functions. After students get loans, they can encourage them to study hard and become self-dependent so that they can repay loans and try to get rid of poverty after graduation. Therefore, material help is temporary, spiritual help is eternal, funding is temporary, and education is long-term. Only by helping poor university students establish a correct world outlook, outlook on life, and values can they have a happy life. Therefore, our country's educational function of student aid for higher education still needs to be exercised more comprehensively.

PWB education for university students is one of the essential links to promote their healthy development of moral, intellectual, physical, labor, and aesthetic skills. However, USSB is in a weak position in universities, and they experience so many psychological problems because they live in a fast-developing modern society that is deeply influenced by the social ideology and culture as they go from education to adulthood, deeply penetrated by the school culture and education and influenced by their family culture and education. Thus, from the individual perspective, the final decision on the PWB problem is based on the individual's psychological status. Reasons and measures for the psychological problems of university students are discussed and explained. If the psychological problems of USSB cannot be fundamentally solved, the psychological problems of USSB will face insurmountable serious risks. So, how we avoid the terrible psychological problems in the history of university students can be used as today's mirror. Here, the dissertation starts with a discussion of their historical experience of psychological problems and discusses the psychological problems of university students. Throughout the development history of psychological problems of university students, we can find a phenomenon with historical regularity due to the lack of economic support for university students and the

lack of economic support in the process of their growth, and the reasons are mainly in four aspects: individual, family, school and society.

After practical investigation and theoretical research, we must try to effect changes in their individual, family, school, and society to guide their healthy growth better. The psychological theory of health education is biased for this situation. Therefore, the future for the study of university students' psychological problems in practice is how to refine the social system, how to improve the school's psychological construction education, how to change the way of family education, and in general, build freedom, equality, harmony, integrity, and friendly ecological environment. How to realize harmony between individual and nature, the reconciliation of individual/society, and the reconciliation between/within individuals has become an essential question in future research. This way, a new USSB health status, and positive individual psychology assist them in transforming their negative thinking mode with a more optimistic view around all problems to maintain a positive way of life, which is also an essential source for maintaining PWB.

5.5 Limitations of the Study

Although this dissertation for the grants of university students' PWB situation launched the corresponding research and analysis, it expounds the new situation by the present situation of university students' PWB education and its reasons. It develops the specific measures to carry out this work. This study is limited to Guangxi L. school grants for university students, and the future should be expanded to more schools by grants for university students' research. In addition, the current research ability and knowledge level are limited, so the researcher cannot conduct more in-depth research and practice on this subject.

REFERENCES

Academic Writing

- Arlene, F. & Trans, J. (2016). How to conduct surveys: A step-by-step guide, 5th edition. Chongqing University Press. 13
- Barrow, R. & Woods, R. (2006). An introduction to philosophy of education. Routledge.
- Brooks, R. B. (2023). The power of parenting. In *Handbook of Resilience in Children* (pp. 377-395). Cham: Springer International Publishing.
- Brunner, J. J. Santiago, P. Guadilla C. G. Gerlach J. & Velho. L. (2008). *OECD Reviews of Tertiary Education*. Mexico (OECD. 2008).
- Callejo, P. D. M., Fain, S. M. & Slater, J. J. (2011). *Higher education and human capital:/Re-thinking the doctorate in America*. (No Title).
- Canton, E. J. & Blom, A. (2004). Can student loans improve accessibility to higher education and student performance? An impact study of the case of *SOFES*. Mexico. An Impact Study of the Case of Sofes. Mexico.
- Cao, H. (2022). The theory and practice of university student aid in the new era from the perspective of "three whole education". Southeast University Press.
- Castleman, B. L. Schwartz, S. & Baum, S. (2015). *Decision making for student success: Behavioral insights to improve university access and persistence*. Routledge.
- Feng, X. (2015). *Social Survey Methods (5th Edition)*. Huazhong University of Science and Technology Press
- Frank, G. & Lu, M. (2001). *Third Thought: Maslow Psychology*. Shanghai: Shanghai Translation Publishing House. 40.

- Goble, F. (2002) *Third Thought: Maslow's Psychology*. Shanghai: Shanghai Translation Publishing House. 44-45.
- Iarovici, D. (2014). Psychological well-being issues and the university student. JHU Press students. Nanjing University Press.
- Jiang, Y. (2014). Ethical Appeal and Value Choice of student financial aid *policy*. Jiangsu People's Publishing House.
- Laurencelle, L. & André N. (2011). Questionnaires Psychologiques Pour l'activité *physique*. le sport et l'exercice. PUQ.
- Liang, G., Xu, H., Yang, C.& Zhang, L. (2015). *The exploration and practice of subsidizing education in universities*. Southwest Jiaotong University Press.
- Li, H., Zhang, M. & Ma, G. (2017). *SPSS data analysis practical tutorial*. People's Posts and Telecommunications Press.
- Li, L., Li, C., Chen, H., Zhang, J., Qin, Q. & Wang, S. (2018). Psychological well-being education for university students. Chongqing University Press.
- Ling, S., Yang, D. & Schumann (2015). *University psychological well-being education practice*. China Renmin University Press.
- Lin, J. & Hu, Y. (2018). *Psychology of higher education*. Jiangxi University Press.
- Linley, P. A. & Joseph, S. (2004). Applied positive psychology: A new perspective for *professional practice*. Positive psychology in practice. 3-12.
- Liu, W. (2018). Theory and practice of psychological well-being education for *university students*. Nanjing University Press.
- Li, X., Shao, C. & Zheng, H. (2018). *Psychological well-being and positive growth of university students*. Chongqing University Press.
- Ma, F. & Wang, Y. (2018). *Educational Psychology*. Nanjing University Press.
- Maslow, A. & Xu, J. (2007). *Motivation and Personality*. Beijing: China Renmin University Press. 21-22.

- Miller, M. (2014). *Computer Applications in Psychological Well-being: Education and Evaluation*. Routledge.
- Miyake, I., Watanuki, J., Kabashima, I., Ferree, Jr. G. D., Verba. S., Kelman, S. & Orren, G. R. (1987). *Elites and the idea of equality: A comparison of Japan, Sweden, and the United States*. Harvard University Press.
- Pern, L. W. (Ed.) (2023). *Higher Education: Handbook of Theory and Research: Volume .38*.
- Peterson, P. L., Baker. E. & McGaw, B. (2010). *International encyclopedia of education*. Elsevier Ltd.
- Qiu, L. (2008). *Social research methods*. Chongqing University Press.
- Rakow, D. A. & Eells, G. T. (2019). *Nature Rx: Improving university-student mental health*. Comstock Publishing Associates.
- Schults, T. W. (1990). Human capital investment: The role of education and research.
- Schulz, T. W. (1990). Investment in Human Capital: The Role of Education *and Research*. Beijing: The Commercial Press. 232
- Seligman, M. E. & Csikszentmihalyi. M. (2000). *Positive psychology: An introduction* (Vol. 55. No. 1. p. 5). American Psychological Association.
- Smith, C. P. (Ed.). (1992). *Motivation and personality: Handbook of thematic content analysis*. Cambridge University Press.
- Student, C. O. M. H. (1967). *Psychedelics and the University Student*. Student Committee on psychological well-being. Princeton University. Princeton University Press.
- Torsten, H. & Zhang, R. (1991). *Social Background and Academic Achievement*. Kunming: Yunnan Education Press. 1991:8.
- Wang, L., Schumann, & Hu, Yan. (2015). *Psychological well-being peer support for university students*. China Renmin University Press.

- Wang, L., Wang, S. & Liu, X. (2015). *Psychological counseling at the university Students to promote employment*. China Renmin University Press.
- Wang, N. (2020). Theory and Practice of university student financial aid in the new era. China Renmin University Press.
- Wang, P. (2017). Study on the development process and intervention of university students' mental toughness. Soochow University Press.
- Wang, X., Wu, H. & Li, C. (2022). *Psychological well-being and development of university students*. Chongqing University Press.
- Wang, X. (2016). Study the standardization system of university students' psychological crisis prevention and intervention. Zhejiang Gongshang University Press.
- Wu, D. (2014). Research on regional system analysis method. Nanjing Southeast University Press.
- Xie, P., Huang, Y. & Zhao, H. (2017). *Market research and forecasting*. Nanjing University Press.
- Xue, P. (2001). *American Logistics Management Research*. Beijing: Beijing Normal University Press.45.
- Yin, S. (2018). International Perspective and theoretical analysis of primary education. Xinhua Publishing House.
- Yu, T., Abdu, Q. A., Chen, L., Zhao H., Xia H., Liu, X. & Zhang, C. (2015). *Psychological Development and Education of University Students*. People's Posts and Telecommunications Press.
- Zeren, Z. & Lu, R. (2018). The evolution and practice of the university student-aid system. Sichuan University Press.
- Zhang, F. & Yang, D. (2021). Theory and Practice of university funding education in the new era. Jiangsu University Press.

- Zhao, L. (2019). Research on developing university psychological well-being Education model from the Internet perspective. Chongqing University Press.
- Zhou, Q. (2021). The development of university funding education in the new era. Kyushu Publishing House.
- Zhu, T. (2020). A study on university students' forgiveness psychology from the *positive psychology perspective*. Nanjing Southeast University Press.

Reference Journal

- Adam, J.S. (1963). Toward an Understanding of Inequity. *Journal of Abnormal and Social Psychology*, 67, 422-436. <http://dx.doi.org/10.1037/h004968>.
- Agu, S. A., & Nwankwo, B. E. (2019). The role of psychological well-being and Emotional intelligence in maintaining healthy interpersonal relationships. *Nigerian Journal of Social Psychology*, 2(1).
- Alfred, T.H. & Tao, L. (2013). Analyzing Social Safety Net and Employment Assistance Spending in Chinese Cities. *Australian Journal of Public Administration*, 72(3), 359-375
- Ariane de G., Claire C., Francis, G. (2019). The determinants of student loan take-up in England. *Higher Education: The International Journal of Higher Education Research*. 78 (1).
- Ayub, N., & Iqbal, S. (2012). The relationship of personal growth initiative, psychological well-being, and psychological distress among adolescents. *Journal of Teaching and Education*, 1(6), 101-107.
- Bernal-Romero, T., Melendro, M., De-Juanas, Á., & Goyette, M. (2021). Understanding Young Individuals' Autonomy and Psychological Well-Being. *Frontiers in Psychology*, 12, 750115.

- Burnside, C. & Dollar, D. (2000). Aid policies and growth. *American Economic Review*. 90(4). 847-868.
- Cheng, D. X. (2004). Students' sense of campus community: What it means, and what to do about it. *NASPA journal*, 41(2), 216-234.
- Chen, Y. (2012). On the education function of financial aid for college students. Southwest University.15.
- Chui, R. C., & Chan, C. K. (2020). Positive thinking, school adjustment and psychological well-being among Chinese college students. *The Open Psychology Journal*, 13(1).
- Duan, Y Q. (2017). Research on the function of ideological and political education funded by college students. *Hubei University*. 25.
- Du De Province. (2010). Research on problems in university student financial aid work. East China Normal University.28.
- Du, H. (2023). Research on the factors affecting the effectiveness of subsidized education in independent universities and its improvement countermeasures. *Journal of Jiangxi Electric Power Vocational and Technical University*. 107-109.
- Garcia, D., Al Nima, A., & Kjell, O. N. (2014). The affective profiles, psychological well-being, and harmony: environmental mastery and self-acceptance predict the sense of a harmonious life. *PeerJ*, 2, e259.
- Goode, R. B. (1959). Adding to the stock of physical and human capital. *The American Economic Review*, 49(2), 147-155.
- Grusec, J. E., & Goodnow, J. J. (1994). Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. *Developmental Psychology*, 30(1), 4–19.

- He, C., Li, W. & Ji-Ming, Z. (2008). Create an absolute respect for the talents of the social environment. *Journal of Hebei Software Professional Technology Institute*, 10 (3), 3-6.
- Huang, C. (2018). Parenting Styles and the Development of Non-Cognitive Skills among Chinese Adolescents. *Society*, 38(6), 216-240.
- Jiang, Y Y. (2018). Research on the Subsidy to the Impoverished Students at Huaihai Institute of Technology. *Dalian Maritime University*.51.
- Jongbloed, B. (2016). Hans Vossensteyn. University funding and student funding: international comparisons. *Oxford Review of Economic Policy*. 576-595.
- Kaplan, A., & Maehr, M. L. (1999). Achievement goals and student well-being. *Contemporary educational psychology*, 24(4), 330-358.
- Lewis O. (1966). The culture of poverty. *Sci Am*. 19-25.
- Li, L. (2016). Reflections on the current situation of diversified student aid system in colleges and universities. *Journal of Yangzhou University (Higher Education Research Edition)* (05). 67.
- Liu, Y. (2011). The problems of psychological well-being education and research of countermeasures for poverty students in Higher Vocational Colleges. *Hebei Normal University*.21.
- Ma, J., Ma, T., & Gu, S. (2015). The impact of social support on the psychological stress of poor college students in employment: from the perspective of college counselors. *Literature and Education Materials*, (28). 147-149.
- Maslow, A. H. (1943). "A theory of human motivation". *Psychological Review*. 50 (4): 370– 96.
- Ma, Y. (2012). Master dissertation on the construction of a developmental funding system for college students. *Huazhong Agricultural University*.
- Milner IV, H. R. (2013). Analyzing poverty, learning, and teaching through a critical theory lens. *Review of Research in Education*, 37(1), 1-53.

- Ozpolat, A. R., Isgor, I. Y., & Sezer, F. (2012). Investigating psychological well-being of university students according to lifestyles. *Procedia-Social and Behavioral Sciences*, 47, 256-262.
- Ren, C. (2017). Public Undergraduate Colleges in Guangxi University Student Aid Policy Implementation present situation. *Problems and Countermeasures Research*. Guangxi Normal University.60.
- Ryff, C. D. (1989a). Beyond Ponce de Leon and life satisfaction: New directions in quest of successful aging. *International Journal of Behavioral Development*. 12. 35–55.
- Sarkova, M., Bacikova-Sleskova, M., Madarasova Geckova, A., Katreniakova, Z., van den Heuvel, W., & van Dijk, J. P. (2014). Adolescents' psychological well-being and self-esteem in the context of relationships at school. *Educational Research*, 56(4), 367-378.
- Segrin, C., & Taylor, M. (2007). Positive interpersonal relationships mediate the association between social skills and psychological well-being. *Personality and individual differences*, 43(4), 637-646.
- Shi, Z. (2015). Reflection on the ultimate value orientation of educational equity policy. *Exploration and Contention*. 4-6.
- Terry, M. L., & Leary, M. R. (2011). Self-compassion, self-regulation, and health. *Self and identity*, 10(3), 352-362.
- Tran, K. (2024). Mental health in schools.
- Van Dierendonck, D., Díaz, D., Rodríguez-Carvajal, R., Blanco, A., & Moreno-Jiménez, B. (2008). Ryff's six-factor model of psychological well-being. a Spanish exploration. *Social Indicators Research*. 87. 473-479.
- Van Ryzin, M. J., Gravely, A. A., & Roseth, C. J. (2009). Autonomy, belongingness, and Engagement in school also contribute to adolescent psychological well-being. *Journal of youth and adolescence*, 8, 1-12.

- Wang, L. (2011). A study on the financial aid mechanism for university students from low-income families in the United States (Master's Thesis). *Hebei Normal University*.
- Wang, S., Yuan, L. & Liu, Z. (2003). Progress, problems, and Countermeasures of public education financial system reform in China. *Journal of Beijing Normal University (Social Science Edition)*, 6, 6. 5-14.
- Wang, Y. (2008). Participatory: a new way to promote the ability of poor university students. *Journal of Guangxi Youth Cadre Institute*, (6), 39-42.
- Xuan, L. (2021). Research on financial aid education of agricultural and forestry universities in Heilongjiang Province. *Northeast Forestry University*.25.
- Xue, P. (2001). American Logistics Management Research. Beijing: *Beijing Normal University Press*. 45.
- Yin, Z., Sun, M. & Wang, Y. (2019). Optimism brings meaning to college students' lives: the partial mediating role of psychological well-being. *Advances in Psychology*. 9. 904.
- Zhao, G. (2011). A Study of Moral Educational Function of the Financial Aid System for Undergraduates in your Country. 14.
- Zhao, M. (2022). A study on the educational effect of university student financial aid policy. *University of Electronic Science and Technology of China*.32.
- Zhao, Y. (2019). Research on the quality improvement of university-subsidized education (Master's Thesis). *Henan Polytechnic University*.
- Zhu, C. (2015). The Studies in Fair Perspective of Enhancing the Funded Support and Educated Activities of University -- Based on the Studies of 20 Tianjin Universities. *Tianjin Medical University*. 36.
- Zhu, S. (2014). Research on Ideological and Political Education in University Student Aid Work. *Jiangxi Agricultural University*. 1.

Web Sources

National Center for Student Financial Aid Administration. <https://baike.baidu.com/>.
July 8. 2023.

The Ministry of Education of the People's Republic of China. The National Student Financial Assistance Fund Management Center. "China student financial assistance" in 70. <https://www.xszz.edu.cn/n39/n54/index.html>. on September 27. 2022.

The Ministry of Education of the People's Republic of China. The National Student Financial Assistance Fund Management Center. "The Chinese student financial assistance development report".
<https://www.xszz.edu.cn/n85/n168/c11046/content.html>. on September 27. 2022.



APPENDICES

Appendix A

List of Past Student Status of Traditional Funding

Stage	Time	Important Event	Main Funding Content
Starting period of student financial aid	In May, 1949	The provisional regulations on the people's grant for students were issued at the beginning of the peaceful liberation of piping.	Public funds are called "people's grants" and include the basic ideas of people's grants, the application method, and the decision method of student recipients.
	From 1949 to 1955	Student supply system	The targets of financial aid mainly include students of military and political cadres, schools for children of cadres, students of ethnic minorities, and students of children of martyrs. There are no tuition fees, free accommodation, food and clothing, and a certain allowance for basic daily necessities.
	In July, 1952	Notice on adjusting the wages of staff and grants for students at all levels and of all types of Schools.	It has set the standards for granting grants to students at all levels. All university students receive grants, including 120,000 per month (the old system unit in March 1955:10,000 per month.

Stage	Time	Important Event	Main Funding Content
	In 1970,	The resumption of university enrollment changed the prevailing university entrance examination enrollment method, directly selecting outstanding objects from workers, peasants, and soldiers and recommending them without examination.	The state adjusted the method for granting people's grants for workers, peasants, and soldiers from a certain proportion before the "Cultural Revolution" to comprehensive subsidies (all workers, peasants, and soldiers enjoy living expenses).
Initial period and formative period of student financial aid	In July, 1983	Interim measures for people's financial aid to regular institutions of higher learning and junior universities	First, the people's grants are divided into staff students' people's grants and general students. All state employees with a continuous service of more than five years are admitted to institutions of higher learning. Other people who have living difficulties and meet the conditions can also apply for people's grants for general students. Second, we will reduce the proportion of the original people's grants. Third, food subsidies should be provided to students of some majors.

Stage	Time	Important Event	Main Funding Content
	In July, 1987	"Measures for Implementing the Scholarship System."	Scholarships are divided into three categories: outstanding student scholarship, professional scholarship, and directional scholarship. Outstanding Student Scholarship rewards outstanding students for their comprehensive moral, intellectual, and physical development. The professional scholarship applies to students admitted to regular education, agriculture and forestry, physical education, ethnic minorities, navigation, and other majors. Directional scholarships apply to students who aspire to work in border areas, economically poor areas, and challenging industries after graduation.
	In July, 1987	Measures for the implementation of the loan system for the primary and junior universities in ordinary institutions of higher learning	The state provides interest-free loans to students with financial difficulties, with a maximum annual loan limit of 300 yuan per year, and the proportion of loans issued is strictly controlled within 30% of the number of students.

Stage	Time	Important Event	Main Funding Content
Student financial aid and development period	In August, 1993	Opinions on further improving work-study work in institutions of higher learning	It makes precise requirements for the organization and leadership, organization setting, remuneration standard, fundraising, post setting, work content, reward and commendation, and priority principles of work-study work in institutions of higher learning.
	In 2000,	Notice several opinions on enrollment fees of higher learning in 2000	Establish a "green channel" system.
	In 2002,	Measures for the administration of national scholarship	Since 2002, the government has invested 200 million yuan yearly to set up a national scholarship, supporting 45,000 students from poor families. National scholarship is divided into two levels: first-class scholarship, RMB 6000 per person per year, and second-class scholarship, RMB 4000 per person per year. National scholarship recipients will waive all their school tuition fees for the current year.

Stage	Time	Important Event	Main Funding Content
	In June, 2004	Several opinions on further improving the work of state student loans	The significant adjustments of the opinions mainly include selecting the loan handling bank through bidding, paying the interest by the finance and the student after graduation, extending the loan repayment period to 6 years, implementing the basic employment loan compensation, establishing the special fund for risk compensation of national student loan, and giving appropriate compensation to the handling bank.
	In 2005,	Administrative measures for state student scholarship	Additional state grants were added. The national student scholarship is funded by the central government and divided into national and state grants.
	In April, 2005	Opinions on further improving the work-study work for university students	"In principle, students who engage in work-study activities should spend no more than 8 hours a week."

Stage	Time	Important Event	Main Funding Content
	In September, 2006	Interim measures for compensation and funding of state student loans for graduates of institutions of higher learning	By the central government, the service period is more than 3 years, and the state shall repay the principal and interest of the student loans.

Source: National Student Financial Aid Management Center of the Ministry of Education of the People's Republic of China, Chinese Student Financial Aid for 70 years (I), <https://www.xszz.edu.cn/n39/n54/index.html>, 27 September 2022.



Appendix B

List of Current Student Status of Traditional Funding

Stage	Time	Important Event	Main Funding Content
accomplish ripe designated time	In May, 2007	Implementation of measures for free education for regular university students at regular universities directly under the Ministry of Education (Trial)	Since the fall of 2007, the central government has arranged the funds of the six regular universities affiliated with the central government.
	In June, 2007	Interim measures for the administration of national scholarships for regular undergraduate universities and higher vocational schools	Sponsored by the central government, national scholarships will be established for outstanding university students. Reward you with 50,000 people per year, or 8,000 yuan per person per year.
	In June, 2007	Interim measures for the administration of national encouragement scholarships for ordinary undergraduate universities and higher vocational schools	Jointly funded by the central and local governments, the National Encouragement Scholarship is set up for full-time undergraduate and junior university students in universities. The reward standard is 5,000 yuan per student per year, and the reward ratio is about 3% of junior university students.

Stage	Time	Important Event	Main Funding Content
	In June, 2007	Interim measures for the administration of state grants for regular undergraduate universities and higher vocational schools	The average standard of state grants is adjusted to 2,000 yuan per student per year.
	In March, 2009	Interim measures for graduation tuition fees and compensation of state student loans in institutions of higher learning	Will the central university graduates at the grass-roots level employment national student loan compensation policy be expanded to tuition compensation loan compensation, the policy coverage to the Midwest, for the central university graduates to the Midwest and complex remote areas grassroots unit employment, service period in more than 3 years (including 3 years), the tuition compensation by the state.

Stage	Time	Important Event	Main Funding Content
	In August, 2013	Measures for state funding for students at universities who enlist for compulsory military service	We will expand the scope of state funding for compulsory military service and specify that all full-time university students, graduate students, and undergraduates in universities will be included in the scope of state funding for compulsory military service and will compensate for tuition fees or state student loans.
	In September, 2018	Administrative measures for work-study in institutions of higher learning (revised in 2018)	The work-study remuneration standard should be moderately raised from no less than 8 yuan to no less than 12 yuan per hour, Combined with the social and economic development and the school students' consumption level.

Stage	Time	Important Event	Main Funding Content
	In June, 2019	The executive meeting of the state council studied and decided on it.	Starting in 2019, we will expand the coverage of scholarships and grants for higher vocational universities, increasing the number of state scholarships to 15,000 and the coverage of national encouragement scholarships to 3.3 percent. Expand the coverage of state grants from 3,000 yuan to 3,300 yuan per year and raise subsidies for undergraduate students.
	In 2011,	opinions on implementing the education funding policy for ex-soldiers	Tuition subsidies will be provided to self-employed ex-soldiers admitted to full-time regular institutions of higher learning. In the same year, university students were included in the scope of conscription for compulsory military service, starting from the fall semester of 2011.

Stage	Time	Important Event	Main Funding Content
	In July, 2020	Notice on adjusting and improving the relevant policies on state student loans.	First, the grace period for student loan repayment is extended from three years to five years. Second, the term of student loans will be adjusted from the length of schooling plus 13 years, with a maximum of 20 years to 15 years and a maximum of no more than 22 years. Third, the interest rate of student loans will be reduced by 30 basis points at the quoted rate of loans (LPR) in the same period.
	On 1 st September 2022	Executive meetings of the State Council	The maximum annual loan amount of each student at the junior university is raised to 12,000 yuan.

Source: National Student Financial Aid Management Center of Ministry of Education of the People's Republic of China, 70 years (2), [https://www.xszz.edu.cn/n39/n54/index. HTML](https://www.xszz.edu.cn/n39/n54/index.HTML), September 27, 2022

Appendix C

Questionnaire for the Students under State Bursary

Survey on the Psychological Well-being of University Students under State Bursary

Dear students:

This survey is conducted to gain a deeper understanding of the psychological well-being status of university students and to find out the causes of problems in the psychological well-being of some university students. This questionnaire is a modified version of Ryff's psychological well-being scale. The questionnaire survey is based on the principle of voluntary, anonymous, confidential responses. The survey results are only for reference in the dissertation writing, so it will not bother you with your study, life, or work; please answer questions according to the fundamental idea and the actual situation. Finally, I sincerely thank you for your support and cooperation!

Basic Information Section

1. Your gender is ()
A. Man B. Woman

2. Your grade is in the ()
A. Freshman B. Sophomore C. Junior

3. Where is your family origin ()
A. City B. County Seat C. Villages and Towns D. Rural Area

4. Will the current funding policy solve your financial problems? ()
A. Can B. Cannot

5. Do you think the family's economic situation has a psychological impact? ()
A. Carry weight B. Have a partial effect C. Have no effect at

Six-factor Model Section

No.	Items	Very opposed to	Much against	Little opposed	Little agree with	Very agree with	Strongly endorse
6	Whenever I look back at my past, I am happy with those experiences and results.						
7	I envy the life many people lead.						
8	I am the kind of person who likes to try new things.						
9	Looking back, I do not think I have made a significant improvement.						
10	I often change my decision when my friends or family object.						
11	Sometimes, I change my behavior or thinking to cater to the people around me.						
12	I am often overwhelmed by my responsibilities.						
13	My efforts in socializing and building relationships were quite successful.						
14	I feel like most people have more friends than I do.						

No.	Items	Very opposed to	Much against	Little opposed	Little agree with	Very agree with	Strongly endorse
15	I often feel lonely because few close friends can share their burdens with me.						
16	I used to set goals for myself, but now I think it was a waste of time.						
17	I can actively complete my plan.						

Literacy Part

18. Which of you will get the most improvement after receiving the funding? ()

- A. Material level B. Interpersonal interaction C. Learning level D. Working ability
E. Mental state F. Social cognition

19. What job do you want to do after graduation? ()

- A. Party and government organization, public institutions B. Private enterprises and individual enterprises C. Foreign capital or joint venture enterprise D. State-owned enterprises

20. Will you actively participate in various volunteer services? ()

- A. I will B. I will not



证明

颜文娟，于 2023 年 9 月至 2023 年 12 月在柳州铁道职业技术学院城轨交通学院开展《大学生心理健康状况调查》问卷调查和访谈工作，调研收集的数据形成的成果，用于学术研究工作。

特此证明



柳州铁道职业技术学院
城轨交通学院
2024年1月5日



Certificate

From September 2023 to Decemberr 2023, Wenjuan YAN carried out questionnaire survey and interview onthe psychological well-being of university students of Liuzhou Railway Vocational Technical College. The results of the survey collected data were used in academic research.

Hereby certify



柳州铁道职业技术学院

城轨交通学院

2024年1月5日

Appendix D

Cronbach α Reliability Coefficient Analysis of the Questionnaire

Variables	Item	The term has been deleted for the α coefficient	Cronbach α coefficient
Basic information	Your grade	0.755	0.756
	family origin	0.76	
	Will the current funding policy solve your financial problems?	0.76	
	Do you think the family's economic situation has a psychological impact?	0.758	
Six-factor model problem setting	Whenever I look back at my past, I am happy with those experiences and results	0.755	
	I envy the life many people lead.	0.742	
	I am the kind of person who likes to try new things	0.749	
	Looking back, I do not think I have made a significant	0.733	
	I often change my decision when my friends or family object.	0.725	
	Sometimes, I change my behavior or thinking to cater	0.726	
	I am often overwhelmed by my responsibilities.	0.723	
	My efforts in socializing and building relationships were quite successful.	0.753	

Variables	Item	The term has been deleted for the α coefficient	Cronbach α coefficient
Comprehensive literacy problem-setting	I feel like most people have more friends than I do.	0.724	
	I often feel lonely because very few close friends can share the burden with me.	0.725	
	I used to set goals for myself, but now I think it was a waste of time.	0.734	
	I can actively complete my plan.	0.754	
	Which of you will get the most improvement after receiving the funding?	0.756	
	What job do you want to do after graduation?	0.754	
	Will you actively participate in various volunteer services?	0.76	

Appendix E

Results of Questionnaire Validity Analysis

Item	Factor Load Coefficient					Common Degree ²
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	
Your gender	-0.034	-0.358	-0.375	0.339	0.148	0.406
Your grade	0.000	0.114	0.626	-0.399	0.034	0.566
family origin	-0.151	0.124	0.651	-0.091	0.416	0.643
Will the current funding policy solve your financial problems?	-0.007	-0.083	0.087	0.792	-0.060	0.645
Do you think the family's economic situation has a psychological impact?	-0.044	0.179	-0.201	-0.175	0.813	0.766
Whenever I look back on my past, I am happy with those experiences and results	-0.050	0.771	0.138	-0.220	0.069	0.669
I envy the life many people lead.	0.543	-0.177	0.375	-0.029	-0.101	0.477
I am the kind of person who likes to try new things	0.056	0.815	-0.026	-0.080	0.077	0.680
Looking back, I do not think I have made a significant improvement.	0.654	-0.077	0.154	0.230	0.125	0.526
I often change my decision when my friends or family object.	0.807	0.119	0.029	-0.011	-0.157	0.690
Sometimes, I change my behavior or thinking to cater to the people around me.	0.760	0.192	-0.059	0.085	-0.024	0.626

Item	Factor Load Coefficient					Common Degree ²
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	
I am often overwhelmed by my responsibilities.	0.873	-0.036	0.032	0.010	-0.091	0.773
My efforts in socializing and building relationships were quite successful.	-0.043	0.769	0.042	0.078	0.148	0.623
I feel like most people have more friends than I do.	0.795	-0.086	0.005	0.013	0.208	0.683
I often feel lonely because few close friends can share their burdens with me.	0.843	-0.010	-0.143	-0.075	0.111	0.749
I used to set goals for myself, but now I think it was a waste of time.	0.797	-0.136	-0.052	0.020	-0.028	0.658
I can actively complete my plan.	-0.081	0.723	0.272	-0.108	0.067	0.620
Which of you will get the most improvement after receiving the funding?	0.144	0.148	0.259	0.218	0.539	0.448
What job do you want to do after graduation?	0.085	0.156	0.679	0.110	-0.118	0.518
Will you actively participate in various volunteer services?	0.118	-0.123	-0.255	0.638	0.025	0.502
Feature root (before rotation) ²	4.834	3.414	1.606	1.275	1.141	-
Variance explanation rate % (before rotation) ²	24.168%	17.069%	8.029%	6.373%	5.704%	-
Cumulative variance explanation rate % (before rotation)	24.168%	41.238%	49.266%	55.639%	61.343%	-

Item	Factor Load Coefficient					Common Degree□
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	
Feature root value (after rotation)	4.774	2.744	1.885	1.547	1.319	-
Variance interpretation rate % (after rotation)	23.872%	13.719%	9.423%	7.733%	6.596%	-
Cumulative variance explanation rate % (after rotation)	23.872%	37.591%	47.014%	54.747%	61.343%	-
KMO value	0.739					-
Barth spherical value	799.835					-
df□	190					-
p-value	0.000					-



Appendix F

Interview Outline

School Staff Interview Outline

Interview subject	School Staff
Interview time	
Interview method	
Interview content 1. What psychological well-being education have you given students under state bursary in subsidizing education? 2. What psychological well-being problems do you find in university students under state bursaries subsidizing education? 3. In subsidizing education, what do you find to be the reasons for the psychological problems of university students under state bursaries? 4. In subsidizing education, how do you solve the psychological problems of university students under state bursaries?	

Outline of the Counselor Interview

Interview subject	Counselor
Interview time	
Interview method	
Interview content 1. In subsidizing education, how do you determine whether there are psychological problems among university students under state bursaries? 2. What problems do you find in subsidizing education among university students under state bursaries? 3. In subsidizing education, what do you find out are the reasons for the psychological problems of university students under state bursaries? 4. In funding education, how do you solve the psychological well-being problems of university students under state bursaries?	

Students under State Bursary Interview Outline

Interview subject	Students under state bursary
Interview time	
Interview method	
Interview content 1. Do you think the economic support and psychological guidance from the society and the school are good enough? 2. What psychological problems have you encountered in your daily life and study? 3. What are the most profound causes of your psychological distress? 4. When you encounter psychological distress, who do you want to help you solve the problem?	

Appendix G

Semi-structured Interview Notes

Interviewee: School Staff 1

Interview time: October 22, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: What psychological well-being education have you given to students under state bursary in subsidizing education?

Participant: Poor students one-on-one talk, poor student's forum, veterans forum, fraud prevention theme class meeting.

Researcher: In the process of subsidizing education, what psychological well-being problems do you find in university students under state bursaries?

Participant:

1. Poor students have a psychological lack of love due to incomplete families, resulting in solitary personalities.
2. Veterans who return to school find adapting to their student identity difficult and lose interest in learning.
3. Due to family economic difficulties, students go out to work and do not deal with their studies and work time, which leads to the delay of their studies and the idea of suspension.

Researcher: In subsidizing education, what are the reasons for the psychological problems of university students under state bursaries?

Participant:

1. Family environmental factors (single-parent families, divorced families, children of migrant workers).
2. Misinterpretation of poor students by public opinion.
3. The school's publicity and education of financial aid are not in place.

Researcher: In subsidizing education, how do you solve the psychological problems of university students under state bursaries?

Participant:

1. Improve the quality of conversation, in-depth students to find problems, more contact with parents, and understand the family background.
2. To do an excellent job of funding education so that students understand the connotation and significance of funding to lead students in a positive direction.
3. Use internet big data to strengthen publicity.
4. Create a good campus culture: actively promote the construction of campus culture, create a positive, inclusive, and friendly campus atmosphere, and organize some cultural activities, sports competitions, and artistic performances so that students

- under state bursaries can show their talents and strengths, enhance their sense of belonging and self-confidence.
5. Provide financial support and funding: Provide adequate financial support and funding for funded university students and reduce their financial pressure so that they can better focus on academic and personal development. At the same time, a sound funding policy and system will be established to ensure the fairness and sustainability of funding.
 6. Strengthen family care and support: Provide family support and care for students under state bursaries, enhance their family's attention and support, and help them better cope with family problems. Some parent-child activities, family counseling, and family education can be organized so family members can better understand and support the students under state bursaries.

Interviewee: 2 School Staff

Interview time: October 22, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: What psychological well-being education have you given to students under state bursary in subsidizing education?

Researcher: Psychological sports and symposiums.

Researcher: In the process of subsidizing education, what psychological well-being problems do you find in university students under state bursaries?

Researcher: A general lack of inner confidence, lack of integrity, and difficulties in interpersonal communication

Researcher: In subsidizing education, what do you find to be the reasons for the psychological problems of university students under state bursaries?

Researcher: Mainly due to the influence of family and peers, the researcher feels that parents' guidance during his growth has more influence on his psychological problems. Of course, social and school influences are also factors that cannot be ignored.

Researcher: In subsidizing education, how do you solve the psychological problems of university students under state bursaries?

Researcher: Mainly solves psychological problems in combination with the requirements of superior documents and the actual situation of university students under state bursary. Psychological teachers are asked to solve psychological problems that counselors cannot solve. If psychology teachers cannot solve them, parents are advised to take their children to professional psychological hospitals to solve their psychological problems.

Interview subject: Counselor 1

Interview time: October 21, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: In subsidizing education, how do we determine whether there are psychological problems among university students under state bursaries?

Participant: To observe students' daily behavior, thoughts, and behavior characteristics, conduct regular and thematic class meetings, and go deep into students' dormitories to build psychological feedback systems for dormitories, classes, and universities to understand and perceive students' psychological problems.

Researcher: In subsidizing education, what problems do you find among university students under state bursaries?

Participant: On the one hand, they felt that receiving financial aid would be embarrassing. On the other hand, there were questions about the use of funds. Some students spent part of the funds on eating, drinking, and playing, while those who did not receive financial aid questioned the use of funds.

Researcher: In subsidizing education, what do you find out are the reasons for the psychological problems of university students under state bursaries?

Participant: First, some students were not confident and could not actively participate in class and university activities when they had insufficient funds. The second is the reason for the family of origin or disharmony, which causes psychological distress to the students and increases academic pressure.

Researcher: In funding education, how do you solve the psychological well-being problems of university students under state bursaries?

Participant:

1. Interview and accompany students to understand their family situation and understand students' specific test methods,

Train students to develop a healthy attitude of optimism, rationality, and peace; otherwise, when they face difficulties, they cannot overcome them. Help students analyze their current psychological difficulties, teach them to look at their difficulties rationally and adjust their emotions,

The combination of psychological and practical problems can effectively solve the practical difficulties of students and arrange work-study positions for students with funding gaps.

Interview subject: Counselor 2

Interview time: October 21, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: In subsidizing education, how do you determine whether there are psychological problems among university students under state bursaries?

Participant:

Observe behavior, establish good communication, collaborate with other stakeholders, and develop self-awareness.

Researcher: In subsidizing education, what problems do you find among university students under state bursaries?

Participant:

Economic pressure, academic pressure, psychological pressure, social pressure, career planning confusion.

Researcher: In subsidizing education, what do you find to be the reasons for the psychological problems of university students under state bursaries?

Participant: During the process of funding education, I found that the following aspects mainly caused the psychological difficulties of the students under state bursaries:

1. Lack of social support: due to family financial difficulties, some university students need to rely on financial support to complete their studies. However, the heavy financial burden may make them anxious and insecure, fearing their future is not secure.
2. Family problems: Some students under state bursaries come from single-parent families or left-behind families, and they have less contact with their parents and lack family support and care.
3. Individual identity issues: Some sponsored university students may be confused about their own identity, and they may worry that they will not be able to integrate into society or be discriminated against and excluded by others.

Researcher: In funding education, how do you solve the psychological well-being problems of university students under state bursaries?

Participant:

1. Enhance self-awareness and self-management.
2. Build a social support network.

Interviewee: Students under State Bursary 1

Interview time: October 20, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: Do you think the economic support and psychological guidance from society and the school are good enough?

Participant: Yes, there are university student loan policies, poverty alleviation policies, and comprehensive policies that strengthen citizens' psychological well-being. Various inspirational scholarships, work-study programs, psychological counseling classes, and school-related activities exist.

Researcher: What psychological problems have you encountered in your daily life and study?

Participant: The participant will be anxious and restless when encountering daily life and learning difficulties.

Researcher: What are the most profound causes of your psychological distress?

Participant: Fear of not doing well will affect the next set of processes.

Researcher: When you encounter psychological distress, who do you want to help you solve the problem?

Participant: When I am having some mild mental distress, I will adjust myself by reading a mental book or talking to a friend. When I encounter more intense psychological distress, I seek the help of counselors, teachers, and parents.

Interviewee: Students under State Bursary 2

Interview time: October 20, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: Do you think the economic support and psychological guidance from society and the school are good enough?

Participant: Yes

Researcher: What psychological problems have you encountered in your daily life and study?

Participant: Anxiety disorder

Researcher: What are the most profound causes of your psychological distress?

Participant: The life goal is unclear, the learning goal is unclear, and the learning motivation is not adapted to the new environment.

Researcher: When you encounter psychological distress, who do you want to help you solve the problem?

Participant: Share with family and friends, talk with counselors

Interviewee: Students under State Bursary 3

Interview time: October 20, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: Do you think the economic support and psychological guidance from society and the school are good enough?

Participant: It is already good.

Researcher: What psychological problems have you encountered in your daily life and study?

Participant: Often feeling down, losing the fun of life, losing interest in daily activities, and often feeling self-determined.

Researcher: What are the most profound causes of your psychological distress?

Participant: Broken heart.

Researcher: When you encounter psychological distress, who do you want to help you solve the problem?

Participant: Therapist or my sister.

Interviewee: Students under State Bursary 4

Interview time: October 20, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: Do you think the economic support and psychological guidance from society and the school are good enough?

Participant: I think it is good enough.

Researcher: What psychological problems have you encountered in your daily life and study?

Participant: Sometimes there will be inexplicable anxiety. I want to let go of too many things but cannot. I feel very uncomfortable. I feel anxious at the end of the semester when I see others reviewing, and I have not reviewed anything. Sometimes, interpersonal communication in the dormitory can also lead to psychological unhappiness.

Researcher: What are the most profound causes of your psychological distress?

Participant: I was not handling my affairs well. I was getting all sorts of things together, and then I got bored, and there was always a time conflict. I did not know how to choose.

Researcher: When you encounter psychological distress, who do you want to help you solve the problem?

Participant: Either help yourself or be counseled by someone else

Interviewee: Students under State Bursary 5

Interview time: October 20, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: Do you think the economic support and psychological guidance from society and the school are good enough?

Participant: Yes, we are getting sufficient financial support and psychological guidance.

Researcher: What psychological problems have you encountered in your daily life and study?

Participant: Job pressure and anxiety.

Researcher: What are the most profound causes of your psychological distress?

Participant: I am afraid I will leave a job after graduation. I will not be able to get a steady-paying job.

Researcher: When you encounter psychological distress, who do you want to help you solve the problem?

Participant: Counselor, school psychology teacher, and intimate friend.

Interviewee: Students under State Bursary 6

Interview time: October 20, 2023

Interview method: face-to-face interviews with a single participant.

Interview content:

Researcher: Do you think the economic support and psychological guidance from society and the school are good enough?

Participant: Yes.

Researcher: What psychological problems have you encountered in your daily life and study?

Participant: Study anxiety before the exam. Life is sometimes aimless and confusing. I am worried about my job prospects.

Researcher: What are the most profound causes of your psychological distress?

Participant: study pressure, employment pressure, and family background.

Researcher: When you encounter psychological distress, who do you want to help you solve the problem?

Participants: Psychology teachers, counselors, close friends, communication relief, listening to music, travel relief.





BIOGRAPHY

NAME: Wenjuan Yan

EDUCATIONAL BACKGROUND:

June 2015
Master of Arts
Guangxi University of the Arts

June 2012
Bachelor's Degree
Guangxi University of the Arts

WORK EXPERIENCE: July 2015 – present
Liuzhou Railway Vocational and Technical
University of Guangxi

