

# An analysis of the mechanism of the influence of college students' involitional behaviour on subjective well-being

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**Abstract.** Youth prosperity is the prosperity of the country, youth strength is the strength of the country, in the face of the current severe employment situation and strong economic downward pressure, in order to seek development, college students are forced to fall into the ranks of the involution, however, the ensuing health problems, psychological problems, are letting us reflect on the correctness of the involution, and whether it will cause a significant negative impact on the subjective sense of well-being of the college students, and how should we distinguish and measure the involution. Based on the research hypothesis that introspection is a kind of meaningless mental internal consumption, this paper analyses the samples by questionnaire survey, by grouping the samples of college students' participation in cet4/6 and competitions to conclude that college students' degree of introspection has a significant negative impact on their subjective well-being, and that the participation in cet4/6 and competitions can serve as a grouping variable of the degree of introspection, and furthermore, the mediating effect between the two is analysed by the individual effect test. In addition, the mediating effect between the two was analysed through the individual effect test, and through the interpretation of the social atmosphere and personal pursuit, it was concluded that there is indeed the existence of individuals who are happier the more introspective they are, and finally, corresponding suggestions were put forward for the current social situation.

**Keywords:** Subjective well-being Involution Influence mechanism College students.

## 1. Introduction and background to the study

In recent years, the intensification of the phenomenon of social involution and the ensuing discussion on involution and anti-involution have had a profound impact on the overall social thoughts. What's more, the antithesis of involution has been developed - to float in the world and follow the current, or what is known as "laying flat". With the end of China's overall demographic dividend, employment difficulty has gradually become a part of the people's livelihood issues that cannot be ignored. On the one hand, as the economy is subjected to downward pressure, China is unable to maintain the high growth rate of development between 2010 and 2018, and the seriousness of the economic situation has resulted in a decline in the growth rate of employment opportunities. On the other hand, with the improvement of education level, the number of college student groups has swelled tremendously, and in order to seek development, more and more college students are forced to squeeze into the quagmire of public examination and graduate school, and try to face the rising job requirements with higher qualifications. Under such circumstances, the phenomenon of involution in the college student group is extremely serious, and news of individual college students' sudden deaths due to frequent late-night revision and experiments are often reported in the press. The spread of involution is a destruction of the subjective well-being of college students, if learning is only for employment, in order to compete with others, then education has lost a fundamental function of knowledge and enlightenment. The nature of learning has become a utilitarian act. University life should be colorful, and students should be on campus to learn knowledge, sweating, exploring the unknown, connecting with society, rather than burying oneself in the piles of paper all day long, ignoring things outside the window, studying for employment, studying for the sake of surpassing others, being coerced to study in order not to let others surpass you, and learning for the sake of tomorrow. Such confusion and unguided life planning is a complete fallacy.

As the rise of youth is the rise of the nation, and the strength of youth is the strength of the nation, the cultivation of youth is always the fundamental plan of a country. And due to the negative impact of involitional behaviors on the subjective well-being of college students, it will profoundly affect the future development of the student group. Therefore, it is necessary for us to deeply investigate the connection between subjective well-being of college students and their involution behaviors through a series of research studies, and draw a series of scientific conclusions, so as to provide correct theoretical support for the cultivation of students in various institutions and contribute to the cultivation of talents in China.

## **2. Literature review**

### **2.1. Definition of subjective well-being**

Subjective well-being (SWB) refers to an individual's overall evaluation of his/her quality of life based on his/her own set standards, and is a multi-dimensional, comprehensive psychological indicator that includes two basic components, life satisfaction and emotional experience, and has the basic characteristics of subjectivity, stability and wholeness.

There are well-established scales available in the academic community for measuring subjective well-being. For example, part or all of the International College Survey (ICS) questionnaire, the General Well-Being Scale (GWB), and the Affective Balance Scale (ABS). Several scholars in China have improved the subjective well-being questionnaire according to the specific situation in China, including the General Well-Being Scale revised by Duan Jianhua in 1996 on the basis of Fazio, the Subjective Well-Being Scale for Urban Residents in China compiled by Xing Zhanjun in 2003, the Subjective Well-Being Scale for College Students compiled by Ji Nan and Li Yuhui in 2006, etc. [3].

The empirical results on the subjective well-being of college students in China show that the subjective well-being of contemporary college students is decreasing compared to the past. From the perspective of the three main dimensions of subjective well-being, emotional factors have a more critical impact on subjective well-being than cognitive factors. [8] The three main dimensions of subjective well-being are Individual values and social support indirectly affect subjective well-being by influencing life satisfaction.[9]. The following is a summary of the results of the study. Considering individual values, individuals in higher social classes tend to report higher subjective well-being. However, this positive correlation is moderated by individuals' self-enhancing values [11]. College students' subjective well-being varies by gender, urban/rural, ethnicity, and grade level[10, 12] but not on different professional backgrounds[1]. College students with low levels of subjective well-being can improve their subjective well-being through lifestyle improvements such as better sleep quality and exercise [13 ,2]

### **2.2. The concept of involution or involutionisation and university students**

"Involution" , translated as overdensification, intuitively means inward evolution or circling. "University students involution" can be understood as in the case of a certain amount of university resources, in order to fight for high-quality resources, the university students of the unit of resources to the continuous refinement and complexity of the input, thus forming an irrational competition under the phenomenon of diminishing marginal benefits.

College students' involution is specifically expressed in three categories: enjoyment involution, utilitarian involution, and hostage involution. [6] The causes of college students' involution are a complex and multidimensional problem. The cause of college students' involution is a complex and multidimensional problem, which may be caused by the unequal distribution of educational resources, the driving force of the educational system and the pressure of social competition, the influence of cultural values, personal psychology and social expectations, etc.[5]. The phenomenon of involution has a significant impact on the physical and mental health of university students. Involvement has a negative impact on the physical and mental health of college students, restricts their personality

development and creativity, and may also have a negative impact on their social skills and interpersonal relationships, as well as on educational equity and social stability.

### **2.3. Mechanisms of the effect of involution on subjective well-being**

Involving behaviour may have a negative impact on an individual's subjective well-being, i.e. "the more one involves, the less happy one is". The mechanisms include the following:

#### **(i) Excessive stress and anxiety**

In an involutorial environment, college students are often under tremendous academic and competitive pressure, and they feel that they must constantly strive to outperform others in order to achieve recognition and success. This constant stress and anxiety can affect an individual's physical and mental health, reduce subjective well-being, and even lead to symptoms of depression and anxiety.

#### **(ii) Social comparison and self-denial**

Relative utility theory suggests that high-level individuals in a low-level whole usually have more subjective well-being than low-level individuals in a high-level whole, even though the latter have an advantage over the former. That is, "happiness is comparative". However, for most college students, the frequent social comparisons, especially upward comparisons, brought about by involutorial behaviors often lead to self-negation, which has a serious negative impact on personal emotions and weakens subjective well-being.

#### **(iii) Lack of fulfillment of individual psychological needs**

For college students with involutorial behaviors, they over-pursued external goals and neglected the satisfaction of self-psychological needs, while the satisfaction of individual basic psychological needs is the prerequisite and foundation for maintaining a high level of subjective well-being. Therefore, even if this group of students finally achieve the external goals they pursue, they will not produce pleasure or happiness, and will even feel empty and confused, with a lower level of subjective well-being.

#### **(iv) Impaired social support and interpersonal relationships**

The environment of involution may lead to two directions of development of interpersonal relationships, one is that college students reduce communication and cooperation with others in order to cope with involution, their social ability decreases and they have tensions among classmates because of competitive relationships; the other is that it becomes utilitarian and superficial, and college students lack sincerity and support in their relationships with others for their own benefit. However, in either case, the lack of genuine social support and warm interpersonal relationships reduces the subjective well-being and life satisfaction of college students.

In summary, involutorial behaviors may negatively affect college students' subjective well-being through mechanisms such as increasing stress and anxiety, triggering social comparison and self-denial, neglecting personal psychological needs, and impairing social support and interpersonal relationships. Therefore, establishing a healthy concept of competition, cultivating inner satisfaction, and searching for true meaning in life are crucial for college students to maintain a high level of subjective well-being.

## **3. Research hypothesis**

### **3.1. Refinement of influencing factors and relationship assumptions**

As an important factor affecting subjective well-being, the phenomenon of involution is worth analysing in depth, which is a product of mutual games between different subjects, and its causes are not only related to different demographic differences of the subjects, such as gender, grade, etc., but also closely related to the learning ability, the learning environment, and the pressure of employment.

Introspection has a strong subjective colour, and everyone's perception and judgment of introspection is different, therefore, it is necessary to introduce an objective element to distinguish the degree of introspection of college students. Through preliminary research and review of relevant literature, the team found that as a basic condition for college students to obtain undergraduate graduation certificate and continue to higher education, Grade of cet4/6 can effectively differentiate the degree of introspection among college students, and at the same time, as an important scoring criterion for graduate school and examination, participation in competitions is also an important indicator of college students' introspection degree. Based on the above grouping elements, the introspection is differentiated into three groups, which represent three different introspection degrees. Groups, representing three different degrees of involution, put forward the experimental hypothesis, that is, the subjective well-being of college students group by the negative impact of their involution behaviour, the higher the degree of involution, the lower the level of subjective well-being, and the measure of involution can be measured from the number of times of participation in the cet4/6 and the goal, the number of times of participation in competitions for the group to discuss. Therefore, this experiment will propose the following three hypotheses

Hypothesis 1 (P1): the number of times as well as the purpose of participating in Levels 4 and 6 are strong discriminators of college students' involution, and the higher the number of times and the more utilitarian the purpose of participation, indicating stronger involution.

Hypothesis 2 (P2): the number of participation in disciplinary competitions is a strong differentiator of college students' involution, and more participation indicates stronger involution.

Hypothesis 3 (P3):The subjective well-being of the university student population is negatively affected by their introductory behaviour, and the higher the level of introversion, the lower the level of subjective well-being.

#### **4. Empirical analyses**

In February 2024, the research group in the College of Economics and Management of Nanjing University of Science and Technology, according to the gender and major to the college of economics, business administration category of junior students issued a total of 260 questionnaires, retrieved 241 valid questionnaires, effective rate of 92.69%, according to the classification of men and women, retrieved male questionnaires 114, retrieved female questionnaires 127, accounting for 47.3% and 52.7%, respectively According to the classification of majors, 124 questionnaires were returned from economics students and 117 questionnaires were returned from business administration students, accounting for 51.4% and 48.6% respectively.

In the empirical analysis, based on a large number of domestic and foreign research and practice, this group in the design of the questionnaire, mainly used a combination of the form of the overall questionnaire is divided into two parts, the first part is a questionnaire to differentiate the degree of introspection, mainly from the participation in cet4/6, competitions, awards, internships, and other four-way face to participate in the questionnaire to differentiate between the degree of introspection of the students, and the second part of the famous subjective The second part is the famous subjective well-being scale GWB, which was modified by the domestic scholar Duan Jianhua in 1986, which is more in line with the specific reality of China and can play a better reliability and validity. This scale divides subjective well-being into six dimensions, i.e., health worry dimension, energy dimension, life satisfaction dimension, depressed or happy mood dimension, emotional behavioral control dimension, relaxation or nervousness dimension and other six dimensions, the higher the factor score, it means that they tend to be more influenced by positive emotions. In terms of sample data analysis methods, descriptive statistics, correlation analysis, linear regression modelling, exploratory factor test, and validation factor analysis were used in turn to explore the influence of college students' involutional behaviors on their subjective well-being.

#### 4.1. Descriptive statistics:

Descriptive statistics on the demographic categorical factors and in-roll groups collected in the questionnaire

**Table 1.** Descriptive statistics based on demographic factors

		health concern	energies	Life satisfaction	Depressed/happy mood	Emotional Behavioral Control	Relaxation/tension	total score
sex	male	<b>-1.49</b>	<b>5.78</b>	<b>-6.13</b>	<b>15.7</b>	<b>-8.09</b>	<b>6.73</b>	<b>12.48</b>
	Female	<b>-1.87</b>	<b>4.7</b>	<b>-6.23</b>	<b>15.71</b>	<b>-8.49</b>	<b>5.8</b>	<b>9.63</b>
Profession	economics	<b>-1.98</b>	<b>5.31</b>	<b>-6.38</b>	<b>15.87</b>	<b>-8.47</b>	<b>6.28</b>	<b>10.62</b>
	business	<b>-1.47</b>	<b>5</b>	<b>-6.02</b>	<b>15.56</b>	<b>-8.19</b>	<b>6.09</b>	<b>10.97</b>
	control subjects	<b>-0.7</b>	<b>6.92</b>	<b>-5.26</b>	<b>17.38</b>	<b>-6.94</b>	<b>7.8</b>	<b>19.2</b>
Inventory group	Low Inward Curl Group	<b>-1.94</b>	<b>5.46</b>	<b>-6.39</b>	<b>15.22</b>	<b>-8.76</b>	<b>6.39</b>	<b>9.99</b>
	High Inward Curl Group	<b>-2.88</b>	<b>2.46</b>	<b>-7.27</b>	<b>13.88</b>	<b>-9.8</b>	<b>3.81</b>	<b>0.2</b>
	Total	<b>-1.71</b>	<b>5.15</b>	<b>-6.19</b>	<b>15.71</b>	<b>-8.32</b>	<b>6.18</b>	<b>10.8</b>

The results of descriptive statistics show that college students' subjective well-being is positively affected by the relaxation or tension factor, the depressed or happy mood factor, and energy, while it is negatively affected by the health concern, the life satisfaction factor, and the emotional-behavioral control. And subjective well-being receives a strong negative emotional influence, which is manifested in a lower score of happiness, which indicates that most of the college students have a strong concern about their health and a pessimistic attitude towards their current situation, and feel less satisfied with their life at this stage, accompanied by some behaviors that cannot fully control their emotions.

The results show that the mean value of subjective well-being of male students is higher than that of female students, and the mean value of male students' scores in most of the dimensions of the scale is higher than that of female students, which suggests that male students are better adapted to integrating into the university life in comparison with female students, have a good mindset and a better physique, and are able to better control their emotions and behaviors in the university.

From the table, it can be seen that the subjective well-being of economics students is lower than that of business administration students, and the difference in subjective well-being between the two groups of students may be caused by the different course design, course difficulty, academic pressure, and competitive intensity of the two majors. The absolute effect of happy or depressed mood on college students' subjective well-being is the most profound, and the negative effect of emotional and behavioural control on college students' subjective well-being is the most profound, which indicates that mood and emotion are the most critical factors affecting college students' subjective well-being in the college population. Through the endoscopic grouping based on cet4/6 situation, which will be shown later, it is clear that the subjective well-being level of the samples in the control group will be superior to the other groups in all dimensions of the scale, with extremely significant intergroup differences between the three groups.

## 4.2 Regressions using participation in cet4/6 as the basis for grouping

The method of grouping the samples by participation in cet4/6 is based on the questionnaire, the initial grouping according to the number of times they participated in cet4/6 and the purpose, selecting "to get cet4/6 grade certifications in order to graduate" and selecting "to get higher grades" as the control group. The control group was selected as "to obtain a certificate for graduation" and "to obtain higher grades" and the number of times they participated in cet4/6 was two (which meant that they participated in each cet4/6 only once), and the rest was the experimental group, which was divided into the relatively involuntal and relatively non-involuntal groups according to the mean value of participation in cet4/6. At the same time, the grouping results were transformed into a dummy variable, and a one-way ANOVA test was conducted on the grouping results, resulting in a significant difference between the groups, from which, in accordance with the cet4/6 grouping, a regression was conducted on the dependent variable of subjective well-being scores, resulting in a linear model as follows:

$$y = 15.259 - 9.42X_1 - 20.31X_2 + 1.615X_3 + \varepsilon \quad (1)$$

( $X_1, X_2$  are dummy variables representing subgroups as low and high involution groups, respectively,  $X_3$  is the number of contests,  $\varepsilon$  is the number of random walks)

The experimental hypotheses P1 and P3 were well met, indicating that the degree of involution has a significant negative effect on subjective well-being, and the more involution, the higher and more significant the degree of negative effect. It shows that the use of cet4/6 of grouping can be a good way to quantify the introspection behaviour, and at the same time shows that the more introspection, the lower the score of its subjective well-being, indicating that the introspection behaviour will have a negative impact on the subjective well-being of the college student group, adding the number of competitions as an explanatory variable constructed to join the linear regression model, it was found that the number of competitions participated in the subjective well-being of the relatively significant positive promotion, which is the same as the This is contrary to the stereotype in the popular view that the more competitions one participates in, the more introverted one is, and thus the lower one's subjective well-being is.

## 4.3 Regression with competition as the basis for grouping

In order to verify whether competition participation can be used as an indicator of the degree of introspection, the samples were regrouped through the competition part of the questionnaire, and the number of competitions was used to group the samples, and those who participated in one competition during the university period were classified as the control group, and those who participated more than once were classified as the experimental group, among which those who participated 2 or 3 times were the low introspection group, and those who participated 4 or more times were the high introspection group, and the grouping The results created dummy variables for subsequent analyses.

After regrouping by one-way ANOVA test, it can be found that the difference between the groups is not significant enough to be compared with the results of grouping through the situation of cet4/6, and a large number of samples were found to show that the samples that were assigned to the experimental group in cet4/6 were shown to be the control group in the grouping of the competition.

Through the comparison of the data, it can be found that this part of the sample presents a situation of high degree of involution and low participation in competitions, which presents a certain connectivity with the situation on university campuses. As an important credential for graduate school grades and an important influence on the exemption of English for postgraduate students, students who have requirements for themselves will endeavour to try to obtain high scores many times, and at the same time, constrained by their interests and other aspects, some college students are unwilling and afraid to participate in competitions, but choose to improve their subject scores in order to obtain graduate school quotas and other resources, thus presenting the situation of a low rate of participation

in competitions, and similarly, the sample of those in the cet4/6 grade being Similarly, the samples that were divided into the control group in the cet4/6 grade were the experimental group under the competition grouping, which indicates that there is another trend in the university campus, that is, concentrating on employment, accumulating rich industry knowledge through various professional knowledge and subject competitions to add colour to the CV, and holding the mentality that passing the cet4/6 is all right for the originally weak items, and not pursuing high scores excessively, and it is only through the competition grouping that the promotion of the two trends shows a low participation rate. The grouping of competitions is driven by these two trends.

The model with added constraints satisfies the experimental assumptions well, and the regression obtains the hypothesised model as

$$y = 16 - 9.47X_1 - 11.778X_2 + \epsilon \quad (2)$$

(X1,X2 are dummy variables representing grouping into low and high involution groups, respectively, and  $\epsilon$  is the number of random walks)

The model with the added constraints well met the experimental hypotheses P2 and P3, indicating that grouping using competition situations can well quantify the introspective behaviour, and also showing that the more introspective the sample is, the higher and more significant the negative impact on subjective well-being, and the lower their scores of subjective well-being, which illustrates that the introspective behaviour can negatively affect the subjective well-being of the college student population.

#### 4.4 Tests for mediating effects

Since both the four or six levels and the competition can well explain the effects of involuntional behaviors on subjective well-being, but whether there is a moderating or mediating effect between these two is unclear, a cross term analysis was conducted to explore the path of their effects.

The results of the cross term test are shown below

**Table 2.** Chi-square test results

<b>Chi-square (math.) test</b>			
	worth	degrees of freedom	Progressive significance (bilateral)
Pearson's chi-square (math.)	142.859 <sup>a</sup>	4	.000
likelihood ratio	185.535	4	.000
linear correlation	97.518	1	.000
Number of active cases	133		

The results of the chi-square test showed a statistically significant difference between the two subgroups. Thus, the test for mediating effect was conducted

With competition grouping (X) as the explanatory variable, subjective well-being level (Y) as the explanatory variable, and four or six level grouping as the mediator variable, the results of the mediation effect test obtained by using the two-step method of Jiang Ting [4] are shown below.

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***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y
  Effect    se    t    p    LLCI    ULCI
-5.9726  1.7874  -3.3416  .0011  -9.5085  -2.4368

Direct effect of X on Y
  Effect    se    t    p    LLCI    ULCI
 3.6836  3.3693  1.0933  .2763  -2.9822  10.3494

Indirect effect(s) of X on Y:
  Effect    BootSE  BootLLCI  BootULCI
cet  -9.6562  3.1504  -15.8428  -3.4528

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

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**Figure 1.** process software based mediated effects analysis

By analysing the mediating effect, it is concluded that the competition grouping is significant to the subjective well-being level, and through simple linear regression, it is concluded that the four or six level grouping is also significant to the competition grouping, which indicates that the mediating effect under the two-step method is established, i.e., the effect of the four or six level grouping on the competition grouping is mediated through the mediator accordingly, and it is negatively significant, which shows that in the study life, preparing for the four or six level examination and preparing for the competition will both have an impact on the student's time management, students must rationally arrange the competition and the four or six levels in the limited time in order to successfully complete their set goals.

#### 4.5 Individual effects test

The results of the linear regression on the total sample showed that grouping did not explain the relationship between the level of introspection and subjective well-being well, and it was suspected that the level of significance was affected by individual differences, thus the hypothesis was formulated that the effect of introspection on supervisors' well-being was affected by individual differences, and it was determined whether there were individual differences for the two types of campus phenomena mentioned above.

In order to test whether the two social trends play a role in the effect of involution on subjective well-being, independent samples tests were conducted on the excluded data and the non-excluded samples, while sample data that were controls under both groupings were excluded in order to avoid the effect of the complete non-involutionary group on overall significance.

**Table 3.** Independent Sample Tests for the Overall Sample

		independent sample test								
		F	significance	t	degrees of freedom	sig (two-tailed)	mean difference	standard error margin	lower limit	limit
score	Assuming equal variance	0.619	0.433	2.433	185	0.016	7.081	2.911	1.388	12.824
	Not assuming equal variance			2.456	173.725	0.015	7.081	2.883	1.39	12.772

The two-tailed results indicate significance, meaning that the ideologies represented by these two social phenomena do have an impact on subjective well-being as well as on the involuntional groupings, and comparing the means, it is possible to see that there is a large difference in the level of subjective well-being, with the excluded group having a mean of 12.3, while the non-excluded group has a mean of 5.22, and due to the difference in the level of subjective well-being, it is hypothesised that the excluded group will be the more involuntional and happier group (group 1), and the other will be the more involuntional and unhappier group (group 2). rolled the unhappier the group (group 2).

Individual effects test for group 1

**Table 4.** Independent Samples Test for Group 1 Samples

		independent sample test								
		F	significance	t	degrees of freedom	sig (two-tailed)	mean difference	standard error margin	lower limit	limit
score	Assuming equal variance	6.526	0.012	5.299	106	0.000	18.596	3.504	11.622	25.517
	Not assuming equal variance			5.544	105.988	0.000	18.596	3.349	11.929	25.210

The results of the independent samples t-test show that there is a significant difference between these two sets of data, with the level of through-endoscrolling explained more by the cet4/6 grouping than by the grouping with the competition grouping, and the level of subjective well-being in the experimental group of the competition grouping (the control group of the cet4/6 grouping) being much higher than that of the grouping with the cet4/6 grouping (the experimental group of the competition grouping). This shows that there are individual differences between the different groups, i.e., there are individual differences between the more rolled up the happier and the more rolled up the unhappier, the vast majority of the students who were internally rolled up in terms of pure grades presented a phenomenon of low subjective well-being, i.e., the more they were internally rolled up

the unhappier they were, and the students who were internally rolled up in terms of participation in competitions to gain employment, experience in their subjects and less in terms of pure grades presented a phenomenon of high subjective well-being, i.e., the more they were internally rolled up the happier they were, and this is actually related to the different situations between the two, the more in the grades of the inward roll and rarely participate in competitions, to a certain extent, reflecting their uncertainty about their own future planning, and therefore rely on high academic level as a major guarantee of their own development, while the latter have a clear perception of their own futures, do not take the grades of such an absolute indicator as a constraint on their own, and therefore relatively speaking, the level of subjective well-being compared to the former. Therefore, there is a significant difference in subjective well-being level compared to the former.

Of course, there is also the phenomenon that the more you roll, the happier you get in terms of grades, which largely reflects the joy of their pursuit of knowledge. The joy and touch of their own continuous breakthrough. For both, such students have the advantages of both, according to their offline inspection, both students undoubtedly have excellent learning ability, social skills, love of learning, while widely expanding their horizons, and cultivate vocational ability, at this time their behaviour can no longer be called as inward rolls, but should be a positive development and development.

The above analyses have demonstrated the existence of such a population of happier-rollers, with a group profile of high competition participation and low pure achievement in-rolls, allowing for individual differences in the effect of in-rolls on subjective well-being.

## **5. Conclusion**

Through the above analysis, the three main hypotheses supporting the experiment are well verified, i.e., college students' involitional behaviours will have a great negative impact on their subjective well-being. The situation of the CET-4 and CET-6 exams and competition awards can be used as indicators to measure the degree of college students' involution to explain the level of subjective well-being. In addition, grouping according to the situation of the CET-4 and CET-6 exams provides a good explanation of the population sample, while the grouping according to competition awards is affected by two social trends, i.e., taking the route of pure grades without participating in competitions and taking part in competitions to broaden the horizons without pursuing excessively high scores in pure grades, which also presents a significant effect after the exclusion of the above samples. In the mediation effect test of the two types of grouping basis, it is found that the CET-4 and CET-6 exams situation grouping has a significant negative effect on the competition grouping as mediating variables, which is related to the mutual exclusivity of the two in terms of time arrangement. In view of the phenomenon that the regression of the overall samples is not significant, further assumptions are made on the model, and the possible individual effects are explored. Based on descriptive statistics, the samples were divided into two groups according to the difference in the level of subjective well-being, the happier group and the happier group with more involution. The results of the independent samples test show that there is a difference between the two groups. And the results also show that the groups which are competition-involved, and pure grades are not involved show a significantly higher level of happiness. And through the above analyses, it is proved that there exists such a group of people who are happier with more involution, with the characteristics of the group that is high in competition participation, and low in pure grades involvement, which makes individual differences in the effect of the involvement on the subjective well-being.

## **6. Recommendations**

From the process of this questionnaire survey, it can be found that in the college student group, the involitional behavior can practically have a serious negative impact on the mental health of college students. As the constructive talents of the country who are about to enter the society, college students play an important role in the development of the whole country. We must pay attention to the impact

of involvement behavior on college students' mental health, especially subjective well-being. Therefore, how to manage the dilemma of internalization and promote the happiness and satisfaction of college students to be continuously improved is the top priority nowadays.

### **6.1 Reducing the burden of schoolwork**

Institutions should effectively arrange students' coursework from the dimensions of the school's student population, work and rest system, curriculum design, course arrangement, and development goals. Free students from heavy coursework, pay attention to the development of their comprehensive quality, appropriately reduce the harsh requirements for their grades, for example, in the first semester of freshman year, cancellation of the GPA assessment, to help freshmen to smoothly pass the transition from high school to university, and to maintain their enthusiasm and confidence in learning. Lowering the dissertation requirements for undergraduates, realizing the accumulative nature of the undergraduate stage, and focusing on basic education rather than aimless scientific research.

### **6.2 Focus on psychoeducation**

Institutions should actively channel students' psychological problems, carry out multi-species and multi-form psychological safety activities, pay attention to frustration education, timely help students smooth out the damage caused by frustration, improve the mental toughness of college students, and sharpen their strong will. Enhance their subjective sense of well-being. Attaching importance to the formation of outlook on life, worldview and values, and guiding the establishment of a correct view of honor and disgrace, and the big picture. [7]

### **6.3 Involvement Definition and Proper Goal Setting**

Institutions should correctly recognize the harm caused to students by the act of involvement and conduct talks on campus to guide students to the true definition of involvement and to recognize that involvement is a meaningless act, but need to recognize those students who genuinely engage in non-involving endeavors. There is also a correlation between the development of involvement and college students mis-setting their goals. Students need to be supported to find goals that are within their ability or reachable through non-involving efforts based on their academic level, career level, quality level, life aspirations, family environment, and hobbies. At the same time, it is important to reduce unnecessary comparisons, to make students aware of the heterogeneity of personal goals depending on the qualities of the subjects and the developmental environment, and to reduce at the root the breeding ground for introversion, thus helping to reduce the negative impact on their subjective well-being.

### **6.4 Development of competitions and other quality competitions**

Institutions should pay attention to the impact of participation in competitions on the subjective well-being of university students. Based on the student population of the school, they should develop competition programs suitable for the school level, and encourage students to participate in appropriate competitions, especially academic competitions, according to their personal ability level, goal-setting and life aspirations. At the same time, all kinds of quality competitions should be encouraged on campus, such as professional competitions to improve professional level and sports competitions to improve physical fitness, etc. The organization of the above competitions can effectively ensure the smooth development of undergraduate education for college students, and maintain their subjective well-being and sense of achievement to continue to rise.

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