The Relationship between College students' Positive Psychological Character and Self-Evaluation

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Abstract: Objective: Explore the relationship between college students' positive psychological character and self-evaluation. Methods: A simple random sampling was used to select 522 college students from one university in Sichuan province and a sampling survey was conducted with positive psychology questionnaire, including gratitude, subjective well-being, curiosity and exploration, and life satisfaction scale. Results: The level of self-evaluation of college students is more influenced by appearance satisfaction. There is a significant positive correlation between positive psychological character and self-evaluation, and the correlation between happiness and self-evaluation is the strongest(r=0.92). Conclusion: There is a significant positive influence of college students' positive psychological character on self-evaluation, and the correlation between happiness and self-evaluation is the strongest. Improving the positive psychological character of college students can improve the level of self-evaluation.

1. Introduction

Positive psychology mainly focuses on the path that causes psychological problems, negative factors and so on, which leads people to ignore the factors that make life better, such as happiness, success, happiness and virtue. Positive psychology adopts a dominant perspective to examine what everyone does well [1]. Positive psychology advocates to study people's positive psychological character, which enables researchers to explore various psychological factors that can promote individuals to produce a positive state from various aspects. The new research direction of positive psychology is to explore how to spread and promote the concept of positive psychology among the general public and put it into practice in various departments, institutions and universities nationwide [2]. It can be seen in the few years that there is a growing interest in studying positive psychology interventions, combining evidence that they can effectively improve happiness and depression [3]. However, some of the core concepts in positive psychology such as happiness, virtue, and positive qualities are lacking precision and depth, so it is of limited significance to explore these propositions abstractly without a specific cultural context [4].

Positive psychological character is a relatively lasting and positive emotion and experience. For one personal growth, positive psychological character mainly refers to the ability to love, the ability to work, the way to view the world positively, the courage to create, the positive interpersonal relationship, the aesthetic experience, tolerance and wisdom and spirituality [5]. At present, it has been found that positive psychological character has a buffer effect in the fight against psychological stress and mental illness. Positive psychological traits will help individuals to adopt more effective coping strategies and better adapt to various stressful situations in life [6]. Positive psychological character can increase the psychological resources of individuals to seek for good health behaviors and social support [7]. It is found that positive psychological character and well-being are positively correlated according to exploring the relationship between positive psychological character and subjective well-being of higher vocational students [8]. Through the psychological assessment of 280 teenagers, it was found that their core self-evaluation was significantly positively correlated with life satisfaction, and core evaluation had positive predictive effect on life satisfaction [9].

The existing research on college students' positive psychological character mainly focus on the relationship between positive psychological character and happiness, the relationship between positive psychological character and mental health, and how to establish positive psychological character while few studies on the relationship between positive psychological character and self-evaluation. This study mainly discusses the relationship between college students' self-evaluation, including character evaluation, future goals, and appearance satisfaction and college students' positive psychological character. In this study, the positive psychological character mainly includes the positive personality character and the positive subjective emotion. The positive personality character is mainly measured by the curiosity and exploration ability and the gratitude ability of college students, while the positive subjective emotion is mainly measured by happiness and life satisfaction.

2. Research Method

2.1 Participants

In this study, 522 students from one university in Sichuan province were investigated by simple random selection. There were 232 male students (Mean=18.19,SD= 0.72) and 290 female students (Mean=19.05,SD=0.80). A total of 522 questionnaires were issued and 512 valid questionnaires were finally obtained, with an effective rate of 98.08%. The questionnaire also included participants' age, gender, personality and future goals. Among the participants, 34.3% were clear about their future goals (N=76), 61.5% were vague about their future goals (N=315), and 4.1% had no plan for the future (N=21). In terms of self-evaluation, 34.0% were extroverted (N=174), 38.1% introverted (N=195), and 27.9% were both introverted and extroverted (N=143).

2.2 Measure

2.2.1 The Satisfaction with Life Scale

There are five items in the scale. The scale measures people's overall satisfaction with their lives. Likert's 5-point scale was used to score the scale(1= strongly disagree,5 =strongly agree). Cronbach ɑ value of this scale is 0.76.

2.2.2 Curiosity and Exploration Inventory (Cei-Ii)

The scale has 10 items that measure two dimensions: motivation to pursue new experiences and knowledge, and the ability to accept new and unpredictable things. Likert's 5-point scale was used to score the scale(1=strongly disagree,5 =strongly agree). Cronbach ɑ value of this scale is 0.87.

2.2.3 Gratitude Questionnaire

The gratitude scale measures how much one person appreciates his life and past experiences, which is made up of six items. Likert's 5-point scale was used to score the scale(1= strongly disagree,5 =strongly agree). Cronbach ɑ value of this scale is 0.79.

2.2.4 Authentic Happiness Inventory

The happiness scale measures the subjective well-being, psychological well-being and interpersonal well-being of individuals under different circumstances. The true happiness questionnaire consists of 24 items and Likert's 5-point scale was used to score the scale. Cronbach ɑ value of this scale is 0.79.

2.3 Data Collection and Processing

All tests was conducted during class time and lasted 15 minutes in the classroom. After the collection of reliable data samples, IBM SPSS23.0 software was used for descriptive statistical analysis.

3. Results and Analysis

3.1 A Survey of College Students' Positive Psychological Character and Self-Evaluation

According to descriptive statistics, it can be indicated that the mean value and standard deviation distribution of each dimension of positive psychological character and self-evaluation of college students (Table 1).

Table 1 Descriptive Statistics Of Positive Psychological Character and Self-Evaluation

Positive psychological character	Mean	SD	Self-evaluation	Mean	SD
Curiosity and exploration	3.08	0.79	Appearance satisfaction	3.20	0.91
Gratitude	3.51	0.46	Future goals	2.30	0.54
Life satisfaction	2.86	0.47	Character evaluation	1.94	0.79
Happiness	2.68	0.46			

College students have the highest degree of gratitude, followed by curiosity and exploration, and the lowest degree of happiness. Among the dimensions of self-evaluation of college students, the degree of appearance satisfaction is the highest, while the degree of character evaluation is the lowest, which shows that the level of self-evaluation of college students is more influenced by appearance satisfaction.

3.2 The Relationship between College Students' Positive Psychological Character and Self-Evaluation

This study aims to analyze the relationship between college students' positive psychological character and self-evaluation. The positive psychological character was mainly measured by life satisfaction, gratitude, curiosity and exploration, and happiness. Neither life satisfaction and appreciate nor curiosity and exploration, happiness are not to be observed variables, in real life cannot get the specific data directly, and to the relationship and interaction between them to make more accurate judgment and analysis of the traditional regression analysis and correlation analysis are difficult to obtain satisfactory results. Structural equation models(SEM)contain a wealth of statistical methods, such as regression analysis, factor analysis, and interaction models can effectively and accurately analyze the interaction between multiple variables. AMOS23.0 software was used in this study for structural modeling and data analysis.

Table 2 Analysis of Covariance among Variables

Variable		F	S.E.	C.R.	P
Happiness	Life satisfaction	0.096	0.018	5.332	***
	Curiosity and exploration	0.166	0.023	7.095	***
	Gratitude	0.025	0.009	2.644	.008
Curiosity and exploration	Life satisfaction	0.103	0.022	4.708	***
	Gratitude	0.041	0.015	2.656	.008
Gratitude	Life satisfaction	0.027	0.011	2.560	.010
Self-evaluation	Happiness	0.152	0.022	6.857	***
	Curiosity and exploration	0.166	0.030	5.480	***
	Gratitude	0.027	0.011	2.459	.014
	Life satisfaction	0.116	0.024	4.944	***

Note. ***$P<0.001$

Table 3 shows the covariance analysis among all variables. It can be seen that the P values of covariance analysis among all variables are less than 0.05, which indicates significant interaction among all variables. Meanwhile, among the four indicators that evaluate the positive psychological character of college students, curiosity and exploration has the strongest interaction with happiness (F=0.166), while curiosity and exploration has the strongest interaction with self-evaluation (F=0.166).
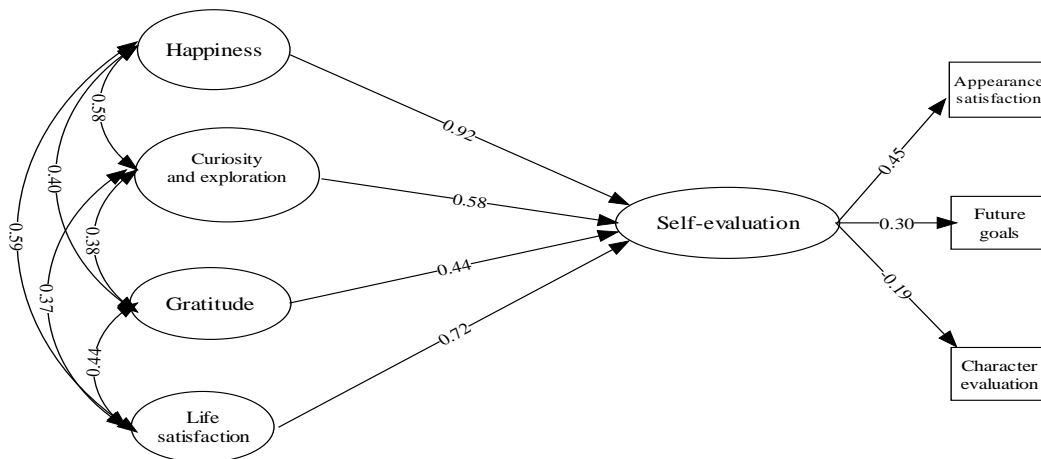
Fig.1 Sem Model of College Students' Positive Psychological Character and Self-Evaluation

Figure 1 shows the structural equation model between happiness, curiosity and exploration, gratitude, life satisfaction and self-evaluation of college students. All the coefficients are standardized path coefficients and factor loading coefficients. For this statistical analysis, CMIN/DF=2.141, RMSEA=0.047, P <0.001. The latent variable "self-evaluation" is subordinate to three observation variables, which are "appearance satisfaction", "future goal" and "character evaluation" respectively. The standardized factor loading coefficient of "self-evaluation" to "character evaluation" is -0.19, which indicates that the influence of personality evaluation on self-evaluation is negative. It can be demonstrated in the four variables of positive psychological character, life satisfaction and happiness has the highest correlation coefficient (r = 0.59), while happiness and self-evaluation has the highest correlation coefficient between (r= 0.92). So it illustrated that happiness produces a strong positive correlation to self-evaluation, the higher the happiness of the people, the higher self -positive evaluation.

4. Discussion

The correlation analysis of this study indicates that there is significant positive correlation between the four variables of the positive psychological character of college students: happiness, curiosity and exploration, gratitude, and life satisfaction, among which the correlation coefficient between happiness and life satisfaction is the highest (r=0.59). According to a survey of 24,836 people in 27 countries, some scholars demonstrated that people's use of the three levels of positive psychology to pursue happiness is closely related to people's need to achieve life satisfaction [10]. Secondly, there are also significant positive correlations between the other indicators, which indicate that the evaluation indicators of positive psychological character have linear relationship of mutual influence. Previous studies have shown that grateful people are more optimistic, more satisfied with their lives, and have more expectations and hopes for the future. Conversely, people who do not appreciate are more prone to anxiety, depression, and jealousy [11]. A survey of 97 college students on curiosity, mental health and life satisfaction showed that novelty and exploration play an important role in maintaining and promoting physical and mental health and life satisfaction [12].

The structural equation model of this study shows that in addition to happiness, curiosity and exploration, gratitude and life satisfaction are significantly positively correlated with self-evaluation. The highest correlation coefficient is between happiness and self-assessment (r=0.92), which presents a strong positive correlation. Meanwhile, it indicated that the stronger the well-being of the people, the more positive self-evolution, for the appearance of the satisfaction is higher, the self-evolution also hasten is outgoing. Chen et al. [13] suggested that higher vocational college students' subjective well-being and personal self-evolution has a strong positive correlation. Similarly, if people have more positive the self-report, they will have the higher the scores for happiness, curiosity and exploration, gratitude, and life satisfaction. Some scholars conducted a

centralized measurement on 400 university students to investigate the relationship between college students' happiness and self-efficacy, and found that there was a very significant positive correlation between subjective well-being and self-efficacy [14]. Taking 193 college students as subjects, some scholars studied the level of core self-evaluation, stability of core self-evaluation and life satisfaction of college students to explore the relationship among them, and it found that the level of core self-evaluation can significantly predict life satisfaction [15]. From the point of the research results, the positive subjective experience, positive personality quality of personal self-evaluation will produce positive psychological character, which can enhance self-efficacy and personal confidence.

5. Conclusion

(1)There is a strong correlation between life satisfaction and happiness, and the correlation coefficient is the highest. Among the dimensions of self-evaluation of college students, the degree of appearance satisfaction is the highest, while the degree of character evaluation is the lowest, which illustrated that the level of self-evaluation of college students is more influenced by appearance satisfaction.

(2)There is a significant positive correlation between positive psychological character and self-evaluation, and the correlation between happiness and self-evaluation is the strongest. Improving the positive psychological character of college students can enhance the level of self-evaluation.

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