

การศึกษาความสัมพันธ์ของการรับรู้แรงสนับสนุนทางสังคม ลักษณะบุคลิกภาพ
ความว้าเหวและความอยู่ดีมีสุขเชิงอัตวิสัยของนักศึกษาชาวจีน
ภาควิชาธุรกิจที่กำลังศึกษาในระดับมหาวิทยาลัยในประเทศไทย
ภายใต้สถานการณ์การระบาดของไวรัสโคโรนา (โควิด-19)

Under the COVID-19 Period: Perceived Social Support, Personality Traits, Loneliness,
and Subjective Well-Being among Chinese University Business Students in Thailand

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บทคัดย่อ

โควิด-19 ได้สร้างผลกระทบอย่างมีนัยสำคัญต่อนักศึกษาในระดับอุดมศึกษาของไทย ซึ่งการสนับสนุนทางสังคม มีบทบาทสำคัญกับปัญหาด้านสุขภาพจิตของนักศึกษาต่างชาติที่กำลังศึกษาอยู่ในประเทศไทยได้กลายเป็นปัญหาที่เพิ่มขึ้น โดยเฉพาะภายใต้สถานการณ์การระบาดของไวรัสโคโรนา (โควิด-19) ซึ่งนับเป็นเรื่องสำคัญที่ยังไม่ได้รับการศึกษาวิจัยมากนักในประเทศไทย งานวิจัยนี้มุ่งศึกษาความสัมพันธ์ระหว่างการศึกษาความสัมพันธ์ของการสนับสนุนทางสังคม ลักษณะบุคลิกภาพ ความว้าเหว และความอยู่ดีมีสุขเชิงอัตวิสัย (SWB) ข้อมูลได้มาจากกลุ่มตัวอย่างแบบสุ่มของนักศึกษาวิทยาลัยจีนนานาชาติ 330 คนที่ลงทะเบียนเรียนในมหาวิทยาลัยในประเทศไทย นอกจากนี้ยังใช้การถดถอยเชิงเส้นพหุคูณที่วิเคราะห์โดยโปรแกรม SPSS 25.0 ซึ่งผลการศึกษาพบว่า (1) บุคลิกภาพแบบหวุ่นไหว (Neuroticism) ($\beta = -.351, p < .001$) มีความสัมพันธ์เชิงลบกับความอยู่ดีมีสุขเชิงอัตวิสัย (SWB) ในขณะที่บุคลิกภาพแบบเปิดรับประสบการณ์ (Openness to experience) ($\beta = .221, p < .01$) และบุคลิกภาพแบบแสดงตัว (Extraversion) ($\beta = .175, p < .05$) ทั้งคู่มีความสัมพันธ์ในทางบวกกับความอยู่ดีมีสุขเชิงอัตวิสัย (SWB) (2) การรับรู้แรงสนับสนุนทางสังคมจากครอบครัวและการรับรู้แรงสนับสนุนทางสังคมจากเพื่อนไม่มีผลกระทบอย่างมีนัยสำคัญต่อความอยู่ดีมีสุขเชิงอัตวิสัย (SWB) (3) การรับรู้แรงสนับสนุนทางสังคมจากบุคคลสำคัญ ($\beta = .291, p < .001$) ส่งผลบวกต่อความอยู่ดีมีสุขเชิงอัตวิสัย (SWB) (4) การรับรู้แรงสนับสนุนทางสังคมต่อบุคคลสำคัญมีบทบาทส่งผ่านแบบบางส่วน "partial mediation" กับความสัมพันธ์ระหว่างความว้าเหว (Loneliness) และความอยู่ดีมีสุขเชิงอัตวิสัย (SWB) ซึ่งผลจากการศึกษานี้สามารถนำไปปรับใช้ในด้าน การปรับปรุงนโยบายของมหาวิทยาลัยหลักสูตรนานาชาติโดยเฉพาะในช่วงหลังการระบาดของโรคโควิด 19

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The article is a part of the PhD thesis entitled "Perceived Social Support, Personality, Loneliness and Subjective Well-Being among Chinese University Students in Thailand -A Case Study of Dhurakij Pundit University"

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Abstract

The COVID-19 has created a significant impact on Thai higher education. Perceived social support played a crucial role in universities. However, few studies so far in Thailand have examined the effects of Loneliness and Perceived social support on subjective well-being among Chinese university students during the COVID-19 period. Thus, this research aims to determine the relationship between Perceived Social Support, Personality Traits, Loneliness, and Subjective well-being (SWB). Data were obtained from a random sample of 330 International Chinese College students enrolled in a Thai University. Furthermore, applied Multiple linear regression was analyzed by SPSS version 25. Findings came with: (1) Neuroticism (beta of $-.351$, $p < .001$) was negatively related to SWB, while both Openness to Experience (beta of $.221$, $p < .01$) and Extraversion (beta of $.175$, $p < .05$) were positively related to SWB. (2) PSS – Family, and PSS- Friends had no significant impact on Subjective well-being. (3) PSS- Significant Other (beta of $.291$, $p < .001$) had a positive impact on Subjective well-being. (4) Social Support (Significant Others) played a "partial mediation" role in the relationship between Loneliness and SWB. This study's results provide suggestions for higher education in Thailand that can improve the university policy of their international program during the post-pandemic era.

Keywords : Loneliness, Perceived Social Support, Subjective Well-Being (SWB), Chinese University Business Students, Chinese in Thailand, COVID-19

1. Introduction

The COVID-19 has created significant impact on Thai higher education. Past papers mainly focus on Business students' academic performance or on school's academic services (Chaisrisut, 2019). Until recently, mental concerns became an urgent issue for global education institutes since the COVID-19 has created significant challenges of Chinese students' mental status for higher education, about two-fifths of Chinese college students felt anxiety (Wang, Liu, Qian, & Parker, 2021).

The Chinese report Globalization (2017) revealed Thailand has become a hot destination for Chinese students. Voice of America's report (2019) indicated before the Covid-19 pandemic temporarily stifled student exchanges, 8,455 Chinese students were studying at Thai universities, both in undergraduate and graduate programs. Notably, Thai higher education established International Business programs, as programs that involve lectures or teaching materials in the Chinese language in recent years, such as Krirk University, Dhurakij Pundit University (DPU), and Panyapiwat Institute of Management (PIM). Hence, this research focused on Chinese Business students from these major private universities.

More and more International Chinese students study in Thailand, university support became important since the support from teachers can significantly impact the student's well-being (Lin, 2014). Most importantly, social support was a powerful predictor of reducing negative symptomology following

disasters and posttraumatic (Saltzman et al., 2018; Xu & Ou, 2014). Furthermore, loneliness mediated the relationship of social support and better health (Segrin & Passalacqua, 2010). To sum up, this study considered the significant others' support as a significant role in not only increasing international Chinese students' well-being but also decreasing their Loneliness during the COVID-19 epidemic.

In addition, a massive number of papers showed evidence that extroversion had a positive effect on happiness, while neuroticism had a negative relationship with it (An *et al.*, 2019; Costa & McCrae, 1980; Diener, 1984; Suldo, Minch, & Hearon, 2015), and the effect of personality on well-being was still relatively robust during Covid-19 period (Anglim & Horwood, 2020).

Overview, personality, and social support were the key factors of subjective well-being (SWB). Unfortunately, the paper of perceived social support pertaining to mental health during the current pandemic are limited. Thus, this paper aims to distinguish the variables (Personality traits, Perceived Social Support, and Loneliness) of International Chinese University Business students' (ICUBS) Subjective Well-Being (SWB), and seek to identify the factors which decreasing students' well-being during COVID-19.

Therefore, the research objectives are:

(1) To examine the relationship of Personality (Neuroticism, Openness to Experience, and Extraversion) and the Subjective well-being of International Chinese University Business students (ICUBS).

(2) To increase International Chinese University Business students' (ICUBS) SWB, investigate the link between Loneliness and ICUBS's Subjective well-being toward social support (significant others).

(3) To analyze how the Perceived Social Support (family, friend, and significant others) affect ICUBS's Subjective well-being.

(4) To provide suggestions for higher education in Thailand that can improve the university policy of their international program during the post-pandemic era.

2. Literature review

2.1 Subjective Well-Being (SWB).

Diener (1984) revealed that SWB has three distinct components: life satisfaction (LS), positive affect (PA), and negative affect (NA). Diener, Suh, Lucas, and Smith (1999) added satisfaction in specific life domains of SWB definition. Schimmack (2008: 98) gave a clear description of SWB that "Life satisfaction and domain satisfaction are considered cognitive components because they are based on evaluative beliefs (attitudes) about one's life. Positive affect and negative affect assess the affective component of SWB. PA and NA reflect the amount of pleasant and unpleasant feelings that people experience in their lives." Thus, subjective well-being is explicitly defined as the extent to Chinese students' Subjective evaluation of life in terms of satisfaction and balance between positive and negative effects.

2.2 Personality Traits

Personality traits imply consistency and stability, and the individual's behavior will reflect the individual's personality characteristics (Costa & McCrae, 1992). NEO PI-R is an inventory that measures an individual's Big Five personality traits (Costa & McCrae, 1978, 1992). The Big Five included the broad traits of Openness to Experience(O), extraversion(E), Agreeableness (A), Conscientiousness(C), and Neuroticism(N), and several traits or facets define each. Openness refers to individual difference's incuriosity, fantasy, appreciation of art and beauty, and social attitudes; High extraversive individuals have broad sociability traits, social ascendancy, activity, excitement seeking, and positive emotions. Neuroticism regards individual differences in the tendency to feel frequent and intense negative emotions (Morizot, 2014).

According to the definition of personality published by scholars (Costa Jr, McCrae, & Kay, 1995; Costa & McCrae, 1992; Morizot, 2014; Pervin, Cervone, & John, 2005), this study defined N-E-O personality as Highly neurotic students have characteristics such as anxiety, nervousness or emotion, insecurity, unsuitableness, and melancholia; Highly extroverted students are highly social, active, talkative, human-oriented, optimistic, enjoy being in love, and kind; Higher Openness to Experience students are curious, broad-interested, creative, inspiring, imaginative, or non-traditional.

2.3 Perceived Social Support

In the 1980s, social support was divided into four subtypes: emotional, instrumental, appraisal, and informational support (Sarason, Pierce, & Sarason, 1990). Social support of emotion has the most significant impact on Chinese college students' well-being (Wu & Liu, 2005). In a recent paper, social support has been broadly defined in two aspects: perceived social support and received social support (Eagle, Hybels, & Proeschold-Bell, 2019). Perceived social support concerns the subjective evaluation of how individuals received support relates to the actual quantity of support received (Grey et al., 2020). It thus appears that perceived social support (PSS) was one's overall impressions on whether the social network is supportive enough or not, which is the existence of support resources when they need, and it can be identified in subjective qualitative perspectives and be measured. Thus, this study defined perceived social support (PSS) as when a Chinese student receives emotional support, her/his subjective overall perception and estimation of being respected, supported, and understood from their family, friends, and teachers.

2.4. Loneliness

Loneliness is an unpleasant emotional response to perceived isolation—many criteria for testing different types in the subjective experiences of social and emotional loneliness. There are two distinct types of Loneliness, “social loneliness” and “emotional loneliness” (Weiss, 1973). According to Victor et al. (Victor, Scambler, Bond, & Bowling, 2000) findings, socially isolated persons were not necessarily lonely, and lonely persons are not necessarily socially isolated in an objective sense. Therefore, this study inferred that a person may not feel lonely if the social relationship is deficient, and Loneliness

is explicitly referred to the subjective unpleasant experience that occurs when a person is dissatisfied with his/ her expectations social network/relationship.

2.5 Research Hypothesis

2.5.1 NEO personality and Subjective Well-Being (SWB). The previous scholars had underlined the significance of Openness to experience , Neuroticism and Extroversion for mental well-being, neuroticism was negatively associated with mental well-being (Kotov, Gamez, Schmidt, & Watson, 2010; Suldo et al., 2015) , while extraversion and emotional stability (neuroticism) were positively related to psychological well-being (An et al., 2019; Correa, Hinsley, & Gil, 2010; Ross et al., 2009) Thus, personality traits were strongly correlated with stable subjective well-being. Furthermore, in a recent research (Dong & Ni, 2020) among 332 Chinese college students proved these two personality traits (openness to experience and extraversion) were still the strongest predictors of Chinese students' SWB. Thus, it proposed that:

Hypothesis 1 (H1). Neuroticism has a negative impact on ICUBS's SWB.

Hypothesis 2 (H2). Extraversion has a positive impact on ICUBS's SWB.

Hypothesis 3 (H3). Openness to experience has a positive impact on ICUBS's SWB.

2.5.2 Perceived Social Support (PSS) and Subjective Well-Being (SWB). During the quarantine, Social support is inversely related to loneliness, higher levels of social support can lower the risk of depression (Grey et al., 2020), and it had a significant relationship with lower depressive symptoms (Eagle et al., 2019). These papers had evidenced the role of perceived social support pertaining to mental issue. As previously published, each source of social support might help individuals cope with different stressful situations distinctly. The further paper revealed that loneliness mediated the relationship of social support and better health (Segrin & Passalacqua, 2010) .

Hence, this paper aims to examine the how Family/Friends and Significant others' support affect SWB of students, and the significant others refer to teachers and class advisor. Thus, it proposed that:

Hypothesis 4 (H4). Perceived Social Support – Family (PSS Family)- has a positive impact on ICUBS's SWB.

Hypothesis 5 (H5). Perceived Social Support -- Friends (PSS Friends)- has a positive impact on ICUBS's SWB.

Hypothesis 6 (H6). Perceived Social Support –significant others (PSS significant others)- has a positive impact on ICUBS's SWB.

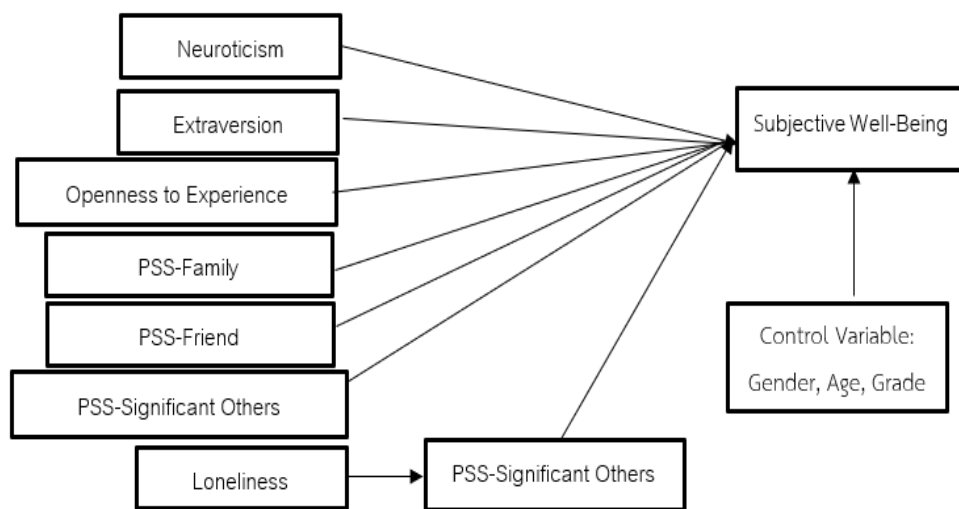
2.5.3 Loneliness and Subjective Well-Being (SWB): Perceived Social Support (Significant Others) as Mediators. In spite of much new knowledge about the mediated role of Significant others between loneliness and wellness. Support from teachers and school personnel had the strongest association with children and adolescents' well-being among the other resources (Chu et al., 2010). The frequency of contact with family and friends did not explain the experience of loneliness, nevertheless, Emotional relative to significant others was important for loneliness.(Drageset, Kirkevold, & Espehaug, 2011) In particular, the scholars (Chen, Alston, & Guo, 2019; Liu, Gou, & Zuo, 2014) revealed a significant path from loneliness to depression through social support. So social support was as a mediator variable.

To summarize, this study implies that the evidence the link between Perceived Social Support (significant others) and proposed the following Hypotheses (H7).

Hypothesis 7(H7). Perceived Social Support -Significant Others mediated the relationship between Loneliness and ICUBS's SWB. When Significant Others' support increase, the Loneliness would be decreased, and the SWB would be increased.

To sum up, combining the hypotheses of H1 to H7, this study proposed a mediating model with moderating effect. The conceptual framework shown in Figure 1.

Figure 1
The Conceptual Framework



3. Methodology

3.1 Data and selected

In this section, this study was carried out in two steps, First, this study conducted a pre-test through purposive sampling, the participants were from two private universities with the largest community of Chinese students in Thailand. Second, according to the pre-test's result, this study revised the questions and then conducted a formal questionnaire. Dhurakij Pundit university (DPU) with the largest population of Chinese Business student (around 350 students) in Thailand. This study selected all courses to issue questionnaires, and exclude students who are not registered, so sent around 330 questionnaires online to Chinese students enrolled in a bachelor's business program of DPU, which received 321 valid questionnaires, and a response rate of 91.7 percent.

3.2 Questionnaire

The questionnaire was divided into five parts, Big Five Scale, Loneliness, Subjective Well-Being Scale, Perceived Social Support scale, and background information (gender and age). All the questions were writing in Chinese language.

Big Five Scale adopted the Chinese version scale by Teng, Tseng, Li, and Yu (2011), used the 1-5 Likert scale. (1=Totally disagree, 5=Totally agree); Loneliness Scale used the self-report UCLA version 2 (Russell, Peplau, & Cutrona, 1980), which included 20 items, such as "I feel in tune with the people around me" and "I do not feel alone." used the 1-5 Likert scale. (1=Totally disagree, 5=Totally agree); SWB Scale applied a 10-item Chinese SWB scale (Lu & Lin, 2003). And this study changed question "my job to "my academic". Perceived Social Support Scale (MSPSS) adopted a self-report Chinese version developed by Jiang (2000), which is a 12-item scale designed to measure three sources: Family, Friends, and a Significant Other. Used the 1-5 Likert scale (1=Totally disagree, 5=Totally agree).

4. Results

4.1 Demographic information

This research focused on the business department of a private university with a large number of Chinese students, so the profile of respondents revealed from the leading example of Dhurakij Pundit University in Thailand. Totally collected 321 valid data from the international business program of DPU. 196 (61.1%) are male, and 125 (38.9%) are female. The majority (32.7%) are 21 years old, and 89.7 % of participants are aged 18 to 22, and the remaining 10.3% are aged 23 to 25.

4.2 Reliability and Validity Test

This study used SPSS 25.0 to conduct the Reliability and Validity Analysis. Cronbach's alpha should be higher than .70 (Joseph F Hair, Ringle, & Sarstedt, 2013), and AVE for each construct should exceed .50 (Fornell, 1981; J. F. Hair, Anderson, R. E., Babin, B. J., & Black, W. C., 2010). This study's Cronbach's alpha for each of the items was greater than .7, ranging from .835 to .918 (see Table 1), which referred considered reliable. This study used The Kaiser-Meyer Olkin (KMO) and Bartlett's Test to measure sampling adequacy for examining Factor Analysis's appropriateness. KMO rate must be above .50, this study's KMO value is .846. The Bartlett test of sphericity yields a chi-square value of 1081 and at a significance level of .000, which presented good Validity and requested to do factor analysis. After reducing the factor less than .05, Table 1 summarized the Confirmatory Factor (MCFA), including Cronbach's alpha, Scale resource, and CR & AVE. These eight variables explained 70.512% of this study. These results suggest that it is appropriate to examine these variables at both levels of analysis. Table 1 shows a part of the Confirmatory Factor Analysis results.

Table 1 Confirmatory Factor Analysis

Measurement	Scale resource	Cronbach's α	Manifest Indicators	Factor Loading	CR	AVE	Cumulative %
SWB	Lu & Lin (2003)	0.918	SWB7	0.808	0.905	0.545	13.983
			SWB2	0.803			
			SWB9	0.753			
			SWB6	0.742			
			SWB10	0.717			
			SWB3	0.713			
			SWB1	0.692			
			SWB4	0.666			
			SWB5	0.650			
Loneliness	Russell <i>et al.</i> (1980)	0.916	Loneliness17	0.807	0.919	0.559	27.427
			Loneliness3	0.801			
			Loneliness2	0.769			
			Loneliness13	0.753			
			Loneliness4	0.745			
			Loneliness8	0.719			
			Loneliness12	0.714			
			Loneliness11	0.712			
			Loneliness7	0.701			
Openness to experience	Teng <i>et al.</i> (2011)	0.842	Openness4	0.826	0.851	0.490	45.729
			Openness2	0.754			
			Openness6	0.672			
			Openness7	0.672			
			Openness5	0.633			
			Openness1	0.618			

Table 1 Confirmatory Factor Analysis (Cont.)

Measurement	Scale resource	Cronbach's α	Manifest Indicators	Factor Loading	CR	AVE	Cumulative %
Perceived Social Support- Significant Other	Jiang (2000)	0.909	SSOthers 2	0.871	0.887	0.664	52.724
			SSOthers3	0.845			
			SSOthers4	0.792			
			SSOthers1	0.745			
Perceived Social Support- Family	Jiang (2000)	0.870	SSFamil2	0.861	0.859	0.606	59.237
			SSFamil3	0.818			
			SSFamil1	0.781			
			SSFamil4	0.635			
Neuroticism	Teng <i>et al.</i> , 2011	0.835	Neuroticism8	0.816	0.815	0.527	65.358
			Neuroticism3	0.790			
			Neuroticism5	0.647			
			Neuroticism7	0.632			
Perceived Social Support- Friend	Jiang (2000)	0.901	SSFriend2	0.741	0.770	0.528	70.512
			SSFriend1	0.738			
			SSFriend3	0.700			

For composite reliability, all items were from .851 to .919, which was greater than .7, this study's scale items can be considered reliable (Joe F Hair, Ringle, & Sarstedt, 2011). Standardized Factor Loadings should exceed .50 (Fornell, 1981). This study's factor loadings ranging from .618 to .871, which can conduct the regression analysis.

4.3 Linear Regression Analysis

In this section, this study set age, grade, and gender as the control variable, and then conducted the hypothesis test which was shown in Table 2. This model received $R^2 = .553$, $Adj. R^2 = .511$, $F = 14.142^{***}$. So this model is a moderate effect size and with statistical significance reached the standard (Moore, Notz, & Fligner, 2013), and these factors could account for 55.3 % of the variance explained in psychological well-being ($R^2 = .553$).

Table 2 Independent variables toward Dependent variable (Subjective Well-Being)

	Hypothesis	Path	β	Result
H1	Neuroticism has a negative impact on ICUBS's SWB	Neuroticism → SWB	-.351***	Accepted
H2	Extraversion has a positive impact on ICUBS's SWB.	Extraversion → SWB	.175*	Accepted
H3	Openness to Experience has a positive impact on ICUBS's SWB.	Openness to Experience → SWB	.221**	Accepted
H4	PSS-Family has a positive impact on ICUBS's SWB.	PSS-Family → SWB	-.006	Rejected
H5	PSS-Friends has a positive impact on ICUBS's SWB.	PSS- Friend → SWB	.155	Rejected
H6	PSS-Significant Others has positive impact on ICUBS's SWB.	PSS-Signiant Others → SWB	.291***	Accepted

Note: * p < .05, ** p < .01, *** p < .001

Next , test the mediator variable, the paper laid out several requirements that must be met to form a genuine (Baron & Kenny, 1986). Applied Linear regression, Model 1, set Loneliness toward SWB (beta of .526***, $R^2 = .277$); Model 2, set Loneliness, Significant Others, and SWB into regression, received Loneliness toward SWB (beta of -.429***) and Significant Others toward SWB(beta of .312***), and $R^2 = .365$; Model 3 , set Loneliness and Significant Others into regression, received beta of -.311***, even though $R^2=.097$ was low , but all reached the significant level .000. So partial mediation effect could be found. The outcome was shown as follow Table 3.

Table 3 The Coefficients results of H8. (Dependent variable : SWB; PSS-Significant Other)

	SWB		PSS-Significant Other
Variable	Model 1	Model 2	Model 3
Loneliness	-.526***	-.429***	-.311***
PSS-Significant Other		.312***	
R^2	.277	.365	.097
Adj. R^2	.275	.361	.094
F	121.898***	91.153***	34.030***

Note: * p < .05, ** p < .01, *** p < .001

According to the data provided, Table 4 summarized the results of H7.

Table 4 The results of H7

	Hypothesis	Beta value	Result
H7	Significant Others mediated the relationship between Loneliness and ICUBS's SWB.	Loneliness→ Significant other, beta of $-.311^{***}$ Significant other→SWB beta of $.312^{***}$ Loneliness→ SWB (beta of $-.526^{***}$) Loneliness→ Significant other→ SWB , from beta of $-.526^{***}$ to beta of $-.429^{***}$	Accepted Partial Mediation

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

5. Discussion

This study shed light on the relationship between Personality Traits, Perceived Social Support, Loneliness, and SWB. This study further discussed each result as follows. H_1 , H_2 , and H_3 , Neuroticism was related to negative SWB, while Openness to Experience and extraversion were related to positive SWB, which were in accord with earlier paper (Costa & McCrae, 1980; Diener, 1984; Vanno; 2009) and this study confirmed neuroticism was the strongest negative predictor factor of students' SWB, which related to recent papers (An et al., 2019; Suldo et al., 2015). This study confirmed these three personality traits, especially neuroticism could predict the subjective well-being of University Chinese students in the epidemic era. Moreover, Neuroticism, Openness to Experience and Extraversion accounted for approximately 24 % of affecting SWB in this study, which related to the recent paper, approximately 47 % of the variance in adolescents' life satisfaction scores was accounted for by their levels of the Big Five personality factors. The results reiterate the importance of personality to subjective well-being during the COVID pandemic.

H_4 , H_5 , and H_6 confirmed PSS-Family, and PSS- Friends had no significant impact on ICUB's SWB, while PSS-Significant Other do, which was consistent with the earlier paper (Chu et al., 2010; Drageset et al., 2011), those authors explained that teachers and school personnel had the strongest association with adolescents' or student's well-being. More importantly, this research proved that significant others support (university teachers) are more likely to improve the subjective well-being of Chinese students than friends support and family support during the Covid-19 time. Moreover, H_7 PSS-Significant Others played a "partial mediation" role in the relationship between Loneliness and SWB, which was consistent with the findings (Chu et al., 2010; Liu et al., 2014). This is an important finding that during the epidemic, the support from school personnel and teachers (class advisors) can increase ICUB's subjective well-being through decreasing their loneliness. Findings of this study support the importance of significant other in exploratory models of Chinese students' SWB when they face the challenge of the epidemic and contribute to an understanding of significant others (University teachers) mediating the models of predictors of the link between Chinese

students' loneliness and SWB. The benefits of this study can be used as guidance for improving SWB for higher education in Thailand during the post-epidemic period.

6. Conclusion

As these findings mentioned above, the following two main specific suggestions of Personality Traits and Social Support can be made during the COVID-19 period.

First, based on Bouchard and Loehlin (2001) points, 50% of the variance in personality is inherited, this study inferred part of the personality can be changed. ICUBS with extraverted personality traits are social, adventurous, and enjoy others' company; Neurotic students tendency to experience frequent and strong negative emotions; high Openness to Experience students enjoy beautiful things, who are willing to try different activities (Morizot, 2014). Consequently, Thai universities should offer a cultural activity in the first year and arrange for students to interact with people from diverse cultural backgrounds. For Neurotic students, university teachers and department managers should regularly plan to consult meetings, and psychological counseling should conduct follow-up interviews and consultations to help support those who were in need of counseling, including study anxiety, relationships, and behavioral disorders during COVID-19. For high Openness to Experience students, schools have to offer art exhibitions and encourage them to join, such as online activities and exhibitions.

Second, this study proved that ICUBS's loneliness is a significant issue of harming wellness during the COVID-19 pandemic. Significantly during periods where face-to-face social contact is restricted due to the isolation and social support could be impaired, it is essential to understand these education mechanisms and increase social contact and support to students from university class advisors, teachers and psychologists. Consequently, Thai universities should evaluation the Loneliness score of students before their departure abroad. Depending on the score obtained, University should then arrange high lonely students to meet with the class advisor and professional psychologists of counseling center. Moreover, the counseling centers should host regular workshops and activities online and offline to encourage all students' well-being. Such steps will improve Chinese Business students' subjective well-being while abroad in Thailand.

7. Limitations and Suggestions for Further Research

The study mainly focuses on International Chinese University Business students' SWB, and the study received 321 respondents' surveys from a private university in Bangkok. The findings of this study might not represent the whole population of Chinese students, but this study's sample is still credible due to our participants from campus with the largest number of Chinese students, so this study's results can be a reference for university managers to increase Chinese's SWB. Second, this study has a good effect on future researchers who focused on Chinese students' knowledge; this study recommends that future papers base on this study's research frame and use different sampling methods such as interviews that may wholly understand the university advisor system.

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