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A Study on Influencing Factors of College Students' Well-being—Taking Students of Huazhong Agricultural University as an Example

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Abstract In recent years, with the sustained and healthy economic development in China, the focus of people's attention has gradually been shifted to spiritual pursuit after their material pursuit is met. As a special group, college students get more social attention, and the study of college students' well-being is gradually carried out and furthered. In institutions of higher learning, the degree of college students' well-being exerts direct influence on the degree of college students' psychological health and college students' recognition of higher education. Taking 205 students from Huazhong Agricultural University as an example, drawing on the subjective well-being scale compiled by Diener *et al.*, and through discussions, interviews and questionnaires, this paper carries out a study from such aspects as gender, specialty, grade, region, family economic status and love situation, and uses SPSS20.0 software to implement such statistical analyses as factor analysis, partial correlation analysis, descriptive analysis and cluster analysis, thus researching the factors influencing college students' well-being. The results show that the overall perception of well-being the students is relatively high, and very few students feel unhappy, indicating that the overall psychological situation of students in Huazhong Agricultural University is optimistic, but the psychological situation of individual students still needs our attention. The analysis shows that the well-being of college students is influenced by the factors such as grade, degree of love for their specialties, region and family economic status, and is not influenced by whether to be the only child in the family and gender. This paper suggests that we should strengthen ideal and belief education, in order to improve college students' ability to endure setbacks; we should strengthen college student's association education, in order to enrich college life; we should strengthen practice teaching, in order to enhance college students' acceptance of the specialty they selected; we should strengthen the training of students' employment ability, so that they will be able to adapt to the social environment of great employment pressure.

Key words Students of Huazhong Agricultural University, Well-being, Influencing factors, Suggestions

1 Introduction

1.1 Background Well-being is the eternal pursuit of mankind. Engels has pointed out that the pursuit of well-being by everyone is the result of the development of history, as well as an invincible principle. Well-being is an important indicator measuring the degree of psychological satisfaction. In his speech at the 1st session of the 12th National People's Congress, General Secretary Xi Jinping pointed out that "China Dream" is ultimately Chinese people's dream relying on Chinese people, and benefiting Chinese people. Policy indicators and guidance show that well-being has become an important indicator measuring the quality of life. The university period is a critical period for the turning point of people's life. The development during this period will have a significant impact on the development of their future life. In this period, if the psychological and ideological development of college students can be guided positively and correctly, the effect will be very significant. Their ability to perceive well-being will directly affect the formation of their outlooks on the world, life and values. From the micro perspective, it will also have a subtle influence on their life, work and study. During this period, they will complete an important transition of life, that is, entering the real society from the ivory tower. In the process, there will inevitably be some conflicts and contradictions, which may have a very bad impact if

they are not properly guided. In terms of the overall social environment, China's economic, cultural and political aspects are experiencing a critical period of reform, which also brought various aspects of pressures. As a group of intellectuals, college students' perception of these pressures will be relatively significant, and the demands of the social environment for them are getting higher and higher. Therefore, it is very urgent to study how to improve the well-being of college students effectively. Based on the investigation and research on the influencing factors of the well-being of 205 enrolled undergraduate students from Huazhong Agricultural University, this paper provides a basis for psychological health education in Huazhong Agricultural University, which also plays a positive role in the psychological health counseling of students in other colleges and universities in China.

1.2 Literature review The study of well-being in foreign countries has gone through three stages of describing its basic concepts, studying its construction and measurement methods. At the beginning of the birth of psychology (in the 1950s), in the theories of some scholars, well-being and happiness was involved for the first time, which was also the first theory on well-being. Adler associated well-being with the meaning of life, believing that "the meaning of life is not to struggle for personal superiority, but lies in how to meet the harmonious and friendly life of mankind, as well as the desire to build a better society and to develop an interest in all mankind". The 1960s was the beginning of the foreign study of well-being in modern scientific sense, marked by the first

review of *The Relevant Factors of Well-being* written by Wilson (1967). Diener (1997) divided the Western study of well-being into three major stages of development, that is, description and comparison, theoretical construction and measurement development. The theoretical stage of the study of well-being is from the late 1980s to the late 1990s, when scholars focused on the study of the action mechanism and influencing factors of well-being. The representative work of this stage is *Subjective Well-being* written by Diener (1984). The relevant measurement stage is from the 1990s to now, when a more effective and reasonable model of well-being is constructed gradually. Chinese researchers' measurement of well-being started relatively late. Roughly from the mid-1980s, domestic researchers began to measure the well-being. Lin Nan has studied the satisfaction of life in Shanghai. In Lin's study, his main indicators are such specific areas as family life, occupation income and family economy, culture and leisure conditions, social characteristics of occupations, public facilities, environment and housing, out-of-home social relations and children's education. And he measured citizen's satisfaction from the above indicators. In addition, China also has a multi-angle and multi-directional measurement tool based on Chinese culture for well-being, that is, *Multiple Happiness Questionnaire* compiled by Professor Miao Yuanjiang, from School of Education Science, Nanchang University. The questionnaire has received much praise from the research scholars of the theory. The reason why it is representative is that it integrates the advantages of subjective well-being, while combining the strengths of psychological well-being. In the mid and late 1990s, the self-rating scale was used to study the well-being of college students. The dimensions of the study mainly focused on social pressure, self-identity, economic pressure, family satisfaction, love factors, student groups, geographical attribution, college satisfaction, degree of preference for the specialty selected, gender characteristics and so on. By the beginning of the 21st century, China's subjective well-being research entered a period of rapid development, Zhang Xinggui *et al.* (2004) compiled *Adolescent Students' Life Satisfaction Scale*, and tested its good validity; Xing Zhanjun (2005) compiled *Subjective Well-being Scale for Urban Residents in China*; Ji Nan *et al.* (2008) explored subjective well-being combined with local characteristics; Ma Xiwu (2008) studied the emotional intelligence of Tibetan college students, coming to the conclusion that there is a positive correlation between self-efficacy and well-being. At home and abroad, the research on well-being continues to develop. The research tools and methods are becoming more and more diversified, systematic and scientific. The research angles and scopes are also deepening and expanding. Different studies also reveal different factors that affect well-being. By consulting literature, we can see that some scholars proposed that grades have a greater impact on college students' well-being in the past research, and they believe that students of different grades have different perceptions of well-being. This conclusion is basically consistent.

2 Research content

2.1 Research tool The survey uses the questionnaire method. Through literature reading and induction, this paper formulated the general aspects affecting the degree of college students' perception of well-being. Referring to relevant foreign and domestic research, this paper compiled a well-being scale for college students containing 32 items. And then 55 students were randomly selected to conduct a survey. After the statistical test of the resolution threshold of the data, items without validity were excluded, and items with resolution threshold were retained, and a well-being scale with 25 questions were compiled eventually.

2.2 Research method All the survey data were sorted and analyzed statistically by SPSS20.0 software on the computer. The analysis method mainly involves principal component analysis and factor analysis, partial correlation analysis, descriptive analysis, cluster analysis and so on. Through the analysis of the data, this paper discussed the factors that affect the well-being of college students, made an in-depth analysis of the reasons for the impact, and gave the relevant recommendations after a comprehensive discussion and research.

2.3 Research object The research object of this paper is 205 enrolled undergraduate students randomly selected from Huazhong Agricultural University. The number of sent survey questionnaires were 205 and 196 questionnaires were recovered with a recovery rate of 95.61%; among the recovered questionnaires, there were 185 valid ones with an efficiency rate of 94.39%. The basic situation of the participants was as follows: 115 male students, 70 female students, 58 freshmen, 38 sophomores, 32 juniors and 57 seniors. For details, see Table 1 and Fig. 1.

3 Analysis of influencing factors

3.1 Present situation of college students' well-being After data analysis (see Fig. 2), it was found that 95.1% of the participants think that they live a happy life and they are satisfied, while only 4.9% of them think that they are not happy, showing that most of the college students are psychologically healthy and they are able to perceive well-being.

3.2 Analysis and discussion of influencing factors of well-being The principal component analysis was applied to the data analysis. The result showed that 25 items were explained by 17 principal components, and the cumulative contribution rate reached 66.479% (see Table 2). Based on this result, a cluster analysis was made on 50 questions. The following was an analysis with 8 clusters as an example, and the result is shown in Fig. 3. The figure clearly shows us the process of clustering and the results of the final clustering. It can be seen from Fig. 3 that the 8 clusters are composed of different items. We define these 8 clusters as gender factors, single-child factors, geographical factors, specialty satisfaction factors, family economic status factors and grade factors. To simplify the result of analysis, the 25 items are transformed into 8 factors influencing the well-being of college students. This shows that college students' perception of well-being

ing is affected both by the external comprehensive environment and by their self-cognition.

Table 1 The participants' gender distribution

		Gender distribution			
		Frequency	Percentage	Valid percentage	Accumulative percentage
Validity	Male	115	62.2	62.2	62.2
	Female	70	37.8	37.8	100.0
	Total	185	100.0	100.0	

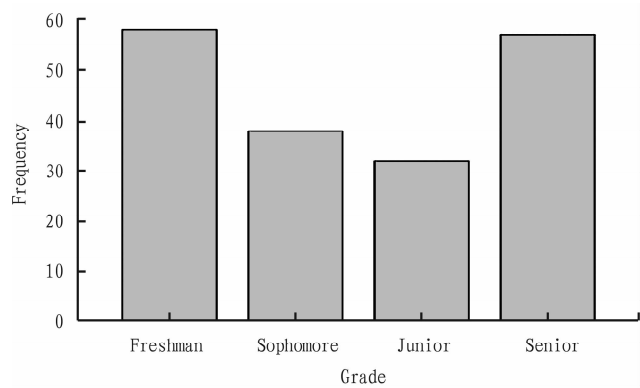


Fig. 1 The participants' grade distribution

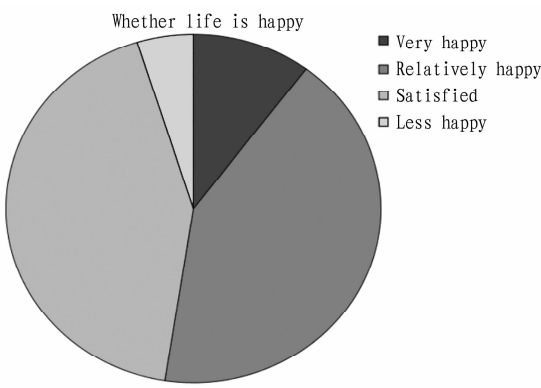


Fig. 2 Overall condition of well-being

Table 2 Principal component analysis of influencing factors of college students' well-being

Total variance explained						
Component	Initial eigenvalue			Extraction sums of squared loadings		
	Total	% of variance	% of cumulation	Total	% of variance	% of cumulation
1	5.959	11.918	11.918	5.959	11.918	11.918
2	3.855	7.710	19.628	3.855	7.710	19.628
3	2.475	4.949	24.577	2.475	4.949	24.577
4	2.399	4.798	29.375	2.399	4.798	29.375
5	1.995	3.991	33.366	1.995	3.991	33.366
6	1.869	3.738	37.104	1.869	3.738	37.104
7	1.755	3.511	40.614	1.755	3.511	40.614
8	1.668	3.336	43.950	1.668	3.336	43.950
9	1.507	3.014	46.964	1.507	3.014	46.964
10	1.496	2.992	49.956	1.496	2.992	49.956
11	1.375	2.749	52.705	1.375	2.749	52.705
12	1.294	2.587	55.293	1.294	2.587	55.293
13	1.254	2.508	57.801	1.254	2.508	57.801
14	1.193	2.385	60.186	1.193	2.385	60.186
15	1.114	2.227	62.414	1.114	2.227	62.414
16	1.020	2.040	64.454	1.020	2.040	64.454
17	1.012	2.025	66.479	1.012	2.025	66.479
18	0.998	1.996	68.474			
19	0.952	1.905	70.379			
20	0.942	1.884	72.263			
21	0.841	1.683	73.946			
22	0.832	1.664	75.610			
23	0.800	1.600	77.210			
24	0.772	1.544	78.755			
25	0.738	1.477	80.231			
26	0.700	1.401	81.632			

(continued)

Component	Total variance explained					
	Initial eigenvalue			Extraction sums of squared loadings		
	Total	% of variance	% of cumulation	Total	% of variance	% of cumulation
27	0.689	1.378	83.010			
28	0.652	1.304	84.314			
29	0.624	1.248	85.562			
30	0.615	1.231	86.793			
31	0.541	1.082	87.874			
32	0.510	1.019	88.894			
33	0.482	0.963	89.857			
34	0.451	0.902	90.759			
35	0.441	0.883	91.641			
36	0.421	0.841	92.482			
37	0.396	0.791	93.274			
38	0.383	0.766	94.039			
39	0.358	0.716	94.756			
40	0.339	0.679	95.434			
41	0.307	0.615	96.049			
42	0.294	0.587	96.637			
43	0.281	0.561	97.198			
44	0.254	0.508	97.706			
45	0.241	0.482	98.188			
46	0.229	0.457	98.645			
47	0.200	0.401	99.046			
48	0.180	0.359	99.405			
49	0.164	0.328	99.733			
50	0.133	0.267	100.000			

Extraction method: principal component analysis

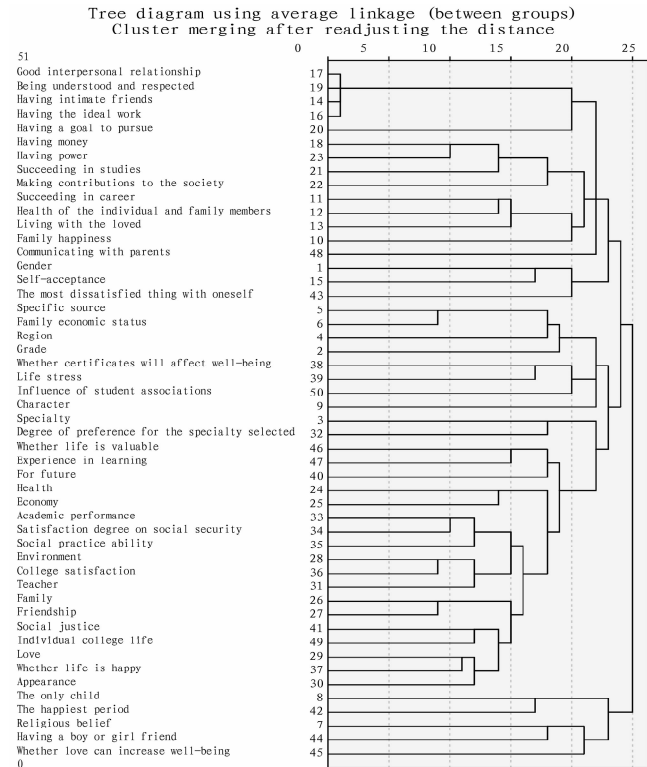


Fig. 3 Tree diagram of cluster analysis

3. 2. 1 Influence of gender on college students' well-being.

Through an average analysis of the well-being of male and female students (see Table 3), it was found that there is no significant difference in their perception of well-being. From the analysis of the data in Table 3, it was found that the difference in the well-being of male and female students is not significant. From the data in the questionnaire, it was found that both male and female students' scores on well-being are not very high; from the analysis of the overall situation of the society, it was found that the well-being of both male and female students is not high. Contemporary people's all-round pressure includes low wages, high housing prices, the severe gap between the rich and the poor, the rising rate of unemployment, soaring prices, and so on. The adverse social information has brought certain fear and psychological pressure to college students who live on campus, resulting in a decrease in their perception of well-being, so female students' scores in well-being are not higher than those of male students.

3. 2. 2 Correlation analysis of the only child's well-being.

After the application of partial correlation test to the only child and non-only child groups to detect their relationship with the well-being of college students, it was found that among the scores of well-being factors, there is no significant difference between the only child and non-only child. See Table 4. From the result we can see that what is outputted in the upper part is the Person simple correlation coefficient between any two variables. Taking "the only child" and "sat-

isfaction degree on family happiness" as an example, the Person simple correlation coefficient between them is 0.015. The lower part of the table is the output of the partial correlation analysis. It can be seen that, excluding the influence of the variable "whether life is

happy", the partial correlation coefficient between "whether to be the only child or not" and "satisfaction degree on family happiness" is 0.799, greater than 0.05, so it is believed that the partial correlation coefficient between them is 0, and they are not correlated.

Table 3 Gender Difference Analysis

		Descriptive statistics				
	Gender	N	Minimum value	Maximum value	Mean value	Standard deviation
Male	Whether life is happy	115	1.00	4.00	2.4609	0.71680
	Valid N (list status)	115				
Female	Whether life is happy	70	1.00	4.00	2.3571	0.78085
	Valid N (list status)	70				

Table 4 Correlation of the only child's well-being

		Correlation			
Control variable			The only child	Family happiness	Whether life is happy
-None- ^a	The only child	Correlation	1.000	-0.015	-0.043
		Significance (bilateral)	-	0.842	0.564
		df	0	183	183
	Family happiness	Correlation	-0.015	1.000	-0.095
		Significance (bilateral)	0.842	-	0.197
		df	183	0	183
	Whether life is happy	Correlation	-0.043	-0.095	1.000
		Significance (bilateral)	0.564	0.197	-
		df	183	183	0
Whether life is happy	The only child	Correlation	1.000	-0.019	-
		Significance (bilateral)	-	0.799	-
		df	0	182	-
	Family happiness	Correlation	-0.019	1.000	-
		Significance (bilateral)	0.799	-	-
		df	182	0	-

a. Cells contain zero order (Pearson) correlation.

3.2.3 Influence of region on college students' well-being. In the study of the influence of different regions on college students' well-being, it was found that the degree of college students' well-being increases with the increase of the mean value of economically developed regions. There is a significant difference in the perception of well-being among students in economically developed areas and students in economically underdeveloped areas. This aspect is related to local conditions of education, culture and economy, that is, the survival environment of the two groups of students determines their different mentalities. Urban students are more positive and self-confident, while rural students are self-contemptuous. On the other hand, the situation is also caused by objective economic conditions. Urban students are rich, so what they consider more is their personal development and emotional satisfaction, while rural students are still worried about the food and clothing problems. Therefore, it is conceivable that the degrees of their perception of well-being are different, and it is evident that the former is higher than the latter. See Fig. 4.

3.2.4 Relationship between college students' well-being and satisfaction degree on specialty. In the group of students who have different satisfaction degrees on specialty, a variance test was carried out to analyze their well-being. The result showed that, the

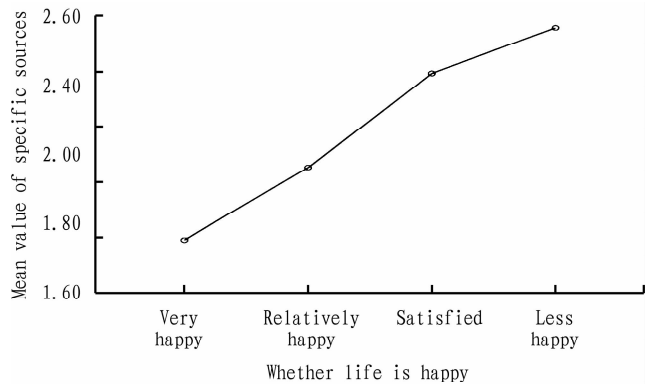


Fig. 4 Regional impact on college students' well-being

more they like their specialties, the higher their scores of well-being are; students who do not like their specialties have lower scores of well-being. Students who are satisfied with their specialties will feel relaxed in learning. A strong desire for knowledge makes their learning full of fun, and their final academic performance will certainly be perfect. In contrast, students who are not satisfied with their specialties, learning will be slack in learning and develop a negative attitude. Their psychological resistance will make learning a torment, gradually lead to learning weariness, which will directly

affect these students’ perception of well-being. Specific analysis of the situation is shown in Table 5.

Table 5 Variance analysis of satisfaction degree on specialty and college students’ well-being

Single factor variance analysis						
Satisfaction degree on specialty						
		Sum of squares	df	Mean square	F	Significance
Between groups	(Combination)	54.799	4	13.700	2.597	0.038
Linear term	Unweighted	5.917	1	5.917	1.122	0.291
	Weighted	51.237	1	51.237	9.712	0.002
	Deviation	3.562	3	1.187	0.225	0.879
Intra-group		949.579	180	5.275		
Sum		1004.378	184			

3.2.5 Comparative study on well-being of students in different family economic conditions. In the analysis of the impact of family economic conditions on the well-being of college students (see Table 6), it was found that there was no significant difference in well-being among students with different economic satisfaction. But after an in-depth analysis of the four levels of family economic sta-

tus, we still can get some relevant information: the well-being scores of students with poor family economic status are lower than those of students with good family economic status. The result showed that, with better family economic status, more living expenses and more more available, students will feel comfortable, and in such an environment they are more likely to perceive well-being.

Table 6 Variance analysis of family economic status and college students’ well-being

Single factor variance analysis						
Family economic status						
		Sum of squares	df	Mean square	F	Significance
Between groups	(Combination)	6.873	5	1.375	3.532	0.005
Linear term	Weighted	1.795	1	1.795	4.612	0.033
	Deviation	5.078	4	1.269	3.262	0.013
Intra-group		69.279	178	0.389		
Sum		76.152	183			

3.2.6 Relationship between college students’ well-being and student unions and associations. When people complete an activity and task through their own efforts, they will have a strong sense of accomplishment, and this sense of accomplishment will directly produce well-being. Student unions and associations are groups for the self-organization and self-management of college students. In th groups, students’ abilities are given into full play. A lot of extracurricular activities need to consume certain efforts in order to complete them better. When college students overcome difficulties to complete the tasks, their well-being will be significantly improved, and in the process of completing the activities, their abilities are practiced. To actively participate in extracurricular activities, college students can not only expand the scope of knowledge, broaden horizons, expand interpersonal relationship, enhance perception and judgment skills as well as thinking and memorization abilities, but also strengthen interpersonal communication, express adverse emotions, resolve trouble and anxiety, thus alleviating psychological stress and improving the perception of well-being.

3.2.7 Influence of different grades on college students’ well-being. The results of this research are in favor of Li Yan and Zhao Jun’s research, and the specific situation is shown in Table 7. The data in the table indicate that different grades have an impact on the well-being of college students. But the data analysis shows that this difference is not significant. The pressure faced by freshmen is the least, as they are in a new period of adaptation, and require-

ments on them are relatively loose, and besides, they are more preferred. During the sophomore year, students gradually adapt to college life, and academic competition has gradually begun. During this period, the perception of well-being is not obvious. During the junior year, students are faced with aesthetic fatigue and future choice between pursuit of postgraduate studies and employment. Both of the two options will bring heavy psychological pressure, especially the former, which needs them to make efforts while bearing a huge risk. It is worth mentioning that, in this study, senior students’ well-being scores are the lowest, which may be related to the problems they are faced with. Senior students are faced with not only the pressure of employment, but also the economic pressure from family and housing, so their social pressure is greater than the college pressure of students of the previous three grades.

3.2.8 Influence of love on college students’ well-being. Judging from the result of the analysis (see Table 8), whether life is happy is not directly related to satisfaction degree on love, but the coefficient of whether to have a boy or girl friend and whether life is happy is 0.004, so we think that whether to have a boy or girl friend has a direct impact on whether life is happy. College campus life is independent, so a friend of the opposite sex that can be relied on will give college students a great psychological comfort, while this emotional satisfaction will make them easier to perceive well-being and get rid of adverse emotions such as loneliness.

Table 7 Difference analysis of well-being in different grades

Grade	Whether life is happy		
	Mean value	N	Standard deviation
Freshman	2.4483	58	0.84131
Sophomore	2.4211	38	0.79293
Junior	2.4063	32	0.66524
Senior	2.4035	57	0.65081
Total	2.4216	185	0.74130

Table 8 Correlation analysis of love and college students' well-being

Control variable			Love	Having a boy or girl friend	Whether love can increase well-being	Whether life is happy
-None- ^a	Satisfaction degree on love	Correlation	1.000	-0.572	0.000	0.439
		Significance (bilateral)	-	0.000	0.995	0.000
		df	0	183	183	183
	Having a boy or girl friend	Correlation	-0.572	1.000	0.203	-0.277
		Significance (bilateral)	0.000	-	0.006	0.000
		df	183	0	183	183
	Whether love can increase well-being	Correlation	0.000	0.203	1.000	-0.002
		Significance (bilateral)	0.995	0.006	-	0.982
		df	183	183	0	183
	Whether life is happy	Correlation	0.439	-0.277	-0.002	1.000
		Significance (bilateral)	0.000	0.000	0.982	-
		df	183	183	183	0
Whether life is happy	Satisfaction degree on love	Correlation	1.000	-0.522	0.001	-
		Significance (bilateral)	-	0.000	0.985	-
		df	0	182	182	-
	Having a boy or girl friend	Correlation	-0.522	1.000	0.211	-
		Significance (bilateral)	0.000	-	0.004	-
		df	182	0	182	-
	Whether love can increase well-being	Correlation	0.001	0.211	1.000	-
		Significance (bilateral)	0.985	0.004	-	-
		df	182	182	0	-

a. Cells contain zero order (Pearson) correlation.

4 Recommendations

4.1 Creating colorful campus cultural activities College students are full of energy, but if not consumed in appropriate ways, their excess energy will produce negative boring emotions, and with the spread of such emotions, the experience of well-being will be more and more insignificant. At present, the various cultural activities of colleges and universities are guided by the Youth League Committee and under the self-management and self-learning of students. When participating in the activities, students will get a sense of satisfaction which can directly enhance college satisfaction and their well-being, so what colleges and universities should do is to guide campus culture and make students themselves to create activities, so as to allow students to participate in campus cultural activities in a variety of forms.

4.2 Strengthening psychological health training With the vigorous development of psychology in our country in recent years, the psychological health education of college students is more and more important. At present, all colleges and universities have a psychological health consultation center, but studies show that students with psychological problems do not take their own initia-

tive to consult their psychological problems, and even evade and disregard them. Therefore, despite the psychological counseling services in colleges and universities, there are still a number of students with psychological problems. The most important thing is to make good use of psychological resources, regularly or irregularly carrying out psychological health training for college students, and to take the initiative to find and contact students with adverse psychological tendencies, so as to guide them to establish a positive attitude towards life.

4.3 Improving professional ideological education Research shows that the colorful student association activities can effectively improve the well-being of college students. The reason is that college students are young and have a strong curiosity and desire to seek knowledge, and they like fresh things. Through the construction of open and different forms of campus cultural activities for college students, colleges and universities provide a platform for the release of passion and vitality, which is conducive to the continuous enrichment of campus culture. In the process of participating in the activities, college students not only get psychological satisfaction, but also achieve great improvement in such abilities as

interpersonal relationship, communication, organization and problem solving, which is more in line with the aim of higher education to cultivate talents with comprehensive development.

4.4 Paying attention to class collective and interpersonal relationship construction The relevant literature on well-being research points out that interpersonal relationship is one of the main factors that affect the well-being of college students. Studies show that the well-being of students with a harmonious dormitory relationship is significantly higher than that of students with a disharmonious dormitory relationship. Class collective, as the main active organization of college students, has a direct impact on the positive and negative emotions of college students. Therefore, at the beginning of college life, head teachers should realize the importance of class construction, and college leaders should also give appropriate attention to it. They should carry out different forms of activities and create opportunities for college students' learning and communication, thus improving their well-being.

4.5 Increasing employment support and oppose employment discrimination Research shows that "employment pressure" has become the biggest source of college students' feeling of unhappiness. The present social situation shows that employment is a very serious problem, but we should also treat employment issues dialectically. Some graduates fail to establish a correct view of employment. Some of them have grandiose aims but puny abilities, so it is difficult for them to find the ideal job. The state should increase financial support in solving the employment problem and create more jobs for college graduates. Colleges and universities should also provide students with positive, rational and employment guidance. In addition, to eliminate employment discrimination, the national departments are actively working to provide more protection for the rights and interests with physical diseases, which is also an important measure against employment discrimination.

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cessing capacity, promote the use of improved varieties and constantly enhance overall business competitiveness. It is also necessary to further strengthen the combination of production, learning and study, and encourage businesses to establish long-term strategic cooperation or alliance with agricultural colleges and provincial research institutes, in order to promote joint construction of college-business R&D platform and seed industrial technology cooperation.

3.3 Further strengthening applied basic research The basic and public welfare research is the foundation for cultivating new varieties with major breakthrough and also the premise of enhancing China's seed industry science and technology innovation capacity as soon as possible. It is necessary to give full play to leading role of agricultural scientific research institutions in the basic and public welfare research of seed industry science and technology. By strengthening the integration of technical forces, optimizing the knowledge structure and building the research platform, it is necessary to focus on the tapping and creation of germplasm resources, exploration of important genes, breeding theory and technology breakthrough, seeding and processing technology innovation, and seed quality standards and testing technology research, so as to provide a solid technical foundation for commercial breeding research and provide support and sources of innovation for enhancing seed industry innovation capacity and market competitiveness in Hubei Province.

3.4 Improving policy control and market management By strict licensing, strict enterprise access and other policies and measures, it is necessary to guide the excellent seed companies inside and outside the province to accelerate combination, merger

and reorganization. By policy support and project guidance, it is necessary to actively carry out in-depth cooperation between colleges and enterprises to enhance the capability of independent innovation. It is necessary to innovate upon the concept of "prevention first, comprehensive monitoring, full service", strengthen three links "source monitoring, circulation monitoring, after-sales tracking", and effectively prevent the use of inferior seeds, to minimize business risk and production risk and provide policy support and orderly market environment for sound development of seed companies.

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