



A DEVELOPMENT PERMA MODEL INTERVENTION FOR PROMOTING COLLEGE
STUDENTS' WELL-BEING



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A DEVELOPMENT PERMA MODEL INTERVENTION FOR PROMOTING COLLEGE
STUDENTS' WELL-BEING



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A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of DOCTOR OF PHILOSOPHY
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THE DISSERTATION TITLED
A DEVELOPMENT PERMA MODEL INTERVENTION FOR PROMOTING COLLEGE
STUDENTS' WELL-BEING

BY
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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
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The aims of this research are as follows: (1) to investigate the current level of the well-being of college students; (2) To develop the PERMA model intervention; (3) to evaluate the effectiveness of the PERMA model intervention in promoting the well-being of college students. The research was conducted in the form of a qualitative study, a quantitative study, research development and experimental research. The research sample were randomly selected Chinese college students. The well-being questionnaire was adapted by the literature method and informal conversational interview method, and then a survey was conducted on 761 college students through studies of positive psychology theories, well-being theory, problem-based learning, experiential learning, and advice from expert interviews, and the researcher developed a PERMA model intervention. Based on voluntary student participation, 50 college students were the samples in this study. These samples were randomized to the experimental group and the control group equally. The experimental group (n=25) received the PERMA model intervention, but the control group was not. The research results were as follows: (1) the level of the well-being of college students in China was medium-low. The well-being of college students has five main components: positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement; and (2) A PERMA model intervention was developed. It consisted of four steps: a small lecture and guidance, activity, comprehensive evaluation, and conclusion; (3) the PERMA model intervention was effective in improving the well-being of college students, and the experimental group continued to show improvement at the one-month follow-up, as follows: (3.1) the well-being of college students after receiving the PERMA model intervention, and after the follow up period was significantly higher than before beginning the experiment at a level of .01; and (3.2) the well-being of college students after receiving the PERMA model intervention and after the follow up period was significantly higher than those in the control group at a level of .01.

Keyword : Well-being, PERMA Model Intervention, Positive Psychology, Well-being of college students

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ZHANG RUI LIN

TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	G
LIST OF TABLE.....	K
LIST OF FIGURES	N
CHAPTER 1 INTRODUCTION.....	1
1.1 Background.....	1
1.2 Research Questions.....	10
1.3 Objectives of the Study.....	10
1.4 Significant of the study.....	10
1.5 Definition of Terms	11
1.5.1 College Students' Well-being.....	11
1.5.2 PERMA Model Intervention	11
1.5.3 Through the PERMA Model Intervention for Promoting College Students' Well-being	12
1.6 Research Hypothesis.....	13
1.7 Conceptual Framework.....	14
1.8 Scope of the Research	14
1.8.1 Identifying Population and Sample	14
1.8.2 Variables.....	15
CHAPTER 2 REVIEW OF THE LITERATURE.....	16

2.1 Review of Positive Psychology	16
2.1.1 Background, Definition and Importance	16
2.1.2 Main Content and Theoretical	18
2.1.3 Application and Impact of Positive Psychology	21
2.1.4 Challenges.....	24
2.2 Review of Well-being	25
2.2.1 Definition, Theories and Measurement of Well-being	25
2.3 Martin Seligman's Well-being Theory	32
2.3.1 Martin Seligman's Well-being Theory 1.0	32
2.3.2 Definition of PERMA Model	37
2.3.3 Components of PERMA Model.....	38
2.4 Review of College Students' Well-being.....	43
2.4.1 Background, Definition and Components.....	43
2.4.2 Measurement of student well-being.....	48
2.4.3 Research related to well-being	52
2.5 Research related to PERMA model	66
2.6 Learning Model	74
CHAPTER 3 METHODOLOGY	82
Phase 1: Analyze and Study College Student's Well-being.....	82
1.1 Research Objective (Phase 1)	82
1.2 Research Instrument	83
1.3 Questionnaire Design.....	85
1.4 Questionnaire Survey	89

Phase 2: Development a PERMA Model Intervention	91
2.1 Research Objective (Phase 2)	91
2.2 Developing a PERMA Model Intervention and Model Content Validity	91
2.3 PERMA Model Intervention	92
Phase 3: Implementing and Experimental Evaluation the PERMA Model Intervention	95
3.1 Research Objective (Phase 3)	95
3.2 Implementing Design	95
3.3 Research Instruments	96
3.4 Participants	96
3.5 Research Data Protection	97
3.6 Implementation	97
3.7 Data Collection	98
3.8 Data Analysis	99
CHAPTER 4 FINDINGS	100
Phase 1: Analyze and Study College Student's Well-being	101
1. Definition and Components of College Students' Well-being	101
2. Components of College Students' Well-being	103
3. The Current Level of College Student's Well-being	114
Phase 2: To Develop The PERMA Model Intervention In Order To Promote The College Students' Well-being.	125
Part 1: Concepts and Principles of Developing A PERMA Model intervention In Order To Promote The College Students' Well-being.	126
Part 2: A PERMA Model Intervention In Order To Promote The College Students' Well-being.	127

Phase 3: Implementing and Experimental Evaluation of PERMA Model Intervention To Improve The College Students' Well-being.....	141
1. Grouping Information	142
2. Results of Data Analysis For The Experimental Group.....	145
3. Analysis of Mean and Variance of College Students' Well-being In The Experimental Group and Control Group.....	150
4. Feedback From Experimental Group Students	164
CHAPTER 5 CONCLUSION AND DISCUSSION.....	169
1. Research Objective	169
2. Research Hypotheses.....	169
3. Research Scope.....	169
4. Research Summary.....	171
5. Discussion.....	175
6. Suggestions	193
REFERENCES.....	194
APPENDIX	216
VITA	315

LIST OF TABLE

	Page
TABLE 1 College Students' Well-being Questionnaire (partial)	85
TABLE 2 Repeated Measures Design	95
TABLE 3 Exploratory factor analysis of college students' well-being	107
TABLE 4 Region of student family location.....	110
TABLE 5 Information of college student	112
TABLE 6 Overall feelings of college students.....	114
TABLE 7 College students' well-being descriptive statistics.....	116
TABLE 8 College students' well-being-Gender statistics	117
TABLE 9 College students' well-being-Major statistics	118
TABLE 10 College students' well-being-Grade statistics	119
TABLE 11 College students' well-being-Long-term living place statistics	121
TABLE 12 College students' well-being-Leadership experience statistics.....	123
TABLE 13 College students' well-being-Only child status statistics	124
TABLE 14 PERMA model intervention For Promoting College Students' Well-being	139
TABLE 15 Volunteer grouping information.....	142
TABLE 16 Test of normality of group	144
TABLE 17 Descriptive statistics of volunteers(Experimental group+Control group)	144
TABLE 18 One-way repeated measures ANOVA for experimental group(n=25)	145
TABLE 19 Correlation analysis of college students' well-being before experiment , after experiment and follow-up.....	146
TABLE 20 One-way repeated measures ANOVA for experimental group	147

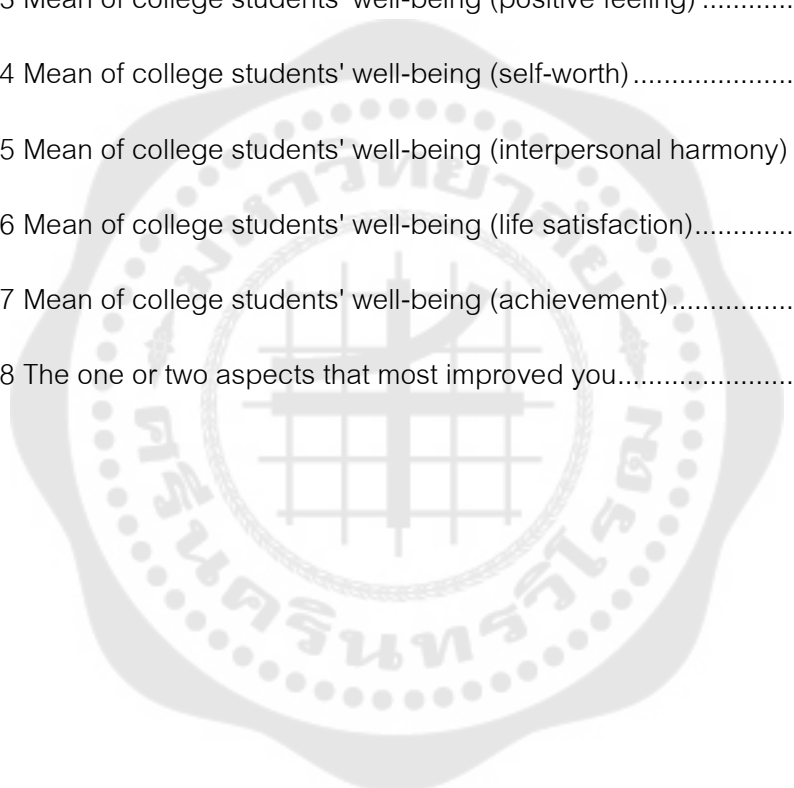
TABLE 21 Means and standard deviation of college students' well-being (5 components) in the experimental group before the experiment (pre-test), after the experiment (post-test), and follow-up	148
TABLE 22 Mean and Variance Analysis of College Students' Well-Being in the Experimental and Control Groups at Pre-test, Post-test, and Follow-Up(1M later).....	150
TABLE 23 Mockley's test of sphericity (College Students' Well-Being)	151
TABLE 24 Tests for within-subjects effects(College Students' Well-Being)	152
TABLE 25 Tests for between-subjects effects	153
TABLE 26 Correlation analysis of college students' well-being before, after, and one month later experiment(Experimental group)	153
TABLE 27 Correlation analysis of college students' well-being before, after, and one month later experiment(Control group).....	154
TABLE 28 Mean and variance analysis results of college students' well-being (five components).....	156
TABLE 29 Summary of feedback from the experimental group	164
TABLE 30 Item objective consistency index (IOC) of Scale of Positive and Negative Experience(Feelings)	232
TABLE 31 Item objective consistency index (IOC) of College Students' Well-being Questionnaire	233
TABLE 32 Reliability of the Scale of Positive and Negative Experience(Feelings) (from Diener et al. 2009,2010)	234
TABLE 33 Validity of the Scale of Positive and Negative Experience(Feelings) (from Diener et al. 2009,2010)	235
TABLE 34 Reliability of the College Students' Well-Being Questionnaire (Part B).....	236
TABLE 35 Validity of the College Students' Well-Being Questionnaire(Part B).....	238

TABLE 36 Consistency index(IOC) of learning Model for improving the well-being of college students240



LIST OF FIGURES

	Page
FIGURE 1 The conceptual framework.....	14
FIGURE 2 Mean of college students' well-being (experimental group + control group)	155
FIGURE 3 Mean of college students' well-being (positive feeling)	158
FIGURE 4 Mean of college students' well-being (self-worth)	159
FIGURE 5 Mean of college students' well-being (interpersonal harmony)	160
FIGURE 6 Mean of college students' well-being (life satisfaction).....	162
FIGURE 7 Mean of college students' well-being (achievement)	163
FIGURE 8 The one or two aspects that most improved you.....	167



CHAPTER 1

INTRODUCTION

1.1 Background

Well-being is a psychological phenomenon that exists objectively in human reality, a concept favoured by global, national and local governments, and an eternal pursuit and ideal for human beings (Hogan et al., 2015; Simons & Baldwin, 2021). In the development of human society, research on well-being has never stopped (Hogan et al., 2015). After their basic survival needs are satisfied, people pursue well-being and aspire to a happy life (Estes et al., 2017). In order to comprehensively strengthen and improve students' mental health work in the new era and enhance students' mental health literacy, the Central Committee of the Communist Party of China (CPC) and the State Council issued the "China's Education Modernisation 2035" and the "Opinions of the State Council on the Implementation of the Action for a Healthy China", while the Ministry of Education and other departments formulated the "Comprehensively Strengthening and Improving the Work of Students' Mental Health in the New Era Special Action Plan (2023-2025), which explicitly calls for "continuously enhancing the people's sense of gain, well-being and security, promoting the all-round development of human beings and the all-round progress of society". It is seen that "well-being" is an important element of students' mental health and good life. Well-being is an experience, but also an ability. While People's Daily mention that school education is an indispensable and important position for the cultivation of people's well-being, the college stage is an essential juncture for the cultivation of students' well-being, which is directly related to the degree of realisation of "people's well-being" in the future society (Zhang, 2020).

With college being perhaps the first time that individuals have taken full responsibility for their own health and well-being, looking at health in terms of a broader sense of well-being rather than disease state is an important step in promoting health, with well-being as a combination of physical health and mental health, providing a more holistic approach to health that promotes outcomes and prevents disease (Ridner et al.,

2015).Based on the literature review, well-being tends to combine both subjective well-being (SWB) and psychological well-being (PWB) (Seligman, 2011; Compton & Hoffman, 2019; Disabato et al., 2016). SWB is defined as people's evaluation of their lives, while PWB is recognized as representing optimal human functioning (Diener et al., 2009).Researchers have integrated SWB and PWB, arguing that their two conceptual systems and measures complement each other and together reveal the essence of well-being (Diener et al., 2019,2010). They proposed that well-being is actually the concept of comprehensive well-being, believing that well-being is the unity of enjoyment and meaning, as well as subjective and objective, thus constructing the connotation of well-being in which pleasure and value coexist (Miao, 2003,2009). College students' well-being is a multidimensional construct that includes an examination of its psychological, emotional, and physiological aspects.A review of the literature found that most studies of college student well-being use affective components, positive and negative emotions, as indicators of student well-being.Traditionally, the age of college students is generally around 17-25 years old (Zhang et al., 2016).Well-being is a beautiful experience of people's psychological optimal state and the full expression of self-worth, college students' well-being evaluation are from their personal standard evaluation and value judgment (Miao et al., 2015). College students' well-being emphasizes more on the positive aspects and positive feelings of students, positive emotions, social relationships, lack of negative emotions, school involvement, interpersonal factors and achievements can be used as the basis for measuring college students' well-being (Aulia et al., 2020). College students' well-being is a comprehensive and affirmative evaluation of their quality of life based on internalized social standards, a comprehensive evaluation of all aspects of life satisfaction, and the resulting positive emotional dominance of the psychological state (Miao & Yu, 2003).The components of college students' well-being basically include: overall life satisfaction (students' overall self-judgment of life satisfaction), life satisfaction in important areas (e.g., health, interpersonal relationships, etc.), high levels of positive affect (positive feelings, experiencing a large number of pleasant emotions and mental states) with low levels of

negative affect (negative feelings, experiencing fewer unpleasant emotions and mental states) which is affective balance (Diener et al., 2009, 2010; Aulia et al., 2020; Soutter et al., 2014; Miao et al., 2015; Long et al., 2012; Donat et al., 2016). In a nutshell, college students' well-being is a comprehensive feeling of evaluation and value judgment (e.g., personality growth, self-affirmation, self-acceptance) according to personal standards, a comprehensive evaluation of satisfaction with all aspects of life (e.g., life satisfaction, health and relationship satisfaction, etc.), a state of psychological fulfillment (accomplished, fulfilled) in which positive feelings dominate. College students' well-being mainly consists of affective balance (high level of positive affect and low level of negative affect), self-worth (self-acceptance, self-affirmation and sense of value), interpersonal harmony, life satisfaction, achievement.

College students are the hope for the future of society, they have been living in a critical developmental period connecting adolescence and independent adulthood, they bring vitality, talent, creativity, hope, etc. to many people, their well-being deserves attention (Bonnie et al., 2017; Yao & Zheng 2016). Success or failure on these paths can set young people on a path that has significant implications for life trajectories and adult life. College students are in a period of youth in the life course that is a critical time for development and intervention (Bonnie et al., 2017). During this period, it is common to learn about being a college student, complete their education, develop relationships, achieve self-growth, and engage in other endeavors that will help them move toward a healthy and productive adult life (Ridner et al., 2015; Bonnie et al., 2017). In many situations, new insights for all come from interactions with young people (Bonnie et al., 2017). Supporting and investing in college students will benefit society as well as their personal development, well-being and health in terms of all aspects of their well-being, needs, access, and health (Bonnie et al., 2017). The fundamental task of colleges and universities is to establish morality and nurture the nation's builders and successors who develop morally, intelligently, physically, aesthetically and laboriously in an all-round way. As newcomers of our time, how college students understand well-being, feel well-being, pursue well-being, and create well-being is not only related to the healthy growth

of individuals, but also to the enhancement of the well-being of the whole society (Zhang, 2020), therefore it is very important to promote the well-being of college students and the factors that affect their well-being (Bonnie et al., 2017). Students' well-being at college is an important indicator of students' development at college (Tian et al., 2015). Students with high well-being are collaborative, confident, creative, tolerant, etc. (Cohen & Pressman, 2006; Lyubomirsky, King, & Diener, 2005), these traits make them more positive, self-confident, and support them to be better in the environment, learn and find value and belonging in life, etc. (Mashford-Scott, Church, & Tayler, 2012). Students with well-being are physically and mentally healthier, achieve better academically, etc., while students with a high level of well-being have higher quality relationships with their communities and their schools (Suldo & Shaffer, 2008). Studies of students around the world have reported that high levels of well-being translate positively into academic achievement, relationships with others and overall health (Dobosz & Hetmańczyk, 2023).

In the current study, the researcher as a teacher working in the college in China find the following ideas about college students' well-being. Researcher as an teacher who is teaching the communication skill course and Ideological and Moral Education and the Rule of Law. Through observation of college students and informal conversational interviews with college teachers and student work department teachers, it was found that there is space for college students' well-being to improve, but it is not certain about the current level of college students' well-being. After observation, the students' interest in class is not high, the activity after class is not active, asking questions in the class found that some students answering questions have complained that life and learning is boring, anxiety, burnout and unhappiness, or feel that everything does not matter, the sense of well-being is not high enough. When interviewing lecturers working in college in informal sessions, it was found that most of their opinions about college students were consistent, students were not highly motivated, had a negative way of speaking or an attitude of indifference to anything. Students behaved such as not having enough self-affirmation, believing that they had no value or did not realize their

value, school interpersonal and family were not ideal enough and they were not able to raise their interest because of the pressure of their studies. Lecturers believe that it is worthwhile to pay attention to mental health and the aspect of college students' well-being needs to be focused on. In addition to the classes, the teachers of the Student Work Affairs Center, who have the most contact with the students, are very consistent in expressing that the students' positive emotions are not optimistic, there are more problems in communication skills and interpersonal aspects, the mental health problems are not optimistic, a large portion of the students who do not have a clear aim in their life pursuits and goals are not clear, they are more confused at the moment and at the same time are anxious about their futures, the pressure is high, and so on, which results in the college students' sense of well-being is not optimistic. However, the well-being of Chinese college students seems to be understudied (Dobosz & Hetmańczyk, 2023), following a review of the literature, there is not much research on college students' well-being, which can be further researched to improve students' well-being, to achieve the goals of education and to be used as a reference for the development of educational policies when planning to improve students' well-being, there is space for improvement in college students' well-being (Aulia et al., 2020). The global prevalence of depression among youth, the small increase in life satisfaction, the synergy between learning and positive emotions suggest that schools should teach well-being related knowledge to enhance well-being (Seligman et al., 2009). The world in which college students live is changing dramatically in an era of globalization, networking, increased transfer of knowledge and information, increased risk, economic inequality, and changing information. From a developmental perspective, college students have unmet needs for well-being; from a societal perspective, they will face the challenges of adolescence toward young adulthood and the pressures and challenges of entering society, college students' well-being needs more help (e.g., from school, society, etc.) to succeed in some of these transitions (Bonnie et al., 2017).

In the study, it was found that the factors affecting college students' well-being include subjective factors like personality traits, self-efficacy, cognitive schema, attributional tendencies; objective factors such as school education, interpersonal relationships, family upbringing, life events and social support (Yao& Zheng 2016; Zou& Li 2012; Shi2020). For example, school atmosphere, students' perceptions and attitudes can make an impact on one's own well-being (Shi,2020). Students' behaviors and ways of thinking influence how they are feeling (Compton & Hoffman 2020); student well-being is impacted by students' positive emotions, positive attitudes and behaviors, a decline in students' motivation has been linked to worrying anxiety about the future, to being a student leader or not, and to the attractiveness of one's major (Guo, 2010). Some studies have pointed out that college teaching influences students' well-being. Some college students are working for academic credits and degrees, some are performing negatively, a lot of the reason is because their well-being is being delayed, where the learning and teaching have a big impact. Teachers are often unable to engage and motivate youth to form meaningful, positive relationships with them. Students seem to be more concerned with the actual experience of the classroom and they are more eager to be challenged in a meaningful way that relates closely to them, or to improve some ability, with some kind of support (Shernoff, 2013). Well-being is the basis for college students' success in education, relationships, etc., their desire for improvement and advancement and efforts to improve behaviors are important to well-being and health issues, including issues related to mood, stress, etc., and their own active participation and positive attitudes are also important (Bonnie et al., 2017).

Therefore, researcher believes that the enhancement of college students' well-being is necessary. Developing a positive mindset and well-being is key to enhancing college students' PWB (Zhang, 2020),Positive education can have a positive impact on students, teachers, and others in the educational community. It can have a positive impact on the current state of many students and the way they understand themselves, their peers, and their families, among other things (White & Kern, 2018). Therefore, there should be more interventions to allow college students' well-being to contribute (Bonnie

et al., 2017). Colleges should emphasize the education of college students' well-being. Enhance college students' well-being by establishing a correct view of well-being, cultivating a sound personality, enriching campus culture, and offering "happiness classes" (Yao & Zheng, 2016). Schools and teachers play an active role in guiding consciousness, college students accept themselves and believe in themselves (Shi, 2020). Positive education is defined as the education of traditional skills and well-being (Seligman et al., 2009). Positive education is used to describe empirically validated interventions and programs in positive psychology that have an impact on students' lives, advocate for the building of positive emotions, and can often be used in practice alongside instructional programs (teaching and curriculum) (White & Kern, 2018). The combination of positive psychology and classes interventions can enhance well-being, which exists not just in the brain, but by creating well-being and practicing positive activities. Research suggests that one can write down three good things (What-Went-Well Exercise, also known as "Three Blessings"), one may write thank you notes, or one can learn to savor good memories. Well-being should be taught in schools since most youth are in school and schools provide opportunities to reach them and potentially improve their well-being to a great extent (Seligman et al., 2009; Seligman, 2011). Courses in Positive Psychology was offered in 2006 at Harvard University, at one point, the courses was the one of university's highest-attended course, with 23% of Harvard students providing feedback to the university's Teaching and Learning Committee that the course had "changed their lives" (Miao, et al.) Susetyo et al. (2012) suggest that fostering a positive mindset, creating a positive atmosphere in the classes, treating students as if they were civilized are all factors that can be used in the classes to maintain and develop students' well-being. In the study, engaging in meaningful experiences (Bhullar et al., 2013), teaching independent learning skills (Field et al., 2015), identifying and applying character strengths (Duan et al., 2012), school implementation of a wide range of well-being programs and activities (Dyrbye et al., 2019), classroom use of peer-learning facilitated interventions such as study groups (Adriansen & Madsen 2012). Also interventions based on the PERMA model to help

subjects achieve lasting positive emotional experiences (Liu et al., 2023), implementing appropriate interventions for students based on the PERMA model can lead to increased levels of self-esteem and ultimately significant improvements in the acquisition of well-being (Villarino et al.,2022), and PERMA-based intervention studies such as increasing physical activity participation among college students can reduce psychological distress and improve college students' well-being and health (Qi et al.,2022) have been shown to improve students' well-being.

Well-being and PERMA model belong to the same category of positive psychology, and PERMA model has been a hot research topic in positive psychology, which provides diversified perspectives for the study of well-being. Using positive psychology theories in daily work, both individuals and society can benefit from it (Phan & Ngu, 2017) ,helping people to enhance their well-being and live a more meaningful life (Lopez et al., 2019). Seligman (2011) proposed his own model of well-being called "PERMA". He proposed that well-being is a multidimensional indicator of mental health that can contribute to individual well-being and even human flourishing.PERMA is an acronym that encompasses the five fundamental factors(positive emotion,engagement,relationship,meaning and achievement) contributing to overall happiness and well-being,the dimensions exist independently of each other.Positive emotion denotes the experience of uplifting feelings like joy, gratitude, and contentment. Engagement involves immersing oneself fully in activities that are both stimulating and provide a sense of flow. Relationships emphasize the significance of social connections and meaningful interactions with others.Meaning pertains to finding purpose or being part of something larger than oneself. Achievement refers to setting goals and successfully achieving them, which fosters feelings of competence and fulfillment.Whether it is the exploration of the elements of well-being based on the PERMA model, or the practice of applying the PERMA model in teaching, clinical and other areas, the implementation of the PERMA model to improve student well-being , has generated widespread interest and sustained impact (Du, 2023; Xi et al., 2019).PERMA has been creatively integrated into research on well-being levels, mental health classes

and student mental health interventions in the field of education. The results of Kovich et al.'s (2022) study support the validation that the PERMA model can be better applied to college students in undergraduate programs. Yang and Mohd's (2021) study demonstrated that the PERMA model can be better application. Morgan and Simmons (2021) designed and implemented an 8-week online course intervention program for students (undergraduate and postgraduate) at a college in the United Kingdom based on the theory of the PERMA model. The results of the study showed that the PERMA-based course intervention had a positive and positive enhancement of well-being for college students, it also demonstrated the importance of positive education. Wang's (2007) study explored that the PERMA-based PAD (Presentation, Assimilation, Discussion) classroom teaching model also had an impact on college students' well-being promotion. A review of the literature revealed that there have been studies on the promotion of college students' well-being in a particular specialized course, but there are fewer studies on learning models that promote college students' well-being.

To summarize, well-being is a common pursuit of human beings, a synthesis of physical health and mental health, a feeling, an experience, and moreover an ability, which is an important element of students' mental health and a good life. College students are in their youth which is a critical period of life development. They face unique pressures and challenges that will have a significant impact on their future. Education cannot immediately change the circumstances of each person's life and the situation they find themselves in, but it can change the way of thinking and the level of cognition, and positive education is important. While school education is an indispensable and important position for the cultivation of human well-being, the college stage is an important juncture for the cultivation of students' well-being. Therefore, the well-being of college students deserves attention and it is important to promote well-being in college studies. Research has shown that the application of the PERMA model can promote college students' well-being. The researcher believes that it is important to create a positive class atmosphere based on positive psychology in college class teaching, use positive evaluation and guidance in teaching, encourage students to

invest in every activity, create opportunities for students to get along and learn from each other in activities, as well as guide students to self-expression and self-affirmation to find goals and meanings. Ultimately, it allows college students to pursue well-being, realize well-being and enjoy well-being with a positive mindset. Cultivating positive attitudes and noble personalities helps them to know themselves correctly, understand others and their well-being is improved. In college teaching, the use of the PERMA model may be integrated and applied in daily learning and it seems necessary to design a new learning model intervention that can be generalized to improve college students' well-being.

1.2 Research Questions

- (1) What is the current status of college student's well-being?
- (2) What is a PERMA model intervention on students' well-being?
- (3) Can a PERMA model intervention impact on college students' well-being?

1.3 Objectives of the Study

- (1) To investigate the current level of college student's well-being.
- (2) To develop the PERMA Model intervention.
- (3) To evaluate the effectiveness of PERMA Model intervention for promoting college student's well-being.

1.4 Significant of the study

1. To further provide theoretical basis and reference for the study of college students' well-being, to provide a multifaceted perspective for the study of college students' well-being, to enrich the existing research on college students' well-being from the perspective of well-being.

2. Using interventions based on positive psychology, integrating the PERMA model into the research on college students' well-being make a new learning model and provides choices for teachers' teaching.

3.Obtained a new learning model (PERMA Model intervention) that effectively enhances students' well-being. Provide new reference and enhancement possibilities for college students to improve their well-being through classes.

1.5 Definition of Terms

1.5.1 College Students' Well-being

By integrating the views of the literature review's and experts' opinions from the interviews, the researcher summarizes the definition and main components of college students' well-being as follows:

College students' well-being refers to a kind of comprehensive feeling of college students themselves, their overall evaluation of satisfaction with all aspects of life, a state of psychological fulfillment dominated by positive feelings.College students usually feel happy, satisfied, self-accepted, get along well with other people, doing things quite well by themselves and so on.

Components:positive feeling, self-worth, interpersonal harmony, life satisfaction, achievement.

1.5.2 PERMA Model Intervention

The PERMA model intervention of this study refers to intervention through a series of activity class based on positive psychology by using PERMA model to promote college students' well-being.It constructed on the basis of positive psychology theory, well-being theory, consider a combination of some of these steps from problem-based learning and experiential learning. The learning model designed for this study has four steps. The PERMA model is integrated into the classes at different parts of each lesson. PERMA is not part of one of the four steps of the model, but is integrated into the whole model as a necessary prerequisite for its use.PERMA model intervention have four steps and one prerequisite(using PERMA),these are following:

One prerequisite:PERMA using in the each class.Positive emotion,(1)the class will have a positive atmosphere(eg.teacher play relax music before class begin or greeting with student or talking with them around their interested in content or

depends on the classroom environment to do something make student feel relax and positive);(2)use the positive view,attitude and words to explain the things (examples,answer reflect and so on).Positive atmosphere allows students to adjust their mood to feel in feel relaxed, happy and positive; during the class, the teacher's positive words, attitude,evaluation and feedback can have positive guidance, support and encouragement to students.Engagement :every students will be join the activity and have chance to answer or sharing their ideas,all of them.Each student must participate in the activity will allow them to be actively involved in the activity, possibly experiencing full attention and even feeling excited.Positive relationship:through each of activity to learn the communication tips to improve their relationship with others.During the time spent together in class activities where the students discuss, share and co-operate, individuals can see their own strengths, see the good qualities of their classmates, learn from each other, have more opportunities to provide student-to-student time together, and allow students to try to get along or promote relationships among their classmates, which is beneficial for building positive relationships and good communication skills.Meaning and Achievement:(1)writing and sharing a short reflect with each of class by themselves(not too long ,one or two sentence is OK)(2)writing 3 good things in the day(or week).Class assignments allow students to find recent gains and a purpose and meaning to their lives. Personal achievements, large and small, contribute to an individual's self-confidence and worth. Learning to see what they have given and received helps students grow better.

Four Steps are:lead in,small lecture and guidance,activity, comprehensive evaluation and conclusion.

1.5.3 Through the PERMA Model Intervention for Promoting College Students' Well-being

A learning model is an abstract representation of the characteristics of the learning process and its patterns. It is a system design based on a particular learning theory designed to help students achieve their learning goals. It has learning environment settings and interactive processes that help students achieve better learning outcomes.

The PERMA model intervention of this study refers to intervention through a series of activity class based on positive psychology by using PERMA model to promote college students' well-being. It is constructed on the basis of positive psychology theory, well-being theory, considering a combination about some of these steps from problem-based learning and experiential learning. The PERMA model intervention is divided into a prerequisite and four steps, the prerequisite is the use of the PERMA model in each lesson, and the four learning model steps are (1) **Step 1 Lead in**, warming up and introduction lead to main theme of the lesson (posing questions, creating a learning situation), (2) **Step 2 Small lecture and guidance**, teacher's mini-classroom and guidance (teaching of concept, etc.), (3) **Step 3 Activity**, practical activities (small group learning, discussion, sharing and simulation scenario, etc.), (4) **Step 4 Comprehensive evaluation and Conclusion**, positive evaluation, fixed assignments. Comprehensive evaluation and summary (positive evaluation, fixed assignments, "what you have gain today" and feedback from the teacher's homework, and classroom summary). The intervention way is class, create a new learning model through the 14 times activities to evaluate college students' well-being. This learning model will be implemented for approximately 4 weeks.

The researcher identified five components of college students' well-being through item analyses, validity, and reliability, resulting in a formal questionnaire. The study participants were assessed before and after the implementation of the PERMA model intervention and statistics program was used to compare the differences between the pre-test and post-test and follow up (one month later) data in order to analyse whether the learning model was effective in improving college students' well-being.

1.6 Research Hypothesis

PERMA model intervention can promote college students' well-being. College students' well-being was enhanced by participating in a class based on learning model by using the PERMA.

Hypothesis1: There is space for intervention to improve college students' well-being.

Hypothesis2: College students in the experimental group who received the PERMA model intervention increased their well-being before (pre-test) and after the experiment (post-test) and at the end of the follow-up phase (1 month later).

Hypothesis3: College students in the experimental group who received the PERMA model intervention had a higher sense of well-being than those in the control group at the end of the pre-test, post-test, and follow-up periods (1 month later).

1.7 Conceptual Framework

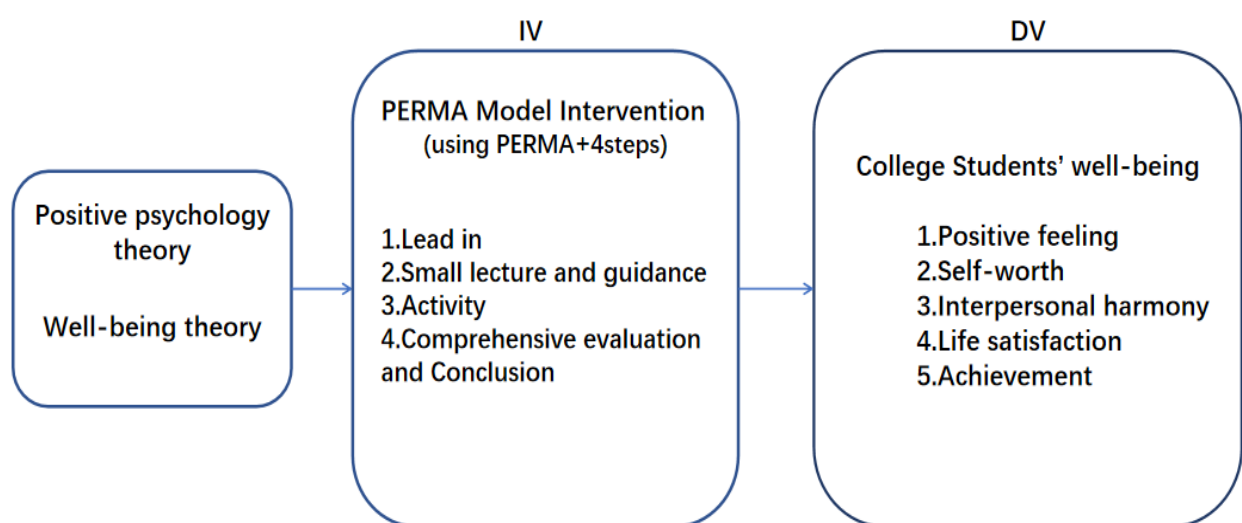


FIGURE 1 The conceptual framework

1.8 Scope of the Research

1.8.1 Identifying Population and Sample

This study is divided into three phases, the scope of which is described as follows:

Phase 1: Analyze and study college student's well-being. First, through observation, literature review and informal conversational interviews with 10 experts

(teachers), the researcher synthesized to get the definition and components of college students' well-being. Secondly, to investigate the level of college students' well-being through the researcher's adapted questionnaire on college students' well-being. **Population:** college students in China around 44.3 million(education conference releases data). **Sample:**The researcher used random sampling method. The questionnaire was distributed randomly on the Internet to college students in different regions of China.Sample size based on 95% confidence level,the proportion of possible responses is 50%,according to Krejcie and Morgan table(1970) to decide that the number of students completing the questionnaire should be 768 students,the actual sample size of the valid questionnaire was 761 students.

Phase 2: Develop a PERMA Model intervention.The model design was carried out through literature review, informal conversational interviews with 10 experts (teachers) along with the characteristics of the college students' components and college students' well-being levels in the first phase. Afterwards, the model was adjusted through the modeling suggestions given by 3 model evaluation experts and Try-out with 10 college students with the same background as the research sample. Finally, the design formed the final model, which in this study is called PERMA Model intervention.

Phase 3: Implementing and experimental evaluation the PERMA Model intervention. **Population:** Kunming Medical University Haiyuan College undergraduate students classified by major humanities(n=1448 students) and science(n=9072 students). **Sample:** it was randomly selected 50 students, from Grade1(freshman) to Grade 4(senior), taking the voluntary registration by students to draw a sample of college students in difference class.

1.8.2 Variables

1.8.2.1 Independent variable

PERMA Model intervention

1.8.2.2 Dependent variable

College students' well-being

CHAPTER 2

REVIEW OF THE LITERATURE

The second chapter of the study mainly includes the following table of contents:

- 2.1 Review of Positive Psychology
 - 2.1.1 Background, Definition and Importance
 - 2.1.2 Main Content and Theoretical
 - 2.1.3 Application and Impact of Positive Psychology
 - 2.1.4 Challenges
- 2.2 Review of Well-being
 - 2.2.1 Definition, Theories and Measurement of Well-being
- 2.3 Martin Seligman's Well-being Theory
 - 2.3.1 Martin Seligman's Well-being Theory 1.0
 - 2.3.2 Martin Seligman's Well-being Theory 2.0
 - 2.3.3 Definition of PERMA Model
 - 2.3.4 Components of PERMA Model
- 2.4 Review of college students' well-being
 - 2.4.1 Background, Definition and Components
 - 2.4.2 Measurement of student well-being
 - 2.4.3 Research related to well-being
- 2.5 Research related to PERMA Model
- 2.6 Learning Model
- Summary

2.1 Review of Positive Psychology

2.1.1 Background, Definition and Importance

Positive psychology is still a very new field (Compton & Hoffman, 2020). It is a new branch of psychology (Seligman, 2011), a field of psychological study that emerged in the United States in the 20th century (Yan, 2008) to study and develop effective intervention measures to help individuals, families, and

communities thrive, promote human well-being, flourishing and optimal functioning (Seligman,2011;Gable & Haidt, 2005). Unlike traditional psychology, which focuses primarily on treating mental illness, positive psychology shifts its focus to understanding and fostering positive aspects of human experience. The focus is on an individual's well-being, positive emotions and strengths, and how to cultivate and improve an individual's mental health and well-being. Its goal is to help people better understand and utilize their personal strengths to enhance well-being, positive emotions, and life satisfaction. (Snyder, Lopez, Edwards& Marque, 2021)

In Martin Seligman 1998 American Psychological Association presidential address, Seligman called for a shift in psychology's focus from "fixing problems" to understanding and enhancing human strengths. However, psychologists have a limited understanding of how individuals thrive in favorable circumstances. psychologists possess limited understanding regarding the factors that give life its true value (Seligman & Csikszentmihalyi, 2000). Martin Seligman has played a pivotal role in its development and he is considered the founder of positive psychology.

According to seligaman & Csikszentmihalyi(2000), psychology in the new century is about achieving scientific understanding and effective interventions to build prosperity among individuals, families, and communities. Because of historical reasons, such as when cultures faced military threats, commodity shortages, poverty, or instability, they may have been most naturally concerned with defense and damage control, so the primary solution was in how to overcome and resolve negativity the fastest, but now there must be positive reasons for living as well. We are in a time of prosperity, stability, and peace (Abu, et al., 2013). Attention needs to be turned to how human beings can achieve the best things in life. Positive psychology will enable psychologists to understand and construct those factors that allow individuals, communities and societies to flourish. Some are studying the psychobiological underpinnings of happiness and morality. Some researchers delve into the psychobiological roots of happiness and morality. Others investigate ways to boost well-being, including journaling, well-being therapy, savoring moments, and spending

time in green spaces. Some focus specifically on methods to enhance well-being.(Gable & Haidt, 2005)

Positive Psychology does not try to ignore or minimize the distressing, the unpleasant, or some negative parts of living, nor does it try to view them through an rose-colored lens. Those researching the theme of positive psychology fully recognize the existence of humankind's suffering, their selfishness, their dysfunctional family systems and ineffective institutions. But positive psychology aims to look at the other side of the issue that should be focused on - the side that allows more people to feel good about themselves, to show their altruism, to build healthy families and lifestyles, and so on. Focusing on this side to address the full range of integrated human experience. In addition, positive psychology believes that these positive explorations and studies are important in their own right, and that these encompass a lot of how to face life's problems, stressors, and buffers from obstacles (Gable & Haidt, 2005).Taylor and her research team(Taylor, et al., 2000) present compelling evidence supporting the notion that certain beliefs, such as optimism and a sense of personal control, play a crucial role in safeguarding both mental and physical well-being.

2.1.2 Main Content and Theoretical

Dimensions of positive psychology. Although the scope of positive psychology is very large,such as the theme of well-being and life satisfaction, optimal experience, intelligence, love, health, creativity and healthy life development are important to research (Compton & Hoffman, 2020), its dimensions cover the positive aspects of human life, positive psychology it is the scientific study of multiple dimensions of human functioning and well-being, including biological, personal, relational, institutional, cultural, and global dimensions of life (Seligman & Csikszentmihalyi, 2000). In order to develop useful human beings and to make people's lives in well-being, achievement, and accomplishment, Positive Psychology focuses on these three domains of human beings (Seligman & Csikszentmihalyi, 2000), reflecting its positive perspectives:First, at the subjective level, it focuses on these positive subjective states, or positive emotions, such as people's well-being,

happiness, satisfaction with life, love, and fulfillment. Positive subjective states such as hope, confidence and optimism are needed, as well as constructive thoughts about oneself and the future, and the influence of positive emotions such as laughter. Second, at the individual level, positive psychology focuses on positive personal traits, or patterns of behavior, that can be seen in people over time such as wisdom and honesty manifested in more positive patterns of behavior. Positive psychology also includes the development of aesthetic skills or the ability to explore creative potential and the drive for excellence. Thus, positive psychology is focused on studying positive personal behaviors and characteristics, that is, character strengths and virtues. Thirdly, at the group or societal level, it is concerned with the development, creation, and maintenance of positive groups, and how groups can do their jobs better to support and nurture all the people they influence.

The field of positive psychology research has presented many important studies. In the world of positive psychology, most future psychologists will be viewed as facilitators of the positive construction of the human spirit and professionals who foster the development of potential rather than pessimistic pathologists (Wang, 2014). Positive psychology focuses on positive experiences at three points in time: the first is the past, centered on well-being and contentment; the second point in time is the present, focusing on concepts such as well-being; and the third is the future, which includes concepts such as optimism and hope (Hefferon & Boniwell, 2011). Hefferon and Boniwell (2011) argue that positive psychology not only distinguishes between well-being at different points in time, but also divides it into three points in terms of thematic content: subjective, personal, and group. Subjective themes include past, present, and future positive experiences and states, such as well-being; personal perspectives on the "good person," such as creativity and intelligence; and group perspectives, such as altruism, as proposed by the Center for Positive Psychology in 1998.

At the forefront of the positive psychology framework lies the research led by Diener in the domains of subjective well-being and measuring well-being,

particularly focusing on subjective well-being. Subjective well-being is a field of psychology that seeks to understand how individuals evaluate their life circumstances. It involves individuals affirmatively assessing their quality of life based on internalized social standards, resulting in a predominance of positive emotions. Subjective well-being comprises three main components: life satisfaction, high levels of positive affect, and low levels of negative affect. Research in subjective well-being examines the differences in individuals' positive psychological states, namely their levels of subjective well-being. This line of research delves into the essence of subjective well-being, factors influencing it, psychological mechanisms at play, assessment methods, and strategies to enhance individuals' levels of happiness. (Diener, 2000)

In the emotional field of positive psychology, positive emotions and positive affect are frequently discussed. Research indicates that positive emotions broaden an individual's thought and action repertoire, thereby contributing to greater well-being (Van Cappellen et al., 2014). Positive emotions trigger broadened thought processes, such as displaying more openness when contemplating solutions to problems. This aligns with the broaden-and-build theory of positive emotions. As a result, these positive emotions create opportunities for the establishment of beneficial resources, such as forming new social connections, which may prove useful in the future (Fredrickson, 1998, 2001; Snyder, 2021).

The time for positive psychology has come, according to Seligman & Csikszentmihalyi (2000), psychology is not only the study of pathology, weaknesses, and damage, because decades ago, in an effort to find solutions to the traumas of mental illness, psychologists' models of illness did not allow psychology to truly address or prevent complex illnesses problems. Seligman & Csikszentmihalyi (2000) argued that it should go to focus on systematically developing human capabilities rather than correcting weaknesses. Finally prevention researchers have found that human strengths buffer mental disorders and that psychology should also be a study of strengths and virtues. Interpersonal skills, optimism, hope, resilience, and insight,

among other human strengths, should be made a science in order to better understand and learn how to develop these virtues in young people. (Seligman & Csikszentmihalyi, 2000)

Another area of positive psychology research is Ryan and Deci's Self-Determination Theory. Ryan and Deci (2000) addressed other core issues of positive psychology in their paper, which dealt with self-actualization on the first aspect, and the meaning of self-actualization and how to achieve it on the second aspect. Self-determination theory deals with three basic human needs, which are the need for competence, the need for relationships and the need for autonomy. When these needs are met, it will promote well-being and social development. A society that supports autonomy, competence and relationships promotes personal growth and development.

2.1.3 Application and Impact of Positive Psychology

Positive Psychology is concerned with the enhancement of well-being, Positive Psychology advocates the exploration of human virtues, focusing on well-being, creativity, wisdom, and hope (Carr, 2022), therefore, many traditional branches of psychological research, such as clinical psychology, social psychology, and health psychology, etc., can turn their attention to the study of the positive aspects of human nature within the paradigm of positive psychology (Qin et al., 2008). We will be inspired by life and why positive psychology is needed, as Seligman (2000) had a conversation with his five-year-old daughter (his daughter disturbed Seligman by throwing a tantrum, and the daughter said to him, "if I stop complaining, will you stop throwing a tantrum?"), this conversation made him think more deeply, and he calls this act or way of thinking "seeing into the soul" - he believes that amplifying the positive, fostering positive perceptions, and developing a positive mindset can be used as a buffer against human weaknesses and the storms that one will encounter in life. Just like with his children, educating and raising them is far more than just solving their problems. It's about identifying and developing the qualities that make them the strongest possess the best and helping them find the position where they can best

build on those strengths. Positive Psychology multiple fields are applied and is being used in a wide variety of interventions and applications in educational, health, clinical, counseling, and organizational settings (Joseph, 2015).

In the area of education, more and more attention is being paid to the education of mental health, so that each person's mental qualities can be developed and improved in a healthier and more positive way in relation to themselves. Positive Psychological Education is also being promoted, which is a kind of psychological education dedicated to cultivating people's excellent qualities and beautiful hearts, and promoting the positive and harmonious development of psychology and the full development of psychological potential. Positive psychology education has had a significant impact on the theory and practice of contemporary mental health education in China. Numerous researchers have begun to introduce advanced concepts of Western positive psychology and carry out the practice and exploration of positive psychology education, and the concepts and techniques of mental health and positive psychology have been widely utilized in the field of mental health education. At the same time, positive psychology interventions are trying to be integrated into school curricula to promote student development. Some researchers believe that positive psychology can stimulate and mobilize people's positive emotions, thus enabling them to form a correct attitude towards the pursuit of life values and an optimistic mental state of mind, which has an important impact on the formation and development of human values. As the values of college students are in the important period of growth and molding, they are easily changed by external influences. Positive psychology education can help college students form a positive and optimistic attitude, recognize the difficulties in life, and find the right values to pursue (Chen & Fan, 2021). In the field of education, positive psychology has a profound inspiration for educational practice, which should actively build a suitable environment, try to explore the positive personal traits of each person, and cultivate students' ability to feel happiness and obtain happiness (Yan, 2008). Positive psychology is of great significance in enhancing the mental health and happiness of

college students and promoting their overall development (Liu, 2022). Positive psychology helps to broaden the ways and methods of ideological and political education in China. Educational methods, as mediators, directly affect the actual effect of education (Liu,2018). Positive psychology provides a new way of thinking and vision of understanding for educational practice and even for society as a whole, opening the door for us to make education serve the destiny of mankind and the development of society.

Positive Psychology In In clinical psychology, interventions guided by the basic tenets of positive psychology are used to supplement traditional therapies to improve overall mental health and well-being. For example, in the field of clinical psychology, Follette and colleague(2001)have proposed ways to design environmental factors to evoke positive behaviors, and to teach individuals techniques for controlling their environment and behaviors in order to help people improve their quality of life (Follette et al., 2001). Positive psychotherapy, for example, asserts that "the aim is not first and foremost to eliminate existing disorders in the patient, but rather to try to develop the capacities and self-help potentials that exist in the patient (Nossrat Peschkian, 2012). Applied in the workplace, positive psychology is used to improve employee satisfaction, performance and organizational culture. In addition, positive psychology has influenced public policy by providing guidance on designing interventions to enhance and well-being. Fredrickson(2000) suggests that managerial psychologists should strive to cultivate positive emotions such as pleasure, interest, and contentment in members of an organization because these emotions not only make a difference to individuals, but also bring about change in the organization as a whole by influencing others in the organization and its customers, thus They contribute to the prosperity and growth of the organization (Fredrickson, 2000).

These researcher agree that promoting mental health with positive experiences and feelings of well-being is the science of psychology and a reasonable goal. Positive psychology is one that emphasizes defining and studying mental health positively rather than negatively. They are more concerned with focusing on the

development of positive mental qualities rather than the correction of negative mental illnesses, and they believe that the attention of psychology should be focused on the positive aspects of human beings rather than the negative ones, which will produce more valuable knowledge and expand the application of psychology. All these studies in different fields have shown that emphasizing the positive aspects of human beings and exploring their positive attitudes, emotions and perceptions of things can make the various subfields of psychological research more focused on cultivating and mobilizing the inherent strengths of human nature, which in turn can make education, therapy, interpersonal interactions and so on more effective and well-being enhancing.

2.1.4 Challenges

Despite its many contributions, positive psychology has been questioned by a few researchers. Some researchers believe that it displays a certain "hegemony of positive discourse", that it is not well researched, and that there is a concern that people may be overly optimistic and may overlook the complexity of real-life challenges, overemphasize the term "positive", and view negativity as a well-intentioned self-reminder and defense (Ren & Ye, 2006). The term "positive" is overemphasized, and negativity is considered to be a well-intentioned self-reminder and defense (Ren & Ye, 2006). However, Seligman & Csikszentmihalyi (2000) suggested that the introduction of positive psychology is a new attempt and application of psychology, which has two other purposes: to make ordinary people stronger and more productive, and to make the high potential of human beings a reality. In fact, the growth and increased focus on positive psychology, coupled with the name "positive psychology," may have led to the misconception that positive psychology focuses only on the "positive" (Magyar-Moe et al., 2015). However, the field's original mission and a growing body of research support the idea that positive psychology is not just about positivity, but about balance (Magyar-Moe et al., 2015; Owens & Woolgar, 2018). As the foundations of the field become more established and widely accepted, it appears that the field is beginning to shift in the direction of

examining positive psychology principles, structures, and interventions in a more holistic manner. In other words, it is becoming more common to examine both "positive" and "negative" variables.

Conclusion. Positive psychology has greatly contributed to our understanding of human well-being, happiness, and seeing the positive. Researchers' theories and studies have provided valuable insights into the factors that contribute to prosperity. Although positive psychology has its limitations and challenges, it remains an important and inspiring area of psychological research with applications spanning education, organizations, and clinical settings. The work of several experts in the field has contributed to the growth and impact of positive psychology as a transformative force in the study of human happiness and well-being.

2.2 Review of Well-being

2.2.1 Definition, Theories and Measurement of Well-being

Well-being is a philosophically fascinating and confusing concept, in part of the reason why it is related to facts and values (Mitchell, 2018). The Oxford English Dictionary (2010) defines well-being as "a state of comfort, health, or happiness." In the literature, concepts such as "well-being", "subjective well-being", "happiness", "flourishing" and "thriving" are often used interchangeably for these terms (Butler & Kern, 2016). There are various definitions given by different researchers in the field of positive psychology:

Assessments of well-being are made on the basis of facts about the kind of people we are and the particular attributes, resources, characteristics, and attitudes we possess (Mitchell, 2018). In this sense, well-being is a thick concept: a concept that has both descriptive and evaluative elements (Roberts, 2013).

Diener (2000) argues that happiness and well-being can be the same, so he has been using the terms "happiness" and "well-being" interchangeably. This is because the concept of subjective well-being has been used in the research literature as a substitute for the term well-being. It encompasses how people assess their lives

based on cognitive and affective interpretations and can be expressed in the following way: Subjective well-being = Satisfaction with life + Affects (Diener, 2000).

George Gallup's happiness is divided into two categories: objective and subjective; objective includes GDP, health, employment, literacy, and poverty; subjective ratings include how people rate their lives and what they experience in their daily lives. George Gallup, whose firm conducted extensive research on well-being from 1960 to 1980, searching for satisfaction on a large scale, conducted a groundbreaking and unprecedented global study of well-being in 2005, representing more than 98 percent of the adult population in more than 150 countries around the world. In these main global surveys, the following seven domains were targeted, including aspects such as law and order, food and shelter, employment, personal finances, health, civic participation, and overall well-being (Hefferon & Boniwell, 2011).

The description of well-being in Oishi's (2019, 2022) multi-national study holds that it varies from country to country, but generally includes the fulfillment of basic needs, good family relationships, intimate relationships, and attention to personal growth, freedom, and equality (Oishi et al., 2019; Oishi & Westgate, 2022). Descriptions of well-being, characterized as a happy life and a meaningful life, can be measured using the Subjective Well-Being Scale and the Meaning of Life Scale, respectively (Baumeister et al., 2013; Diener, 1984; Ryan & Deci, 2001; Steger et al., 2006; Vittersø, 2018).

Dodge, Daly, Huyton, and Sanders (2012) they believe that defining well-being is a challenge and that a good definition of well-being must be simple, universally applicable, optimistic, and have a basis for measurement. Finally, definitions accepted by the well-being research community should reflect the multifaceted nature of well-being and can be useful to policymakers in developing policies and programs to improve the quality of life of target populations.

Kahneman (1999) believes that by adding up the positive events in a person's consciousness, minus the negative events, and aggregating them over time,

a sum is obtained that represents the person's overall well-being. Interpreting well-being in this way makes sense to some extent.

As the results of the various researchers above point out, there are many possible definitions of well-being and they concentrate on a wide variety of prerequisites and emotional outcomes. In order to bring some synthesis to these diverse studies with clear dimensions of order, researchers created models of how people describe and pursue well-being. These models have implications for how well-being can be understood, evaluated, and eventually tracked. Because of the wide range of behaviors people perform to improve their well-being, it is common practice to distill them down to the smallest and most manageable dimensions in order to fully grasp the essence of well-being. (Compton & Hoffman, 2020)

One-dimensional Theories

Hedonic Perspectives hold that good life is hedonism, in this hedonic view puts pleasure as an essential component of the good life. The core goal of the hedonistic perspective is to promote well-being in a wide variety of ways. The good life is defined as having positive emotions such as happiness, contentment, satisfaction and joy. This aspect focuses on developing positive emotions. (Compton & Hoffman, 2020).

Eudaimonic perspective to well-being realizing one's potential or maximizing someone's skills, abilities, or personal character. It also has to do with realizing one's "true nature" and the discovery of his or her true self. (Ryan & Deci, 2001; Schlegel, Hicks, Arndt, & King, 2009). According to Richard Ryan and Edward Deci (2008), a well-being life consists of those processes that enable a person to "living well." They define "living well" as the active pursuit of virtues and strengths, learning to apply reflection and reason, and willingly pursuing goals that increase the value of one's true self. The results of living well include a person's peace of mind; a deeply felt appreciation of being alive; connection with others; and a broader perspective; conversely, these psychologists view the results of the hedonic approach as a "feel-good" life.

The third uni dimensional perspective of well-being is that of engagement. It focuses more on how we use our attention and the extent to which we engage in activities, in this respect, the engagement theory views well-being as the degree to which people are focused on the activities of their lives, the degree to which they are actively involved, and that well-being comes from the fact that we are attracted to, surrounded by, or concentrated on what we are doing in the present moment. Nancy Cantor and Catherine Sanderson (1999) concluded through their research, that a greater sense of well-being can be achieved by engaging in activities that are genuinely motivating in their own right, that can be characterized by expectations and free choice, and that are realistically feasible goals. However, because there is usually so much variation in the activities and types of activities that people engage in, the input that really counts is full participation in the process of living an active life.

Multidimensional Theories

The deeper one delves into the research the more one realizes the diversity of well-being, with several theories of well-being attempting to coexist under a relatively broad conception of well-being. (Boniwell, 2012), There are currently several dominant types of well-being:

Subjective Well-being

Definition and Components. The Subjective Well-Being (SWB) Theory highlights individuals' subjective evaluations of their lives, including life satisfaction, positive emotions, and negative emotions. This theory provides a significant framework for measuring well-being and explores the subjectivity and diversity of well-being. (Diener, 2000; Hefferon & Boniwell, 2011). Subjective well-being is an enduring, or long-term, affective state that consists of three components: (1) the actual experience of positive influences on well-being or cumulative, such as joy, emotion, pride, etc., in actual life domains, (2) the actual experience of negative influences, such as sadness, anger, guilt, shame, anxiety, etc., in actual life domains of depression or cumulative, and (3) an assessment of one's life as a whole, or an evaluation of important areas of one's life (Sirgy, 2022). Positive social relationships for subjective well-being are central to whether we are satisfied and feel happiness in our lives (Compton & Hoffman, 2020).

Measurement. Subjective well-being defined as what people value about their own lives. It encompasses how people evaluate their lives based on affective and cognitive interpretations (Diener, 2000) and there are a variety of SWB scales (SWLS-Satisfaction With Life Scale, PANAS-Positive and Negative Affect Scale). Most of the instruments are single-session self-report instruments such as the Satisfaction With Life Scale (SWLS) (Diener et al., 1985) and the Subjective Well-Being Scale (Lyubomirsky and Lepper, 1999; Lyubomirsky, 2008). SWLS is the most extensively used assessment tool in subjective well-being research which measure of a person's general satisfaction with life. This scale is negatively correlated with the measurement of negative emotions when a sample item is "my life is quite aligned with what I consider ideal in many aspects." (Diener et al., 1985). The mentioned scales demonstrate excellent validity and reliability (strong internal consistency) and are responsive to changes in life circumstances. In earlier studies, the internal reliability of the scale ranged from 0.83 to 0.87. The scales used are presented item by item. (Diener et al., 2002). The Positive and Negative Affect Schedule (PANAS), a 10-item positive affect subscale of the PANAS, was used to measure positive emotion (Watson et al., 1988). Sample descriptors include "interested", "excited", and "attentive". Positive affect is negatively correlated with indicators of psychopathology (Watson et al., 1988). Previous work has shown that the positive affect scale has strong internal reliability, ranging from 0.86 to 0.90 (Schutte et al., 2002).

Psychological Well-being

Definition and Components

According to Waterman's (1993) "Personal expressiveness", happiness is a definition of hedonism, and happiness should be the harmony between people's real selves and their authentic selves, and happiness arises when people's behaviors are in harmony with their deeper inner values. He distinguishes between two kinds of well-being: one is the feeling of strong commitment to a certain behavior, the development of skills to give full play to one's potential, and the pleasure of self-actualization as one's own true self; the other is the experience of enjoyment after one's life or psychological needs have been satisfied in an activity. He believes that people

can achieve the realization of their potential through the development of skills, and thus further experience the happiness of self-actualization.

Carol Ryff (1989, 1995) argues that positive feelings cannot simply be equated with a healthy life, it is a human being's general need and effective functioning. Well-being should be based in positive functioning, it is defined as "striving to fulfill one's true potential for perfection." Ryff et al. (2004) defined psychological well-being from both theoretical and practical perspectives, and synthesized various factors affecting psychological well-being to propose a multidimensional model of psychological well-being. Ryff has analyzed so many different approaches to well-being in different sub-areas of psychology and concludes that well-being should be viewed as consisting of six components. The model includes: self-acceptance, personal growth, purpose in life, positive relation with others, environment master, and independence. The six dimensions are: personal growth, purpose in life, positive relation with others, environment master, and autonomy. Among them, the pursuit of purpose in life and harmonious interpersonal relationships are very important to the healthy growth of human beings. Each dimension of the six-dimensional model is associated with environmental challenges and individual effort and growth to promote emotional and physical well-being. (Ryff & Keyes, 1995; Ryff & Singer, 1998; Ryff et al., 2004). But McGregor & Little (1998) and Vittersø (2018), they showed that all six components could only be explained in terms of two dimensions, one corresponding to hedonic and the other to everyday happiness, the necessity of six dimensions seems a bit arbitrary. (Boniwell, 2012).

Measurement.

Psychological Well-Being Scale (PWBS). Carol Ryff years spent researching positive psychological well-being and creates a six-dimensional structure for measuring well-being. The scale was developed with six main criteria and associated subcategories. The 84-item PWB scale (Ryff, 1989) measures the six dimensions of PWB: self-acceptance, environmental mastery, life goals, positive relationships with others, personal growth, and autonomy.

Ryff's Psychological Well-Being Scale is often used to measure an individual's well-being. A sample item is "For me, life is a constantly learning, changing, and growing process." The total score is positively correlated with positive affect and life satisfaction and negatively correlated with depression and negative affect (Ryff, 1989). Prior research has shown that the composite total score has a good internal reliability of 0.94 (Brackett & Mayer, 2003). Research on this scale supports the use of the six psychological dimensions as a valid measure of well-being across the lifespan for a variety of samples (Ryff, 1995; Ryff & Keyes, 1995).

Social Well-being

Definition and Components.

Social well-being is comprised of two key components: social adjustment and social support. Social adjustment involves contentment with personal relationships, the execution of social roles, and adaptation to one's surroundings. Social support refers to the quantity of contacts within an individual's social network and the satisfaction derived from those interactions (Larson, 1993). Social well-being consists of five dimensions: social welfare, social integration, social contribution, social coherence, social realization and social acceptance. In the study, social well-being was found to be significantly correlated with measures of anxiety, global happiness, physical health, and optimism, confirming that social well-being is an achievement that is influenced by education and age (Keyes, 1998).

Measurement.

The Social Well-being Scale (SWBS), consisting of 15 items developed by Keyes (1998), encompasses five distinct dimensions: social acceptance, social fulfillment, societal contribution, social coherence, and social integration. An illustrative item is "I feel a sense of closeness to both myself and fellow members of my local community." Supportive evidence demonstrates a positive association with personal well-being, including physical health and positive emotions, while revealing a negative correlation with symptoms of anxiety (Keyes, 1998). Prior investigations indicate the scale's overall internal consistency to be 0.81 (Keyes, 2005).

Summary. Well-being is a psychological phenomenon that exists objectively in human reality, a concept favoured by global, national and local governments, and an eternal pursuit and ideal for human beings. While the one-dimensional theory of well-being focuses on one aspect of well-being, the multidimensional theory defines well-being in a more complete way. The main types of well-being under the multidimensional theory are subjective well-being, psychological well-being and social well-being, which are components of well-being that overlap or have similar meanings, as well as complementary ones. Taken together, well-being is influenced by both subjective and objective factors, but all SWB is a person's subjective value judgments and a combination of feelings that all encompass positive attitudes and emotions, personal goals, values and growth, satisfaction with relationships with other people and things, or the fulfillment of certain expectations. Combining or drawing on multiple dimensions, both subjective and objective, may provide a better explanation of well-being.

2.3 Martin Seligman's Well-being Theory

2.3.1 Martin Seligman's Well-being Theory 1.0

Learned helplessness to learned optimism. Learned Helplessness was conceptualized by psychologist Martin Seligman (1976) in the late 1960s, and refers to the fact that after experiencing multiple negative situations that are out of their control (such as failures and setbacks, etc.), an individual develops a sense of believing that he or she is unable to change or control the situation, and then loses the motivation to try, and the individual, in the face of the Individuals who are faced with problems develop powerless mental states and behaviors. Learning that "what I am doing is not working" can lead to emotional distress, loss of motivation and depression. In his 1967 study of dogs, he observed that dogs exposed to uncontrollable and unavoidable electric shocks eventually became passive and exhibited behaviors that indicated they had given up on running away, even when escape was possible. Seligman (1975) then extended this concept to human behavior in his experiments with college students. When a person attributes uncontrollable

negative events or failed outcomes to his or her own intelligence and abilities, a diffuse, helpless and depressive state emerges, self-evaluation is lowered, motivation is diminished to its lowest level, and feelings of helplessness are created. He hypothesized that optimism, hope, and activity lead to physical health, and that experiments could reveal ways to reduce learned helplessness, such as interpreting events in a positive way. When Seligman tested the pattern of learned helplessness in depression, he found that pessimists were more helpless and that these people were also at higher risk for depression. Optimists do not give up when faced with insurmountable problems and inescapable events, they have an optimistic attributional style. (Peterson & Seligman, 1987; Peterson et al., 1993).

"Learned Optimism" is an idea that Seligman began exploring in the 1980's and further elaborated on in his book *Learned optimism: How to change your mind and life*. Seligman (2006) discussed why optimists are more successful than pessimists, optimism is important, we can all learn to be optimistic, he believes that whether individuals are optimistic or pessimistic comes primarily from the way they interpret problems and setbacks, that is, whether they take an optimistic or pessimistic attributional style. He emphasizes how people can develop a more optimistic outlook by changing their style of interpreting negative events, and stresses that individuals can transform their attitudes toward challenges and dilemmas by developing positive cognitive styles. Learned optimism emphasizes the way in which individuals interpret difficulties and failures, that is, seeing problems as temporary and specific rather than as general and enduring. This positive way of cognition helps to elevate emotion, increase motivation and coping skills, leading to greater resilience and positivity in the face of difficulties. He suggests that by recognizing and challenging negative thought patterns, individuals can develop a more positive and adaptive mindset. Only you can decide when it's best to cultivate an optimistic outlook or when you may need a little pessimism to form a more conservative assessment of reality. Once a person learns these skills, you can choose to counter pessimistic thoughts or use them as assessment tools. Ultimately, one learns the basic skills of

optimism, positive and effective self-management and self-talk through positive guidance, and making their own decisions, resulting in a state of well-being gained through positive cognition, implementation of positive actions, and thus the accumulation of positive events. Overall, the change from "learned helplessness" to "learned optimism" represents a shift in mindset from negativity and helplessness to positivity and optimism in response to challenges and adversity, which promotes a healthier psychological state and resilience. Seligman's growing empirical research on optimism has also laid a solid empirical foundation for the emergence of the positive psychology movement, and his book *Authentic Happiness Theory*, published in 2002, clearly states that our ultimate goal is to correct the imbalances of psychology's past, and to utilize the hard-earned knowledge of psychological problems and suffering in the past to bring out more knowledge about well-being, as well as personal strengths and virtues. To this day the concept of learned helplessness is still widely used in psychology and education, especially in the field of education is very important to guide individuals, since negative emotions can be learned, so can positive emotional responses. The study of this concept strengthened Seligman's commitment to the research of positive psychology, believing that psychology should not just be a single study of problems and negativity, but should also teach individuals how to feel happier and refine the model of well-being (Du, 2023).

Seligman (2002,2012) in *Authentic Happiness Theory* (researcher call it well-being theory1.0) explicitly states that our ultimate goal is to correct the past imbalances of psychology, using the hard-earned knowledge of psychological problems and suffering in the past to bring out more knowledge about well-being and personal strengths and virtues. In 2002, Seligman put forward his famous theory of well-being1.0, in which he believed that well-being consists of three components: positive emotion(an enjoyable life), engagement(an engaged life), and meaningful(a meaningful life). Seligman's well-being 1.0 theory, which advocated increasing people's satisfaction with life, was reflected upon as theoretical discourse, educational practice, and empirical research progressed, and in his well-being 2.0

theory, he explicitly stated that the purpose of positive psychology is to measure and develop a well-being life. As a result, the PERMA model was established on the basis of a new theory of well-being.

Aristotle believed that all human behavior was aimed at achieving well-being. Seligman stated that he was close to Aristotle in his idea of well-being 1.0 theory, which states that all human activity is for the purpose of achieving happiness. The theory of well-being 1.0 tries to explain real well-being and defines it in terms of life satisfaction, i.e., people who have the most positive emotions, the most engagement, and the most meaning in their lives are the happiest, and the more satisfied they are with their lives. But the well-being 1.0 theory has some shortcomings, arguing that definitions can be parsimonious, but there is a lower limit to parsimony: when there are too few variables to explain the rich nuances of the phenomenon under discussion, nothing can be explained. Monism reduces all human motivations to one, and such a definition is insufficient.

First, the well-being theory1.0 defines well-being too arbitrarily, associating it with the emotion of well-being and expressing it in terms of positive emotions; second, the well-being measure in well-being1.0 is overly reliant on life satisfaction, with people's reported satisfaction with their lives mostly based on how good they feel when answering the questions, and only a small fraction of them based on judgments about their future lives. At the same time, life satisfaction is essentially a measure of the experience of happiness and should not be central to any theory. In other words, life satisfaction can only unilaterally reflect the individual's mood at the time, and cannot measure whether life is meaningful or not, whether work is engaged or not, etc. Third, the connotation of well-being should not be limited to these three elements. Seligman rethought in order to explore the missing elements of well-being.

Seligman's original view in Wellbeing theory1.0 was closest to Aristotle's, but in fact he argued that the word "happiness" was overused and had become almost meaningless, an impractical scientific term, or any practical goal, such as education, or just changing your personal life. Seligman (2011) revisits the monistic

interpretation of well-being in Happiness 1.0 and argues for breaking down well-being into several terms that can be studied, for which Seligman and others make the visual analogy of "we don't have a single metric that describes a car's performance; instead, we can describe it by its odometer, its speedometer, and its gas gauge and so on" to describe a car's performance. Thus, Seligman's exploration of well-being enters a 2.0 stage of upgrading.' (Seligman et al., 2011)

Martin Seligman's Well-being Theory 2.0

There is a consensus among researchers that the definition of well-being and its corresponding measurement norms have evolved from a single dimension represented by positive emotions or life satisfaction to a multidimensional and complex structure, and in recent years, PERMA well-being, which is based on Seligman's well-being Theory 2.0, represents an appropriate summary of the definition of well-being in the field of positive psychology (Feng et al., 2020).

Seligman's (2011) viewpoint suggests that Well-being is a construct, is the topic of positive psychology, and people often talked that "happiness" is a thing, exists as an entity. Well-being should not be a real thing, but a constructed concept, consisting of a number of measurable elements, which are elements and constituents that are a real thing, each part, each component capable of contributing to well-being, but none of which alone defines well-being. By distilling and abstracting happiness into a single concept, Seligman prevents people from falling into the circular argument of pursuing well-being for its own sake.

The publication authored by Martin Seligman in 2011, "Flourish: A Visionary New Understanding of Happiness and Well-being." This literary work delves into diverse facets of happiness and well-being, unveiling Seligman's perspective on well-being theory. Seligman states that a true measure of people's well-being should have both subjective and objective components. This includes positive emotions, engagement, meaning, good relationships and positive achievements. (Fredrickson, 2012)

Well-being is no longer a mood, an emotion, or a mere feeling, but consists of a number of separate factors that are the basis for measuring well-being and realizing it. It is defined from an researcher as a dynamic state of optimal psychosocial functioning that results from good functioning in multiple psychosocial domains. There is no single structure of well-being, but different concepts can be effective in helping to recognize the abstract construction of well-being and can propose concrete domains that are measurable and sustainable. (Butler & Kern, 2016)

2.3.2 Definition of PERMA Model

Seligman's Theory of Well-Being tends to combine perspectives from hedonic and eudaimonism. Seligman believes in the theory of happiness that there is no single measure that can be used to define well-being. Certainly, the five elements constitute the core characteristics of well-being and flourishing, and these characteristics are measurable. However, none of these five factors alone can adequately measure well-being. Therefore, well-being is a multifaceted construct that cannot be simplified into single dimensions (Compton & Hoffman, 2019). The PERMA model is a psychological framework created by Martin Seligman, the pioneer of positive psychology. Seligman (2011) proposed his own model of well-being, called "PERMA". The PERMA model of well-being is a redefinition after the theory of Happiness 1.0 (Seligman, 2002), which considers well-being as a multidimensional indicator of mental health that can promote the development of the individual's well-being, and at the same time, it includes two major dimensions of relationship and achievement on top of the original dimensions of positive emotions, engagement and meaning, forming a five-factor measurement model, and the dimensions exist independently of each other. On the foundation of the previous dimensions of positive emotions, engagement, and meaning, two major components of relationships and accomplishments were included to form a five-factor measurement model, and each dimension exists independently of the other (seligman, 2011), which has been widely adopted by practitioners of positive psychology (Du, 2023; Xi et al., 2019). Fortune 2.0

theory is essentially a theory of free choice that It is essentially a non-perceptual theory of choice, with five components that make up the kind of choices a free individual will make for his or her own personal sake. Each element of well-being itself must have three attributes to be a valid element:(1)It adds to one's state of well-being.(2)Numerous individuals pursue it intrinsically, not solely to attain any of the other components.(3)It is distinctly defined and measured, separate from the other components .

2.3.3 Components of PERMA Model

This model is designed to encompass five fundamental dimensions that contribute to well-being. Each letter in the acronym "PERMA" represents a unique aspect of well-being:Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, and as such, the PERMA model is an acronym for these five elements of well-being.

Positive Emotion (P):The first element of the well-being theory is positive emotion, a life that is successful on positive emotion is called the pleasant life, it is still the cornerstone of the well-being theory, this is measured in subjective aspect, positive emotion contains all the common subjective variables of well-being: joy, ecstasy, comfort, warmth, etc., it is included to point to the past, present and future (Seligman, 2011). Positive emotions about the past include satisfaction, fulfillment, accomplishment, proud and calm. Positive emotions about the present include joy, ecstasy, calmness, enthusiasm, and pleasure. Positive emotions towards the future include optimism, hope, confidence and trust (Seligman, 2002). Emotions can be categorized as positive (positive affect) and negative (negative affect), and it is possible for individuals to experience both positive and negative emotions at the same time (Watson & Tellegen, 1985).Barbara L. Fredrickson (2013) identified 10 forms of positive emotions including joy, gratitude, peace, interest, hope, pride, amusement, motivation, admiration, and love, among 10 other forms. Using laboratory experiments and psychophysical measures, she found that positive emotions make individuals feel good, change their minds and futures, and

inhibit negative emotions. She proposed the broaden-and-build theory of positive emotions, which suggests that positive emotions broaden an individual's attention and cognition, facilitate effective coping with problems and construct resources, and that the experience of coping well with problems and constructing resources can in turn lead to more positive emotions. This is a cyclical and upward spiraling process, through which the individual continues to improve and grow. Whether it is an individual, a family, or an organization, the optimal ratio of positive emotions to negative emotions is 3:1 in order for the individual to flourish. To summarize, first, positive emotions expand the mind and broaden horizons, increasing creativity. Second, it builds mental strengths, good habits of mind, social connections, and a healthy body; it changes us for the better. Finally, positive emotions make us indomitable. Emphasizing positive emotions which can lead to enhanced life satisfaction and well-being, to have the pleasant life. (Fredrickson, 2013). More positive emotions can promote positive inner experiences and effectively positively predict well-being. Emotions are linked to cognition, and positive emotions help people to better adapt to their surroundings, broaden their perceptions, and cope with threats from the external environment. Positive emotions are more likely to contribute to development and well-being. (Seligman, 2002)

Engagement (E): According to researchers in the field of positive psychology, engagement is a flow-related, which is defined as being so completely immersed in an engaging activity that time seems to stop and self-consciousness disappears, and the more flow there is, the greater the sense of well-being (Seligman, 2011; Csikszentmihalyi, 2013). This optimal experiential state involves a high degree of concentration, immersion (deep enjoyment, intoxication) and a sense of fluidity in the perfect union of action and consciousness, without fear of failure or outcome, full experience, attention, etc. What truly enhances the experience is a state of consciousness known as "flow," characterized by intense concentration and which is the same as absolute absorption in an activity. It refers to a state of deep concentration characterized by complete absorption in an activity (Csikszentmihalyi,

2013). Seligman (2011) states that flow is measured subjectively and retrospectively, and that in the state of flow, thoughts and feelings are usually absent, requiring the concentration of all attention and using all of the person's resources, and that at this time there is no time to think and feel self-awareness, as in, you feel that time has stopped. So, when the individual is engaged, the whole person is devoid of any emotion. The assessment of the input often requires a subjective review to be realized only to look back and say, "That was great just now," and "That was so much fun." While the subjective state of enjoyment is present, the subjective state of engagement is only retrospective. When a person is in his or her flow state, the person tends to forget about time, enjoys it, and gains a greater sense of well-being and acquisition because life is generally clear and successful in terms of engagement, and life can be called an "Engagement life". The more time one spends in the flow experience, the more one increases one's own sense of well-being, deepens one's adherence to one's goals, and creates a more positive state of mind. (Csikszentmihalyi, 2013)

Meaning (M): Meaning refers to belonging to and committing to something that you believe is beyond yourself. Meaning refers to discovering the purpose and significance in life, which involves pursuing goals as well as values that align with our beliefs and contribute to causes larger than ourselves (Seligman, 2011). Meaning also refers to having direction in life, being connected to something bigger than oneself, feeling that one's life is worthwhile and valuable, in addition to the fact that there is a destination for what one is doing (Steger, 2012). When one is clear that one lives to reach one's goals, one gives meaning to the existence of life. Such a life is described as a Meaningful Life. It is not something that can be evaluated solely on subjective feelings, but needs to be placed in different contexts and perspectives to come up with a more three-dimensional connotation of meaning. Meaningfulness is essential to human life and is associated with positive physical health, low risk of death and higher life satisfaction. (Ryff et al., 2004; Boyle et al., 2009) For meaning to be more real and palpable, the purpose and direction of what is done needs to be made explicit. Seligman (2002) found in a survey of

thousands of people that the pursuit of pleasure played little role, the pursuit of meaning the most important, and the pursuit of engagement the most important. The quest for meaning plays the largest role, and the quest for commitment plays an equally large role. The pursuit of a meaningful life It is the use of all one's strengths and talents in the service and loyalty to something beyond oneself, that is, playing to strengths and committing oneself to causes beyond the individual, that is the most honorable aspect of well-being. In other words, it is about becoming more aware of the ultimate destination of meaning, which is aimed at achieving certain goals and outcomes. The realization of meaning contributes to the achievement of well-being.

Positive Relationships (R): this component underscores the significance of meaningful and positive social connections. building and nurturing supportive relationships with others can have a profound impact on our well-being. Relationships are the building blocks of life (Regan, 2015). All moments happen around other people, such as when was the last time you laughed? When was the last time you felt proud because of your accomplishments? When was the last time you felt deeply meaningful, etc. other people are the best antidote to life's low moments. Doing a good deed brings the most reliable instantaneous happiness boost of any exercise we've tested, such as going to help someone else. Seligman (2011) believed that sociality is the most successful form of higher adaptation known to man. Positive relationships have a profoundly positive impact on well-being. There is a wealth of research on social relationships and health, with social support being positively associated with physical health, health behaviors, and other positive variables (Taylor, 2011; Tay et al., 2012). Relationships are people's social capital, and people continue to invest in their 'relationships' in order to gain support from others, avoid isolation, and eventually get the life they want. Positive relationships can contribute to the achievement of well-being. Relationships themselves have the potential to drive people to need others and to rely on them seligman (2011). seventy-five years of research at Harvard University has shown that positive relationships make people happier and healthier, and that loneliness and isolation are bad for health; it is the

quality of the relationship that really makes a difference. (Waldinger, 2015). Well-being depends on how well the need to belong is met, and people in close relationships are happier, healthier and live longer than those living alone. (Miller, 2022)

Accomplishment (A): The accomplishment dimension relates to achieving goals and experiencing a sense of competence and mastery. Accomplishments can boost self-esteem and contribute to a sense of fulfillment. Accomplishments are the consequences of people's pursuit of success, achievement, triumph, accomplishment, and mastery - for their own sake. Positive emotions and meaning, or the above dimensions of an pleasant and a meaningful life do not exhaust what people usually pursue for their own sake; accomplishment (or achievement) tends to be pursued for its own sake, even if it has no positive relation to it. Subjectively, accomplishment consists of a sense of striving toward and reaching goals, mastery, and efficiency in completing tasks. Accomplishment leads people to recognize that their activities are more valuable and to perceive the state of their lives in an effective way, which gives them a sense of control and determination over the state of their lives. Well-being is inseparable from accomplishment, which is the ultimate goal of human beings' pursuit. Objectively, accomplishment is also concerned with feedback from the external environment. Well-being is often found in the process of achievement and in the eventual short-lived state of accomplishment. People have desires and motivations that, after they have been achieved, reach new layers, such as winning for the sake of winning, the eager pursuit of pleasure, and the positive emotions they feel when they win, even if briefly, and they may win for the sake of a greater cause. So the fourth component of well-being theory 2.0, accomplishment, is one of short-lived accomplishment, and the other is "achieving life, a life of accomplishment," a life dedicated to accomplishment for the sake of accomplishment, which takes the form of a prolonged life. This addition brings the theory of well-being closer to a more complete explanation of what people choose for their own benefit and what they work toward their goals, and the addition of the achieving life

emphasizes that the task of positive psychology is to describe, not prescribe, what people actually do in order to achieve well-being.(Seligman,2011)

The PERMA model offers a comprehensive approach to comprehend and promote well-being, encompassing various dimensions of human flourishing. By fostering and nurturing these five elements in our lives, individuals can enhance their well-being and lead more fulfilling lives.(Seligman,2011)

2.4 Review of College Students' Well-being

2.4.1 Background,Definition and Components

The Communist Party of China Central Committee, the State Council issued the "Modernisation of China's Education 2035", "Opinions of the State Council on the Implementation of the Healthy China Initiative", in order to fully strengthen and upgrade the work of students' mental health related issues in the new period, and to improve students' psychological literacy, the Ministry of Education and other 17 departments have formulated a corresponding action plan to fully strengthen and upgrade the work on students' mental health related issues in the new era(2023-2025), the Proposal of the Central Committee of the Communist Party of China on the Formulation of the Fourteenth Five-Year Plan for National Economic and Social Development and the Visionary Goals for the 23rd Five-Year Plan, explicitly calls for "continuously enhancing the people's sense of gain, well-being, security, promoting the all-round development of human beings and all-round progress of society". It can be said that the "sense of well-being" is an important element of a good life. The fundamental task of colleges and universities is to cultivate moral integrity, with the basic mission of cultivating socialist builders and successors who are all-rounded in morality, intelligence, physicality, aesthetics and labour. As newcomers of the times, how college students understand well-being, feel well-being, pursue well-being and create well-being is not only related to their individual healthy growth, but also to the enhancement of the sense of well-being of the whole society. Well-being is an experience, but also an ability. College education is an indispensable place to cultivate the ability of human well-being, and college stage is an important gateway to

cultivate students' ability of well-being, which is directly related to the degree of realisation of "people's well-being" in the future society. Cultivating a healthy mind and a positive attitude is the key to improving the happiness of college students. (Zhang, 2020).

There are two main research perspectives in the current conceptualization of well-being (Disabato et al., 2016), such as seligman's theory tends to combine both the hedonic and the eudaimonic perspectives on well-being (Seligman, 2011; Compton & Hoffman, 2019), subjective well-being (SWB) representing the hedonic theory and psychological well-being (PWB) representing the eudaimonic theory (Disabato et al., 2016). SWB is defined as people's evaluation of their lives, while PWB is recognized as representing optimal human functioning (Diener et al., 2009). Research integrating the two types of well-being has appeared in recent years (Joshani, 2019; Miao, 2003), Miao(2003) integrated subjective well-being and psychological well-being that their two conceptual systems and measurement indicators complement each other and together reveal the nature of well-being, proposed that well-being is actually the concept of comprehensive well-being, arguing that well-being is the unity of enjoyment and meaning, subjectivity and objectivity, and constructed the connotation of well-being that is both pleasure and value. It is evident that incorporating social well-being as a measure of the essential components of well-being, in addition to SWB and PWB, is a more logical approach. Good interpersonal relationships necessitate the capacity to support others, as well as the ability to be supported by others, which is of paramount importance for well-being (Diener et al., 2010).

From the studies of some researchers, the well-being of college students includes examining all aspects of their mental, emotional, and physical well-being. Student well-being is a multidimensional construct (Ruggeri et al., 2020), none of the definitions of college students' well-being are standardized, and not enough research has gone into discussing student well-being within specific settings such as schools, as a result, definitions and measurements of student well-being are not quite the same

(Aulia et al., 2020). However, what is similar in the researches is that almost all of them use affective components, positive and negative emotions as indicators of student well-being. When personal needs are met, there will be a sense of well-being, positive, and a good mood. Positive feeling is a very important factor to the well-being (Tay&Diener, 2011). Traditionally, the age of college students is generally around 17-25 years old (Zhang et al., 2016), the following are some of the definitions and components of well-being of college students as described by some researchers with students, including the age of college students:

Lin et al., (2023) conducted a study on the well-being of Chinese college students using Miao's (2003) Multiple happiness questionnaire to survey 751 college students in Fujian Province, China. The results revealed that the overall level of well-being among college students was above average, with the highest scores in interpersonal relationships. There was no significant difference in overall well-being between genders, although male students scored higher in life satisfaction, negative emotions, personality development, and vitality. The study noted that self-worth was not well-measured and suggested improvements to the scale. Recommendations to enhance well-being included promoting happiness education, fostering the development of positive psychological traits like personality, and exploring coping strategies. In terms of self-worth among college students, Crocker et al. (2003) point out that gender scholars often propose that men and women have different sources of self-worth. Men's self-worth is typically rooted in independence, autonomy, and a sense of superiority, leading them to base their self-esteem more on social comparison. In contrast, women's self-worth is generally derived from sensitivity, attunement, and interdependence with others, leading them to base their self-esteem more on the approval of others.

Chen, X., & Li, M. (2014) found that Chinese undergraduate students reported relatively low levels of well-being, with life satisfaction falling into the lower end of moderate, and frequencies of positive and negative emotions also at moderate to low levels. They observed prominent issues in interpersonal relationships,

compounded by increasing pressures in academics, daily life, and future employment, which could potentially impact mental health. Across academic years, first-year students reported the lowest levels. There were no significant differences observed between urban and rural backgrounds, although interpersonal sensitivity varied between only children and non-only children, with the latter being more sensitive. Furthermore, no significant differences were found among different majors in terms of subjective well-being (life satisfaction, positive emotions, negative emotions).

Long et al., (2012) searched on teenagers that they viewed students' well-being as a combination of frequently felt positive emotions, a lack of felt negative emotions, as well as positive comments about school life as a whole. There were four significant factors chosen for measurement, the four factors for subjective well-being in school contained positive emotions, negative emotions, fear associated with negative emotions and school satisfaction.

Tian et al., (2015) whose students in their research were aged 11-18 years old, argued that student well-being is primarily subjective, defining students' well-being is mainly subjective well-being, defining that students' well-being is mainly a subjective and emotional evaluation of their school experience. The measurement of students' well-being was carried out using the subjective well-being scale for young people in schools.

Donat et al.,(2016) their study was conducted with students aged 12-17 years old and the definition of students' well-being was interpreted as the absence of negative emotions and perceptions along with the presence of positive emotions. Measured as subjective well-being the questionnaire contained six dimensions: positive attitudes toward school, students' academic self-esteem, enjoyment or pleasure at school, students' personal physical condition, social problems at school, and worry about school.

Soutter et al.,(2014) through students and teacher observations in the classroom, studied 17-21 year old and concluded that college student well-being

consists of seven domains including having (usually external to the individual, related to resources, tools, and opportunities acquired through personal endeavour or gifts or exchanges), being (the focus of the domain of existence, who one is, has been, and will be, e.g. Self-awareness, independence, etc.), relating (includes experienced, felt and desired relationships that influence experiences, emotions, thoughts, choices of action, etc.), feeling (emotions, feelings brought about by the contribution of emotions to well-being, e.g., being happy, being content), thinking (e.g., curiosity, creativity, making decisions), functioning (engagement and achievement) and striving (empirical and theoretical evidence of the impact, process, content and outcome of future goals, e.g. development, values, etc.).

College students' well-being can be divided into five aspects: self-confidence, interpersonal harmony, family integrity, physical-mental health and academic achievement (Huang&Lin,2008). College students' well-being is composed of eight factors: positive emotion, negative emotion, virtual emotion, school satisfaction, academic satisfaction, family satisfaction, career planning pressure and love satisfaction (Jiang, 2009). Wang (2015) believes that the general lack of college students' well-being is affected by personal (self-awareness, relationships, resistance to setbacks, positive personality and character), college (lack of well-being education, academic pressure, etc.), family (parent-child relationship, etc.), and society (employment, survival, etc.), and the researcher believes that self-consciousness is the most important factor affecting college students' well-being. After entering college, students' self-awareness develops rapidly and goes through a tortuous development process of "differentiation-contradiction-unification".The self-awareness of college students will produce contradictions and conflicts between the real self and the ideal self, the subjective ego and the objective ego, the independent intention and the dependent mentality, etc., which will make college students produce greater pressure. If not channeled in time, psychological pressure will inevitably weaken college students' sense of well-being.

Miao et al.,(2015) hold that well-being is a beautiful experience of people's psychological optimum and full expression of self-worth. Self-worth is an internal feeling of self-acceptance and giving oneself affirmation that one is good enough to deserve the love and belonging of others.Miao & Yu (2003) suggest that college students' well-being is a holistic and affirmative evaluation of their own quality of life according to internalized social standards, a comprehensive evaluation of extremely various aspects of life satisfaction, and the resultant positive emotional dominance of the psychological state. There are three distinctive features, first, subjectivity, the evaluation of well-being is completely dependent on the individual's own standards; second, integrity, it is a comprehensive evaluation of the overall sense of satisfaction with life; third, relative stability, the sense of well-being does not change significantly with the passage of time or general changes in the environment. Therefore, the components of well-being include: overall life satisfaction (students' overall self-judgment of life satisfaction), life satisfaction in important areas (e.g., health, relationships, work, etc.), high levels of positive affect (experiencing a large number of pleasant emotions and states of mind), and low levels of negative affect (experiencing a smaller number of unpleasant emotions and states of mind).

From most of these studies it is seen that the emphasis on college students' well-being is placed more on the positive areas of the students just like positive emotions, social relationships, lack of negative emotions, contact with school, interpersonal factors and personal achievement or accomplishments (Aulia et al., 2020). College students' well-being evaluations are all derived from their individual standard evaluations and value judgments (Miao et al.,2015). Collectively, the components of college students' well-being are positive emotions, satisfaction with life, negative emotions, relationships, self awareness and value assessment and focused engagement in school activities to get achievement or value.

2.4.2 Measurement of student well-being

With the evolution and development of the concept of well-being, a diverse range of well-being measurements have been formed. Based on the concept

of well-being, there are two major orientations in the measurement of students' well-being, most of which are assessed in two orientations using the self-reporting scale method, through the individual's affective elements and the individual's evaluations (e.g., quality of life, satisfaction) (Li & Zhao, 2000). In the measurement, college students' happiness is often measured using scales related to subjective feelings of well-being, using the Life Satisfaction Scale developed by Diener et al.(2010) and the Emotional Balance Scale developed by Bradburn et al.(1969) In the study process, researchers have mostly used life satisfaction and emotional indicators to measure well-being by combining the dimensions. Well-being assessment based on the quality of life orientation uses the individual's evaluation of multiple dimensions of life as a measure of well-being by comparing the degree of congruence between what the individual expects to ask for (what they want) and what they already have as a measure of well-being. In general, the lower the inconsistency between what an individual expects and what he or she already has, the higher the individual's satisfaction with life, hence the higher his or her well-being. Diener (2009) developed the multi-item Satisfaction with life scale (SWLS), which has been widely used. The SWLS is designed to assess the participant's satisfaction with his or her life as a whole (it does not a measure of satisfaction with areas of life such as health or finances), but lets subjects incorporate and measure these areas in any way they desire. The scale provides normative data that shows a demonstrates strong convergent validity with other scales and various forms of subjective well-being assessments, the SWLS has been recommended as a complementary scale to the emotional well-being scale because it assesses the conscious evaluative judgments that individuals make about their lives through the use of their own criteria. (Diener & Pavot, 2009). Well-being evaluation based on affective factor orientation assumes that well-being lies in the proportion between positive and negative affect, with positive affect increasing personal well-being and negative affect decreasing well-being, with the balanced difference between the two being the sum total of well-being.

Measurement of well-being tends to be comprehensive and integrated. (Li & Zhao, 2000).

Diener et al. (2009,2010) created New Measures of Well-Being based on subjective well-being, psychological well-being and social well-being theories, the target group was based on college students assessment. The two scales are psychological flourishing and feelings, both scales have strong psychometric characteristics, these scales were assessed in a sample of 689 college students from six regions. Flourishing scale (FS) was previously called the Psychological Well-Being Scale, but in order to more accurately describe the scale. The name was changed to Psychological Flourishing because the scale encompasses more than mental health in a narrow sense. It is a short scale, but very comprehensive, measuring a broad overview of a person's psychological well-being. Feelings Scale is the Scale of Positive and Negative Experience (SPANE) which measures people's positive feelings, negative feelings and the difference between their positive and negative feelings (balance), SPANE allows for a better assessment of sustained long term well-being, the scale was compared to the Satisfaction with Life Scale which predicts life satisfaction.

The Flourishing scale (FS) consists of 8 items that describe significant aspects of human functioning, from relationships supportive, contributing to others, engaged and interested, to feeling of competence being good person, optimistic, respected, to Purpose and meaning, FS is a broad measure that does not separately measure aspects of mental health, it provides a single psychological well-being score. The FS measures the state of an overall composite of many aspects of mental health, using a very short scale format. The scale is worded in a positive direction for each item, with responses on a 1-7 scale (from strongly disagree to strongly agree). Scores range from 8 (strongly disagree with all items) to 56 (strongly agree with all items). A high score would mean that the respondent has a very positive view of themselves in the different functional areas. The scale really does produce an overview of positive functioning in areas that are widely recognized as important.

Feelings Scale (SPANE), which is designed to assess well-being and subjective feelings of well-being, it is a short 12-item scale that includes a very general range of positive and negative experiences and feelings, so that the whole range of positive and negative experiences is assessed, not just one type of positive or negative experience as specified in other scales, with 6 of the items are used to assess positive experiences and 6 items are designed to assess negative experiences. Due to the general items included in the scale, it not only assesses the pleasant and unpleasant affective feelings that are the focus of most scales, including specific feelings that may be defined by a person's culture, it also reflects other states such as interest, flow, as well as engagement and physical pleasures. The scale ranges from a score of 1 for each item in the SPANE (meaning "seldom or never ") to 5 (indicating "often or always"). The Positive and Negative scales are scored separately because the two types of feelings are partially independent or separable. The summed score of the Positive Scale (SPANE-P) can range from 6 to 30, while the summed score of the Negative Scale (SPANE-N) has the same range. These two scores are obtained as balanced scores (SPANE-B) are given by subtracting the negative scores from the positive scores and can range from -24 to 24.

Of course, there are researchers who have measured it in terms of PERMA, by selecting a subset of items theoretically related to PERMA from a wide range of well-being assessments to assess and systematize the understanding of students' well-being, in a study of male students between the ages of 13 and 18. In the factor analysis of the scale four of the five factors of PERMA were selected and two adverse factors, depression and anxiety are also included. In support of a multidimensional approach to measuring student well-being, cross-sectional associations of life satisfaction, sense of hope, thankfulness, engagement in school, growth mindset, feelings of spirituality, physical vitality, physical activity, body condition and stressful life events were examined to directly assess subjective well-being across multiple domains. (Margaret et al., 2015).

In terms of measuring college students' well-being, there is also the Multiple happiness questionnaire, which has been widely used in studies of Chinese college students, and the scale's translation of "Happiness" is synonymous with "well-being". Based on the integration of the theoretical frameworks and indicators of well-being index, subjective well-being (SWB) and psychological well-being (PWB), it is a multi-faceted, multi-measurement, multi-functional and localized scale to measure well-being in China. The scale consists of one index (well-being index), two modules (SWB and PWB), nine aspects (life satisfaction, emotions on positive and negative, health concerns, life vitality, self-worth, personality growth, friendly relationships, and altruistic behaviors), of which the nine dimensions have a total of 50 items rated on a 7-point scale, while the well-being index is rated on a 9-point scale. The scale has achieved satisfactory reliability and validity in the college student population, as well as being applied to college students and postgraduate students in China. (Miao, 2003)

2.4.3 Research related to well-being

In investing in the health and well-being of young adults, researcher Bonnie et al. (2017) stated that in many cases, a lot of new insights for everyone come from researchers interacting with young people they see every day, who would be beneficial to the development of society, and therefore, young people's well-being and health, among other things, are worth looking at. However, the world in which they live has changed dramatically, and many young people find it difficult to make these shifts in coping with life's risky challenges in an era of globalization, networking, increased knowledge and information transfer, increased risk, economic inequality, and changes in information, communication technologies and labor markets that have fundamentally altered the pattern of risk and opportunity for college students as young people the rising cost of higher education in the context of the ever-rising cost of higher education. From a developmental perspective, they have unmet needs for well-being, health, and security, and their decisions, health, and behaviors are influenced by themselves and their elders (e.g., teachers) at different times; and from a societal perspective, as college students, they are faced with the challenges of

moving from adolescence to young adulthood and adulthood in an ever-changing, stress-filled world that demands more and has less room for failure. Policymakers (e.g., governments, schools) and service providers (e.g., schools, teachers) need to understand the issues at stake for students and programs to help young people succeed in these transitions. Many reports and studies recommend understanding the well-being, health, and safety of young people to analyze their status and well-being, find the causes, and improve the outcomes of their interventions, but much of this stops at policy, and there should be more for research interventions to contribute by producing effective outcomes. The research suggests that supporting them would be beneficial to the development of the society and beneficial to their personal development, health and well-being. Health and well-being is the basis for their success in education, social relationships, employment, etc., and it is important to work on improving the impact of behavior on well-being and health issues, including those related to mood, stress, etc., and it is important that they themselves are actively involved. (Bonnie et al., 2017)

College student as young adults Youth years (ages approximately 18-26) is an important and critical time in life, and their well-being deserves attention. During this time, as students, students completing their schoolwork, developing relationships, and participating in other endeavors that support their transition to healthful and fulfilling adulthood. In learning and working with young students, will feel the energy, talent, creativity, and hope they bring to the classroom and workplace, as well as their relationships with peers, elders (e.g., teachers). (Bonnie et al., 2017)

In all aspects of students' well-being, needs, access, and health, the young adulthood in which college students live has always been a critical period of development, a period in which successes or failures in guiding them set young people on a course that has a strong impact on trajectories and influences their lives as adults. This age stage connects adolescence with independent adulthood. It is a time when everyone faces considerable hardships and is called upon to take on new duties and responsibilities. Early stages of the life span (such as early childhood) are

generally regarded as crucial periods of development and intervention, when in fact, young adulthood should be viewed in the same light. College is perhaps the first time that individuals take full responsibility for their own health and well-being, and examining health in terms of a broader sense of well-being, rather than disease state, is an important step in health promotion, with well-being being a synthesis of both physical and mental health, providing a more holistic approach to health in terms of outcome promotion and disease prevention efforts (Ridner et al., 2015). College is a pivotal time in the lives of young adults, who experience significant transitions and face unique pressures and challenges. Therefore, it is important to promote the well-being of college students and identify the challenges and factors that affect their well-being. (Bonnie et al., 2017)

Yao & Zheng (2016) argued that well-being is an important comprehensive psychological indicator to measure the quality of life of college students. In the study of Influencing factors and educational strategies of well-being among post-90s college students, the status quo and influencing factors of post-90s college students' well-being are analyzed, and on this basis, exploratory methods and The study analyzed the current situation of well-being among post-90s college students and the factors affecting it. The study conducted a happiness index survey on 360 Chinese college students, and combined the method of in-depth interviews with 12 students. The factors affecting the well-being of post-90s college students include personality traits, self-efficacy, attribution tendencies and other subjective factors, as well as objective factors such as family upbringing, school education, interpersonal relationships and social support. This study indicates that universities should pay attention to the education of college students' well-being, and enhance their well-being by establishing a correct view of well-being, cultivating a sound personality, enriching campus culture and offering "well-being classes".

Rezaei and Bahadori Khosroshahi (2018) conducted a study on the relationship between positive feelings, interpersonal relationships, and optimism among students and the impact of these variables on students' life satisfaction. Their

sample consisted of 332 humanities students from one university. The results indicated a positive and significant correlation between social information processing, social skills, optimism, positive emotions, and life satisfaction. In addition, the results showed that interpersonal skills and social information processing directly influenced life satisfaction. Social intelligence, which underpins interpersonal relationships, along with positive affect, increases life satisfaction among college students. A positive attitude plays a crucial role in an individual's overall well-being and adaptation to the social environment. Life satisfaction showed the highest correlation with the feelings of positive emotions. High social intelligence, such as social communication skills, helps establish positive and effective interpersonal relationships and maintain friendly relationships, which are essential for students' psychological and social health. Positive emotions and optimistic attitudes serve as mediators of interpersonal relationships and life satisfaction. Positive feelings reflect an overall positive evaluation of the future and upcoming events. Maintaining a positive attitude toward the future requires a favorable evaluation of current interactions between individuals and their environment or a strong belief in a hopeful future. Individuals with high social intelligence, positive emotions, and optimistic attitudes can analyze the social behaviors of others, understand their motivations and cognition, and exhibit appropriate behaviors consistent with their social context. As a result, they are better equipped to deal with the problems of daily life, leading to improved interpersonal relationships and life satisfaction.

In Li and Luo's (2013) study on college students' positive emotional experiences, a survey was conducted with 1,350 undergraduate students from five universities in Chongqing, China. The study identified three types of positive emotional experiences: joyful emotion, progressive emotion and achievement emotion. The results showed variations in the positive emotional experiences of cooperative prosocial behavior among male and female students, urban and rural students, only-child and non-only-child students, and students from different academic disciplines. Positive emotions can enhance helping behaviors, foster

friendliness, expand interpersonal resources, and strengthen social bonds, thereby improving individuals' ability to cope with life events and adapt to society. The differences in pleasure and progress emotions between male and female students were minimal. However, in terms of achievement, male students showed a stronger desire for success. This is influenced by "male-specific self-esteem," which places more importance on personal conduct and external appearance, as well as traditional Chinese gender roles that expect male students to shoulder greater societal and familial responsibilities. These expectations deeply affect male students' psychology and behavior, increasing their desire for success. Differences in social culture, material living standards, and educational opportunities between urban and rural environments may impact the psychological development of adolescents. Typically, urban students, who grow up in more dynamic cultural environments with higher living standards and better education, tend to be more outgoing, sociable, and cooperative. In contrast, rural students often face less favorable living conditions and lower education levels, leading to more introverted personalities and poorer cooperation and communication skills. Rural students from economically disadvantaged backgrounds, especially those from remote areas, tend to be more passive, cautious, and closed-off in social interactions, often feeling inferior. However, rural students have a strong desire for normal social interactions, attention, recognition, and personal growth, making them more receptive to positive emotions. Non-only-child students exhibited more prominent pleasure emotions. Growing up with siblings, they benefit from mutual help and support within the family, effective communication, and the development of qualities such as unity, modesty, and tolerance. Regarding academic disciplines, students in Science showed higher scores in positive emotional experiences.

Aulia et al. (2020) did a review of student well-being, this literature review provided some conclusions that student well-being is less researched and that further research could be considered to improve student well-being and achievement of educational goals. Firstly, very little research has been conducted on school wide

well-being. It is considered that studying student well-being could be an opportunity to do more research to further examine student well-being at all levels of education. Secondly, prior research has emphasized positive factors in explaining student well-being rather than negative factors such as anxiety, stressed, and depressed. Research has identified constructs of student well-being that involve positive affect, interpersonal relationships, absence of negative affect, engaged learning, interpersonal aspects, and achievement. These findings can serve as a foundation for researchers who will be constructing scales to measure student well-being in school. Third, schools and educational policy makers can think about above aspects of student well-being when developing programs to enhance student well-being. It may be an outcome of educational objectives.

Shernoff (2013) examined which educational tools are effective to keep students engaged, healthy and happy. The study investigated that students strive more to earn credits and degrees, students study and find the material boring, classroom boring, life boring, moody, and even students who are depressed and drop out of school, etc., the environment and climate of the school where student's performance changes is critical, some students perform negatively and many reasons are that their happiness is delayed (e.g., useful knowledge in the future, useful to enter the society, useful to find a job, etc.), the study investigated that the environment and climate of the school where students perform changes is critical. The findings suggest that there are many factors that contribute to the environment and climate of a school, with the classroom and teaching having a strong influence. Teachers teaching, usually fail to engage and motivate young people to form meaningful, positive relationships with them, and young people seem to be more concerned with the actual experience of the classroom, and they are more eager to be challenged in a meaningful way that is closely related to them, or to increase some kind of competence, and to receive some kind of support. (Shernoff, 2013)

Positive education can have a positive impact on students, teachers, and others in the educational community, and can positively affect many students' current

situations and ways of understanding themselves, their peers, and their families, among other things. Positive education is used to describe empirically validated interventions and programs in positive psychology that have an impact on students' lives. Positive education in practice can often be used with a taught program (instruction and curriculum) that involves the purposeful application of positive psychology during scheduled class time and integrates it with practice sessions. Successful positive education programs integrate positive psychology, best practices in learning and teaching, whole school strategies, and assessment. The impact of a positive education approach to teaching and learning on teaching, training and professional practice was considered in the study, indicating that future research and applications would benefit from a framework that fully integrates educational knowledge and teaching practice. (White & Kern, 2018)

Positive Education, advocates building positive emotions and allowing positive psychology and classroom interventions to work together. In Positive education: positive psychology and classroom interventions, Seligman et al. (2009) suggest that positive education is defined as the education of traditional skills and well-being. The high prevalence of depression among young people worldwide, the small increase in life satisfaction, and the synergy between learning and positive emotions suggest that happiness skills should be taught in schools. There is substantial evidence from well-controlled studies that students can be taught skills that increase positive emotions, engagement, meaning and resilience. Within the PERMA model, which has since been refined, there is no single element that defines happiness, but each element contributes to it. Some aspects of the five elements are measured subjectively through self-reports, but others are measured objectively. There are three aspects of happiness: positive emotions, engagement, and meaning, each of which creates life satisfaction and is measured entirely through subjective reports. happiness and life satisfaction are an element of happiness and are useful subjective measures, but happiness cannot exist solely in your own mind. Creating happiness and practicing positive activities can increase your happiness and

decrease your depression (Seligman, 2011). For example, school programs can be set up to study positive psychology, in terms of activities such as (1) Thank you letters (gratitude exercises). Students write thank-you letters to their parents and learn how to savor good memories, overcome negative prejudices, and enjoy school life. (2) "What-Went-Well Exercise," also known as "Three Blessings," students write down 3 positive events from each day of the week. These events can range from small achievements like answering a tough question in English class to significant moments like being asked out by someone they admire. For each event, students reflect on one of these questions: "Why did this good thing happen?" "What does this mean to you?" and "How can you increase the likelihood of experiencing more of this in the future?" and so on. The conclusion is that schools should teach well-being: as an anti-dote to feelings of depression, as a way to boost life satisfaction, as a tool for better learning and more creative thinking. Since the majority of youth are in school, the school setting provides an opportunity to reach them and have the potential to improve their well-being to a great extent. (Seligman et al., 2009; Seligman, 2011)

Zou & Li (2012) concluded that college students' well-being is affected by both external objective factors and internal subjective factors. Objective factors such as family environment, economic situation, life events and social support, as well as subjective factors such as personality traits, self-efficacy, cognitive patterns, and coping styles, all affect the subjective well-being of college students. Enhancing the happiness of college students is a systematic project, which should be student-oriented, utilizing the synergistic effects of family, school, society and college students themselves to maintain their physical and mental health, create opportunities for self-expression, build a positive campus environment, and establish a mechanism for emotional relief. It is necessary to guide college students to pursue happiness, realize happiness and enjoy happiness with a positive mindset, so that they can lead a truly meaningful and happy life.

Our behavior is what affects how we feel, and self-determination and self-awareness are important. Compton & Hoffman (2020) Let's assume that if you held

back from talking to your friend about some of their behavior that made you feel bad, you were actually keeping your emotions to yourself, which may have started out as unhappiness, then turned into anger, and may have ended up getting worse. . In such scenarios, if people can use the confidence they have to communicate and express themselves with your friend, then such behavior may actually change our emotions significantly. In fact, your behavior strongly affects your emotions. Cognitively, how we think affects how we feel.

Shi (2020) said that young people are the future of the motherland and the hope of the nation. As a special group of young people, college students' ideology represents the mainstream and direction of youth, and is also related to the civilization of society and the future of the country. However, under the influence of the bad trend in today's society, the new generation of college students have deviated from the cognition of happiness. We analyze the influencing factors of happiness mainly from the aspects of oneself, family and campus. Self-consciousness, school learning, interpersonal communication, love, work and social adaptation, environmental atmosphere, family environment, and leisure activities all affect college students' sense of happiness, and we propose countermeasures to cultivate the sense of happiness on the basis of which, which is of certain theoretical and practical significance to the healthy growth and comprehensive development of college students in the new era. In the new era, college students actively play the subjective initiative, families pay attention to the education and cultivation of the sense of happiness, and schools and teachers actively play the sense of guidance.

Teaching affects students' well-being. Guo (2010) conducted a study from the perspective of college students' well-being to optimize students' healthy and enjoyable classroom learning mindset in response to the phenomenon of declining students' motivation in colleges and universities triggered by the difficulty of employment. The correlation between the General Well-Being Scale (GWB) test revised by Duan Jianhua and the self-administered questionnaire for evaluating teachers' classroom teaching was analyzed. The study found that teachers' teaching

is also one of the reasons affecting students' happiness index. The study concluded that college teachers should combine the current form, actively improve teaching methods, attract students into the classroom, and improve college students' classroom learning motivation and campus happiness. Duan (1996) revised the general well-being scale and tested it on 1366 students in Jiangsu Technical Teachers College, China. The results of the test showed that the happiness of non-student leaders was weaker and stronger than that of student leaders in terms of anxiety; students with higher liking for their majors were also more strongly happy. (Guo, 2010)

Zhang (2020) believes that education can't immediately change everyone's living environment and the situation they are in, but it can change the way of thinking and the level of cognition, so happiness is a subjective pleasurable emotional feeling and a positive mental state. Therefore, strengthening students' mental health education and cultivating their good psychological quality, positive emotional attitude and noble personality can help them to correctly recognize themselves and tolerate others. One of the important elements is to strengthen the frustration education and gratitude education for students, focusing on combining the solution of practical problems with ideological guidance, guiding students to discover problems, analyze problems and solve problems, objectively recognize their own strengths and shortcomings, and dialectically deal with the frustrations and even failures encountered in their lives, and helping them to always maintain a positive state of mind. (Wang, 2017) College students are in the middle of the critical period of their lives. The lack of happiness mainly comes from the lack of education on happiness, insufficient resistance to setbacks (such as suicide, dropping out of school, interpersonal conflicts), a serious lack of the ability to obtain happiness, an obvious lack of positive personality development, and a too serious concept of utilitarianism (Li, 2013). Students' well-being in school is an important indicator of students' development in school (Tian et al., 2015). Engagement in meaningful experiences, as embodied in the hedonic and eudaimonic processes can enhance

well-being outcomes (Bhullar et al., 2013). Diner et al. suggest that students with high levels of well-being work better together, are confident, have creativity, tolerance, etc. (Cohen & Pressman, 2006; Lyubomirsky, King, & Diener, 2005), and that these traits make them more positive, confident, and supportive of better learning in their environment, among other things (Mashford-Scott, Church, & Tayler, 2012). Students with a good sense of well-being will be physically and mentally healthier, high academic achievement, etc., while students with a high sense of well-being have a higher quality of relationships with the community and school (Suldo & Shaffer , 2008).

The essence of the human being is the sum of all social relations, and the essential attribute is sociality. People encounter a variety of relationships throughout their lives, and their need for relationships is one of the basic manifestations of the need for belonging and love. Strong social relationships provide both material and psychological support, enhancing individuals' feelings of joy, fulfillment, belonging, and self-assurance. These relationships are crucial for personal growth, health, and happiness, highlighting the interdependence that justifies the necessity of each connection. Personality has been found to act as a mediator of the influence of demographic variables on well-being, and the combination of personality and demographic variables enhances the predictive power of SWB. A total of 379 randomly selected middle school and university students were studied, and the structural relationships among demographic variables, the Big Five personality and subjective well-being were reviewed using multivariate analysis and multiple regression analysis, combined with literature studies and structural equation modeling methods. Factors such as grade level, home location, and gender have an impact on well-being, with grade level and urban/rural location having the most pronounced effects. As students begin to mature with age, intrinsic self-control highlights an important role. Different ages and grades have different developmental tasks and different learning and living styles, which also reveals the social expectations, requirements and social rules for students of different group ages. College students

are higher than high school students, middle school students are higher than high school students, and the differences in well-being brought about by grade level reflect a cultural difference. The combination of personality traits and demographic variables enhanced the prediction of subjective well-being. (Zhang, et al., 2007)

As stated by Diener (2000), although considerable understanding has been gained about the process of the emergence and development of happiness, the subject of happiness itself still has numerous areas of worthwhile research. In addition to the above studies that have proposed components of college students' happiness, related influencing factors, and enhancement strategies, there have also been a number of studies that have made research and recommendations centered around happiness and for the promotion of college students' happiness. As individuals, we have a great deal of influence over whether or not we are well-being. Researchers have hypothesized that after genetics (50 per cent) (Researchers have hypothesized that after genetics (50 per cent) (Tellegen et al., 1988) and life circumstances (10 per cent), we can control approximately 40 per cent of our level of well-being (also known as the "40 per cent solution") (Sheldon and Lyubomirsky, 2000). (Sheldon and Lyubomirsky, 2004, 2006, 2007, 2009; Lyubomirsky, 2006, 2008). Based on self-determination theory, it is necessary and important to use intentional curriculum design to promote student well-being by teaching independent study skills as a positive psychology strategy to promote student well-being at universities (Field et al., 2015). To foster the well-being of medical students, U.S. medical schools employ diverse approaches including well-being curricula and activities aimed at nurturing self-care, alleviating stress, and fostering social support. These initiatives are implemented through a variety of resources, infrastructure, and assessments. By introducing tailored well-being competencies and rigorously assessing their effectiveness, schools can make informed decisions about resource allocation and gauge the efficacy of their well-being strategies. Enhanced assessment is an important next step in reducing learner distress and ultimately improving student well-being. (Dyrbye et al., 2019). Self-worth and achievement are intimately connected, as recognizing and valuing one's

accomplishments can greatly enhance one's sense of self-worth. Self-worth, the intrinsic value one assigns to oneself, is often bolstered by external achievements and successes. When students achieve their goals, regardless of their size, they experience a sense of accomplishment that boosts their confidence and self-esteem. This positive feedback loop encourages further effort and resilience, leading to more achievements and a stronger sense of self-worth. By understanding this connection, students can learn to set realistic goals and acknowledge their progress, thus continually reinforcing their self-worth. This practice not only improves their lives but also prepares them for future challenges by fostering a resilient and positive mindset. By recognizing their individual value and setting personal goals, students can be motivated to achieve more. Understanding and leveraging their strengths in goal-setting helps students enhance their self-worth and sense of accomplishment. (Deci & Ryan, 2000; Bandura, 1997; Locke & Latham, 2002)

Researchers Duan et al. (2012) based on a thorough understanding of the intervention strategies to enhance college students' happiness, and taking into account the objective reality of Chinese university campuses, we designed a six-week classroom intervention experiment by using questionnaires, statistical analyses, tracking and feedback, and multi-temporal measurements to reveal the changes in the overall well-being levels (life satisfaction, anxiety, depression, etc.) of Chinese college students through the process of identifying, using and accustoming to character strengths through the collection of three well-being indicator data. Through the collection of three happiness index data, we revealed the changes in the overall happiness level (life satisfaction, anxiety, depression, etc.) of Chinese university students during the process of identifying, applying, and habituating character strengths, and analyzed the causes and effects of these changes; we found that Chinese university students were able to improve their overall happiness level through the intervention strategy of "identifying and applying character strengths", which was effective at both short-term and long-term levels.

Effective strategies for supporting student well-being. Laurillard (2013) identified six types of learning activities: acquisition, practice, discussion, inquiry, collaboration and production in the context of the learning process. Adriansen & Madsen (2012) introduced facilitated study groups using peer learning to promote student well-being. The study was successful in improving student well-being. While peer learning and study groups are well known in higher education, facilitation is a different and novel tool. The study concluded that facilitation makes study groups more inclusive and that they offer the potential for deep learning by structuring learning contexts. The Well-being Framework supports schools to create learning environments that enable students to be healthy, well-being, engaged and successful. The teaching and learning process implemented by teachers should be oriented towards students' well-being. According to Susetyo et al. (2012) believed that cultivating a positive mindset, creating a good classroom atmosphere and treating students as civilized human beings are things that can sustain and develop students' well-being in the classroom. In order to support students' well-being, there should be adequate curriculum, lesson plans, schemes of work, trained human resources, leadership attention and school policies, tool and curriculum modules.

Conclusion. The well-being and health of young people is a matter of concern, and college students are in a position to pay attention to, cultivate and enhance the well-being of college students, which has become an important trend in modern education. In these study, the following factors affecting college students' sense of well-being are mainly involved, including individual emotion and value, relationships, academic pressure, individual achievement, mental health concerns, coping strategies, financial stress, physical health, college support, sense of purpose and so on. Overall, promoting the well-being of college students requires a holistic approach that addresses their mental, emotional, physical, and social needs. By creating a supportive and nurturing environment, colleges can contribute to the personal growth and success of their students during this transformative phase of life. It is essential to continually assess and improve support systems to meet the evolving

well-being challenges faced by college students. In terms of promoting college students' well-being, part of the research suggests enhancement strategies, part of it is that positive education, especially interventions in the classroom, play an important role in promoting college students' well-being. However, the way of intervention is basically limited to a certain course, especially the study of well-being courses, positive psychology courses, etc., there are few teaching methods or models that incorporate positive psychology, use the theory of well-being, and incorporate teaching methods to promote the well-being of college students, which needs to be improved.

2.5 Research related to PERMA model

The PERMA model has been a research hot spot in positive psychology, which provides a diversified perspective for the study of well-being, whether it is the exploration of the elements of well-being based on the PERMA model or the practice of applying the PERMA model in teaching, clinical and other fields, all of which have exerted a continuous influence. The effectiveness of implementing the PERMA model to enhance student well-being and overall well-being, research on the PERMA model in student well-being interventions has attracted much attention in the field of positive psychology and education. Below are some of the studies, findings, as well as trends regarding PERMA:

Phan and Ngu (2017) researched a topic titled "Positive Psychology: The Use of the Framework of Achievement Bests to Facilitate Personal Flourishing". The topic revolves around the Framework of Achievement Bests, Positive Psychology, Well-being, PERMA, etc., exploring the extent to which best practices can explain the optimisation of each of the components in the PERMA model, considering that different levels of best practices are justified, and the study found that the Framework of Achievement Bests explains the best best best practices of a person in terms of his/her actual best performance. The researcher stated that positive psychology is an inquiry that emphasises human behavioural initiative, and it is important to acknowledge the achievements and experiences of a person's optimal functioning (involving the person's

internal functional states: cognitive, motivational, and affective) to maximise the person's potential, reflecting the maximisation of the person's abilities, and focusing on preventing and correcting maladaptive functioning. Psychological mechanisms (e.g., one's beliefs about self-efficacy for learning), educational practices (e.g., pedagogical efficacy and appropriate teaching methods that allow for better understanding and comprehension of unit material), as well as psychosocial mechanisms (e.g., influences of the home social environment that may shape a student's state of functioning) are initiated and implemented. The researcher believes that both individuals and societies can benefit from the use of positive psychology theories (e.g., the PERMA model) in everyday functioning. For example, school students may generally focus on the positive emotions (e.g., happiness) of their learning, and students may want to focus on a positive view of achievement rather than delving into the negative effects of anxiety and school stress. A person's proactive endeavour involves strength, aspiration, planning and the realisation of best practice, and the achievement of best practice reflects the endurance, resilience and growth of human endeavour. Best practices in the school setting are inconsistent and espouse three main elements: first acquired knowledge; second, the relative complexity of personal experiences. encompassing classroom-based academic and school-based non-academic (e.g., emotional well-being, feelings about schooling, perceived sense of need, and social relationships) attributes. Third, personal functioning, which emphasises the salience of one's internal states of cognition, motivation and behaviour, which may lead to effective high quality learning. The PERMA model provides the basis for understanding the positive psychology paradigm, PERMA is the concept of prosperity at the heart of understanding a person's state of well-being, the five elements P (feeling happy and positive), which distinguishes between pleasure and enjoyment, emphasises the importance of optimism, which enables individuals to take an enlightened view of the past, present and future, to remain optimistic and to be hopeful; E (to be absorbed and excited in things we do), participating in different activities promotes and fosters a sense of well-being; R (feeling Loved and Satisfied with Relationships), people often thrive on the connection,

love, intimacy, and emotional and physical interactions with others, and social relationships such as peers, friends, siblings, and parents are sources of positive emotions; M (living a purposeful and meaningful life), true well-being comes from our understanding of what it means to live a meaningful life, not from the pursuit of pleasure and material wealth; A (achieving important goals and taking responsibility for them), putting in the effort and achieving realistic goals gives us with feelings of pride, satisfaction, and self-fulfillment. Personal accomplishments, such as saying "I achieved it and did it well," are significant contributors to well-being and motivation, enabling us to thrive and continue to succeed. At the same time, personal achievements, large and small, contribute to a person's sense of self-confidence (e.g., self-esteem, etc.). In the Achievement Framework's explanatory account of optimal human functioning, achieving outstanding best practices on a given topic may itself help to promote a state of prosperity for a person.

The application of the PERMA model is mostly related to well-being, with more applications in the field of education and teaching, and in the field of clinical medicine. For example, the New Crown pandemic exacerbated already existing problems in the well-being and mental health of university students, and in order to address the mental health of students in higher education in a particular context and to support the transition to distance work during a pandemic influenza, an 8-week well-being intervention programme based on the Positive Pedagogical Framework was designed and implemented in order to moderately reduce students' anxiety (Alibak, 2021). Morgan and Simmons (2021) designed and implemented an 8-week online course intervention for a well-being programme for students (undergraduate and postgraduate) at a university in the UK based on the PERMA model theory. The weekly sessions were completed online and in order to provide community and networking opportunities with other students, students were introduced to key concepts of well-being, as well as providing students with knowledge and resources that would help to maintain and improve their well-being. The research expresses the importance of positive education, focussing on issues relating to the wider integration of PERMA's approach in a university

setting, and the study used PERMA to employ an experimental controlled group approach to positive interventions with university students. The results of the study indicated that counselling interventions based on the PERMA group of positive psychology approaches exerted a positive and positive enhancement effect on the well-being of students in higher education. The PERMA model has also been used in clinical interventions. An intervention study based on the PERMA model framework with lung cancer chemotherapy patients found that it significantly increased the level of post-traumatic growth of the patients and there was a significant difference between non-interventionist control groups in terms of depression and anxiety. The positive psychological interventions using the PERMA framework can improve the adverse negative emotions and mental fatigue of lung cancer chemotherapy patients, and enhance the level of hope of patients (Tu et al., 2021). Individualised designs based on the PERMA model have been proposed for paediatric cancer treatment, such as doing positive activities, gamifying experiences, allowing positive reinforcement, and designing focal retargeting interventions. These interventions will provide referable value for future application implementation and testing (Marques da Rosa et al., 2022).

The application of the PERMA model of well-being to college students has also been more widely studied. Mao et al. (2022) conducted a study on the theme being "Promoting academic self-efficacy, positive relationships, and psychological resilience for Chinese university students' life satisfaction." Based on the PERMA model, a hypothetical model was proposed to explore the effects of students' positive relationships, academic self-efficacy along with resilience in college student-life satisfaction. Data were surveyed from a broad sample of 1089 college students in Southwest China, and participants completed a series of self-report questionnaires (including self-efficacy, positively relatedness with others, resilience, as well as a sense of satisfaction with life). The study showed that the results were consistent with the hypothesis of the hypothesised model, and that academic self-efficacy significantly correlated with college students' life satisfaction through their positive human relationships and mental resilience. Meanwhile, added values were found in the

hypothesised model validation and enriched the PERMA model for Chinese university students. Finally, the significance suggestions to improve college students' life satisfaction are presented. Life satisfaction is also an important part of students' well-being.

According to some researchers, while 50 percent of our well-being levels may be influenced by genetics and 10 percent by circumstances, there remains a substantial 40 percent that we can actively influence through interventions (Hefferon & Boniwell, 2011). The core of the intervention method is to help the subjects obtain lasting positive emotional experiences, including gratitude, tolerance, optimism, etc., so as to indirectly enhance their well-being. Experiencing positive emotions can change the interviewees' ability to think and act instantaneously, eliminate lingering negative emotions, stimulate and build psychological resilience, and ultimately help individuals achieve a lasting state of well-being (Liu, et al., 2023). PERMA has attracted the attention of educational scholars, who have creatively integrated the PERMA model into explorations of mental health classes, interventions for students' mental health, well-being levels, other aspects of research and well-being levels. Psychologists have introduced positive psychology courses in some universities in the United States, which have been well received by students. Psychologists in the United States are conducting experiments in primary and secondary schools to teach well-being classes and have received very good feedback (Dong, 2011). Professor Tal Ben-Shahar of Harvard University offered courses in "Positive Psychology" and "Psychology of Leadership" at Harvard University in 2006, which were once the most highly attended courses at the university, with 23 per cent of Harvard students providing feedback to the university's teaching committee that the course "changed their lives" (Miao, et al., 2015). Twenty-three per cent of Harvard students told the university's Teaching and Learning Committee that the course had "changed their lives" (Miao, et al., 2015). In the intervention, such as enhancement of well-being can be positively intervened from the cognitive model, emotional state and personality traits, etc., using the happiness course education, self-help training, group activities and other forms and gratitude exercises, optimism, hope, heart flow

experience, mental resilience and other ways to promote. (Miao, et al., 2015) In China, there have been studies on the promotion of happiness of college students by a certain course, but fewer studies have been created on the teaching mode to promote college students' happiness. The realisation with happiness is often based on should psychology courses, which are designed from the perspective of the nature of happiness and well-being in order to help students to acquire happiness in their daily lives. Preliminary research conducted in small-scale positive psychology courses has shown significant increases in happiness and well-being, and positive psychology courses may have a significant impact on aspects of well-being, as well as reducing negative emotions and improving health.

PERMA has been applied effectively and feasibly in many countries. Kovich et al. (2022) argued that the PERMA model was proposed to improve and measure well-being and that mental health problems are common among undergraduate students and may prevent them from achieving optimal well-being. The aim of the research, titled "Application of the PERMA Model of Well-being in Undergraduate Students," was to investigate whether all five elements of PERMA well-being could be operationalized using items from the 2018 Purdue University student experience survey. Using validated factor analysis, all five PERMA constructs were supported and good model fit statistics were demonstrated. The results of the study support the use of well-being theories among undergraduate students and enhance understanding of the characteristics of well-being in this population. At the same time, the researcher believes that happiness on university and college campuses should be assessed regularly to inform the development of strategies to improve the happiness of undergraduates.

Villarino et al. (2022) implementing appropriate interventions for students based on the PERMA theoretical model can increase the level of self-esteem. By using different interventions with experimental and control groups to take positive interventions for college students, the results showed that the groups that took the PERMA model for group counselling had a significant increase in the acquisition of well-being. Not only the offline PERMA model can play a role, but also through the online way to carry out

PERMA model counselling, can also play a positive psychological effect, for the promotion of students' mental health and well-being to provide more reference basis.

In China, Yang and Mohd (2021) validated the validity and reliability of the PERMA instrument applied to Chinese students to determine that Chinese university students are PERMA in nature. The researchers' respondents were 309 Chinese university English students from 10 universities in Gansu Province. The data extracted from the survey design were subjected to exploratory factor analysis (EFA) and validation factor analysis (CFA) using whole-cluster random sampling to validate the factor structure of PERMA using SPSS version 24 and AMOS version 23. The results of EFA indicated that the previous study and this study had a similar structure. The CFA results proved that the PERMA instrument was satisfactory for Chinese university EFL students. Therefore, this study showed that PERMA for Chinese university students also has a five-factor structure, which implies that the perceived PERMA in the context of English language in Chinese universities is sufficiently invariant. The results of the study emphasise the importance of validating and confirming the structure of PERMA and provide new insights into its application in different cultural contexts.

Wang (2007) suggests that the ultimate goal of education is to help college students achieve sustained well-being and that classroom teaching is the primary means of college student education. In the study on teaching mode and well-being of college students, the impact of PERMA-based pair-classroom on the enhancement of college students' well-being is explored. "Pair-division classroom" is a new model of classroom teaching, which is also called PAD classroom for short, and divides teaching into three clearly separated processes of Presentation, Assimilation and Discussion. Its theoretical basis comes from cognitive psychology, and the core idea is to cut the classroom time in half: half of the time is for the teacher to give lectures, and the other half is for students to learn through interactive discussions. In practice, the split classroom separates lectures and discussions in time, and gives students a week of independent study after class to carry out personalised internalisation and absorption. The PERMA theory constructs a model of well-being, and the split classroom

proposes a brand new method of encouraging students to learn independently and stimulating their potentials for classroom teaching reform, so it is very meaningful to explore the impact of split classroom on the enhancement of college students' sense of well-being from the PERMA model of positive psychology. Therefore, from the positive psychology PERMA model, it is very meaningful to explore the pair-sharing classroom on the improvement of college students' well-being. Therefore, it is very meaningful to discuss the enhancement of college students' well-being in the dyadic classroom from the positive psychology PERMA model. At the same time, the strategies to enhance college students' well-being in the classroom from the PERMA perspective are to take care of the students' personality characteristics, interests and hobbies, and to respect their autonomy; to pay attention to the interpersonal interactions and exchanges in the classroom, and to stimulate students' positive emotions; and to guide the students through the positive evaluation of the teacher, so as to experience their growth and significance.

Qi et al. (2022) explored the PERMA-based association between physical activity and psychological distress among Chinese nursing college students, concluding that college students' well-being is associated with physical inactivity and psychological distress, and suggesting that increasing college students' participation in physical activity and reducing the severity of psychological distress could improve their health and well-being. The study conducted a cross-sectional online survey with latent profile analyses to characterize different categories of well-being among nursing school students, which was completed by 1741 nursing school students in China. The final model identified three well-being categories of low, moderate and high levels of well-being, and the study found significant gender and grade level differences, as well as low levels of physical activity participation and higher levels of well-being with lower levels of psychological distress.

The PERMA model is mostly related to education on well-being and maintenance of mental health in educational practice, and its application is mostly combined with mental health classes and group counselling (Du, 2023). From the

perspective of the PERMA 5-factor model of happiness, Lin Nailai puts forward targeted strategies for the mental health of college students, which include increasing positive emotions, creating an experience of engagement, exercising the ability to interact, seeking meaning in life, and creating an experience of success (Lin & Qin, 2016). Wu Jieqiong used the PERMA model as a guide to conduct group counselling on positive psychological quality for postgraduate students, and the study showed that the subjects in the intervention group had a greater enhancement in positive psychological quality, and within a certain period of time, there is a sustained effect. The study found that the improvement of positive psychological quality can promote the development of mental health and enhance the level of well-being (Wu & Fan, 2021). Wang Jie et al. explored the practice of teaching reform through the use of project teaching method and the innovative application of the PERMA model, hoping that positive emotions can be carried through the teaching, cultivating students' learning ability and well-being, cultivating students' sense of well-being, and ultimately becoming a person with a well-rounded personality (Wang & Yu, 2021), and it can be seen that the value of the application of the PERMA model in the practice of education is increasingly prominent.

Conclusion. The PERMA model has a wide range of applications, mostly related to well-being, and is mostly used in the field of education and teaching to study the state of students' well-being or how to enhance students' well-being. In terms of the enhancement of college students' well-being, the use of the PERMA model in schools, especially universities, has a certain effect on the enhancement of college students' well-being most of the time and promote the role. At the same time, it can be seen that the means intervention taken to improve students' well-being will not be contrary to the traditional classroom learning goals, but will promote these goals in different dimensions.

2.6 Learning Model

A learning model outlines the mental and physical processes involved in acquiring new skills and knowledge, and suggests strategies to activate and enhance these mechanisms to promote effective learning.(Joyce, et al., 2008).A learning model

or theory comprises principles that elucidate how we effectively absorb, process, and retain information over time. Understanding these processes aids in designing impactful learning experiences. Some learning models offer practical frameworks that serve as templates for success in acquiring new skills or knowledge. Essentially, any method that defines how learning occurs can be considered a learning model. These models encompass various learning styles and are instrumental for enhancing the learning process for individuals. In the field of pedagogy, a learning model can be understood as an abstract representation of an authentic learner, which represents the level and characteristics of the learner's knowledge and skills, cognitive behaviours, affective experiences and so on. Today, the process of learning and teaching has changed and possesses a wider variety of modalities (Chaeruman, 2019), where students integrate their learning experiences into different contexts through the process of connecting, applying and synthesising information, knowledge and skills (Barber, 2014). Taking action is the ultimate goal of any learning analytics process new knowledge interventions and decision making (Romero & Ventura, 2020). In the field of pedagogy, there are many experts who have proposed different models and theories of learning:

Problem-Based Learning Model

Problem-Based Learning (PBL) is a teaching model (teaching method) first proposed by Howard Barrows in 1969. PBL emphasis that students learn by solving real problems, encourages independent learning, critical thinking and cooperation, and achieves independent learning through simple life examples and through group discussions. PBL cultivates students' problem-solving ability, encourages independent learning and in-depth thinking, and guides students to acquire and integrate knowledge independently to find solutions when facing complex problems. PBL is different from the traditional teacher-centred teaching model, which is a student-led teaching method (Hmelo-Silver, 2004). Classroom teaching is centred on the "problem", and the teacher creates a real problem situation for the students and guides them. Through independent learning and cooperative learning to solve problems, cultivate students' problem solving ability, independent

learning ability and cooperative communication ability. It is not just a specific form of teaching, but is based on the Multiple Intelligence Learning Theory, Constructivist Learning Theory and so on. Instead of learning theoretical knowledge and then solving problems as in traditional teaching, this method takes various problems in the professional field as the starting point for learning, and the learners must construct knowledge by themselves; planning the learning content with the problem as the core, and letting the students seek solutions around the problem as a kind of learning method. In this process, the role of the teacher is the questioner, the designer of the course and the evaluator of the results. PBL has higher requirements for teachers, who need to have strong classroom control and guidance ability, but this method can improve the students' learning initiative, improve the students' participation in the teaching process, and can easily stimulate the students' curiosity and enliven their thinking. Therefore, PBL has been widely used in college students' teaching. Many studies have shown that PBL can increase students' motivation and interest in learning, enhance students' critical thinking and problem-solving skills, improve students' teamwork and communication skills, as well as promote students' self-directed and lifelong learning (Barrows & Tamblyn, 1980; Baxter Magolda, 2004; Kirschner et al. , 2006), and has been shown to be significantly effective in improving college students' learning outcomes and satisfaction (Baxter Magolda, 2004; Kirschner et al., 2006). Therefore, PBL is considered to be an effective teaching method that deserves further research and dissemination. PBL is usually conducted in small groups, where each group is required to solve a practical problem or complete a project. This method can help students apply theoretical knowledge to practice and improve their practical and innovative abilities (Guba & Lincoln, 1989).

The application of PBL in teaching college students also faces some challenges. Firstly, PBL requires a lot of time and resources, including preparing problems, organising groups, supervising the learning process and assessing learning outcomes. Second, the role of the teacher also needs to be changed from the traditional knowledge transmitter to the guide and coordinator of learning. Finally,

it is also a challenge to effectively assess students' learning outcomes (Guba & Lincoln, 1989). Students (learners) have to take the initiative in learning from the cognitive level, they must understand what they want to learn and how to learn to construct knowledge, make connections and generate meanings; the constructive level, emphasises that knowledge is constructed based on the learner's understanding of the world from the knowledge they have first prepared and from the overall view, and that the so-called understanding comes from the process of interacting with the environment, generating cognitive conflicts that stimulate learning and gradually constructed. In addition, the so-called understanding comes from the interaction with the environment, which generates cognitive conflicts and stimulates learning, and is gradually constructed, so it is necessary to compare and share the understanding of knowledge with others, and to reconfirm the new material according to the experience gained, in order to be able to construct knowledge. Situated learning also believes that knowledge cannot be isolated from the context, but exists in the social context and cultural context, so teachers should try to provide an authentic context for learners to learn, Suparman et al. (2021) concluded that teachers should choose PBL as one of the best solutions to implement learning in the classroom in order to improve the curriculum. one of the best solutions to improve problem solving in the curriculum. In addition, when implementing PBL to improve students' course problem solving skills, attention and consideration should be given to the students' level of education and the area in which the students are learning. The use of PBL in teaching college students has been widely researched and applied in teaching college students; however, despite these challenges, many studies have shown that cognitive psychology, on the other hand, emphasises the learner's initiative in learning and that students must understand their own Andre suggests two strategies that can assist in the development of postcognitive skills, namely summarising and self-questioning, which can be used in problem-based learning activities. These strategies are highly valued in the learning activities of PBL.

Pedro Silva (2017) proposes Problem-Based Learning (PBL) as a problem-solving-centred approach to teaching and learning, which usually consists of the following seven steps: (1) clarifying unfamiliar terms: when learning new knowledge or concepts, you first need to understand and master the terminology involved. (2) Define the problem: Clarify the nature of the problem and identify the main queries and objectives that need to be addressed. (3) Brainstorming: Group discussion around the problem, exploring and evaluating possible hypotheses or explanations. (4) Re-structuring the problem: try to come up with a solution to the problem based on the previous discussion and understanding. (5) Define learning objectives: Set learning objectives that can be achieved based on the specifics of the problem and the solution. (6) Gather information and personal learning: Independently acquire the necessary knowledge and information to support problem solving and personal learning progress. (7) Sharing information gathered and personal learning: sharing personal learning and discoveries with the group, exchanging and colliding through reports and discussions. In this process, students are the main body and they need to explore and co-operate to solve problems independently so as to promote their learning and growth. The teacher's role is mainly to design problems, plan learning paths, guide and monitor students' learning process.

Experiential Learning Model

Experiential learning is a dynamic process where students learn by actively engaging in experiences and reflecting on them (Kolb, 2015). David Kolb, an educational theorist, introduced his learning styles model in 1984, which includes the experiential learning cycle. This cycle is based on Kolb's belief that knowledge emerges from integrating experiences and transforming them. It consists of four stages: (1) Concrete experience (experience): The learner encounters something new or experiences a variation of a previous experience. This stage involves hands-on, personal experiences that provide opportunities to learn from both successes and failures. (2) Reflective observation: The learner reflects on the experience, interpreting its significance. After the experience, it's important to pause and consider what went

well and what could be improved. (3) Abstract conceptualization: Building on understanding gained from reflection, the learner engages in abstract conceptualization. This stage involves forming new ideas or adjusting existing ones based on insights drawn from the experience. And find the way to make something to do better, cause already know how to do from concept and solution way, need change some approach. (4) Active experimentation. All that has been understood in the previous three stages culminates in the final stage, where the learner applies these new skills in real-life situations. The outcomes of this application initiate a new cycle of experiential learning. We have had the experience or example, analyse and find the way to do it well, have strategic accordingly. If we don't try it, we won't know if it works! It is an act time.

Use the experience as a source of learning and development. As this process is cyclical, performing the action brings us back to the initial stage. Subsequently, we iterate through the procedure repeatedly, refining our approach with each iteration. This framework proves beneficial for educators, enabling us to organize our training interventions effectively. It underscores the significance of consistent practice in achieving excellence, practice really does make perfect. Experiential learning entails acquiring knowledge through practical application. By involving students in hands-on experiences and encouraging reflection, they can more effectively bridge the gap between theories and knowledge acquired in the classroom and their application in real-world situations. (Kolb, 2003, 2015, 2018)

All true education that will eventually be theoretically realized comes from experience and learning is not possible without experience (Morris, 2019). Kolb's 1984 "Experiential Learning Cycle (experiential learning)" is perhaps the most academically influential and frequently cited theoretical model of experiential learning. Morris (2019) provides a more detailed explanation of what a concrete experience is and the experiential learning in the nature of the treatment of concrete experiences is further explained. Learners are active, positive participants; experiential learning consists of rich, context-specific experiences; learning requires inquiry into specific

real-world problems; there is a time and a place for knowledge and sometimes physical disengagement from the classroom contributes to experiential learning; critical reflection mediates meaningful learning. Kolb (2015) emphasizes the importance of experiential learning in higher education which needs to be taken seriously. The four steps of experiential learning can be briefly expressed as experiencing , reflecting, thinking and acting, so the counterparts need to be able to have these four competencies as well. In experiential learning are able to fully, openly and unbiased participate in new experiences; able to reflect on and observe their experiences from many perspectives; able to create theories that integrate their observations into logically sound theories; as well as they must be able to use these theories for decision making and problem solving. Wurdinger and Allison (2017) study stated that humans through experiential learning try out different ways to find the answers to problem solving, it was found that students in higher education are very interested in experiential learning, they find experiential learning enjoyable and lead to deeper learning, group work, program activities, and interactions are encouraged in the way the model is used.

Certainly, in the process of teaching, the design and strategies of the curriculum, as well as the teaching strategies of the teachers, are also very important. For example, in the foundation of teaching, it is necessary to apply the foundations of educational psychology and pedagogy in the curriculum. The cognitive development of students, emotional and social development, their individual characteristics positioning, their behavior, effective curriculum design with student-centered constructive teaching methods considering students' learning motivations, and effectively setting up learning environments are all aspects that need to be considered. In addition, it is also important to consider how to help students learn better through various strategies, such as practice, scenario enactment, summarizing, written expression, discussion, grouping and so on. (Smith & Ragan, 2005; Slavin's, 2018)

Summary

In this study, it can be concluded that the current context, educational requirements and student needs have changed, students have different characteristics, concerns, interests, etc., and they increasingly demand positive approaches (models) to promote their well-being. In order to meet the requirements of actual students, the research focuses on defining educational models that promote and facilitate the participation of a greater number of students, carried out on a daily basis in the classroom that has the widest coverage and the greatest impact on students' contact. Regarding positive psychology, well-being, college students' well-being, class interventions and intervention strategies, PERMA model, problem-based learning and experiential learning, these theories occupy an important position in positive psychology, find the way to solution the problem and use the experience to get students' development and grow, which provide profound theoretical support for further research and practice to enhance college students' well-being, help researcher to better understand the relevant theories, research, effective teaching strategies and interventions.

CHAPTER 3

METHODOLOGY

This chapter is based on the combing of relevant literature and the definition of theories in the previous section, the understanding of college students' well-being with college work teachers and students, finding some research value in promoting college students' well-being, put forward the specific problems of the study, adopt mixed research methods such as literature method, questionnaire method and experimental method to carry out the study (Creswell & Creswell, 2018). The study utilized a mixed study. The combination of quantitative and qualitative study contributes to the overall quality of research (Johnson & Christensen, 2020). The data collection and analysis process of qualitative and quantitative study are introduced. In the qualitative study, the informal conversational interview and literature related content are described. For quantitative study, research development and experimental research, it mainly introduces the level of college students' well-being, creation of PERMA model intervention, intervention experiment design, questionnaire design, reliability and validity test, data analysis .

There are three phases to address the research questions. In the first phase, based on the literature review and informal conversation interviews, a questionnaire was designed and administered to the college students to obtain the level of well-being of the college students. In the second phase, developing a PERMA model intervention in order to be able to promote college students' well-being. In the third phase, implementing the PERMA model intervention identified in the previous phase and obtaining the effect of the PERMA model intervention on college students' well-being.

Phase 1: Analyze and Study College Student's Well-being

1.1 Research Objective (Phase 1)

Based on the literature, informal conversational interviews with teachers and observation of students to design a questionnaire, through the questionnaire on the status of college students' well-being level, to understand the current situation of college

students' well-being level and its characteristics, to provide basic preparation for the intervention of the subsequent learning model.

This phase have 2 main steps. The first step provides basic information for the development of this research theme by researching relevant literature and conducting informal conversational interview with teachers and observing students to get some information about college student well-being (definition and component). The second step, through the combination of the Comprehensive Happiness Questionnaire, Flourishing scale, to make a college student's well-being questionnaire to survey and investigate the current status of college students' well-being level in China and to provide a theoretical basis and preparation for the following intervention experiments.

1.2 Research Instrument

1.2.1 Literature Method—Research Related Literature

Through relevant databases, we review the literature on relevant positive psychology, well-being, and the PERMA model to summarize the existing research through literature combing and grasp the research dynamics in the related fields, so as to provide theoretical guidance and direction for this study. Firstly, starting from the background of the world, society and people's need for well-being; secondly, study the background, definition, theoretical basis, influence and application of positive psychology and well-being; Third, to study the seligman theory of well-being, to understand the definition and components of the PERMA model, Fourth, to understand the impact of well-being on students in education; to understand the concept, composition, measurement and related research of college students' well-being. And then, to understand the impact of the PERMA model on the well-being of college students, in particular what are the forms of PERMA interventions used in teaching and learning in education and what is their positive impact. Last, to study the theories related to learning models and to have a clear understanding of the learning models.

1.2.2 Interview Method—Informal Conversational Interviews with College Teachers and Students

The research tool is an informal conversational interview by college teachers on college student well-being. Informal conversational interviews are the most

natural and loosely structured type of interview; there is no interview outline, the interviewer discusses topics of interest, with subsequent questions arising naturally during the course of the interview (Johnson & Christensen, 2020). The interviewees were 10 teachers in total and some students in the class and college. Teacher who works in college and work content around students, this includes both Student Work Center teacher and teachers teaching in the classroom. Students whose having the class, or sometimes come to ask questions, daily performance at college.

In order to effectively understand the perceptions of college teachers on the current state of college students' well-being, the researcher started a conversation around college students' well-being. Informal conversational interviews will continue to gain insights based on the parts of college student well-being that different teachers are interested in. In order to promote college students' well-being and make some suggestions for teaching intervention activities and learning models. After the interviews, summarize the teachers' main comments and perceptions about college students' well-being.

1.2.4 Questionnaire Method—A Questionnaire Survey On The Well-being Level of College Students

By organizing and analyzing relevant literature and informal conversational interview, clarifying the structural elements of college students' well-being, developing a college students' well-being questionnaire, testing and modifying the college students' well-being questionnaire through analysis, expert evaluate the content validity, use the Cronbach's alpha (Coefficient alpha) to get the reliability, 100 students to do try out. The questionnaire item objective consistency index (IOC) was between 0.67 and 1.0, KMO value is 0.962, Cronbach's alpha is 0.981 (n = 100), a formal survey questionnaire is formed. The final questionnaire was released from the online platform to the college students in China, informing them of the requirements for completing the questionnaire and obtaining their consent, after data collection and analysis, to get the level of well-being of Chinese college students.

1.3 Questionnaire Design

Based on the Happiness Questionnaire(Miao,2003), the Flourishing scale (Diener et al. 2009, 2010), to create a new questionnaire.It was put into use after evaluate the reliability, validity, expert evaluation and try out. In this study, all the college students' well-being are using the newly designed college students' well-being questionnaire,which have 8 information item in the part A and 27items in the part B.In this study the College students' well-being questionnaire apart of items are following:

TABLE 1 College Students' Well-being Questionnaire (partial)

College Students' Well-being Questionnaire

Dear Student, please think about what you have done and experienced in the past 4 weeks. Then use the scale below to choose how you feel about each of the following sensations. For each item, choose a number from 1 to 7 and indicate that number on the response form.

Below the statements with which you may or may not agree. Using the 1-7 scale below, show your agreement with each item by responding to each statement.

No.	Item	Scale						
		1	2	3	4	5	6	7
	B.College Students' Well-being	Strongly disagree	Disagree	Slightly disagree	Mixed or neither agree nor disagree	Slightly agree	Agree	Strongly agree

Positive Feeling

0	I am engaged and interested in my daily activities							
00	I am optimistic about my future							

Self-worth

0	I have many good qualities							
00	I am a person of value, at least as much as anyone else.							

Interpersonal Harmony

0	I have friends I can rely on.							
00	People respect me							

Life Satisfaction

0	I'm dissatisfied with every aspect of my life.							
00	I'm satisfied with my life.							

Achievement								
0	I can go above and beyond to achieve more and more.							
00	I think I've achieved some success.							

By combining similar questionnaire designs and adaptations, the seven-point Likert score allows for a somewhat more detailed differentiation of individual psychological changes. The mean score is the median, and a higher mean score indicates greater agreement or a more positive attitude and higher level.(Tan, 2020; Miao, 2002)

Mean scores: meaning of scores (levels of well-being)

6.51-7.00 indicates very high

5.01-6.50 indicates high

4.51-5.00 indicates medium-high

3.51-4.50 indicates middle

2.51-3.50 indicates medium-low

1.51-2.50 indicates low

1.00-1.50 indicates very low

The College Student Well-being Questionnaire consists of a combination of basic personal information(part A) and part B of the questionnaire. Part B(main part) is a specific state of students' personal well-being (subjective and objective feelings and external influences) with short questions with the suitable number of topics so that students do not get tired, dealing with the five aspects of the components of college students' well-being.Using the 1–7 scale below.Scoring: Add

the responses, varying from 1 to 7, for all items. 7 for Strongly agree, 6 for Agree, 5 for Slightly agree, 4 for Mixed or neither agree nor disagree, 3 for Slightly disagree, 2 for Disagree and 1 for Strongly disagree. B part questionnaire was developed for 5 main components of college students' well-being. These dimensions are positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement. The items of questionnaire were developed, all of which were randomized using a self-rating scale.

The items of this questionnaire are derived from the literature review and informal conversational interview and observing. Based on the conceptual definitions and the structure of college students' well-being established in this study, the items are prepared by referring to the measurement scales of related studies and combining with informal interview. In order to ensure that the items in the questionnaire can reflect the actual situation of college students' well-being, the researcher will ask relevant experts to evaluate the items in the initial questionnaire, mainly to assess whether these items can reflect the situation and characteristics of college students' well-being, whether they are in line with the current reality of college students' well-being, and whether the statements of the items are appropriate, clear and easy to understand, and without ambiguity. In the process of determining the questionnaire, it will go through repeated revisions, resulting in a initial questionnaire.

Try-out. In order to improve the practicality and validity of the college students' well-being questionnaire, a data pretest was conducted on the original questionnaire before its official distribution. The data pretest subjects were the 100 students who voluntarily participated in the randomly selected from college. The researcher distributed a questionnaire and collected all questionnaire and excluded invalid questionnaires that took less than 120 seconds to fill in and chose the same options consecutively. The final valid questionnaires were picked. The collected try-out data were imported into statistics program for reliability and validity tests and analysis.

By analyzing the data and revising the questionnaire again, a formal questionnaire was developed. After the try-out testing, the initial items were modified

with reference to the results of the analysis and reviewed again by the relevant experts to ensure that the items in the questionnaire could reflect the actual situation of college students' well-being to a certain extent in a concise and comprehensive manner.

At the questionnaire method, in order to have the some more evidence and information to have the result to compare with the college students' well-being, it may support the college students' well-being questionnaire quality if have the similar trend of the feeling, the researcher will use the Scale of Positive and Negative Experience (SPANE) from Diener et al. (2009,2010) to evaluate the college student's general feelings (subjective feelings). This feeling questionnaire (Diener et al. 2009, 2010) predict long-term well-being, and this feeling questionnaire has an advantage in measuring well-being related experiences. Its scores can be used to derive an overall affective balance score, but it can also be categorized into positive and negative emotion scales. Taking is a 5-point rating. Add the scores, varying from 1 to 5, for the items. Positive feelings and Negative feelings of college students can be obtained if desired, also can obtain the score of affect balance (The negative feelings score is subtracted from the positive feelings score). From "Very often or always", "Often", "Sometimes", "Rarely" and "Very rarely or never " in order of 5, 4, 3, 2 and 1 points. The higher the score, the higher the well-being of college students.

1.4 Questionnaire Survey

1.4.1 Participants

College students come from all regions of China, including south, north, west, east and middle. The questionnaire will be posted on networks in China, college students will be randomly selected to complete the questionnaire. Participation is completely voluntary, and participants are guaranteed anonymity and confidentiality.

Population: college students in China around 44.3 million (education conference releases data)

Sample: The researcher used in this phase, simple random sampling. In investigating the level of college students' well-being, simple random sampling method was used by distributing the questionnaire randomly on the Internet to college students

in different regions of China. Sample size based on 95% confidence level, the proportion of possible responses is 50%, according to Krejcie and Morgan table (1970) to decide that the number of students completing the questionnaire should be 768 students, in the final choose the 761 valid students questionnaire to analyse.

1.4.2 Collect The Data

At this stage it is important to specify the total number of college students surveyed for the study, the number of questionnaires distributed, the exclusion of invalid questionnaires, as well as the questionnaire validity rate.

This survey was conducted to investigate the current level of college students' well-being by distributing questionnaires through the network. Anonymity was used to conduct the survey. Students were informed of the principle of confidentiality before the administration of the survey, the survey is only for the purpose of this study, to eliminate students' unnecessary worries about personal privacy and other issues. The questionnaire clarifies the attention of the questionnaire, according to their own actual completion of the questionnaire, at the end of the test, the network platform system unified collection.

1.4.3 Research Data Protection

Before beginning the study, the researcher will provide a detailed explanation of the research purpose and characteristics to all participants. The researcher will answer any questions the participants have about the study and obtain their consent. After obtaining consent, the researcher will sign an informed consent form and formally invite the participants to participate in the study. Prior to their participation in the study, all participants were provided with information regarding the research objectives, methodology, protection of confidentiality of information, and process for withdrawal. Following this, they willfully agreed to participate and signed an informed consent document.

1.4.4 Data Analysis

To understand the level of well-being. Analysis of the overall level of college students' well-being, descriptive statistics of the dimensions of college students'

well-being, analysis of the differences in demographically variables of college students' well-being (eg.gender, only child,grade etc.)

Phase 2: Development a PERMA Model Intervention

2.1 Research Objective (Phase 2)

To develop PERMA model intervention in order to promote the college students' well-being.

2.2 Developing a PERMA Model Intervention and Model Content Validity

This study was guided based on positive psychology theory, well-being theory (PERMA model) (Seligman, 2011), consider a combination about some of these steps from problem-based learning (Silva, 2017) and experiential learning (Kolb, 2018) on student well-being as the focus of the design study. Based on the teaching and learning using the PERMA model in class interventions and interpreting it, a PERMA model intervention was developed to improve the different components of well-being of college students to improve their well-being. This PERMA model intervention in this study, was developed as follows:

Step 1: Determine the objectives of the students' need , curriculum based on the policy and document requirements of the State Council and the Ministry of Education on the cultivation of students in college, taking into account the current situation of the college students' well-being—promoting college students' well-being.

Step 2: Study and analyze information from the review of literature, Phase 1 finding and informal conversational interviews, and then design the PERMA model intervention.

Step 3: The researcher determines the content and duration time , activities of the course according to the college curriculum and the expectations and requirements for students.

Step 4: The first draft of this learning model was based on positive psychology theory, well-being theory (PERMA model) (Seligman, 2011), consider a combination about some of these steps from problem-based learning (Silva, 2017) and experiential learning (Kolb, 2018). The first draft of the PERMA model intervention

constructed in this study consists of four steps and the same time using PERMA: Lead in (asking questions and give an example from the problem); Small lecture and guidance; Activity (active participation, group work, individual performance and so on); Comprehensive evaluation and conclusion; PERMA is integrated throughout the different parts of the class.

Step 5: Try-out organized a test of the PERMA model intervention with 10 students from a non-experimental class. Refinement of model content based on the learning experiences and informal conversations after class of the students in the college.

Step 6: Validate the efficiency of the PERMA model intervention. The researcher will invite 3 experts to evaluate the feasibility of the PERMA model intervention and the experts would considered appropriateness and consistency, made some recommendations. The item Objective Consistency Index (IOC) was 1.00.

Step 7: Determine the PERMA model intervention. Based on the suggestions and modifications made by the experts, the specific implementation steps of the final model were determined.

2.3 PERMA Model Intervention

2.3.1 Using the PERMA model in class

2.3.1.1 Creating Learning Positive Atmosphere — Positive emotion

Teachers will create a positive classroom atmosphere according to teaching needs, carefully selecting positive activities suitable for students to carry out, and using positive attitudes and emotions to explain and understand the problems during the lesson, and teachers will use positive words to answer, guide, affirm, explain or solve problems. Of course, when students ask questions, the teacher guides the students to think positively and answer them, creating a positive and relaxed learning environment and atmosphere.

2.3.1.2 Group learning — Relationship & Engagement

In group activities, discussions between students, simulation scenarios and other activities, students can use their knowledge, experience and accumulation to respond to team learning activities, in the process, there will be different

classmates' answers to learn from, there will be different possibilities for students to respond to, students can actively interact with each other and express themselves. They can also learn from other students' answers when they think they need to, to learn from them and to expand their thinking.

2.3.1.3 Participate in Every Activity — Engagement & Relationship

Classroom practical activities in the session, each student needs to participate and speak, for active students will be more to promote engagement in the course participation; group activities, individual activities need to participate in the completion of the teacher will pay attention to and ask questions to each student, even for students who are not particularly active, but also to make him have to pay attention to the lecture and seriously participate. Requiring students to participate in every activity and every question ensures commitment. Group activities, discussions, etc. are done with others, relationships with and understanding of other students are utilized.

2.3.1.4 Achievement sharing and evaluation — Meaning & Achievement

Students will feel positive energy, positive emotions and attitudes throughout the course, firstly, they will express their opinions and answers to questions during the discussion, evaluate their own performance through their speeches and the sharing of other groups, and get inspired and find out the meaning in the process; based on the sharing of the other students in the group, they will find out the areas where they performed very well and give feedback in positive language. At the same time, teachers can participate in group discussions and provide guidance to them.

2.3.1.5 Comprehensive evaluation — Meaning & Achievement

This part is part of the fixed individual classwork feedback, where students submit their own tasks, such as writing about today's takeaways (write at least 3 positive and good things or review how today's strategy will be better used in their lives), the teacher evaluates and interacts with the students based on their work and gives them credit for it. Based on the teacher's assessment, the students can use the strategy better in their practice after the lesson.

2.3.2 Lead In

In this step create a scenario and do the course introduction, the lecturer gives examples close to learning and life, asks questions and triggers students to think. In the introductory stage open-ended questioning of classmates, collecting answers, giving positive feedback and guidance, asking as many students as possible according to the classroom time, initially summarizing the answers of the classmates, and inviting students to reflect on their own solutions and the differences between the various responses.

2.3.3 Small Lecture and Guidance

In this step, students are given the opportunity to master the methodology. The teacher explains knowledge related to the lesson topic of the lesson, teaches the lesson in a more multidimensional way, provides problem-solving strategies and ways of thinking to allow students to master the methodology and guides students to expand their thinking to explore more positive answers and possibilities.

2.3.4 Activity

Activities in the classroom are carried out at this stage and are a key part of the lesson, with each student participating in the activities, completing the work and receiving feedback. During the activities the teacher guides the students to find better ways of solving problems, reflecting on and refining their own practices and ways of thinking, and applying them in the classroom and after school to improve themselves. Activities include brainstorming (teachers ask questions and students answer them, providing a variety of answers to stimulate thinking), discussions, scenarios and group work.

2.3.5 Comprehensive Evaluation and Conclusion

This is the final step, a comprehensive evaluation and conclusion, where each class asks students about every aspect of their well-being and at the end of the activity, feedback is given to the teacher about how the students felt. In addition to the teacher's enquiries in class, there is also individual classwork feedback, where students submit their tasks and receive positive feedback, and the teacher gives a final summary of the key points in the classroom, acknowledging the advice given and

encouraging practice at the end of the class. The fixed classroom assignment is to write "what is your gain", where the teacher assesses the students' work and interacts with them to give them positive feedback. Based on the teacher's assessment, the students will be able to better apply the lessons in practice after the class.

Phase 3: Implementing and Experimental Evaluation the PERMA Model Intervention

3.1 Research Objective (Phase 3)

This stage is the specific implementation stage of the research, aimed at collecting data on how this PERMA model intervention affect students' well-being.

3.2 Implementing Design

The researcher make a Repeated Measures Design .The design was divided into 4 phases: pre-test phase, experimental phase, post-test and follow-up phase (Saiyot, 1995), the implementing plan is shown in the table below:

TABLE 2 Repeated Measures Design

Group	Pre-test	Experiment	Post-test	Follow-up
E R	T ₁	X	T ₂	T ₃
C R	T ₁	—	T ₂	T ₃

The meaning of the symbols is as follows:

- E is experimental group
- C is control group
- R is random assignment
- T1 is testing prior to the intervention experiment(Pre-test)
- T2 is test following intervention experiments(Post-test)
- T3 is test one month after the experiment(Follow-up)
- X is using PERMA model intervention in the class to experiment
- is no intervention experiments

3.3 Research Instruments

Using the newly developed questionnaire on college students' well-being developed in the second phase of this study.

3.4 Participants

At this phase of experimental intervention, Kunming Medical University Haiyuan College was randomly selected, taking the voluntary registration by students to draw a sample of college students in difference class. Volunteers sign up for program are those who think they want to participate in the program or have a need for a well-being program.

Population: Kunming Medical University Haiyuan College undergraduate students, major classifications include science (n=9072 students), humanities (n=1448 students), total 10520 students at school, grade 1 to grade 4.

Sample: Participants were a volunteer class of 50 students. After the pre-test, the scores were ranked from low to high. In order for the study to be more representative, the pre-test mean was used to ensure that at least 20 students belonged to the category of low (below middle level) scores in well-being, and volunteers could continue to be recruited if all were high well-being scoring students. By the total score of well-being from low to high scores sorted by the students by the mean score band disrupt the order of the 50 samples, for random grouping. In the sample, a least greater than 10 low-scoring well-being students were randomly assigned to the experimental group, and 10 were assigned to the control group. That is, there were 25 students in the experimental group and at least 10 students in the experimental sample with low scores on well-being; there were 25 students in the control group and at least 10 students in the control group with low scores on well-being in the experimental sample. The experimental group and the control group had the same number of low-scoring students. The course was offered only to students in the experimental group.

The participating teacher in this stage is the researcher herself, and the participating students are 50 students in the different class (volunteer) at Haiyuan

College of Kunming Medical University, 25 students of whom are in the experimental group, 25 students of whom are in the control group.

3.5 Research Data Protection

Before beginning the study, the researcher will provide a detailed explanation of the research purpose and characteristics to all participants. The researcher will answer any questions the participants have about the study and obtain their consent. After obtaining consent, the researcher will formally invite the participants to participate in the study. Prior to their participation in the study, all participants were provided with information regarding the research objectives, methodology, protection of confidentiality of information, and process for withdrawal. Following this, they willfully agreed to participate and sign an informed consent document.

3.6 Implementation

This step was the introduction of the constructed PERMA model intervention into a real classroom, where the researcher used an improved PERMA model intervention to teach the 25 students involved in the experimental group. The procedure for implementing the curricular intervention was as follows:

Times	week	Lesson Plan
1	1	Orientation and classroom management
2	1	Positive feeling1
3	1	Positive feeling2
4	1	Positive feeling3
5	2	Self-worth1
6	2	Self-worth2
7	2	Achievement
8	2	Self-worth and achievement
9	3	Interpersonal harmony1
10	3	Interpersonal harmony2
11	3	Interpersonal harmony3

12	4	Life satisfaction1
13	4	Life satisfaction2
14	4	Conclusions

In the intervention course(program),it will take on the college campus and classroom(Kunming Medical University Haiyuan College). It applying the proposed program will be conducted as an extra class,there were 14 sessions, each session had 3 sessions and each session had 40 minutes. In the course experiment, based on positive psychology, theory of Well-being, each lesson was integrated into the class using the PERMA model, students will participate in multiple types of themes and classroom activities designed around the components of college student's well-being for each lesson, each theme had different objectives and and different types of exploratory activities, and the activities will be in the form of cooperative group learning, experience sharing, scenario interpretation, and group communication.

Depending on the student's time who were taught by using a pre-determined PERMA model intervention. The researcher will use the PERMA model intervention constructed in this study to teach in this volunteer class with mixed majors, mixed grades, and random course selection.In order to reduce errors in the experimental results and to avoid variations in student learning outcomes due to different teaching styles of different teachers, the same teacher conducted the teaching experiment.

3.7 Data Collection

Data were collected from the students who participated in the experiment before implementation, during the implementation phase, and one month after implementation. These data were obtained at different times and were used to compare the assessment scores of students' well-being before and after their participation in the PERMA model intervention.

3.7.1 Pre-test

In a randomized control group pretest-posttest design, students were randomly assigned to receive the intervention as participants. Students who did

not receive the intervention were in the control group. Both samples, experimental and control, will complete the pretest.

In 2024, this study was conducted to predict the level of well-being among the college students (volunteer) of Haiyuan College of Kunming Medical University's. Students will be organized to fill out and complete the college student well-being questionnaire and collect on the spot.

3.7.2 Post-test

Upon completion of all teaching and learning activities, students will be administered questionnaires for the assessment of well-being. With the specific timing planned to be post-test after the end of the course.

3.7.3 Follow up (one month later test)

One month later, student will do the questionnaire again after intervention to more accurately assess and compare the assessment scores of students' well-being before, after a period of time (one month) of their participation in the PERMA model intervention.

3.8 Data Analysis

For the this phase collected research data, the researcher entered it into statistics program.

(1)Experimental group analysis.The study will use One way repeated ANOVA to analysis in three periods:before experiment (pre-test), after experiment (post-test), follow up(one month after the end of the experiment), analyzing the situation in the experimental group.

(2)Compare experimental group and control group.The study will use two way repeated ANOVA to analysis whether the class intervention use PERMA model intervention is effective in improving college students' well-being.The analysis is in three stages: before experiment (pre-test), after experiment (post-test), follow up(one month after the end of the experiment).

CHAPTER 4

FINDINGS

Well-being, the PERMA model, and positive psychological interventions have always been a hot topic in positive psychology. The PERMA model, as a model of well-being, puts forward 5 elements needed to achieve a flourishing life, which provides a theoretical basis for interventions in well-being enhancement. The application of the PERMA model has appeared in clinical medical treatment and education, and the research on the use of the PERMA model in the promotion of college students' well-being in conjunction with teaching still belongs to a relatively new attempt. College students are at a critical stage of their life development, and many studies on college students' well-being focus on the treatment of psychological problems. Many of the teaching interventions for the promotion and enhancement of individual students' own well-being are based on the study of a certain course related to positive psychology, and there are limitations in the conditions for the professional courses to be promoted to all college students for realization. Therefore, there is a need to have an intervention for promoting college students' well-being that incorporates the PERMA model under the perspective of positive psychology. Currently, there is still a need for educational research on the use of PERMA modeling combined as an intervention in college.

Symbol and abbreviation of Data Analysis

The researcher defined the symbols and abbreviations used to analyze the data. They are shown below:

N represents the number of people in the sample.

M represents the average value.

SD represents standard deviation

P represents the level of statistical significance.

LSD represents the least significant difference

Data analysis results

In this study, the researcher introduced three parts of data analysis, as follows:

Phase 1: Analyze and study college student's well-being

Phase 2: Developing PERMA model intervention to improve the college students' well-being

Phase 3: Implementing and experimental evaluation of PERMA model intervention to improve the college students' well-being

Phase 1: Analyze and Study College Student's Well-being

The following definitions and components of college students' well-being were derived from a literature review and informal conversational interviews:

1. Definition and Components of College Students' Well-being

1.1 Definition of college students' well-being

After reviewing the literature, it was found that the consensus view on the definition of college students' well-being refers to the fact that college students' well-being is a multidimensional structure (Ruggeri et al., 2020) that is influenced by many aspects, mainly including an examination of the emotional, psychological, and physiological aspects of the individual. The most studies of college student well-being use affective components, positive and negative emotions, as indicators of student well-being. Traditionally, the age of college students is generally around 17-25 years old (Zhang et al., 2016). Well-being tends to combine both subjective well-being (SWB) and psychological well-being (PWB) (Seligman, 2011; Compton & Hoffman, 2020; Disabato et al., 2016). SWB is defined as people's evaluation of their lives, while PWB is recognized as representing optimal human functioning (Diener et al., 2009). Researchers have integrated SWB and PWB, arguing that their two conceptual systems and measures complement each other and together reveal the essence of well-being (Diener et al., 2019, 2010). Miao (2003) integrated subjective well-being and psychological well-being that their two conceptual systems and measurement indicators complement each other and together reveal the nature of well-being, proposed that well-being is actually the concept of comprehensive well-being, arguing that well-being is the unity of enjoyment and meaning, subjectivity and objectivity, and constructed the connotation of

well-being that is both pleasure and value. Good interpersonal relationships necessitate the capacity to support others, as well as the ability to be supported by others, which is of paramount importance for well-being (Diener et al., 2010). It is evident that incorporating social well-being as a measure of the essential components of well-being, in addition to SWB and PWB, is a more logical approach. Good interpersonal relationships necessitate the capacity to support others, as well as the ability to be supported by others, which is of paramount importance for well-being (Diener et al., 2010). College students' well-being evaluations are all derived from their individual standard evaluations and value judgments (Miao et al., 2015). The definition of college students' well-being is summarized as consisting mainly of subjective and objective aspects of well-being, with some social support (e.g., interpersonal support) to be added.

Through interviews, it was found that the interviewed teachers unanimously believed that the definition of being among college students is an evaluation based on their own feelings. It refers to an overall evaluation of how students perceive themselves, which is influenced by subjective and objective factors. In terms of well-being, college students mainly consider whether they are satisfied with various aspects of life, whether they identify with them, whether they accept their current situation, and whether they feel content. Students experience a higher level of satisfaction in various aspects when they have positive attitudes and feel supported by others. Their self-identification also plays a significant role in their well-being and sense of belonging. "Well-being primarily depends on whether students perceive themselves as happy or not, if they are satisfied with their situation or not, and if they have a positive attitude. The mindset and personal evaluation criteria differ among individuals when it comes to experiencing well-being. For example, some students may feel extremely happy when they pass an exam just barely; while others may be very frustrated and unable to do so because passing merely by the minimum standard does not provide them a sense of achievement or value - such students would consider this as impacting their well-being." (Expert 3)

To sum up, through the literature review and expert interviews, the definition of college students' well-being can be summarized as follows: college students' well-being refers to a kind of comprehensive feeling of college students themselves, their overall evaluation of satisfaction with all aspects of life, a state of psychological fulfillment dominated by positive feelings. College students usually feel happy, satisfied, self-accepted, get along well with other people, doing things quite well by themselves and so on.

2. Components of College Students' Well-being

1) After the researcher's study of through literature and interviews with experts came up with 5 components of college students' well-being, which are as follows:

Component-1 Positive feeling

Positive emotions and positive experiences are both considered important components in the study of well-being, as they have a significant impact on one's sense of well-being (Miao et al., 2015). Numerous studies on college students' well-being emphasize the positive aspects, including positive emotions, positive experiences, positive attitudes, and positive expression (Diener et al., 2019; Aulia et al., 202; Soutter et al., 2014; Miao et al., 2015; Long et al., 2012; Donat et al., 2016). These studies highlight the importance of having more positive feelings than negative ones for achieving a balanced state of well-being (Diener et al., 2019). It is observed from these studies that college students' well-being is influenced by various factors such as positive emotions, social relationships, absence of negative emotions, engagement with academic activities, interpersonal factors, and personal achievements (Aulia et al., 202). Having positive feeling helps broaden an individual's thinking and actions while enhancing their overall sense of well-being (Van Cappellen et al., 2014).

Overall, positive feeling have a significant impact on college students' sense of well-being and are considered important components. During informal interviews with college lecturers, it was consistently found that many students lacked motivation and displayed negative attitudes or indifference towards various

aspects of their lives. These findings indicate that the presence of positive feeling is crucial for fostering a sense of well-being among college students.

Component- 2 Self-worth

The definition of well-being includes an important dimension of self-worth, which encompasses the value individuals assign to themselves and sense of satisfaction with themselves (Hoferichter et al., 2021). Self-worth is an internal feeling of self-acceptance and giving oneself affirmation that one is good enough to deserve the love and belonging of others (Miao et al., 2015). Well-being is a beautiful experience of people's psychological optimal state and the full expression of self-worth. College students evaluate their well-being based on their own personal standards and value judgments (Miao et al., 2015). Self-worth can be influenced by feedback from social media, as well as verbal feedback and evaluations from others, which in turn affects one's sense of well-being (Sabik et al., 2019).

Experts expressed that college students often struggle with finding their own self-worth and exhibit poor self-acceptance, which significantly impacts their sense of well-being. The experts stated, "If students believe they have no value or worth, they won't recognize or affirm themselves, leading to lower levels of happiness. Self-worth should be considered an important component in college students' overall sense of well-being".

Component-3 Interpersonal harmony

The world in which college students live is undergoing significant changes in the era of globalization networking, increased knowledge and information transfer, heightened risk, economic inequality, and evolving information. From a developmental perspective college students have unmet needs for well-being; from a societal perspective, they encounter the challenges of transitioning from adolescence to young adulthood and face the pressures and demands of entering society. Therefore, college students require more support for their well-being during these transitions (Bonnie et al., 2017). Positive social relationships with peers, parents, teachers, and family have a beneficial impact on individual well-being. These relationships contribute to personal happiness even in the absence of stressors and help improve overall well-

being (Hoferichter et al., 2021; Kent de Grey et al., 2018). Having better interpersonal interactions with peers is a contributing factor to increased happiness and aids in psychological health and student well-being (Sabik et al., 2019; Holt et al., 2018; Moore et al., 2018). However, school interpersonal relationships and familial connections were not ideal enough for some students due to study-related pressures.

During interviews conducted with teachers from the Student Work Affairs Center who have significant contact with students on campus consistently expressed concerns about communication skills and interpersonal aspects among the student population. These issues significantly impact their overall sense of well-being. Students who receive support from friends or family members tend to navigate difficulties and setbacks more easily. The quality of interpersonal relationships within schools also has a substantial influence on college students' sense of well-being.

Component-4 Life satisfaction

In the study process, researcher have primarily utilized life satisfaction and emotional indicators to assess well-being by incorporating different dimensions. Life satisfaction is an important component of students' well-being and has a significant influence on their happiness (Diener,2000; Hefferon & Boniwell, 2011; Miao et al., 2015; Duan et al., 2012; Mao et al., 202). These findings suggest that general life satisfaction, as a factor in subjective well-being among college students, is negatively associated with stress and anxiety (Weinstein & Laverghetta,2009). The improvement in hope, love, gratitude, enthusiasm, interpersonal relationships, and life satisfaction are interrelated (Park & Peterson 2006). The school environment and are closely linked to students' sense of well-being. If teachers adopt an accepting attitude in classroom rather than being strictly punitive or authoritative, students will experience greater satisfaction (Van Petegem et al., 2008). Life satisfaction represents individual's cognitive evaluation of their overall life circumstances and is one of the most mature indicators for measuring happiness (Proctor et al., 2017).

Component-5 Achievement

Achievement is one of the most important aspects of life, and it is a part of well-being and influences well-being. Achievement has its own value in life and is

a representation of meaning to some extent, combining subjective and objective narratives. Achievement can sometimes be measured by specific outcomes (such as results or exam scores), while other achievement goals involve ongoing development towards a certain objective. Even experiences of failure can be transformed into valuable lessons, as the meaningfulness of an event itself is considered an achievement (Bradford, 2016). There is a positive correlation between students' well-being and their sense of achievement. Students' academic performance in school can influence their sense of well-being (Klapp et al., 2023; Kaya & Erdem, 2021; Bradford, 2016). Engaging school activities, perseverance, and optimism significantly predict achievement goals during academic years. Perseverance and optimism have significant predictive effects on academic performance. In interviews with teachers, many expressed concern that nowadays many college students lack clear goals or any sense of achievement due to various pressures they face such as anxiety about their future prospects. This can result in decreased well-being levels. Therefore, the sense of achievement an important role in college students' overall well-being composition.

On the whole, the components of college students' well-being are positive feeling, self-worth, Interpersonal harmony, life satisfaction and achievement.

2) Validation of component

Exploratory factor analysis was used to demonstrate a good correlation between the five components of student well-being summarized in the interviews and literature and the scales adapted for the five aspects.

TABLE 3 Exploratory factor analysis of college students' well-being

Item	Factor Loading	Commonality	Cumulative %
Positive feeling			
10	0.836	0.809	
11	0.851	0.818	
15	0.865	0.841	55.14%
17	0.825	0.816	
21	0.815	0.796	
22	0.828	0.803	
23	0.840	0.818	
Self-worth			
9	0.837	0.756	
14	0.857	0.772	10.15%
24	0.792	0.815	
25	0.833	0.769	
Interpersonal harmony			
16	0.850	0.803	
18	0.847	0.786	
26	0.867	0.805	6.88%
29	0.769	0.785	
30	0.841	0.801	
31	0.868	0.799	
Life satisfaction			
12	0.842	0.818	
13	0.863	0.847	
28	0.827	0.816	6.49%
32	0.869	0.844	
33	0.865	0.830	

TABLE 3 (Continued)

Item	Factor Loading	Commonality	Cumulative %
19	0.770	0.818	
20	0.853	0.830	
27	0.845	0.816	5.20%
34	0.828	0.830	
35	0.856	0.836	

After the factor analysis, it can be seen that the designed questionnaire has a better degree of interpretation, according to the meaning of the questions in the scale and the rotated component matrix, a loading value of more than 0.5 means that it can be analyzed as an important question item, and the results show that the loading value of each item of the dimensions is more than 0.5, the validity of this questionnaire is high and the questionnaire is effective. Exploratory factor analysis yielded components consistent with the scales and dimensions described by the research design, and it was found that 27 items were explained by 5 factors with a cumulative contribution of 83.86% (Table 3). As a result, the questionnaire was developed and named "College Students' Well-being Questionnaire".

It consists of the following five components: ① Positive feeling ② Self-worth ③ Interpersonal harmony ④ Life satisfaction ⑤ Achievement.

① Positive feeling refer to the overall feeling and idea that an individual has more positive feelings and attitudes than negative feelings and attitudes. Someone often has positive feelings, experiences and expectations such as pleasure, happiness, love, optimism, see the positive and so on.

② Self-worth refers to a person's acceptance themselves for all they are, to affirm themselves often, to find value in themselves or to believe that they are valuable in some way. They believe that they are capable, important, valuable or able to create value, deserving of recognition and respect.

③ Interpersonal harmony refers to a person having warm, safe, sincere, and lasting relationships, having good interpersonal relationships. It will bring emotional relaxation, peace of mind, optimism and a positive outlook. It can give a person psychological support and good feelings in daily life.

④ Life satisfaction refers to an individual's overall sense of fulfillment in all aspects of life and is the degree to which a person's needs are comprehensively satisfied in all aspects of life. It can be influenced by factors such as study, environment, family, health, relationships and personal growth. It is mainly an overall summary and evaluation of an individual's life situation.

⑤ Achievement refers to a specific goal or success that a person achieves in life, a feeling that results from reaching a goal or overcoming an obstacle. An individual usually feels that they have gained something in some way or contributed to something or someone. Achievements can be personal, learned or related to any other area of life.

3) General information of the sample

The sample used to study college students' well-being was undergraduate students who were studying. College students from most parts of China, with valid questionnaires as a sample, 761 college students.

1) The study population consisted of Chinese college students (Population = 44.3 million college students). Based on the Krejcie and Morgan Table, 768 questionnaires were planned to be distributed, assuming a response rate of 50%.

2) In this study, 768 questionnaires were distributed through random voluntary completion by college students. After recovering the questionnaires, 761 valid questionnaires were obtained after excluding blanks, questionnaires with short response time and systematic responses, with a validity rate of 99%. The students were all college students.

As shown in Table 4 , the regions of college can be seen to cover a wide range of areas and are not limited to one or two places, which is representative from the distribution point of view. The distribution of samples in the region is mainly

dominated by "Yunnan", accounting for 20.60%, followed by "Fujian" and "Jiangsu", accounting for 9.30% and 8.70% respectively.

TABLE 4 Region of student family location

Questionnaire Part A	Province	Frequency	Percent	Cumulative Percent
Family Location	ANHUI	42	5.50	5.50
	BEIJING	15	2.00	7.50
	CHONGQING	6	0.80	8.30
	FUJIAN	71	9.30	17.60
	GANSU	23	3.00	20.60
	GUANGDONG	31	4.10	24.70
	GUAGNXI	16	2.10	26.80
	GUIZHOU	20	2.60	29.40
	HAINAN	16	2.10	31.50
	HEBEI	6	0.80	32.30
	HEILONGJIANG	3	0.40	32.70
	HENAN	25	3.30	36.00
	HUBEI	26	3.40	39.40
	HUNAN	10	1.30	40.70
	JIANGSU	66	8.70	49.40
	JIAGNXI	22	2.90	52.30

TABLE 4 (Continued)

Questionnaire Part A	Province	Frequency	Percent	Cumulative Percent
	JILIN	19	2.50	54.80
	LIAONING	6	0.80	55.60
	NEIMENGGU	10	1.30	56.90
	NINGXIA	7	0.90	57.80
	QINGHAI	31	4.10	61.90
	SHANDONG	3	0.40	62.30
	SHAGNHAI	24	3.20	65.40
	SHANXI	17	2.20	67.70
	SHAANXI	9	1.20	68.90
	TIANJIN	6	0.80	73.10
	XKNJIANG	11	1.40	74.50
	XIZANG	15	2.00	76.50
	YUNNAN	157	20.60	97.10
	ZHEJIANG	22	2.90	100.00
	Total	761	100.00	

As shown in Table 5, the basic situation of the 761 college students who filled out the questionnaire can be seen through the frequency count as follows:

TABLE 5 Information of college student

Questionnaire (Part A)		Frequency	Percent	Cumulative Percent
Gender	Male	350	46	46
	Female	411	54	100
	Total	761	100	
Major	Science	398	52.3	52.3
	Humanities	212	27.9	80.2
	Arts and Others	151	19.8	100
	Total	761	100	
	Freshman	140	18.4	18.4
Grade	Sophomore	162	21.3	39.7
	Junior	291	38.2	77.9
	Senior	130	17.1	95
	Fifth Year	38	5	100
	Total	761	100	

TABLE 5 (Continued)

Questionnaire (Part A)		Frequency	Percent	Cumulative Percent
Long-term living place	City	547	71.9	71.9
	Village	214	28.1	100
	Total	761	100	
Leadership experience?	Yes	353	46.4	46.4
	No	408	53.6	100
	Total	761	100	
Only child status?	Yes	453	59.5	59.5
	No	308	40.5	100
	Total	761	100	

In terms of gender, the distribution of the sample is more "female" with 54.00%, followed by "male" with 46.00%. The overall distribution of males and females is not much different. The distribution of the sample in terms of discipline categories is dominated by "Science" with a percentage of 52.30%, followed by "Humanities", "Arts and Others" accounted for 27.90% and 19.80% respectively. In the previous research, Chinese university students study for 4-5 years (for example, some medical majors are 5 years), and the grades are from the first to the fifth year, and the distribution of students is more in "junior year", accounting for 38.20%. This is followed by sophomores with 21.30% and freshmen with 18.4%. In terms of long-term residence, the distribution of the sample is dominated by "city" with a percentage of 71.90%, followed by "village" with a percentage of 28.10%. In terms of whether students held student leadership positions, more students (53.60%) did not hold a student

leadership position. There are 46.40% of students who have not held a student leadership position. In terms of being an only child, 59.50% of students are only children and 40.50% are not.

3. The Current Level of College Student's Well-being

After understanding the basic information of the sample, it is necessary to further understand the overall situation of college students' well-being. To ensure that the main part of the adapted questionnaire (Part B) was assessed more effectively, the assessment was made with reference to both The Scale of Positive and Negative Experience (Feelings scale) (Diener et al., 2019, 2010) to measure the consistency of the overall feelings. Finally, specific levels of well-being were assessed and differences based on demographic variables were compared. The specifics are as follows:

3.1 Status of College Students' Overall Feelings

TABLE 6 Overall feelings of college students

Questionnaire (Feelings scale)	N	Min	Max	Mean	S D	Skewness	Kurtosis
Positive feeling	761	1	5	2.505	1.098	0.641	-1.084
Negative feeling	761	1	5	2.500	1.110	0.671	-1.048
N	761						

Source: The Scale of Positive and Negative Experience (Feelings scale) from Diener et al., (2009, 2010)

Overall feeling Questionnaire could predict long-term well-being, and this feeling questionnaire has an advantage in measuring well-being related experiences (Diener et al., 2009, 2010). As shown in the descriptive analysis in Table 6, in the two dimensions of overall well-being corresponding to positive and negative feelings

(sample size N=761), the mean and standard deviation of positive feelings are 2.505 and 1.098, which are at a middle level of positive feelings, and the mean and standard deviation of negative feelings are 2.500 and 1.110, which are at a middle level of positive feelings. Students' overall well-being is at a middle level, and positive feelings are slightly higher than negative feelings a little bit, and college students' current well-being is at a middle level, and in general, the percentage of positive feelings and negative feelings is about the same.

3.2 College Students' Well-being Level

It can be seen from Table 7 that the level of college students' well-being (mean=3.301) measured in Part B of the questionnaire is slightly below the mean (mean of the mean level of the scale = 4), it could be in the medium-low level. Among the dimensions of students' well-being (N=761), the mean of positive feelings is 3.146 and the standard deviation is 1.678. Self-worth has a mean of 3.100 and a standard deviation of 1.659. Personal harmony has a mean of 3.213 and a standard deviation of 1.729. Life Satisfaction has a mean of 3.213 and standard deviation of 1.729. Satisfaction has a mean of 3.647 and a standard deviation of 1.828. The mean and standard deviation of performance are 3.438 and 1.758, respectively, and the mean of the total scale in part C is 3.301 and the standard deviation is 1.400. Usually, the absolute value of skewness is less than 2 and the absolute value of kurtosis is less than 7, and the data follow an approximately normal distribution. The absolute values of skewness and kurtosis for the present data meet the requirements, and the mean values of life satisfaction and achievement are slightly higher than those of the other three dimensions (positive feelings, self-worth, and interpersonal harmony). In contrast, the three components that are slightly lower need to be strengthened.

TABLE 7 College students' well-being descriptive statistics

Questionnaire (Part B)	N	Min	Max	Mean	S D	Skewness	Kurtosis
Positive feeling	761	1	7	3.146	1.678	0.863	-0.890
Self-worth	761	1	7	3.100	1.659	0.797	-0.934
Interpersonal harmony	761	1	7	3.213	1.729	0.765	-1.067
Life satisfaction	761	1	7	3.647	1.828	0.233	-1.647
Achievement	761	1	7	3.438	1.758	0.429	-1.489
Total	761	1	7	3.301	1.400	0.583	-0.465
N	761						

1) Comparison of college students' well-being-Gender

The independent samples t-test was used to analyze whether there is a significant difference between different genders on the five components of college students' well-being. Through Table 8 it is found that there is a significant difference in the gender factor in self-worth, i.e., the value reaches the level of significance ($P < 0.05$). There is no significant difference in the other four components ($P > 0.05$). Further comparison of means of statistically significant variables shows that females are higher than males in self-worth.

TABLE 8 College students' well-being-Gender statistics

Component	Gender	N	Mean	S D	Std. Error Mean	t	P
Positive feeling	Male	350	3.102	1.675	0.090	-0.661	0.509
	Female	411	3.183	1.682	0.083		
Self-worth	Male	350	2.958	1.618	0.086	-2.197	0.028**
	Female	411	3.221	1.686	0.083		
Interpersonal harmony	Male	350	3.095	1.679	0.090	-1.748	0.081
	Female	411	3.314	1.767	0.087		
Life satisfaction	Male	350	3.548	1.817	0.097	-1.380	0.168
	Female	411	3.731	1.835	0.091		
Achievement	Male	350	3.354	1.750	0.094	-1.214	0.225
	Female	411	3.510	1.764	0.087		

**indicates $P < 0.05$.

2) Comparison of college students' well-being-Major

TABLE 9 College students' well-being-Major statistics

Component	Classification	N	Mean	S D	Std. Error Mean	F	P
Positive feeling	Science	398	3.69	1.807	0.091	54.08	0.001**
	Humanities	212	2.348	1.148	0.079		
	Art and others	151	2.834	1.413	0.115		
	Total	761	3.146	1.678	0.061		
Self-worth	Science	398	3.496	1.704	0.085	33.676	0.001**
	Humanities	212	2.386	1.309	0.09		
	Art and others	151	3.061	1.647	0.134		
	Total	761	3.1	1.659	0.06		
Interpersonal harmony	Science	398	3.708	1.828	0.092	48.933	0.001**
	Humanities	212	2.34	1.167	0.08		
	Art and others	151	3.135	1.631	0.133		
	Total	761	3.213	1.729	0.063		
Life satisfaction	Science	398	4.023	1.812	0.091	22.502	0.001**
	Humanities	212	3.016	1.691	0.116		
	Art and others	151	3.542	1.81	0.147		
	Total	761	3.647	1.828	0.066		
Achievement	Science	398	3.774	1.757	0.088	19.623	0.001**
	Humanities	212	2.865	1.635	0.112		
	Art and others	151	3.356	1.719	0.14		
	Total	761	3.438	1.758	0.064		

**i indicates $P < 0.05$.

It can be observed from Table 9 that there is a significant difference ($p < 0.05$) in all the five components of the professional category factor. Further analysis of the means shows that the means of the different professional categories in the five components of positive feelings, in descending order, are Science, art and others, Humanities. In terms of major categories, Science scored relatively high.

3) Comparison of college students' well-being-Grade

TABLE 10 College students' well-being-Grade statistics

Component	Grade	N	Mean	S D	Std. Error	F	P
Positive feeling	1	140	2.304	1.232	0.104	41.462	0.001**
	2	162	2.606	1.335	0.105		
	3	291	4.019	1.791	0.105		
	4	130	2.930	1.419	0.124		
	5	38	2.609	1.357	0.220		
	Total	761	3.146	1.678	0.061		
Self-worth	1	140	2.234	1.299	0.110	36.334	0.001**
	3	162	2.560	1.346	0.106		
	3	291	3.875	1.689	0.099		
	4	130	3.121	1.618	0.142		
	5	38	2.586	1.309	0.212		
	Total	761	3.100	1.659	0.060		

TABLE 10 (Continued)

Component	Grade	N	Mean	S D	Std. Error	F	P
Interpersonal harmony	1	140	2.366	1.368	0.116	37.104	0.001**
	2	162	2.610	1.348	0.106		
	3	291	4.025	1.817	0.107		
	4	130	3.281	1.637	0.144		
	5	38	2.465	1.095	0.178		
	Total	761	3.213	1.729	0.063		
Life satisfaction	1	140	2.614	1.550	0.131	32.033	0.001**
	2	162	3.265	1.717	0.135		
	3	291	4.428	1.718	0.101		
	4	130	3.685	1.794	0.157		
	5	38	2.968	1.576	0.256		
	Total	761	3.647	1.828	0.066		
Achievement	1	140	2.511	1.487	0.126	35.239	0.001**
	2	162	2.947	1.604	0.126		
	3	291	4.267	1.660	0.097		

TABLE 10 (Continued)

Component	Grade	N	Mean	S D	Std. Error	F	P
	4	130	3.332	1.678	0.147		
	5	38	2.963	1.607	0.261		
	Total	761	3.438	1.758	0.064		

Note: 1 for freshman, 2 for sophomore, 3 for, 4 for, 5 for fifth Year; ** indicates $P < 0.05$.

It can be seen from Table 10 that there is a significant difference ($p < 0.05$) in all the five aspects of the grade factor. Further analysis of the means shows that the means for the interpersonal harmony and life satisfaction, in descending order, are junior, senior, sophomore, fifth and freshman. The means for the three dimensions of positive feelings, self-worth and achievement, in descending order are junior, senior, fifth, sophomore and freshman. As a whole, juniors were at a slightly higher level of mean values on all components of the scale, with a slightly higher level of overall well-being, and freshmen were at a lower level.

4) Comparison of college students' well-being-Long-term living place

TABLE 11 College students' well-being-Long-term living place statistics

Component	Place	N	Mean	S D	Std. Error Mean	t	P
Positive feeling	City	547	3.179	1.638	0.070	0.877	0.381
	Village	214	3.061	1.778	0.122		
Self-worth	City	547	3.221	1.659	0.071	3.270	0.001**
	Village	214	2.791	1.622	0.111		

TABLE 11 (Continued)

Component	Place	N	Mean	S D	Std. Error Mean	t	P
Interpersonal harmony	City	547	3.247	1.700	0.073	0.862	0.389
	Village	214	3.127	1.804	0.123		
Life satisfaction	City	547	3.738	1.782	0.076	2.131	0.034**
	Village	214	3.414	1.926	0.132		
Achievement	City	547	3.563	1.744	0.075	3.163	0.002**
	Village	214	3.118	1.757	0.120		

**indicates $P < 0.05$

In analyzing whether there is a significant difference between the place of long-term living on the three components. It was found (Table 11) that there was a significant difference ($p < 0.05$) between whether the place of long term living was in the city or in the village in terms of self-worth, life satisfaction, and achievement. In the other two components, there is no significant difference ($P > 0.05$). Further comparison of the means of the statistically significant dimensions shows that in terms of self-worth, life satisfaction, and achievement, the means of those who have lived in the city for a long time are higher than those who have lived in the village all along, and that the city experience has an effect on several aspects of well-being.

5) Comparison of college students' well-being-Leadership experience?

TABLE 12 College students' well-being-Leadership experience statistics

Component	Do you hold a student leadership role	N	Mean	S D	Std. Error Mean	t	P
Positive feeling	Yes	353	3.315	1.684	0.090	2.590	0.010**
	No	408	3.000	1.662	0.082		
Self-worth	Yes	353	3.345	1.713	0.091	3.797	0.001**
	No	408	2.889	1.583	0.078		
Interpersonal harmony	Yes	353	3.537	1.776	0.095	4.850	0.001**
	No	408	2.933	1.639	0.081		
Life satisfaction	Yes	353	3.893	1.801	0.096	3.476	0.001**
	No	408	3.434	1.828	0.090		
Achievement	Yes	353	3.622	1.730	0.092	2.697	0.007**
	No	408	3.279	1.769	0.088		

**indicates $P < 0.05$.

As can be seen in Table 12, there is a significant difference ($p < 0.05$) in all five components of student well-being for the factor of students who currently hold or have held a student leadership position. Students who currently hold or have held a student leadership position have higher mean scores than those who have never held a student leadership position. Students who have served as student leaders have higher well-being.

6) Comparison of college students' well-being-Only child status?

In terms of being an only child or not, it can be analyzed through Table 13 that there is a significant difference ($P < 0.05$) in positive feeling. There is no significant difference in the other four aspects ($P > 0.05$). Non-only children are higher than only children in positive feelings. Of course, according to the students' responses, the slight difference in the mean values can be seen in the lower mean values of only children, except for life satisfaction.

TABLE 13 College students' well-being-Only child status statistics

Component	Only child?	N	Mean	S D	Std. Error Mean	t	P
Positive feeling	Yes	453	2.991	1.550	0.073	-3.021	0.003**
	No	308	3.375	1.829	0.104		
Self-worth	Yes	453	3.006	1.576	0.074	-1.860	0.063
	No	308	3.239	1.768	0.101		
Interpersonal harmony	Yes	453	3.117	1.644	0.077	-1.827	0.068
	No	308	3.355	1.841	0.105		
Life satisfaction	Yes	453	3.648	1.776	0.083	0.012	0.991
	No	308	3.646	1.905	0.109		
Achievement	Yes	453	3.388	1.700	0.080	-0.946	0.345
	No	308	3.512	1.840	0.105		

**indicates $P < 0.05$.

By conducting a questionnaire survey on the well-being of college students and analyzing the differences in well-being across demographic variables using statistical methods, researcher aim to understand the current level of well-being and its characteristics among contemporary college students. The conclusions of the survey are **summarized as follows**:

The level of well-being of Chinese college students is in the medium-low level, and the overall feelings are also in the middle level, with space for improvement. From the comparison of demographic variables of college students' well-being, it can be seen some characteristics: female is higher than male in self-worth; Science major categories have higher levels of well-being, while Humanities have lower levels; the mean value of all factors of well-being is slightly higher for junior college students, while the level of freshmen and sophomores is slightly lower. In terms of self-worth, life satisfaction, and achievement, the means were higher for those who had lived in the city for a long time than in the village. The students who are currently serving or have served as student leaders have a higher sense of well-being. Only child is lower in positive feelings, in other 4 aspects although there is no significant difference.

Phase 2: To Develop The PERMA Model Intervention In Order To Promote The College Students' Well-being.

Based on the findings from the previous stage of research, the current level, definition and components of college students' well-being have been clarified. Taking into account the characteristics of the students, researcher have developed a PERMA model intervention to enhance the well-being of college students. Activities are progressively designed according to this PERMA model intervention and introduced in a manner relevant to the students' context, allowing them to participate in course activities for learning and practice. Additionally, the plan permits students to independently carry out various activities, facilitating their future application in real life. This part of the PERMA model intervention is presented in two sections: 1) the first part covers the concepts and principles of PERMA model intervention; 2) the second part demonstrates

how to develop the PERMA model intervention to improve college students' well-being. The details are as follows:

Part 1: Concepts and Principles of Developing A PERMA Model intervention In Order To Promote The College Students' Well-being.

The researcher have clarified the definition and components of well-being in college students. Based on a review of the literature and interview results, the primary framework identifies five key components of college students' well-being: 1) Positive feeling, 2) Self-worth, 3) Interpersonal harmony, 4) Life satisfaction, 5) Achievement.

To enhance well-being, learners can engage in various activities such as specialized positive psychology courses, counseling, and diverse learning interventions. A PERMA model intervention is any method of acquiring new skills or knowledge. In this study, researcher employed an inclusive approach that allows students to enhance their well-being through teaching activity projects integrated into their school schedule. These activities are designed to provide students with pathways to increased well-being. The theoretical foundation is based on positive psychology and well-being theory, using the PERMA model (Seligman, 2011), the problem-based learning (Silva, 2017), and the experiential learning (Kolb, 2018). This combination helps address students' concerns, find solutions, and use experiences to foster their development and growth, providing a robust theoretical basis for further research and practical applications aimed at enhancing college students' well-being. Education should incorporate positive psychology into practice (Seligman et al., 2009). Using the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) in activities designed for students can significantly promote their well-being.

Additionally, researcher sought advice from evaluation model experts and conducted informal interviews to better understand how to develop a PERMA model intervention. To improve college students' well-being, experts and educators reached a consensus, summarized as follows:

1) Enhancing well-being is beneficial for the future. Teaching students how to adopt a positive attitude and promote well-being is crucial content and practical skill. Every student should have the opportunity to express and learn in activities.

2) The number of activities doesn't need to be extensive. The key is sharing and learning from each other, which can be critical for future behavior and practice, allowing students to recall the suggestions and encouragement from the activities.

3) Traditional teaching methods in China are often very conventional due to large class sizes. Project activities should be distinguished from traditional courses to increase students' experiential engagement and focus.

Part 2: A PERMA Model Intervention In Order To Promote The College Students' Well-being.

A PERMA model intervention is a formal representation of the characteristics and patterns of the learning process. It is a set of system designs based on a particular learning theory and designed to help students achieve their learning goals. It has learning environment settings and interactive processes that help students achieve better learning outcomes. The learning model of this study (called PERMA model intervention) is constructed on the basis of positive psychology theory, well-being theory (PERMA model), consider a combination about some of these steps from problem-based learning and experiential learning.

1. The goal of developing a PERMA Model intervention

In this study, the PERMA model intervention, which was designed to improve college students' well-being, was a series of learning activities designed and developed by the researcher. In order to provide the participating college students with an improved sense of well-being, it consists of five components and objectives as follows: (1) In order to enhance the positive feelings of the college students to have positive attitudes and emotions to face their lives (2) In order to improve the evaluation of self-worth of the college students. Accept themselves, affirm themselves, and find their own value. (3) In order for college students to increase the degree of harmony in interpersonal relationships and master some necessary interpersonal communication

skills. (4) In order for college students to improve their life satisfaction. (5) In order for college students to increase their sense of achievement. There are 14 lesson plans in the study model. In each program/lesson, the researcher used learner-centered learning management principles and psychological techniques.

2.The implementation process of PERMA Model intervention

The PERMA model intervention is divided into a prerequisite/precondition and four steps, the prerequisite is the use of the PERMA model in each lesson, and the four PERMA model intervention steps are (1)Step1 Lead in.Warming up and introduction lead to main theme of the lesson (posing questions, creating a learning situation), (2)Step 2 Small lecture and guidance,teacher's mini-classroom and guidance (teaching of concept, etc.), (3)Step3 Activity,practical activities (small group learning, discussion, sharing and simulation scenario), (4)Step 4 Comprehensive evaluation and Conclusion,positive evaluation, fixed assignments.Comprehensive evaluation and summary (positive evaluation, fixed assignments, "what you have gain today" and feedback from the teacher's homework, and classroom summary).

2.1 Prerequisite—Using the PERMA model in class

2.1.1 Creating Learning Positive Atmosphere——Positive emotion

Teachers will create a positive classroom atmosphere according to teaching needs, carefully selecting positive activities suitable for students to carry out, and using positive attitudes and emotions to explain and understand the problems during the lesson, and teachers will use positive words to answer, guide, affirm, explain or solve problems. Of course, when students ask questions, the teacher guides the students to think positively and answer them, creating a positive and relaxed learning environment and atmosphere.

2.1.2 Group learning——Relationship & Engagement

In group activities, discussions between students, simulation scenarios and other activities, students can use their knowledge, experience and accumulation to respond to team learning activities, in the process, there will be different classmates' answers to learn from, there will be different possibilities for students to respond to, students can actively interact with each other and express themselves.They

can also learn from other students' answers when they think they need to, to learn from them and to expand their thinking.

2.1.3 Participate in Every Activity—Engagement & Relationship

Classroom practical activities in the session, each student needs to participate and speak, for active students will be more to promote engagement in the course participation; group activities, individual activities need to participate in the completion of the teacher will pay attention to and ask questions to each student, even for students who are not particularly active, but also to make him have to pay attention to the lecture and seriously participate. Requiring students to participate in every activity and every question ensures commitment. Group activities, discussions, etc. are done with others, relationships with and understanding of other students are utilized.

2.1.4 Achievement sharing and evaluation—Meaning & Achievement

Students will feel positive energy, positive emotions and attitudes throughout the course, firstly, they will express their opinions and answers to questions during the discussion, evaluate their own performance through their speeches and the sharing of other groups, and get inspired and find out the meaning in the process; based on the sharing of the other students in the group, they will find out the areas where they performed very well and give feedback in positive language. At the same time, teachers can participate in group discussions and provide guidance to them.

2.1.5 Comprehensive evaluation—Meaning & Achievement

This part is part of the fixed individual classwork feedback, where students submit their own tasks, such as writing about today's takeaways (write at least 3 positive and good things or review how today's strategy will be better used in their lives), the teacher evaluates and interacts with the students based on their work and gives them credit for it. Based on the teacher's assessment, the students can use the strategy better in their practice after the lesson.

2.2 The Four Steps of leaning model

2.2.1 Lead in

In this step create a scenario and do the course introduction, the lecturer gives examples close to learning and life, asks questions and triggers students

to think. In the introductory stage open-ended questioning of classmates, collecting answers, giving positive feedback and guidance, asking as many students as possible according to the classroom time, initially summarizing the answers of the classmates, and inviting students to reflect on their own solutions and the differences between the various responses.

2.2.2 Small lecture and guidance

In this step, students are given the opportunity to master the methodology. The teacher explains knowledge related to the lesson topic of the lesson, teaches the lesson in a more multidimensional way, provides problem-solving strategies and ways of thinking to allow students to master the methodology and guides students to expand their thinking to explore more positive answers and possibilities.

2.2.3 Activity

Activities in the classroom are carried out at this stage and are a key part of the lesson, with each student participating in the activities, completing the work and receiving feedback. During the activities the teacher guides the students to find better ways of solving problems, reflecting on and refining their own practices and ways of thinking, and applying them in the classroom and after school to improve themselves. Activities include brainstorming (teachers ask questions and students answer them, providing a variety of answers to stimulate thinking), discussions, scenarios and group work.

2.3.4 Comprehensive evaluation and Conclusion

In the summary phase, the researcher asks the students to summarize the results of each activity and discuss the application. To increase their sense of well-being. This is the final step, a comprehensive evaluation and conclusion, where each class asks students about every aspect of their well-being and at the end of the activity, feedback is given to the teacher about how the students felt. In addition to the teacher's enquire in class, there is also individual classwork feedback, where students submit their tasks and receive positive feedback, and the teacher gives a final summary of the key points in the classroom, acknowledging the advice given and encouraging practice at the end of the class. The fixed classroom assignment is to write

"what is your gain", where the teacher assesses the students' work and interacts with them to give them positive feedback. Based on the teacher's assessment, the students will be able to better apply the lessons in practice after the class.

1.Content used to organize learning activities

In this study, college students' well-being comprises five components, and the course activities will focus on these areas. The considerations are as follows:

1) Relevance to students' daily lives. The cases and examples used in the theoretical introduction will be drawn from problems, experiences, and events that students have encountered. This ensures that the content is directly relatable and engaging for the students. 2) Lesson plan about activities: based on the characteristics of college students and preliminary discussions with them, the lesson will primarily involve interactive communication and practical exercises rather than sitting in a classroom learning complex theories. This approach requires the researcher to prepare numerous examples related to the five aspects of well-being and to have a good understanding of student preferences. 3) Lesson content sequence: Positive feelings will be addressed first, as they influence students' attitudes and thinking patterns in every session. This is supported by literature indicating that positive emotions significantly impact well-being. And then could be self-worth and interpersonal harmony. Self-worth is influenced by support from friends, family and teachers (Hoferichter et al., 2021). Thus, the lesson on self-worth will be linked to the session on interpersonal harmony. After understanding self-worth, students will further solidify their interpersonal communication skills. Teacher recognition, support, and evaluation are crucial for students' sense of achievement (Heffner & Antaramian, 2015). Life satisfaction affects students' engagement and achievement (Heffner & Antaramian, 2015). Therefore, the course on life satisfaction will be scheduled before the session on achievement. The course will culminate in students linking their overall learning and course achievements, allowing them to fully appreciate the power of well-being gained from each component. 4) By aligning the course structure with the PERMA model and addressing key influences on

well-being, the course aims to enhance college students' well-being through practical, relatable, and engaging activities.(Smith & Ragan, 2005)

2.Duration

The PERMA model intervention includes 14 lesson plans per session, each lesson lasting approximately 90 to 120 minutes. This PERMA model intervention will be implemented for approximately 4 weeks.

3.Principles of organizing learning activities

The principles for organizing learning activities in this study are as follows: (1) Encourage higher-order thinking: allow students to engage in advanced cognitive processes such as analysis and decision-making. (2) Foster interaction: provide ample opportunities for students to interact with one another. (3) Promote active participation: encourage students to actively participate in various activities. (4) Celebrate success: motivate students by celebrating their successes in learning or activities. (5) Use positive reinforcement: stimulate cognitive effort through positive reinforcement. (6) Create a safe learning environment: ensure a pressure-free setting where students feel comfortable collaborating with others. (7) Encourage freedom of thought: organize an environment that supports freedom of thought and the acceptance of different opinions. (8) Respect opinions: provide opportunities for students to express their thoughts and feelings without judging right or wrong, respecting all opinions. (9) Provide positive feedback: offer constructive feedback that builds confidence, focusing on skills, processes, and specific efforts to encourage improvement and development.(Smith & Ragan, 2005; Slavin's ,2018)

4.The role of researcher/organizers of learning activities

The roles of researcher or organizers in learning activities are: (1) Understand PERMA model intervention: study the details of various learning models. (2) Prepare activities in advance: plan and prepare learning activities ahead of time. (3) Listen and support: listen to students without bias, offering support and encouragement. (4) Create a positive atmosphere: foster a joyful and engaging learning environment that encourages diverse perspectives and problem-solving. (5) Supervise activities closely: monitor student activities and provide assistance when necessary.

(6) Guide and advise: observe student behavior, helping them understand the purpose of each activity and providing suggestions to achieve activity goals. (7) Offer practice opportunities: provide students with chances to practice expressing thoughts, communicating, and collaborating without judgment. (Smith & Ragan, 2005; Slavin's ,2018)

5.The roles of participants in learning activities

The roles of participants in learning activities are: (1) Cooperate and participate: engage actively and cooperatively in every activity. (2) Express opinions freely: share viewpoints based on personal interests during activities. (3) Respect others' opinions: show respect for the opinions of other participants. (4) Listen and encourage: listen attentively to others and offer appropriate encouragement. (5) Collaborate on opinions: work together to express and refine ideas. (6) Observe and help: observe behaviors and offer sincere help without bias, demonstrating genuine willingness to assist. (7) Comply with activity requirements: follow the requirements of each activity diligently and responsibly. (8) Reflect and document: record reflections after each activity and complete any assigned tasks or homework. (Smith & Ragan, 2005; Slavin's ,2018)

In this study, the researcher developed a PERMA model intervention to improve college students' well-being. It consists of 14 lesson plans, as detailed in Appendix F. From here, the researcher present the key concerns in each learning program only.

Lesson1 Orientation

Orientation serves as a vital process in fostering connections among professional students, educators, researcher, and peers. It aims to cultivate an environment characterized by warmth, enthusiasm, joy, and engagement in learning activities. Within such a setting, students feel at ease, empowered to demonstrate their skills, express their perspectives, and share their emotions openly. Moreover, during orientation, researcher clarify objectives and ensure that students participating in all activities understand the initial agreements, detailed information, and potential benefits. Additionally, researcher provide insights into the concept of "well-being" empowering

students to actively participate in forthcoming activities and unlock their full potential with efficiency.

Lesson2 Positive feeling 1

Positive feeling refer to the overall feeling and idea that an individual has more positive feelings and attitudes than negative feelings and attitudes. Positive feelings, as an important component, are a major influence on college students' well-being, and it is important for college students to look for, feel, discover, and apply aspects of positive feelings. Understanding and fostering positive feelings are essential for enhancing students' overall well-being. This lesson focuses on helping students recognize positive in their daily lives, which can contribute to improved mental health and happiness. By identifying and acknowledging positive experiences, students can learn to shift their focus from negative to positive aspects of their lives, leading to increased positive emotion, optimism and resilience, and finding their positive feeling in the life .(Miao et al., 2015; Diener et al., 2009, 2010)

Lesson3 Positive feeling 2

This lesson aims to reinforce the understanding of positive feeling by creating a Positive Feeling Wall. Students will use positive words to construct this wall, enhancing their ability to recognize and internalize positive experiences and feelings. Building a "Positive Feeling Wall" serves as a visual representation of collective positive within the group. This activity encourages students to articulate and share positive emotions, creating a supportive and encouraging environment. By writing and drawing on the wall to create the positive feeling wall on their own heart. Students not only reinforce their own positive experiences but also inspire others to recognize and celebrate positive. Encourage students to express these positive feelings through various way like writing, art, or verbal sharing

Lesson4 Positive feeling 3

Becoming a positive thinker involves developing a mindset that focuses on optimism and constructive thoughts. "Becoming a Positive Thinker" focuses on the practical application of positive thinking techniques learned throughout the course. This lesson emphasizes the importance of integrating other lessons' strategies

into everyday life to enhance overall well-being. This session will teach students strategies to find their thinking patterns by positive, sharing and using positive, promoting a more positive and resilient outlook. By practicing and embodying positive thinking, students can better manage their attitude, stress, improve relationships and their life satisfaction, ultimately fostering a happier and more well-being college experience.

Lesson5 Self-worth 1

Recognizing and appreciating one's personal strengths is fundamental to building self-worth. Strengths are the abilities and attributes you utilize daily that bring you joy and vitality. These represent your core strengths. The more frequently you incorporate them into your life, the more invigorated you'll become and the better you'll be able to discover and develop latent strengths. This session focuses on helping students identify their unique strengths and understand how to leverage them in their personal lives. Acknowledging strengths boosts confidence and encourages a positive self-image. (Linley et al., 2010) Studies indicate that utilizing the strengths can boost confidence, enhance well-being, foster positive relationships, and alleviate stress and anxiety. (Carr, 2013; Niemiec, 2023)

Lesson6 Self-worth 2

Never stop learning and never stop developing yourself are two important conditions for experiencing well-being. Self-acceptance and affirmation are critical for maintaining a healthy sense of self-worth. This session focuses on teaching students to appreciate and affirm themselves, which can enhance their confidence and overall well-being. Affirmations are positive statements that can help students overcome self-doubt and negative thinking.

Lesson7 Achievement

Experiencing a sense of achievement is crucial for students' motivation and self-worth. Achievement refers to a specific goal or success that a person achieves in life, a feeling that results from reaching a goal or overcoming an obstacle. An individual usually feels that they have gained something in some way or contributed to something or someone. Achievements can be personal, learned or

related to any other area of life. This lesson focuses on helping students recognize and celebrate their achievements, both big and small. At the same time, encouraging them to try and keep learning new things will have multiple positive effects on everyone's well-being. In addition to being open to new ideas, it helps everyone to always be curious and focused. Most importantly, it also provides everyone with a sense of achievement and a gain in self-confidence and resilience. By acknowledging their achievements, students can build confidence and foster a sense of fulfillment.

Lesson8 Self-worth and achievement

Self-worth and achievement are closely linked, as recognizing and appreciating one's accomplishments can significantly enhance one's sense of self-worth. Self-worth, the intrinsic value one places on oneself, is often reinforced by external achievements and successes. When students achieve their goals, no matter how small, they experience a sense of accomplishment that boosts their confidence and self-esteem. This positive feedback loop encourages further effort and resilience, leading to more achievements and a stronger sense of self-worth. By understanding this connection, students can learn to set realistic goals and acknowledge their progress, thus continually reinforcing their self-worth. This practice not only improves their lives but also prepares them for future challenges by fostering a resilient and positive mindset. This session emphasizes the connection between self-worth and achievement. By recognizing their individual value and setting personal goals, students can be motivated to achieve more. Understanding and utilizing their strengths in goal-setting helps students enhance their self-worth and sense of accomplishment. (Deci & Ryan, 2000; Bandura, 1997; Locke & Latham, 2002)

Lesson9 Interpersonal harmony1

Understanding and improving interpersonal relationships is crucial for well-being. Interpersonal harmony refers to a person having warm, safe, sincere, and lasting relationships, having good interpersonal relationships. It will bring emotional relaxation, peace of mind, optimism and a positive outlook. It can give a person psychological support and good feelings in daily life. This lesson introduces students to the concept of positive interpersonal interactions, focusing on positive responses, think

in someone's position, interacting with others, and establishing and maintaining positive interpersonal relationships. and the importance of gratitude and goodwill in relationships.

Lesson10 Interpersonal harmony 2

Effective communication skills are essential for maintaining healthy relationships. The skill of listening, which goes beyond just hearing words. Effective communication is a vital skill for personal and professional success, encompassing both the ability to express oneself clearly and the ability to listen effectively. Effective expression involves conveying your thoughts, feelings, and ideas in a way that is easily understood, which enhances understanding, fosters positive relationships, and prevents misunderstandings. Key strategies for effective expression include knowing your audience, getting to the point, using clear and simple language, and providing examples when necessary. Compassionate communication further enhances this by building open and respectful relationships, allowing for the clear expression of needs and wants while considering the needs of others. This involves observing without judgment, accurately expressing feelings, linking feelings to needs, and articulating needs in positive language. This lesson focuses on teaching students how to listen and express themselves clearly and effectively, which can lead to better understanding and stronger relationships. (Gottman, 1995; Rosenberg, 2015)

Lesson11 Interpersonal harmony 3

Effective questioning and answering are pivotal in bridging gaps in communication and fostering strong interpersonal relationships. Effective questioning involves asking clear, purposeful questions that promote understanding and engagement. Effective answering means providing clear, concise, and relevant responses that address the questions posed. Expressing and meeting personal needs accurately is vital for well-being and relationship health. This lesson aims to teach students how to identify their needs and communicate them effectively, which can lead to better personal and professional relationships.

Lesson12 Life satisfaction1

Life satisfaction refers to an individual's overall sense of fulfillment in all aspects of life and is the degree to which a person's needs are comprehensively satisfied in all aspects of life. It can be influenced by factors such as study, environment, family, health, relationships and personal growth. It is mainly an overall summary and evaluation of an individual's life situation. In this lesson, we will explore what life satisfaction means to each of us, identify areas where we feel dissatisfied, and learn strategies to improve our sense of well-being. Researcher will also take the time to acknowledge and appreciate the positive aspects of our lives, fostering a greater sense of gratitude and well-being. (Rezaei & Bahadori Khosroshahi, 2018)

Lesson13 Life satisfaction2

Life satisfaction refers to an individual's overall sense of fulfillment in all aspects of life. It is a measure of how content we are with our lives and encompasses various aspects such as our health, relationships, achievements and so on. It encompasses various dimensions such as our sense of self-worth, the goals we set, the attitudes we maintain, and the relationships we nurture. Understanding life satisfaction through the lens of others' experiences can provide valuable insights and inspire us to reflect on and improve our own lives. In this lesson, researcher will delve into these themes by exploring real-life stories and examples. We will focus on how individuals have overcome significant challenges and the strategies they employed to enhance their life satisfaction. By reflecting on these experiences, students can identify parallels in their own lives and consider practical ways to improve their well-being.

Lesson14 Conclusions and future directions

Concluding the course involves summarizing the key concepts learned, reflecting on personal growth, and setting future goals for continued well-being. When organizing activities to improve college students' well-being based on the use of the PERMA model and the four steps to form a PERMA model intervention, now, the final stage has been reached. It is necessary to organize activities to end the training and give students the opportunity to reflect on their thoughts, feelings, review and summarize what they have learned from the various activities. In this lesson, students

are provided with answers to the questions that still remain. And also provides an opportunity for students to consolidate their learning and plan for ongoing personal development. At the same time, it summarizes the overview of what has been learned and encourages students to apply it as concretely as possible, preparing them for the future and focusing on their own well-being and growth in all areas.

PERMA model intervention For Promoting College Students' Well-being. The teaching profession includes 14 learning plans/sessions, summarized in Table 14.

TABLE 14 PERMA model intervention For Promoting College Students' Well-being

Times	Learning Activity	Objective	Technique/Strategy
1	Orientation	<ol style="list-style-type: none"> 1. Introduction to activities and lesson plan 2. Introduction of the overall framework and goals of the lessons, guiding students to understand the five components of college students' well-being. 3. Students introduce themselves, share their expectations and write down their problem. 4. Explanation of the roles of the researcher and the student. 5. Discussion of the rules and requirements of the lesson. 	<ol style="list-style-type: none"> 1. Power Point 2. Discussion 3. Sharing and question 4. Power Point
2	Positive feeling1 —understanding, finding, seeing and recalling” positive”	<ol style="list-style-type: none"> 1. To guide students to recognize the importance of positive affect and lay the foundation for subsequent activities 2. To enhance students' awareness of positive feelings and inspire the expression of positive feelings. 	<ol style="list-style-type: none"> 1. Lecture 2. Group sharing 3. Discussion 4. Power Point
3	Positive feeling2 —positive emotion wall, feeling and express positive	<ol style="list-style-type: none"> 1. To create a space where positive feelings are made visible and shareable. 2. To stimulate positive feelings in others through sharing. 3. To increase students' attention to positive factors. 	<ol style="list-style-type: none"> 1. Lecture 2. Individual work 3. Group sharing and discussion 4. Power Point

TABLE 14 (Continued)

Times	Learning Activity	Objective	Technique/Strategy
4	Positive feeling³ —sharing a positive experience, become a positive thinker	<ol style="list-style-type: none"> To provide a variety of perspectives to see something positive. To deepen the experience of positive feelings and enhance the expression and resonance of emotions. To enhance students' awareness of positive emotions and inspire the expression of positive emotions. 	<ol style="list-style-type: none"> Lecture brainstorming Group sharing and discussion Power Point
5	Self-worth¹ —your strength and sharing	<ol style="list-style-type: none"> To enable students to recognize their strengths and build a sense of self-affirmation. To clarify students' perception of their strengths and enhance their sense of self-worth. 	<ol style="list-style-type: none"> Lecture Group discussion Class sharing Power Point
6	Self-worth² —Self acceptance and affirmation	<ol style="list-style-type: none"> To increase students' positive perception and affirmation of their sense of self-worth. To develop students' ability to overcome negative self-evaluation and build a positive self-image. 	<ol style="list-style-type: none"> Lecture Individual Design Discussion Sharing
7	Achievement —find a sense of achievement, try to reach a small goal	<ol style="list-style-type: none"> To find a sense of achievement by overcoming, or having overcome, a setback. To reach a small goal that reinforces the student's perception of goal reaching and enhances the sense of achievement. To raise students' expectations of future development and encourage the setting of longer-term personal goals. 	<ol style="list-style-type: none"> Group sharing Class sharing Discussion
8	Self-worth and achievement —set a goal and encourage to pursue it	<ol style="list-style-type: none"> To further emphasize the sense of individual value and to make students accept themselves, so as to motivate them to set and pursue personal goals. To learn to set a goal and work to achieve it. 	<ol style="list-style-type: none"> Group sharing Class sharing Video
9	Interpersonal harmony¹ —pass on a message, positive response to good news, expressing gratitude, learning forgiveness	<ol style="list-style-type: none"> To learn thinking empathy, interacting with others, and establishing and maintaining positive interpersonal relationships. To identify the principles of interpersonal communication, familiarize with interpersonal communication methods and practice them in daily life. 	<ol style="list-style-type: none"> Discussion Brainstorming Game Sharing Role play
10	Interpersonal harmony² —communication skills	<ol style="list-style-type: none"> To learn how to listen effectively. To learn how to use effective expression 	<ol style="list-style-type: none"> Discussion Sharing Role playing scenario

Table 14 (Continued)

Times	Learning Activity	Objective	Technique/Strategy
11	Interpersonal harmony³ —communication skills	1. To learn to ask questions effectively 2. To learn to answer effectively	1. Discussion 2. Sharing 3. Role playing scenario
12	Life satisfaction¹ —finding and seeing everything you have	1. To find out what areas students are dissatisfied with and to guide them to try to solve it in a positive way 2. To improve students' cognition and understanding of life satisfaction. 3. To guide students finding and seeing what they already have to improve life satisfaction.	1. Lecture 2. Group discussion 3. Class sharing 4. Power Point
13	Life satisfaction² —Cherish everything you have and consider practical ways to Improve on your own way	1. To improve students' practical understanding of life satisfaction by learning about other people's experiences and reflecting on their own. 2. To encourage students to think about and improve specific aspects of their lives.	1. Lecture 2. Group discussion 3. Class sharing 4. Movie
14	Conclusions and future directions —Future Speech: The best of me in the future	1. To emphasize student growth in each area of well-being and encourage continued future development. 2. To develop a future action plan that promotes students' valuing and active participation in their own well-being.	1. Discussion 2. Assessment and feedback 3. Power Point

Phase 3: Implementing and Experimental Evaluation of PERMA Model Intervention To Improve The College Students' Well-being

Evaluation of the experiment using the PERMA model intervention to promote college students' well-being. Researcher formulated the following hypotheses to evaluate the experiment:

Hypothesis 1: College students in the experimental group, who receive the PERMA model intervention, will show an increase in well-being immediately after the experiment (post-test) and one month after the completion of the experimental program (1M later). Hypothesis 2: College students in the experimental group, who receive the PERMA model intervention, will show a greater increase in well-being at the post-test and at one month after the experimental program (1M later) compared to the control

group, which does not receive the PERMA model intervention. Data analysis results as following:

1. Grouping Information

1.1 Grouping of experiments

Based on the voluntary random enrollment of the first 50 students, the researcher divided the students into an experimental group of 25 samples and a control group of 25 samples (Table 15). The grouping principle involved arranging the total scores from low to high and then upset based on the mean score bands, and randomly assigning the students to two groups by cross. This ensured that the average well-being mean of the two groups were similar and showed no significant difference (Table 16, Table 17).

TABLE 15 Volunteer grouping information

Group 1- Experimental			Group 2- Control		
NO.	Mean	Score	NO.	Mean	Score
1	2.63	71	2	1.59	43
3	2.96	80	4	3.19	86
5	3.19	86	6	3.30	89
7	3.41	92	8	3.33	90
9	3.44	93	10	3.33	90
11	3.52	95	12	3.52	95
13	3.59	97	14	3.63	98
15	3.78	102	16	3.67	99
17	3.81	103	18	3.78	102
19	3.96	107	20	3.89	105
21	4.00	108	22	3.96	107
23	4.04	109	24	4.04	109

TABLE 15 (Continued)

Group 1- Experimental			Group 2- Control		
NO.	Mean	Score	NO.	Mean	Score
25	4.04	109	26	4.11	111
27	4.07	110	28	4.19	113
29	4.15	112	30	4.26	115
31	4.37	118	32	4.26	115
33	4.41	119	34	4.48	121
35	4.48	121	36	4.48	121
37	4.63	125	38	4.70	127
39	4.70	127	40	4.81	130
41	4.89	132	42	4.89	132
43	4.96	134	44	5.19	140
45	5.30	143	46	5.37	145
47	5.48	148	48	5.52	149
49	5.67	153	50	6.00	162
Total	4.139		4.140		
N	25		25		

The 50 samples in the experimental group and the control group were subjected to normality testing and tests for homogeneity of variances, both of which were satisfied. The mean scores for the experimental group and the control group were 4.139 and 4.140, respectively. This indicates that there was no statistically significant difference in the means ($p > 0.1$) between the experimental and control groups. Thus, it is appropriate to proceed with the PERMA model intervention.

TABLE 16 Test of normality of group

Group	Kolmogorov-Smirnova ^a			Shapiro-Wilk		
	t	df	p	t	df	p
Experimental group	.095	25	.200	.987	25	.980
Control group	.108	25	.200	.965	25	.511

*indicates $P < 0.1$, significant.

1.2 General information of the sample(intervention) of volunteers

From Table 17, it is evident that among the 50 students who volunteered for the intervention project, 14 were male (28%) and 36 were female (72%). Students majoring in Science constituted the majority with 48 participants, while only 2 were from Humanities. The breakdown by academic year shows 19 freshmen (38%), 13 sophomores (26%), 16 juniors (32%), and 2 seniors (4%). The distribution between students from urban and rural areas was relatively balanced, with 29 students from urban areas and 21 from rural areas. Within the sample, 60% of the students (30 individuals) had held student leadership positions, whereas 40% (20 individuals) had not. Additionally, 14 participants (28%) were only children, while the remaining 36 were not.

TABLE 17 Descriptive statistics of volunteers(Experimental group+Control group)

Items	Frequency	%	
Gender	Male	14	28
	Female	36	72
Major	Science	48	96
	Humanities	2	4

TABLE 17 (Continued)

Items		Frequency	%
Grade	Freshman	19	38
	Sophomore	13	26
	Junior	16	32
	Senior	2	4
Long-term living place	City	29	58
	Village	21	42
Leadership experience?	Yes	30	60
	No	20	40
Only child status?	Yes	14	28
	No	36	72
Total		Total	100

2. Results of Data Analysis For The Experimental Group

2.1 In this study, the researcher used a one-way repeated measures ANOVA to compare the well-being of college students in the experimental group before the experiment(Pre-test), after the experiment(Post-test), and follow-up .

2.1.1 The mean results of college students' well-being before the experiment, after the experiment and the follow-up (1M later).

TABLE 18 One-way repeated measures ANOVA for experimental group(n=25)

Experimental stage	Mean	SD	F	<i>p</i>	LSD
Pre-test	4.139	.766			3>2
Post-test	4.958	.758	12.387	.001	3>1
Follow up	5.225	.880			2>1

Table 18 shows that the mean of college students' level of well-being before the experiment was at the middle level (M=4.139, SD=.766). After the experiment it was at medium-high level (M=4.958, SD=.758) and at the end of the follow-up stage (1M later) it was at high level (M=5.225, SD=.880).

2.1.2 Correlation analysis of college students' well-Being before the experiment (Pre-test), after the experiment (Post-test), and follow-up (1M Later) (n=25).

TABLE 19 Correlation analysis of college students' well-being before experiment , after experiment and follow-up

		Pre-test	Post-test	Follow up
	Mean	4.139	4.959	5.225
Pre-test	4.139	1	0.989**	0.941**
Post-test	4.959		1	0.947**
Follow up	5.225			1

Note: ** indicates significant correlation at the 0.01 level (two-tailed).

Table 19 shows that the mean scores of college students' well-being in the experimental group differ at various stages. The mean score of well-being after the experiment (Post-test) is higher than that before the experiment (Pre-test). Additionally, the mean score at the follow-up stage (1M later) is higher than both the Post-test and Pre-test mean scores. These differences are statistically significant at the .01 level.

2.2 Comparative analysis of mean and standard deviation of college students' well-being in the experimental group before the experiment (Pre-test), after the experiment (Post-test), and follow-up (n=25)

TABLE 20 One-way repeated measures ANOVA for experimental group

Component	Experimental stage	Mean	S D	F	<i>p</i>	LSD
Positive feeling	Pre-test	4.022	.876	12.237	0.001**	3>2
	Post-test	5.045	.878			3>1
	Follow up	5.234	1.031			2>1
	Total	4.767	1.063			
Self-worth	Pre-test	4.100	.901	12.806	0.001**	3>2
	Post-test	4.970	.626			3>1
	Follow up	5.160	.816			2>1
	Total	4.743	.906			
Interpersonal harmony	Pre-test	4.446	1.021	4.430	0.015**	3>2
	Post-test	5.033	.847			3>1
	Follow up	5.226	1.015			2>1
	Total	4.902	1.008			
Life satisfaction	Pre-test	4.024	1.071	9.369	0.001**	3>2
	Post-test	4.936	.937			3>1
	Follow up	5.216	1.040			2>1
	Total	4.725	1.127			
Achievement	Pre-test	4.080	.683	12.248	0.001**	3>2
	Post-test	4.760	.938			3>1
	Follow up	5.272	.918			2>1
	Total	4.704	.975			

**indicates $P < 0.05$

This study utilized one-way repeated measures ANOVA to compare college students' well-being, positive feeling, self-worth, interpersonal harmony, life satisfaction, and sense of achievement before the experiment, after the experiment, and follow up (one month later) in the experimental group. As shown in Table 20, the results of multiple comparisons indicate significant differences in well-being, positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement across the pre-test, post-test, and one-month follow-up measurements. Specifically, college students' well-being, and these 5 components one month later were higher than those at the post-test, and the post-test scores were higher than the pre-test scores. This five components of college students' well-being in these differences are statistically significant at the 0.05 level.

2.3 Analysis of means and standard deviation of college students' well-being (5 components) in the experimental group before the experiment (pre-test), after the experiment (post-test), and follow-up (n=25).

TABLE 21 Means and standard deviation of college students' well-being (5 components) in the experimental group before the experiment (pre-test), after the experiment (post-test), and follow-up

Experimental stage	Component	Mean	S D	Level
Pre-test		4.022	.876	middle
Post-test	Positive feeling	5.045	.878	high
Follow-up		5.234	1.031	high
Pre-test		4.100	.901	middle
Post-test	Self-worth	4.970	.626	medium-high
Follow-up		5.160	.816	high

TABLE 21 (Continued)

Experimental stage	Component	Mean	S D	Level
Pre-test		4.446	1.021	middle
Post-test	Interpersonal harmony	5.033	.847	high
Follow-up		5.226	1.015	high
Pre-test		4.024	1.071	middle
Post-test	Life satisfaction	4.936	.937	medium-high
Follow-up		5.216	1.040	high
Pre-test		4.080	.683	middle
Post-test	Achievement	4.760	.938	medium-high
Follow-up		5.272	.918	high
Pre-test		4.139	4.139	middle
Post-test	College students' Well-being	4.958	.758	medium-high
Follow-up		5.225	.880	high

Table 21 shows that before the experiment college students had middle mean scores on positive feeling ($M=4.022$, $SD=.876$), were at a high level after the experiment ($M=5.045$, $SD=.878$), and were at a high level at the end of the follow-up tracking phase (1M later) ($M=5.234$, $SD=1.031$). The college students in the pre-test had a median self-worth score of middle ($M=4.100$, $SD=.901$). It was at medium-high level ($M=4.970$, $SD=.626$) after the experiment, it was at the high level ($M=5.160$, $SD=.816$) at the end of the follow up stage(1M later). Before the experiment college students had moderate mean scores for interpersonal harmony ($M=4.446$, $SD=1.021$). It is high after the experiment ($M=5.033$, $SD=.847$), and at a high level ($M=5.226$, $SD=1.015$) at the end of the follow-up (1M later). Before the experiment college students' mean life satisfaction was middle ($M=4.024$, $SD=1.071$). After the experiment it was at medium-high level ($M=4.936$, $SD=.937$) with the high level ($M=5.216$, $SD=1.040$) at the end of

follow up tracking phase (1M later). Before the experiment college students' average level of achievement was middle ($M=4.139$, $SD=.766$). After the experiment it was at medium-high level ($M=4.760$, $SD=.938$) and at high level ($M=5.272$, $SD=.918$) at the end of the follow-up phase (1M later).

3. Analysis of Mean and Variance of College Students' Well-being In The Experimental Group and Control Group

In this study, the researcher conducted a two-way repeated measures ANOVA to compare the well-being and positive feeling, self-worth, interpersonal harmony, life satisfaction, and achievement of college students in the experimental and control groups before the experiment (Pre-test), after the experiment (Post-test), and follow up one month (1M) later.

3.1 Analysis of mean and variance of college students' well-being in the experimental group and control group at pre-test, post-test, and follow-up ($n=50$)

TABLE 22 Mean and Variance Analysis of College Students' Well-Being in the Experimental and Control Groups at Pre-test, Post-test, and Follow-Up (1M later)

Experimental stage	Group	Mean	S D	level
Pre-test	Experimental group	4.139	.766	middle
	Control group	4.139	.914	middle
Post-test	Experimental group	4.958	.758	medium-high
	Control group	4.149	.896	middle
Follow up (1M later)	Experimental group	5.225	.880	high
	Control group	4.120	.882	middle

From the table 22, shows the data as following:

Experimental Group: Before the experiment, the average score of college students' well-being was moderate ($M=4.139$, $S.D.=0.766$), middle level. At the post-test stage, the average score increased to a medium-high level ($M=4.958$, $S.D.=0.758$). At

the follow-up stage (1M later), the average score reached a high level (M=5.225, S.D.=0.880).

Control Group: Before the experiment, the average score of college students' well-being was moderate (M=4.139, S.D.=0.914), middle level. At the post-test stage, the average score remained at a middle level (M=4.149, S.D.=0.896). At the follow-up stage (1M later), the average score was middle level (M=4.120, S.D.=0.882).

Before conducting analysis of variance (ANOVA), researcher need to examine the differences to determine if they are statistically significant before proceeding with further comparisons. First, perform a Mockley's test of sphericity. According to the table, the significance is less than 0.05, indicating that the assumption of sphericity distribution is not met. See table 23 for details.

TABLE 23 Mockley's test of sphericity (College Students' Well-Being)

Within-subjects effect	Mogilai, capital of Senegal (Tw)	Approximate chi-square	df	<i>p</i>	Greenhouse Gessler	Epsilon ^b Sin Feddert	Lower
time	.369	46.855	2	.001***	.613	.634	.500

Note: "Test the original hypothesis that the error covariance matrix of the dependent variable is proportional to the constant matrix after orthogonalization transformation"; a. Design: intercept + grouping; within-subjects design: time; b. Degrees of freedom that can be used to adjust the test of mean significance. The corrected test will be shown in the "Within-subjects effects test" table; *** indicates $P < 0.001$.

As shown in Table 24, the within-subject effects of time and grouping are displayed. The corresponding p-value for time is <0.001 , indicating that the differences in happiness levels of college students measured before, after, and one month later are statistically significant. The p-value for time*grouping is also <0.001 , indicating an interaction between time and grouping. This suggests that the well-being level of college students measured at different times (pre-test, post-test, and one month later) vary depending on the group (experimental and control). For Time: $F(1, 59) =$

236.895, $p < 0.001$, partial $\eta^2 = 0.832$; For Time*Grouping: $F(1, 59) = 247.125$, $p < 0.001$, partial $\eta^2 = 0.837$.

TABLE 24 Tests for within-subjects effects(College Students' Well-Being)

		Class III					
	Items	sum of squares	df	mean square	F	p	Partial η^2
time	Greenhouse Geisler	7.843	1.226	6.396	236.895	.001***	.832
time * group	Greenhouse Geisler	8.181	1.226	6.672	247.125	.001***	.837
Error (time)	Greenhouse Geisler	1.589	58.860	.027			

***indicates $P < 0.001$

The analysis in Table 25 examines the between-subject effects of time and grouping on college students' well-being. Significantly, the p-value associated with grouping is 0.01, indicating a notable difference in how the experimental and control groups affect the well-being of college students. Specifically, the statistical tests reveal that both time and grouping have significant effects on well-being levels. The intercept demonstrates a highly significant impact ($F(1, 48) = 1387.637$, $p < 0.001$), while grouping also shows significance ($F(1, 48) = 7.114$, $p = 0.010$, $p < 0.05$). These results underscore the importance of both time and grouping in understanding and influencing college students' well-being, with the experimental and control groups exerting differing levels of impact.

TABLE 25 Tests for between-subjects effects

Items	Class III sum of squares	df	Mean	F	<i>p</i>	Partial η^2
Intercept	2977.466	1	2977.466	1387.637	.001***	.967
Group	15.265	1	15.265	7.114	.010**	.129
Error	102.994	48	2.146			

indicates $P < 0.05$, *indicates $P < 0.001$

In summary, at least one pair of the mean college student well-being scores of the experiment and control groups was statistically significant at that level.

3.2 Analysis presents the results of a two-way repeated measures ANOVA on the mean scores of well-being among college students in the experimental group and control group at pre-test, post-test, and follow-up stages.

Experimental group(n=25),the results of a two-way repeated measures ANOVA on the mean scores of well-being among college students in the experimental group at pre-test, post-test, and follow-up(1M later) stages,table 27.

TABLE 26 Correlation analysis of college students' well-being before, after, and one month later experiment(Experimental group)

		Pre-test	Post-test	Follow up
	Mean	4.139	4.959	5.225
Pre-test	4.139	1	0.989**	0.941**
Post-test	4.959		1	0.947**
Follow up	5.225			1

Note: ** indicates significant correlation at the 0.01 level (two-tailed).

Table 26 demonstrates that the mean scores of well-being among college students in the experimental group vary. Post-test, the mean well-being score among college students is higher than pre-test. Additionally, at the follow-up (1 month later) stage, the mean well-being score among college students is higher than both post-test and pre-test mean. These differences are statistically significant at the 0.05 level.

Control group(n=25),the results of a two-way repeated measures ANOVA on the mean scores of well-being among college students in the experimental group at pre-test, post-test, and follow-up(1M later) stages,table 27.

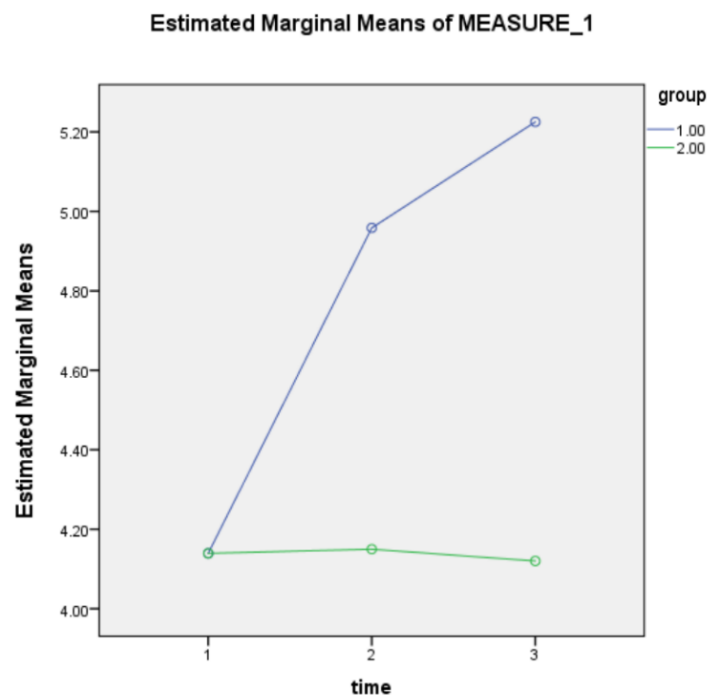
TABLE 27 Correlation analysis of college students' well-being before, after, and one month later experiment(Control group)

		Pre-test	Post-test	Follow up
	Mean	4.139	4.149	4.120
Pre-test	4.139	1	1.000**	0.999**
Post-test	4.149		1	0.998**
Follow up	4.120			1

Note: ** indicates significant correlation at the 0.01 level (two-tailed).

Table 27 illustrates the average well-being scores among college students in the control group before, after, and at the end of the follow-up(1M later) stage. There were no significant differences observed at the .05 level of statistical significance.

Figure 2 shows the mean scores of college students' well-being in the pre-test, post-test, and follow-up (1M later)stages for the experimental group and control group



Note: Group 1 (purple line) for experimental group, group 2 (green line) for control group.

Time 1 for pre-test, time 2 for post-test, time 3 for follow up (1M later)

FIGURE 2 Mean of college students' well-being (experimental group + control group)

From Figure 2, it is observed that the mean well-being scores of college students in the experimental and control groups were very similar before the experiment, with little difference observed in the range. This suggests that there were no statistically significant differences in well-being among the research samples before the experiment at the 0.05 level of significance. However, after the experiment and at the end of the one-month follow-up stage, differences in mean well-being scores between the experimental and control groups were evident. The experimental group consistently had higher mean scores compared to the control group post-experiment and at the end of the follow-up period.

3.3 Mean and variance analysis results of college students' well-being (5 components) in the experimental and control groups at pre-test, post-test, and follow-up (1 month later) stages. Table 28.

TABLE 28 Mean and variance analysis results of college students' well-being (five components)

Time	Items	Group	Mean	SD	Level
Pre-test	Positive feeling	Experimental group	4.022	.876	middle
		Control group	4.028	1.005	middle
Experimental group		5.045	.878	high	
Control group		4.040	.985	middle	
Follow up		Experimental group	5.234	1.031	high
		Control group	4.017	.992	middle
Pre-test	Self-worth	Experimental group	4.100	.901	middle
		Control group	3.900	1.113	middle
Experimental group		4.970	.626	medium-high	
Control group		3.920	1.108	middle	
Follow up		Experimental group	5.160	.816	high
		Control group	3.910	1.101	middle
Pre-test	Interpersonal harmony	Experimental group	4.446	1.021	middle
		Control group	4.566	.894	medium-high
Experimental group		5.033	.847	high	
Control group		4.593	.875	medium-high	
Follow up		Experimental group	5.226	1.015	high
		Control group	4.520	.869	medium-high

TABLE 28 (Continued)

Time	Items	Group	Mean	SD	Level
Pre-test	Life satisfaction	Experimental group	4.024	1.071	middle
		Control group	4.016	1.098	middle
Experimental group		4.936	.937	medium-high	
Control group		4.008	1.083	middle	
Follow up		Experimental group	5.216	1.040	high
		Control group	4.000	1.075	middle
Pre-test	Achievement	Experimental group	4.080	.683	middle
		Control group	4.096	1.104	middle
Experimental group		4.760	.938	medium-high	
Control group		4.096	1.104	middle	
Follow up		Experimental group	5.272	.918	high
		Control group	4.072	1.064	middle

Table 28 shows the changes of experimental group and control group in mean scores of college students' well-being components before the experiment (Pre-test), after the experiment (Post-test), and at follow-up (1M later) .

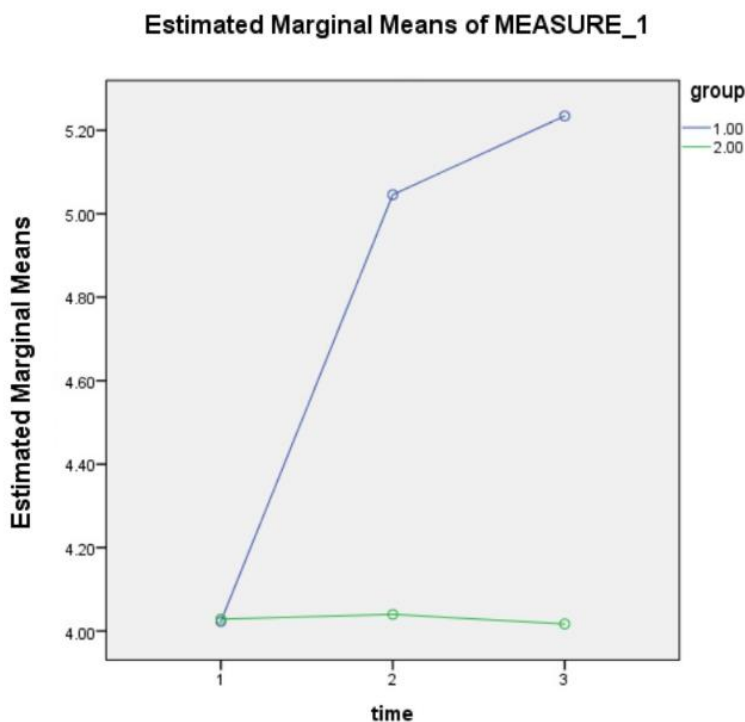
Based on table 28, a comparison will be made for each component as follows:

3.3.1 Analysis of variance for positive feeling

Experimental Group:Table 28 shows that in the experimental group, the mean positive feeling score was at a middle level before the experiment (Mean = 4.022, SD = .876). After the experiment, the mean score increased to a high level (Mean = 5.045, SD = .878) and further increased at the follow-up stage one month later, maintaining a high level (Mean = 5.234, SD = 1.031).

Control Group:In the control group, the mean positive feeling score was at a middle level before the experiment (Mean = 4.028, SD = 1.005). This middle

level remained consistent after the experiment (Mean = 4.040, SD = .985) and at the follow-up stage one month later (Mean = 4.017, SD = .992).



Note: Group 1 (purple line) for experimental group, group 2 (green line) for control group.

Time 1 for pre-test, time 2 for post-test, time 3 for follow up (1M later)

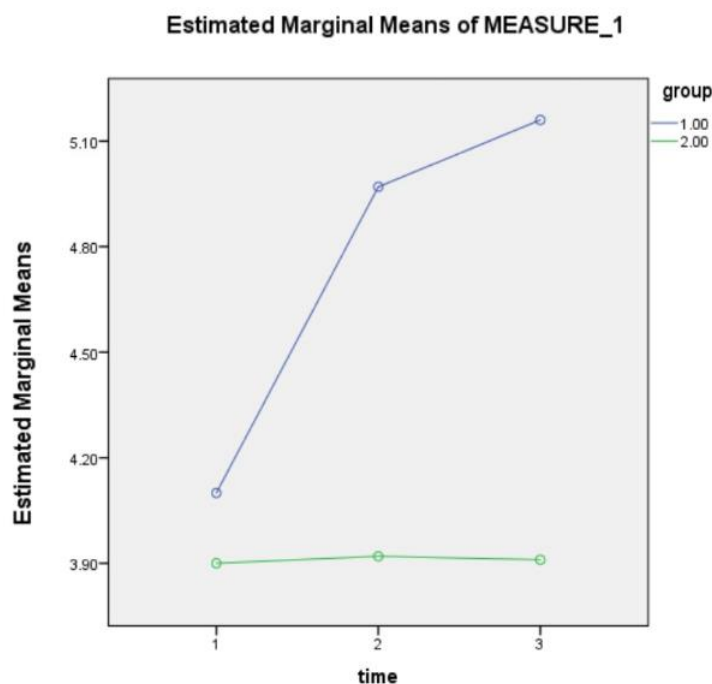
FIGURE 3 Mean of college students' well-being (positive feeling)

From Figure 3 and Table 28, it is observed that the mean positive feeling of college students in the experimental and control groups were very similar before the experiment, with little difference in their range, indicating no significant difference in positive feeling at the pre-test stage. However, at the post-test and follow-up stages, the experimental group showed significantly higher positive feeling scores than the control group. The experimental group's positive feeling scores increased from a middle level to a high level after the experiment and remained high at the follow-up stage, while the control group's positive feeling scores remained at a middle level throughout.

3.2.2 Analysis of variance for self-worth

Experimental Group: Table 28 shows that in the experimental group, the mean self-worth score was at a middle level before the experiment (Mean = 4.100, SD = .901). After the experiment, the mean score increased to a medium-high level (Mean = 4.970, SD = .626) and further increased at the follow-up stage one month later, reaching a high level (Mean = 5.160, SD = .816).

Control Group: In the control group, the mean self-worth score was at a middle level before the experiment (Mean = 3.900, SD = 1.113). This middle level remained consistent after the experiment (Mean = 3.920, SD = 1.108) and at the follow-up stage one month later (Mean = 3.910, SD = 1.101).



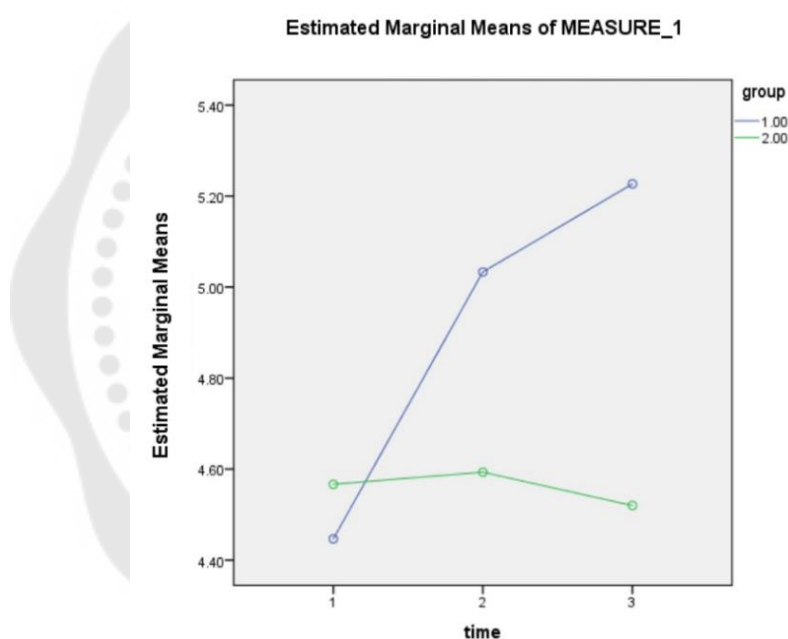
Note: Group 1 (purple line) for experimental group, group 2 (green line) for control group.

Time 1 for pre-test, time 2 for post-test, time 3 for follow up (1M later)

FIGURE 4 Mean of college students' well-being (self-worth)

From Figure 4 and Table 28 it is observed that the mean self-worth scores of college students in the experimental and control groups were similar in the scope before the experiment, with little difference in their range, indicating no significant difference in self-worth at the pre-test stage. However, at the post-test and follow-up stages, the experimental group showed significantly higher self-worth scores than the control group. The experimental group's self-worth scores increased from a middle level to a medium-high level after the experiment and reached a high level at the follow-up stage, while the control group's self-worth scores remained at a middle level throughout.

3.2.3 Analysis of variance for interpersonal harmony



Note: Group 1 (purple line) for experimental group, group 2 (green line) for control group.

Time 1 for pre-test, time 2 for post-test, time 3 for follow up (1M later)

FIGURE 5 Mean of college students' well-being (interpersonal harmony)

Experimental Group: Table 28 shows that in the experimental group, the mean interpersonal harmony score was at a middle level before the experiment (Mean = 4.446, SD = 1.021). After the experiment, the mean score increased to a high

level (Mean = 5.033, SD = .847) and further increased at the follow-up stage one month later, maintaining a high level (Mean = 5.226, SD = 1.015).

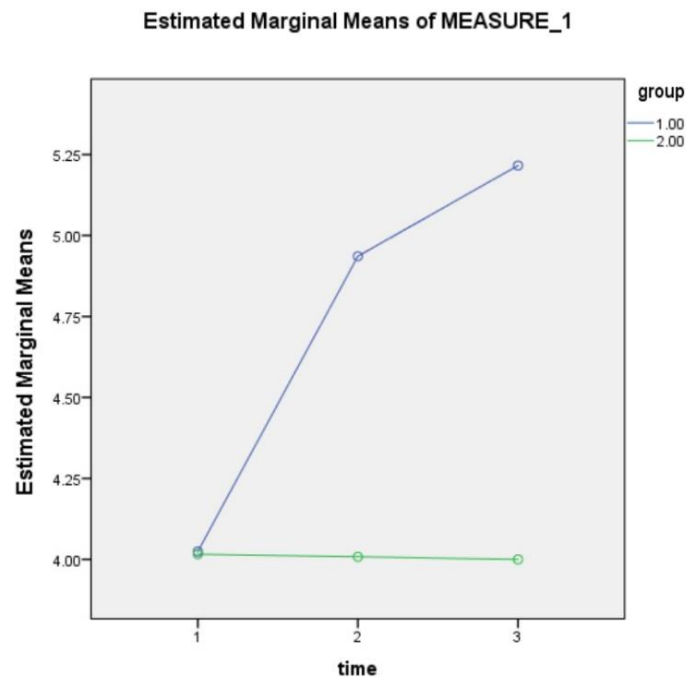
Control Group: In the control group, the mean interpersonal harmony score was at a middle level before the experiment (Mean = 4.446, SD = 1.021). After the experiment, the mean score remained consistent at a high level (Mean = 5.033, SD = .847) and at the follow-up stage one month later, it reached a medium-high level (Mean = 4.520, SD = .869).

From Figure 5 and Table 28, it is observed that the mean interpersonal harmony scores of college students in the experimental and control groups were similar in the general scope before the experiment, with little difference in their range, indicating no significant difference in interpersonal harmony at the pre-test stage. However, at the post-test and follow-up stages, the experimental group showed significantly higher interpersonal harmony scores than the control group. The experimental group's interpersonal harmony scores increased from a middle level to a high level after the experiment and remained high at the follow-up stage, while the control group's interpersonal harmony scores reached a medium-high level at the follow-up stage.

3.2.3 Analysis of variance for life satisfaction

Experimental Group: Table 28 shows that in the experimental group, the mean life satisfaction score was at a middle level before the experiment (Mean = 4.024, SD = 1.071). After the experiment, the mean score increased to a medium-high level (Mean = 4.936, SD = .937) and further increased at the follow-up stage one month later, reaching a high level (Mean = 5.216, SD = 1.040).

Control Group: In the control group, the mean life satisfaction score was at a middle level before the experiment (Mean = 4.016, SD = 1.098). This middle level remained consistent after the experiment (Mean = 4.008, SD = 1.083) and at the follow-up stage one month later (Mean = 4.000, SD = 1.075).



Note: Group 1 (purple line) for experimental group, group 2 (green line) for control group.

Time 1 for pre-test, time 2 for post-test, time 3 for follow up (1M later)

FIGURE 6 Mean of college students' well-being (life satisfaction)

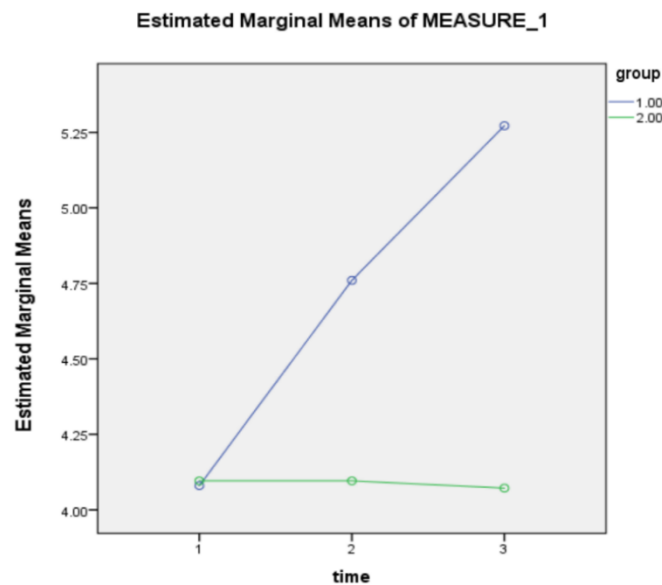
From Figure 6 and Table 28, it is observed that the mean life satisfaction scores of college students in the experimental and control groups were very similar before the experiment, with little difference in their range, indicating no significant difference in life satisfaction at the pre-test stage. However, at the post-test and follow-up stages, the experimental group showed significantly higher life satisfaction scores than the control group. The experimental group's life satisfaction scores increased from a middle level to a medium-high level after the experiment and reached a high level at the follow-up stage, while the control group's life satisfaction scores remained at a middle level throughout.

3.2.4 Analysis of variance for achievement

Experimental Group: Table 28 shows that in the experimental group, the mean achievement score was at a middle level before the experiment (Mean = 4.080, SD = .683). After the experiment, the mean score increased to a medium-high

level (Mean = 4.760, SD = .938) and further increased at the follow-up stage one month later, reaching a high level (Mean = 5.272, SD = .918).

Control Group: In the control group, the mean achievement score was at a middle level before the experiment (Mean = 4.096, SD = 1.104). This middle level remained consistent after the experiment (Mean = 4.096, SD = 1.104) and at the follow-up stage one month later (Mean = 4.072, SD = 1.064).



Note: Group 1 (purple line) for experimental group, group 2 (green line) for control group.

Time 1 for pre-test, time 2 for post-test, time 3 for follow up (1M later)

FIGURE 7 Mean of college students' well-being (achievement)

From Figure 7 and Table 28, it is observed that the mean achievement scores of college students in the experimental and control groups were very similar before the experiment, with little difference in their range, indicating no significant difference in achievement at the pre-test stage. However, at the post-test and follow-up stages, the experimental group showed significantly higher achievement scores than the control group. The experimental group's achievement scores increased from a middle level to a medium-high level after the experiment and reached a high level at the follow-up stage, while the control group's achievement scores remained at a middle level throughout.

4. Feedback From Experimental Group Students

4.1 Feedback Interviews (summary of feedback from the experimental group)

In this study, after each lesson, students in the experimental group recorded their thoughts about the activities in their learning/activity notebooks or shared their feelings with the class teacher/researcher who can record it. Table 29 provides examples of student feedback.

TABLE 29 Summary of feedback from the experimental group

Learning activities	Learning/Application/Gain
Positive feeling	1.Learned how to try thinking positively in many areas I hadn't considered before. Found and saw many positive things. 2.Paid attention to my positive feelings; even in unpleasant situations, I could see the positive side and make good use of it. It helped me develop a more positive outlook. 3.Very inspired, the activities were relaxing, and such activities leave a lasting impression, allowing me to apply them in my life. 4.Realized the importance of having a "positive wall" in my heart to make myself stronger and increase my sense of well-being. Enjoyed the teacher's teaching style; it made me constantly feel the power of positivist and stay motivated.

TABLE 29 (Continued)

Learning activities	Learning/Application/Gain
Self-worth	<p>1. Self-worth isn't given by others; I've learned to deeply recognize and positively respond to myself, accepting and affirming who I am.</p> <p>2. The strengths test was very encouraging; I discovered that I have many strengths that I wasn't even aware of.</p> <p>3. Finding my own value starts from within, with self-recognition and acceptance.</p> <p>4. I've learned to regularly affirm myself and accept everything about who I am.</p> <p>5. When I envision the more valuable person I want to become, I can set goals and directions. Through the process of striving, I realize that I can affirm myself in many ways.</p>
Achievement	<p>1. Changed some of my perceptions about achievement; overcoming difficulties and reaching a goal I set for myself can also be an achievement.</p> <p>2. My sense of achievement has improved, and I learned some previously overlooked knowledge. Achievement isn't just about being first or winning medals. Setting a goal and working towards it, even if it's small, already starts to realize value and gain a sense of accomplishment.</p> <p>3. Learned to view achievement correctly and realized the goals I want to pursue. I now believe I can achieve them, which is great.</p> <p>4. Steve Jobs' speech at Stanford University is very inspiring and profound. I plan to watch it several more times for further inspiration.</p>

TABLE 29 (Continued)

Learning activities	Learning/Application/Gain
Interpersonal harmony	<p>1.It was very inspiring and interesting to see everyone's presentation of the problems they may encounter in life, learning, and family. Such activities allow us to vividly experience both the positive and negative aspects of our interpersonal relationships, which we can improve upon in the future.</p> <p>2.Communication skills truly have a significant impact on interpersonal relationships. Empathy, being able to understand others and do something for them, can genuinely bring joy and foster better relationships with everyone.</p> <p>3.This class taught us many communication skills, not only how to listen effectively, respond effectively, and express ourselves effectively, but also how to be better individuals and establish genuine interpersonal relationships from the heart. It has been very beneficial.</p> <p>4.The activities in class and the teacher's sharing, along with the group role-playing scenes, were fantastic. The course felt like a small society where we learned how to better handle interpersonal relationships and communication.</p>
Life satisfaction	<p>1.This movie is simply fantastic, and such learning is truly uplifting. It's inspiring to see learning from so many aspects, whether it's about attitude, effort, resilience, never giving up, or embracing life with hope. I hope movies like this, which encourage us to become better versions of ourselves, will be shown more often.</p> <p>2.Watching this movie fills me with enthusiasm, and seeing the female lead working so hard in life makes me realize that I haven't fully appreciated the aspects of my own life. I should recognize and cherish the things I have. We have so much.</p>

TABLE 29 (Continued)

Learning activities	Learning/Application/Gain
Life satisfaction	3. Being satisfied with our lives means recognizing the positive aspects we possess, rather than comparing them to what we lack. I will strive to make my life better and more satisfying, and I am grateful for this lesson.

4.2 The one or two aspects that most improved(ballot)

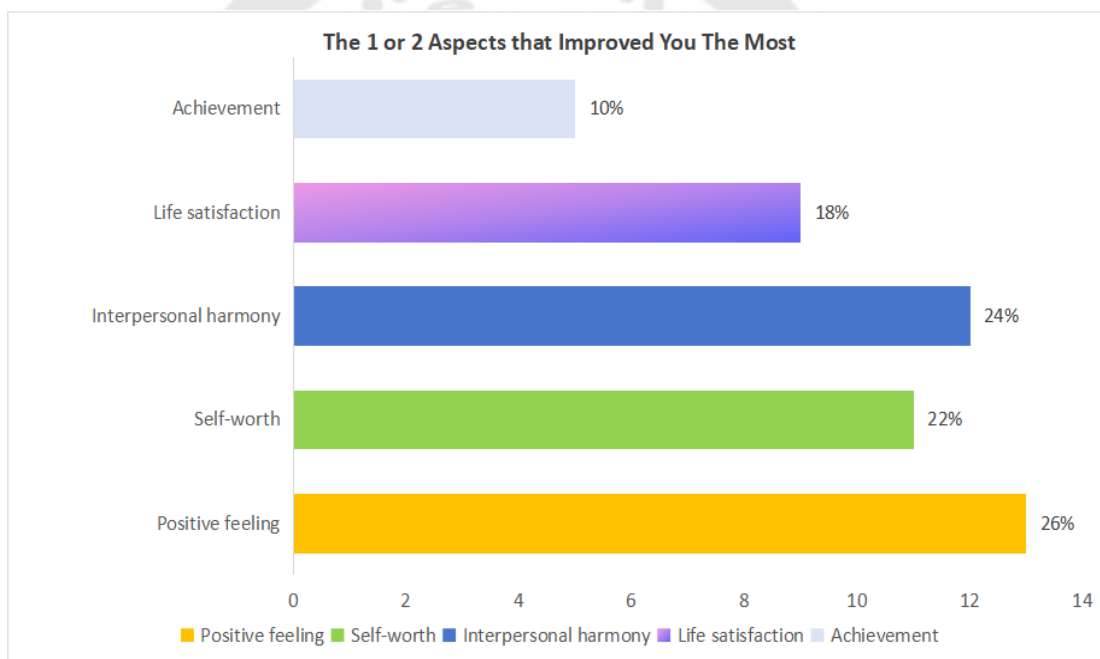


FIGURE 8 The one or two aspects that most improved you

At the end of the experiment 14 lessons, an anonymous vote was conducted. Experimental group students were asked to select one or two aspects of the course that had the most significant impact on them, to help researcher further optimize the course activities. The statistical results (figure 8) show that the aspect considered to have the greatest impact, chosen by the most student, was positive feelings (28%). Interpersonal harmony (24%) and self-worth (22%) were the second and third most

selected aspects, respectively. Life satisfaction and a sense of achievement were ranked fourth and fifth. The reason for this may be that the impact of the course activities on college students is long-term, requiring gradual adjustments to see changes in life satisfaction and a sense of achievement, which cannot be achieved in just a few days. The follow-up one month later showed improvements in all aspects, confirming this point.



CHAPTER 5

CONCLUSION AND DISCUSSION

The researcher summarized the development of a PERMA model intervention that promotes the well-being of college students through the use of the PERMA model. The findings are discussed and the following recommendations are made:

1. Research Objective

- (1) To investigate the current level of college student's well-being.
- (2) To develop a PERMA Model intervention.
- (3) To evaluate the effectiveness of PERMA model intervention for promoting college student's well-being.

2. Research Hypotheses

A PERMA model intervention can promote college students' well-being. College students' well-being was enhanced by participating in a class based on PERMA model intervention.

- 1) There is space for intervention to improve college students' well-being.
- 2) College students in the experimental group who received the PERMA model intervention increased their well-being before (pre-test) and after the experiment (post-test) and at the end of the follow-up phase (1 month later).
- 3) College students in the experimental group who received the PERMA model intervention had a higher sense of well-being than those in the control group at the end of the pre-test, post-test, and follow-up periods (1 month later).

3. Research Scope

The researcher divided the research scope into 3 stages:

Phase 1: Analyze and study college student's well-being

During this phase, researcher utilized both qualitative and quantitative techniques to collect data. Firstly, a literature review and informal conversational interviews were conducted. This included interviewing experts and teachers from

different universities who have close contact with students to understand students' well-being. Through literature and interviews, the final definition and components of college students' well-being were determined. Secondly, an adapted questionnaire was created to measure the level of well-being among college students. The questionnaire's reliability and validity were tested through expert evaluation and the IOC method to ensure its quality. The questionnaire was evaluated by experts with knowledge in psychology. Factor analysis was used to validate the rationality of component dimension division. Finally, the questionnaire was distributed to begin data collection. Thirdly, characteristics of college students' well-being levels and demographic variables were understood through the questionnaire. Through random sampling, Chinese college students freely filled out the "College Student Well-being Questionnaire" via various online and media channels. It involved students from most regions of China, ranging from freshman to senior students, across different majors, with 768 questionnaires filled out and 761 valid questionnaires collected.

Phase 2: To develop the PERMA Model intervention

During this phase of the research, which covers research objective 2, researcher developed a PERMA model intervention. Through studies of positive psychology theories, research on the well-being theory, problem-based learning, experiential learning, and advice from expert interviews, a model was formed. In the context of Chinese society, based on the main components of college students' well-being, 1) Positive feeling, 2) Self-worth, 3) Interpersonal harmony, 4) Life satisfaction, 5) Achievement, and considering the characteristics of these aspects, they were considered as the main concepts for designing various learning activities. The PERMA model intervention includes many learning activity plans. There are 14 lesson plans, each consisting of 1 prerequisite + 4 steps: 1) The prerequisite is for teachers to use PERMA in every class, with the four steps being 1) Lead in 2) Small lecture and guidance 3) Activity 4) Comprehensive evaluation and conclusion. In each step, researcher adopted learner-centered learning management principles. The created PERMA model

intervention was then validated by experts and subsequently experimented with freshmen to seniors who were similar to the sample.

Phase 3: Implementing and experimental evaluation of PERMA Model intervention to improve the college students' well-being

The researcher evaluated the usage of the PERMA model intervention based on research objective 3. The PERMA model intervention was applied to the sample by researcher. After conducting pre-test on randomly enrolled volunteers, students were randomly divided into two groups based on their well-being scores, ensuring no significant differences between the two groups. The experimental design consisted of three stages: before experiment(pre-test), after experiment(post-test), and follow-up stage (1M later). The follow-up stage refers to one month after the end of the experiment. The sample for this research stage consisted of freshmen, sophomores, juniors, and seniors currently enrolled in university. They were all randomly selected and voluntarily participated, resulting in a total of 50 participants in the experiment. The experimental design comprised an experimental group and a control group, each consisting of 25 individuals. The experimental group received the PERMA model intervention, while the control group did not undergo any learning intervention.

4. Research Summary

Phase 1: Analyze and study college student's well-being

Researcher adapted a questionnaire to determine the well-being levels of college students and other demographic characteristics according to the first research objective. First, the researcher summarized the definitions and components of college students' well-being. Through the literature review and expert interviews, the definition of college students' well-being can be summarized as follows: college students' well-being refers to a kind of comprehensive feeling of college students themselves, their overall evaluation of satisfaction with all aspects of life, a state of psychological fulfillment dominated by positive feelings. College students usually feel happy, satisfied, self-accepted, get along well with other people, doing things quite well by themselves and so on. Five components of college students' well-being, which

are as follows: positive feeling, self-worth, Interpersonal harmony, life satisfaction and achievement.

Secondly, an adaptation of the questionnaire was carried out and the questionnaire had two sections A and B. Part A was the basic information about the students, Part B, 27 items, is a survey of the specific state of the student's overall well-being (subjective, objective feelings, and external influences). The questionnaire's part B consists of questions related to the 5 components of the college student's well-being, as summarized by the researcher. 7-point Likert scales were used. The item Objective Consistency Index (IOC) was between 0.67 and 1.0. B part, Cronbach's alpha is 0.981 (n = 100), KMO value is 0.962, good reliability and validity can be seen. Part B questionnaire is used to measure the college students' well-being. And the The Scale of Positive and Negative Experience (Feelings scale) use it in the objective 1 and phase 1, 12 items, (from Diener et al. 2009, 2010) tests college students' overall feelings of well-being (assessing subjective feelings of well-being). Feelings scale part Cronbach's alpha Coefficient is 0.952 (n = 100), KMO value is 0.951.

After randomly sampling Chinese students to fill out questionnaires, finally, it was concluded that the well-being of Chinese college students is generally at a medium-low level, with their overall feelings also falling into a middle range, indicating room for improvement. Analyzing the demographic variables related to college students' well-being reveals several characteristics: females report higher self-worth compared to males; students majoring in Science show higher levels of well-being, whereas those in Humanities exhibit lower levels. Junior students tend to have slightly higher mean well-being scores, while freshmen and sophomores have slightly lower scores. In terms of self-worth, life satisfaction, and achievement, students who have lived in urban areas for a long time score higher than those from rural areas. Additionally, students who are currently or have previously served as student leaders report a higher sense of well-being. Although only children have lower positive feelings, there is no significant difference in the other four aspects.

Phase 2: To develop a PERMA Model intervention in order to promote the college students' well-being.

The researcher developed a PERMA model intervention to promote the well-being of college students based on the following research objectives:

The researcher have developed a PERMA model intervention based on the following research objectives to promote college students' well-being: 1. Based on positive psychology theory, well-being theory (PERMA model) (Seligman, 2011), consider a combination about some of these steps from problem-based learning (Silva, 2017) and experiential learning (Kolb, 2018). 2. Building relationships with others, learner-centered learning management principles, and psychological techniques. Incorporating expert interview data to guide the design of learning activities. researcher have a range of learning activities that allow college students to practice their skills. Identifies 5 key components of college students' well-being, 1) Positive feeling, 2) Self-worth, 3) Interpersonal harmony, 4) Life satisfaction, 5) Achievement. Learning activities that encourage teachers and students to engage in higher order thinking, positive thinking. Challenge and innovate in various ways. The activity includes 14 learning plans, each consisting of 1 prerequisite/precondition and 4 steps, the prerequisite is the use of PERMA model in each class, and the 4 PERMA model intervention steps are (1)Step1 Lead in,(2)Step2 Small lecture and guidance,(3)Step3 Activity,(4)Step4 Comprehensive evaluation and conclusion. Each activity lesson requires 90 to 120 minutes. The consistency index analysis between objectives and learning activity design is 1.00.

Phase 3: Implementing and experimental evaluation of PERMA Model intervention to improve the college students' well-being

Based on Research Objective 3, an experiment with the PERMA model intervention was conducted in this phase to enhance college students' well-being, covering Research Hypotheses 2 and 3:

First, the sample grouping met the experimental conditions to carry out the intervention experiment. The level of well-being of 50 sample students (mean=4.139, middle level) and the level of well-being of Chinese college students

(mean=3.301, medium-low level) were generally consistent, both around the middle level. There was no significant difference between the experimental group and the control group, indicating that the grouping was reasonable and the course experiment could proceed.

Hypothesis 2: College students in the experimental group who received the PERMA model intervention showed an increase in well-being before the experiment, after the experiment, and at the follow-up period (1 month later). After the experiment, the mean well-being score among college students was higher than before the experiment. At the one month later follow-up, the experimental group's well-being score was higher than both after the experiment and before the experiment. These differences are statistically significant at the 0.05 level. The mean scores of the five dimensions of college students' well-being (positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement) in the experimental group were higher after the experiment than before the experiment. One month later, the follow-up showed that the mean scores in all five dimensions(positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement) were higher than both after and before the experiment. These differences in the five dimensions of college students' well-being are statistically significant at the 0.05 level.

Hypothesis 3: College students in the experimental group who received the PERMA model intervention had higher well-being than those in the control group who did not receive the PERMA model intervention, before the experiment, after the experiment, and at the follow-up period (one month later). Before the experiment ,there was no significant difference in the mean well-being scores between the experimental group and the control group. After the experiment, the mean scores differed, with the experimental group scoring higher than the control group, showing a significant difference. At the end of the follow-up(one month later), the mean well-being scores and the five dimensions(positive feeling, self-worth, interpersonal harmony, life satisfaction and achievement) of well-being for the experimental group were higher than those of the control group.

5. Discussion

5.1 Discussion on the results of the phase 1 research analysis and study college student's well-being: Objective 1, to investigate the current level of college student's well-being.

The Phase I study is consistent with the purpose of the first objective. In the first phase of the research, the researcher focused on analyzing and studying the well-being levels of college students. There is space for improvement in the well-being of college students, this finding is consistent with the research hypothesis. The adapted questionnaire provided insights into the overall well-being of students and highlighted key demographic variables. The results indicated that Chinese college students generally exhibit medium-low levels of well-being, with significant variability based on factors such as major, grade and experience as a student leader. The characteristics of college students' well-being on demographic variables can inform other future research.

The college students' well-being questionnaire has good reliability and validity, synthesizes multiple dimensions of well-being, and the questionnaire can be used separately. The overall feeling questionnaire level trend is similar as the college students' well-being questionnaire, but the college student well-being questionnaire can also further enhance a detailed understanding of each dimension. The questionnaire used data from The Scale of Positive and Negative Experience (Diener et al. 2009, 2010) to evaluate the overall feeling. Diener et al. (2009, 2010) believe the questionnaire can predict overall well-being and the data result align with the narrative, the mean level of well-being feeling is similar. It can prove the questionnaire in this study has strong evidence to use it. At the same time, the questions related to positive and negative feeling do not definitively reflect the changes in dimensions that can enhance well-being and its specific components, so choose the college students' well-being could be a better choice to measure college students' well-being.

In addition, the findings are consistent with qualitative data obtained by the researcher through interviews with experts and teachers with college work

experience. The research concludes that the definition and components of well-being among college students are positive feeling, self-worth, interpersonal harmony, life satisfaction, and achievement. College students' well-being is multifaceted this is in line with Ruggeri et al., (2020) and Miao (2003), and at the same time, it is a general evaluation of their own situation, Miao (2003) and Miao et al., (2015) consider that college students' well-being is based on self-identified evaluative criteria and value judgments, and the interviewed experts also agree that these general feelings come from the students themselves. The definition and five elements are similarities in the focus of other research concerns. Well-being tends to combine both subjective and objective feeling (Seligman, 2011; Compton & Hoffman, 2020; Disabato et al., 2016 ; Diener et al., 2019, 2010; Miao et al., 2015), evaluations are all derived from their individual standard evaluations and value judgments (Miao et al., 2015). In addition to subjective well-being, psychological well-being should be considered together with some social support. (Diener et al., 2019, 2010). The identification of definition and these components provides a comprehensive idea for understanding and assessing well-being in the future research.

However, the level of well-being among Chinese college students in this study differs from the findings of Lin et al. (2023). In this study, the well-being level of college students was medium-low, whereas Lin et al. (2023) found it to be moderately high. The possible reason for this discrepancy could be that Lin et al.'s (2023) study was limited to a single province in China, which may not be broadly representative. This also provides further insight that, while the overall well-being levels across different regions in China tend to hover around the moderate level, there are still some subtle differences. These differences could be due to regional variations or temporal factors, considering there is a one-year gap between the studies.

From the research results, further analysis reveals that there are differences in well-being among college students based on their field of study. Students in Science majors reported higher levels of well-being compared to their peers in other disciplines. Additionally, when considering academic year, junior

(third-year) students generally exhibited higher mean scores across all dimensions of well-being than students in other years. Moreover, students who have served as student leaders showed higher levels of well-being.

In terms of grade level, the third-year students are at a slightly higher level in all aspects of the mean, and the first-year students are at a lower level. Third-year college students reported higher levels of well-being, which contrasts with Miao(2003) finding that overall well-being is higher among second-year students. This discrepancy suggests that further validation with a broader sample is needed to determine if this pattern holds universally. From the perspective of developmental psychology, This may be because freshmen have just entered the college and are still adapting to various aspects of the university, and have not yet found a way to solve the problems, stress and anxiety they encounter. After one or two years of adjusting, the third year of college has its own rhythm in various aspects of college life and will soon be internships have not yet entered the community need to seek employment, the overall situation will be better. It is observed that college students' well-being improves as they adapt and adjust to their environment, peaking in the third year. However, in the fourth and fifth years, students face challenges related to graduation, such as final exams, job searching, and employment pressures, leading to a decline in well-being. This trend indicates that well-being is influenced by the interaction between adaptation to the environment and changing circumstances. Whether this pattern represents a universal trend in student well-being requires further longitudinal studies to verify the stability and generalization of these findings.

As students grow older, as Zhang et al., (2007) research hold,they begin to mature, and their intrinsic self-control becomes increasingly important. Students of different ages and grades have distinct developmental tasks and ways of learning and living, which reflect the varying social expectations, demands, and norms for different groups. The differences in well-being across grade levels highlight cultural variations. The combination of students personality traits and demographic variables enhances the prediction of well-being .

In terms of major, there are significant differences among the various categories of specialization, different with with Chen & Li (2014) result that no significant difference in life satisfaction, positive effect, negative effect among different majors. In this study, Science scoring relatively high. It is may possible that the number of people needed by society in this major category is high, and with more jobs, there will be more choices in terms of employment in the future, which may be relatively less stressful.(Guo, 2010)

In terms of serving as student leaders, students who have served as student leaders have a higher sense of well-being. It can be seen that when an individual's needs are satisfied, they will have a sense of well-being and be in a good mood(Tay & Diener, 2011). For student leaders, it means that they are recognized by teachers and students in some aspects. By planning, organizing and participating in student activities, they can easily get praise from teachers and support from peers, and their self-esteem is greatly satisfied and they are in a better state of mind.This aligns with the findings of Guo (2010) and Miao (2009), indicating that students with leadership experience generally exhibit significantly better performance across multiple dimensions of well-being.Students who have served as student leaders showed higher overall well-being, indicating the positive impact of leadership roles on personal development and self-efficacy.

In the self-worth ,In terms of gender, the difference in well-being between male and female is generally insignificant, with women being higher than men in terms of self-worth. This may be due to the fact that males are not yet successful and mature enough in various aspects, which is also in line with what is happening in the wider society as a whole.Self-worth showed a significant gender difference(Crocker et al., 2003), with females scoring higher than males.Female students reported higher levels of self-worth compared to their male counterparts, which different from Miao(2003) and Lin et al. (2023). That female might be more attuned to their emotional states and self-perceptions. Additionally, students majoring in Science displayed

higher well-being levels than those in Humanities. This could be due to the perceived stability and career prospects .

The mean values of self-worth, life satisfaction, and achievement ,In terms of long-term living place, for all three aspects of long-term living in the city are higher than those in the village. It may be because students who live in the city for a long period of time will have more experience in terms of eyesight, resources, education, and family finances than those in the rural areas(Li & Luo, 2013). It may also be due to the influence of the relationship between personal self-confidence and self-denial that students living in the city for a long period of time will have a slightly higher overall satisfaction, fulfillment and self-identity.Differences in well-being between students from cities and villages may be attributed to variations in social structure and upbringing. Additionally, students from villages may experience more negative emotions or lower satisfaction due to poorer living conditions and a lack of cultural and spiritual life compared to their counterparts from cities (Zhang et al., 2007),which may reflect differences in access to resources and opportunities.

In terms of positive feelings, there is a difference between non-only children with higher mean scores than only children. It totally different with Miao(2003) research,it may during a long time and the background of China becoming change.Non-only children have higher positive emotion than only children, a result consistent with Li, Y., & Luo, D. (2013).Non only child families are increasing.In this study,the nuances of the means, it can be seen that except for life satisfaction, the means for only children are slightly lower. Life satisfaction is a little higher, probably because they have more resources than non-only children. However, there is not much difference between the proportion of only children and non-only children in the sample group. Only children have lower means in all other areas, perhaps because they are college-age and need more support from family members.Li and Luo (2013) also noted that, compared to only-child college students, non-only-child college students who grow up with siblings tend to help and support each other within the family, communicate effectively, and develop good qualities such as unity, modesty,

and tolerance, resulting in more positive experiences. If non-only children may have support from siblings. The non-only children scored higher on positive feelings, probably because they grew up with more than one child in the family and are more resilient, accepting, and understanding of each other.

In the college students' well-being level the detail data about 5 components. It shows the Life satisfaction and Achievement in the mean value are little higher than other three, Positive feeling, Self-worth and Interpersonal harmony. When designing the intervention program, the researcher considered this slight difference. By integrating data from the Chinese College Students' Well-being Questionnaire, expert opinions, and classroom observations, the final model's activity courses focused sufficiently on these three components. In the final PERMA model intervention, the courses and class hours were ensured to be adequate.

Interestingly, after the third stage of the model experiment, students voted for the one or two aspects they felt improved their well-being the most. The most chosen components were positive feeling, self-worth, and interpersonal harmony—coincidentally the three components with slightly lower national averages among college students. This raises an intriguing point: the researcher's attention to and assurance of sufficient class hours for these components in the intervention might have positively influenced students' final well-being assessments. It suggests that the course activities directly and positively impact students' experiences and perceptions.

However, during the three phases of the experiment and the one-month follow-up, the data did not show that only these three aspects improved significantly. Not only that, but even better, all 5 components of college students' well-being increased to similar levels. This suggests that the PERMA model intervention can elevate previously lower components and ensure an overall increase in well-being levels. The follow-up data also indicated that well-being levels became more stable and even showed an upward trend over time. It is possible that with extended class time and more practice, the well-being levels could stabilize further or even increase.

5.2 Discussion on the results of the phase 2 research development of a PERMA Model intervention to promote student well-being: Objective 2, to develop a PERMA Model intervention.

To develop a PERMA model intervention is second objective of this study. As a result, in the second phase, researcher developed a PERMA model intervention, in order to promoting student well-being. This PERMA model intervention which is a series of activities consisting of a learning program. There are 14 lesson plans in the study model. In each program/lesson, the researcher used learner-centered learning management principles and psychological techniques. Each of lesson consisting of 1 prerequisite and 4 steps, the prerequisite is the use of PERMA model in each class, and the 4 PERMA model intervention steps are (1) Step1 Lead in, (2) Step2 Small lecture and guidance, (3) Step3 Activity, (4) Step4 Comprehensive evaluation and conclusion. Each activity lesson requires 90 to 120 minutes. The PERMA model intervention has been evaluated by experts and can be used to improve college students' well-being.

The PERMA model intervention was centered around a 14-session activity-based course, which effectively enhanced the well-being of college students. The design and strategies of the activity-based curriculum, along with the teaching strategies implemented during the course, played crucial roles in its success. Foundational concepts from educational psychology and pedagogy were essential in the curriculum's development, aligning with Slavin's (2018) assertions. Slavin emphasized the importance of considering students' cognitive development, emotional and social growth, individual characteristics, and behaviors in creating effective, student-centered, constructivist learning environments. He also highlighted the necessity of motivating students and setting up an effective learning environment. The development of the PERMA model adhered to these principles. It required teachers to be intentional, purposeful, and thoughtful in their instructional strategies. Teachers must continually reflect on how to make their teaching more effective and how each decision they make facilitates student success. Both

curriculum designers and instructors needed to employ a series of strategies in each lesson to achieve the ultimate goal. Teachers must make deliberate instructional decisions to help students become enthusiastic and effective learners. Providing feedback, continuously improving their own teaching methods, and using their experiences to create relatable lead-in activities are crucial. After students engage in practice and activities, they must be given opportunities for critical and creative thinking and collaborative learning activities to better internalize what they have learned.

In developing the PERMA model intervention, researcher indeed followed this approach. They ensured that the courses were student-centered, incorporating principles and management techniques that catered to the learners' needs. This involved creating a learning environment that not only engaged students but also helped them connect their learning to real-life situations, as vividly depicted by the experiences shared by instructors. Through these thoughtful and strategic educational practices, the PERMA model intervention successfully fostered significant improvements in students' well-being.

The considerations for the PERMA model intervention are both comprehensive and well-rounded, the PERMA model intervention's design reflects a thoughtful integration of educational psychology (Slavin's ,2018) and instructional design (Smith & Ragan, 2005) . This consider ensures that the activity program design is grounded and effectiveness in class. This ensures that the intervention is well-equipped to improve students' well-being through a holistic and effective approach. In this way, it can better support the actual teaching of researcher and instructors. Researcher have a range of learning activities that allow college students to practice their skills. In order to provide the participating college students with an improved sense of well-being. The PERMA model intervention must also consider employing a variety of strategies to enhance student learning. This includes incorporating practices such as exercises, role-playing, summarize, written reflections, discussions, and group work. These methods can help solidify students'

understanding and application of the material. For instance, practicing skills through repeated exercises allows students to reinforce their learning and build confidence. Role-playing can simulate real-life scenarios, helping students apply theoretical knowledge in practical situations. Summarizing what they have learned enables students to distill key concepts and retain information more effectively. Written reflections provide an opportunity for students to articulate their thoughts and insights, promoting deeper understanding and personal connection to the material. Discussions facilitate the exchange of ideas, encouraging critical thinking and broadening perspectives. Group work fosters collaboration, allowing students to learn from one another and develop teamwork skills. By integrating these diverse instructional strategies, the PERMA model intervention can cater to different learning styles and preferences, making the learning process more engaging and effective. This comprehensive approach not only enhances students' well-being but also equips them with essential skills for their personal and academic development.

The expert interviews and informal conversations with students align with Shernoff's (2013) perspective on the necessity of teaching methods that effectively maintain student engagement, well-being, and happiness. Students often strive for high grades and graduation rather than learning for the love of knowledge. Students' behavior, as observed in interviews, indicates that they find classes boring and life monotonous, with some showing emotional distress or even depression. Some students exhibit negative behavior because their sense of well-being is deferred to the future, such as acquiring knowledge deemed useful for entering society or finding a job. Classroom instruction significantly impacts students. Teachers often struggle to engage and motivate young people or build meaningful, positive relationships with them. Young people seem more concerned with their actual classroom experience and are eager to be challenged in ways that are meaningful and relevant to them, to develop certain skills, and to receive support (Shernoff, 2013).

In this context, the establishment of this intervention model becomes even more necessary, as these issues have persisted and remain unresolved. The

development of the model also incorporates these existing problems, aiming to promote college students' well-being in a multidimensional way. This study integrates the PERMA model of positive psychology. Kovich et al. (2022) believe that PERMA can improve well-being. In group counseling, Villarino et al. (2022) used PERMA interventions to enhance students' self-esteem. Qi et al. (2022) found that college students' well-being is related to psychological stress and that physical activities based on PERMA can appropriately enhance students' well-being.

In the model setup, PERMA is a fundamental element used in each lesson. The results show that the PERMA model is highly effective. 1) Positive emotions (such as satisfaction, achievement, pride, calm, joy, enthusiasm, optimism, hope, confidence, and trust) are beneficial to college students. This aligns with the views of Fredrickson (2013) and Seligman (2011). According to the broaden-and-build theory of positive emotions, these emotions can broaden students' attention and cognition, helping them more effectively address their issues and build coping strategies. Guided to face and solve problems and update their experiences, students can experience a virtuous cycle, gaining more positive emotions. This cyclical, upward spiral process allows individuals to continuously improve and grow. More positive emotions and fewer negative emotions lead to flourishing. 2) Engaging students in all activities is crucial for participation and maximum absorption. All students are required to participate in every session, regardless of their state. Participation involves reflection and reaction, guiding students to find their optimal state. Deep enjoyment and flow lead to greater happiness, so engaging in activities tends to have positive effects. Losing track of time and enjoying the moment brings maximum happiness and fulfillment, deepening commitment to goals and fostering a positive mindset. Enjoying and engaging in life aligns with Csikszentmihalyi (2013) and Seligman (2011). 3) Seligman (2011) suggests that relationships are a form of social capital. Good relationships enhance life experiences and contribute to happiness. In each course session, students connect with others, reflecting on experiences and practicing interpersonal skills during activities and discussions. Even

students who dislike communication can find inspiration from others' communication methods and perspectives. Investing in their "relationships" helps them gain support, avoid isolation, and ultimately achieve their desired life. 4) Seligman (2011) asserts that finding meaning contributes to well-being. Meaning involves discovering one's purpose and dedicating oneself to something greater. Through each class, discussions, activities, and reflections, students find their goals and directions, using their abilities to achieve things beyond their current endeavors. The entire process, regardless of the outcome, leads to growth and value. This pursuit of goals and values that align with one's beliefs and contribute to greater causes aligns with research views. Steger (2012) notes that meaning also involves having direction and feeling connected to something greater than oneself, which correlates with positive physical health, lower mortality risk, and higher life satisfaction. Making meaning clear and evident requires defining the purpose and direction of actions (Ryff et al., 2004; Boyle et al., 2009). 5) Achievement involves pursuing success, victory, accomplishment, and mastery for oneself. The dimension of achievement relates to reaching goals and experiencing competence and mastery. Achievements enhance self-esteem and contribute to a sense of accomplishment. Happiness often exists in the process of achieving and the brief state of achievement. Students are encouraged to find their achievements through various activities, whether actual results or processes involving experiences, reflections, and goal-setting. Seligman (2011) notes that after realizing desires and motivations, people reach new levels, and the efforts toward goals enhance the understanding of what people do to achieve happiness. This guidance and instillation of achievement bring more insights and reflections to students.

The research findings do show researcher that the development and design of PERMA model intervention are beneficial. Education should incorporate positive psychology into practice (Seligman et al., 2009). The PERMA model intervention for this experiment follows the concepts advocated by positive psychology and is based on the well-being theory, using the PERMA model (Seligman,

2011), which incorporates problem-based learning (Silva, 2017) and the experiential learning (Kolb, 2018). The PERMA model intervention for this experiment is based on the PERMA model (Seligman et al., 2011), which is based on the concepts of positive psychology. According to Carr (2022), positive psychology is dedicated to enhancing well-being by exploring human virtues, emphasizing aspects such as flourishing, creativity, wisdom, and hope. It aims to develop effective interventions that help individuals, families, and communities thrive. The goal is to promote human well-being, flourishing, and optimal functioning (Seligman, 2011; Gable & Haidt, 2005). These viewpoints are consistent with the direction and goals of the researcher.

Additionally, from interviews with experts and teachers on how to enhance college students' well-being, experts unanimously agreed on the importance of developing PERMA model intervention. To improve college students' well-being, a variety of learning methods or activities should be used, allowing students to learn and engage more effectively. Students should be encouraged to address their concerns through learning activities, engage in reflective practices, and identify and resolve their issues, which will help them gain clear insights and understanding from various experiences. This self-directed learning manifests in various behaviors and practices, including the application of psychology in activities. Enhancing college students' well-being should be integrated with their daily lives, using interconnected problems such as case studies and models. Therefore, researcher designed learning activities with clearly organized steps and various teaching methods and techniques. They also employed student-centered learning management principles, providing activities that align with students' characteristics (Slavin, 2018). What students enjoy in activities and classes aligns with expert recommendations gathered from random conversations. Students prefer engaging activities that inspire them and help solve problems, rather than merely listening to theoretical lectures, which can make it difficult for them to concentrate, participate, or understand how to apply the concepts. Hence, it is crucial to offer activities that meet students' needs.

Using the PERMA model in class is prerequisite, it means use it in each of lesson class: Positive emotion need teacher creating learning positive atmosphere (eg. words, attitude, guide); Relationship & engagement use in the group learning, activity and individual learning (eg. activities, discussions, simulation scenario, sharing); Meaning & Achievement use in the achievement sharing and evaluation, comprehensive evaluation (answering, idea, homework, class learning) And teaching with four steps. First step is lead in which warming up and introduction lead to the main theme of the lesson, the teacher need to create a learning situation lead to the main theme (problem/question) in this class. The second step is small lecture and guidance, teacher's mini classroom and guidance. The third step is activity, practical activities. Through various learning forms or activities, for example, small group learning, discussion, sharing, simulation scenario). The fourth step is comprehensive evaluation and conclusion. Teachers need to give positive evaluation in each of the activity and end of each lesson, fixed task and summary, also encourage students to apply and practice in their life. This combination helps effectively addresses students' concerns, offers solutions, and leverages experiences to support their development and growth, laying a solid theoretical foundation for future research and practical interventions aimed at improving college students' well-being. Implementing with the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) and 4 steps in student-focused class can substantially enhance their well-being.

Strategies from positive psychology promote the well-being of college students. Conscious course designs aim to enhance students' well-being by teaching them independent learning skills. According to Field et al. (2015), this is necessary and important as a positive psychology strategy to boost the well-being of college students. Implementing dedicated happiness programs and rigorously assessing their impact will help ensure proper allocation of time and resources and determine the effectiveness of well-being strategies. Strengthening evaluations is the crucial next step in reducing learners' distress and ultimately improving students' well-being (Field

et al., 2015; Dyrbye et al., 2019). As Aulia et al. (2020) suggested, exploring new methods and research is needed to enhance college students' well-being. Seligman's (2002, 2012) PERMA model in research can foster the well-being of college students and promote a fulfilling life. In this study, it goes further by not only incorporating it into specific courses but also offering a series of dedicated activities for learning its application. While further research is needed to validate its integration with other courses, it's a significant advancement that it's not confined to a single discipline.

5.3 Discussion on the results of the phase 3 research evaluating the experiment of the PERMA Model intervention on promoting college students' well-being: Objective 3, to evaluate the effectiveness of PERMA Model intervention for promoting college student's well-being.

The Phase 3 study is consistent with the purpose of the third objective. In the third phase, researcher evaluated the effectiveness of the developed PERMA model intervention through an experimental intervention. The experiment involved pre-test, post-tests, and follow-up (1 month later) assessments to measure changes in student well-being. Participants were randomly assigned to either the experimental group, which received the PERMA model intervention, or the control group, which did not receive any intervention.

The results of the experiment demonstrated that the PERMA model intervention had a significant positive impact on the well-being of the students in the experimental group. Post-test and follow-up assessments showed improvements in college students' well-being and all five components of the experimental group. Under the second assumption, the differences are statistically significant at the 0.05 level, it is unequivocally known that using the PERMA model intervention promotes college students' well-being. This explanation suggests that the PERMA model intervention comprises a series of activities, and integrating the PERMA model into these activities positively impacts all components of college students' well-being. This aligns with Slavin's (2018) view that teaching methods should be dynamic and diverse, tailored to students' characteristics, and employ positive perspectives and attitudes. Such

approaches can positively influence various student outcomes, including performance, attitudes, and creativity.

The analysis of the experimental group's test results indicates that the mean well-being score of college students was higher after the experiment than before. Furthermore, in the follow-up phase one month later, the mean well-being score was higher than both after and before the experiment, showing statistical significance at the 0.05 level. The experimental results demonstrate that the PERMA model intervention can increase college students' well-being and, most importantly, have a lasting impact. This is significant because it suggests that after participating in 14 sessions of activities, students underwent an internalization process, engaged in practice, and reflected deeply. They applied what they learned in the course to their daily lives. The course activities provided students with valuable insights and reinforced and encouraged them in various aspects. Even when facing stress and challenges, they gained effective coping strategies from the activities, which likely contributed to the sustained impact observed in the follow-up a month later. Specifically, students in the experimental group reported higher levels of well-being immediately following the intervention. These effects were sustained and even further enhanced at the follow-up stage, indicating the lasting benefits of the learning activities. The model also fostered better positive feeling, self-worth, relationships and a greater sense of life satisfaction and achievement, contributing to an overall increase in well-being.

After the experiment, the overall well-being of the experimental group was higher than before, with improvements across all five dimensions of college students' well-being. A follow-up test conducted one month after the experiment showed that the well-being levels of the experimental group were even higher than immediately after the experiment, demonstrating the stability and continued improvement of well-being through PERMA model interventions. In contrast, the control group's well-being levels did not show significant differences before, immediately after, or one month

after the experiment. This indicates that the PERMA model intervention effectively enhances college students' well-being for several reasons:

In terms of positive feeling, the mean increased significantly, with the experimental group rising from a medium level before the experiment to a high level afterward. This can be summarized as follows: firstly, the activities incorporating the PERMA model expanded students' positive emotions, broadened their perspectives, and increased creativity. Secondly, it built mental strength, positive psychological habits, and social relationships, all of which contribute to enhanced positive feelings, attitudes, and overall well-being. Finally, positive courses provided students with resilience and a more optimistic approach to problems, leading to greater satisfaction and well-being in life. These observations align with Fredrickson's (2013) views. The arrangement of the courses, starting with positive feelings, laid a solid foundation for enhancing other dimensions, helping students learn to foster positive internal experiences. Additionally, Seligman (2002, 2006) emphasized that positive methods lead to greater success and happiness, suggesting that positive emotions and attitudes can be learned. For example, students learned to explain problems and setbacks using an optimistic attribution style, leading to better outcomes. Positive emotions and feelings broaden an individual's thinking and behavior, aiding in well-being improvement (Van Cappellen et al., 2014).

Regarding self-worth, the mean improved significantly, with the experimental group rising from a medium level before the experiment to a high level one month later. Seligman and Csikszentmihalyi (2000) advocated for focusing on systematically developing human capabilities rather than merely correcting weaknesses. The PERMA model activities helped students find their strengths, accept themselves, and recognize their true potential. This approach aligns with Ryff et al. (2004). Zhang et al. (2007) noted that students uncertain about their self-concept are sensitive to social comparisons, which can lower their well-being. Thus, guiding students to recognize and affirm their true selves is crucial. Nosrat-Peschkian (2012)

emphasized that positive psychology aims to cultivate abilities and self-help potential rather than eliminating obstacles.

In terms of interpersonal harmony, the mean increased significantly, with the experimental group rising from a medium level before the experiment to a high level. Positive relationships, which are crucial for well-being, were enhanced through activities that built communication skills and resilience, as supported by Ryff et al. (2004), Van Cappellen et al. (2014), Fredrickson (2001), and Snyder (2021). The intervention helped students develop better interpersonal skills, leading to improved interpersonal harmony. Studies have shown that positive relationships are strongly correlated with well-being (Taylor, 2011; Tay et al., 2012). The activities and interventions also cultivated students' psychological resilience, positive emotional attitudes, and noble character, helping them to correctly understand themselves and be more tolerant of others. This included frustration education and gratitude education, emphasizing the combination of solving practical problems with ideological guidance. These activities guided students to discover, analyze, and solve problems, objectively recognize their strengths and weaknesses, and dialectically handle setbacks and failures in life. By doing so, students were helped to maintain a positive mindset and foster good interpersonal relationships. A Harvard study over 75 years highlighted that good relationships lead to happier, healthier, and longer lives (Waldinger, 2015). Activities teaching basic communication skills helped students handle future challenges more effectively, as belongingness significantly influences happiness (Miller, 2022; Shi, 2020).

Regarding achievement, the mean improved significantly, with the experimental group rising from a medium level before the experiment to a high level one month later. Setting goals and encouraging students to pursue them proved effective. Achievement activities combined with self-worth activities were particularly beneficial, as behavior strongly influences feelings and evaluations (Compton & Hoffman, 2020). Recognizing and appreciating achievements significantly enhance self-worth. Achieving goals, no matter how small, boosts confidence and self-esteem,

creating a positive feedback loop that encourages further effort and resilience. This understanding helps students set realistic goals and acknowledge their progress, continually enhancing self-worth (Deci & Ryan, 2000; Bandura, 1997; Locke & Latham, 2002).

In terms of life satisfaction, the mean improved significantly, with the experimental group rising from a medium level before the experiment to a high level one month later. Life satisfaction, a key component of college students' well-being, involves subjective evaluations of overall life and future prospects (Aulia et al., 2020). The increased satisfaction across different dimensions suggests that the PERMA model positively impacted students' attitudes and self-recognition. Integrating positive feelings into the course from the beginning proved beneficial, supporting Seligman's (2011) assertion that positive emotions influence life satisfaction.

Additionally, Miao et al. (2015) suggested that well-being does not significantly change over time without intervention. However, this study's findings showed that the PERMA model intervention led to increased well-being, indicating its effectiveness. The control group results supported the notion that without intervention, well-being remains stable. Therefore, the PERMA model intervention significantly and sustainably enhances college students' well-being, demonstrating its efficacy.

The control group, on the other hand, did not show significant changes in their well-being levels, reinforcing the effectiveness of the PERMA model intervention. These findings suggest that PERMA model intervention can effectively promote students' well-being. The experiment also provided valuable insights into the practical implementation of the PERMA model intervention. Student feedback indicated that the activities were engaging, relevant, and beneficial. The use of learner-centered principles (Slavin's, 2018) ensured that students were actively involved in the process, making the learning experience more impact.

In conclusion, the three phases of this research collectively demonstrate the need for and effectiveness of PERMA model intervention to promote well-being among college students. The initial phase of analyzing the current level of student well-

being has room to improve, the development phase created a PERMA model intervention, and the experimental phase confirmed its positive impact on college students' well-being. Future research could expand on these findings by exploring long-term effects and potential adaptations for other educational contexts.

6. Suggestions

Practical suggestions

1) Teachers could use the college students' well-being questionnaire to find the elements of low well-being by screening them. So that teachers can design learning activities to enhance each component appropriately.

2) Teachers could use the PERMA model intervention to enhance the well-being of other students similar to the sample in this study. Those who use it should have knowledge and understanding of the skills of the elements of well-being so that the PERMA model intervention can be used more effectively.

Policy based suggestion

Research has shown that teacher using the PERMA model intervention can enhance college students' well-being. The education related stakeholders can incorporate learning model into the potential development program of college students' curricular activities to improve college students' well-being.

Recommendations for the use of future research findings

1) To investigate the impact of applying the learning model to integrate teaching and learning in different courses on college students' well-being.

2) To conduct a follow-up study of the learning model to assess regular changes in college students' well-being, such as every 3 or 6 months.

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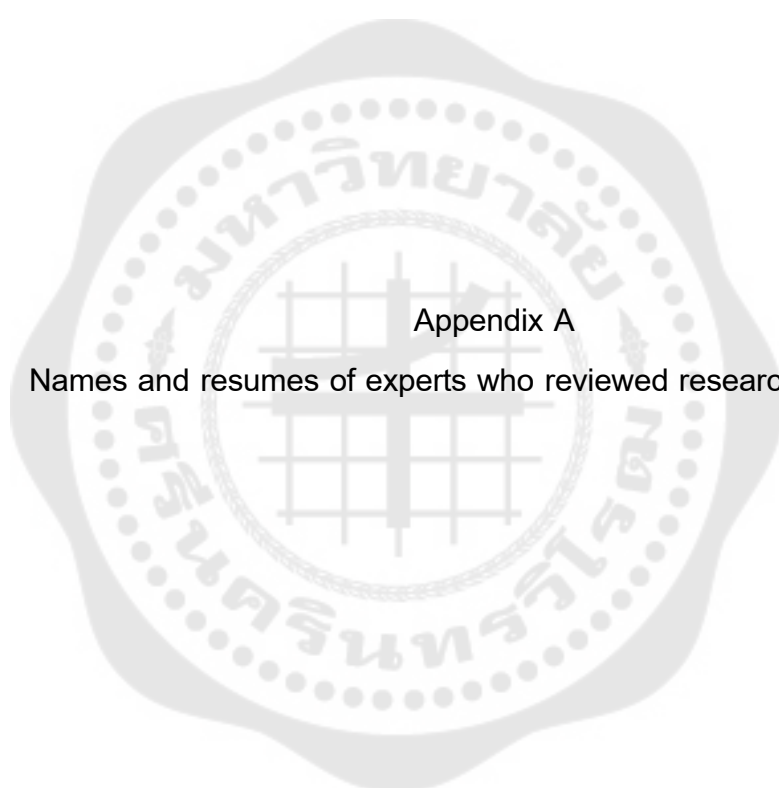
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APPENDIX



Appendix A

Names and resumes of experts who reviewed research tool quality

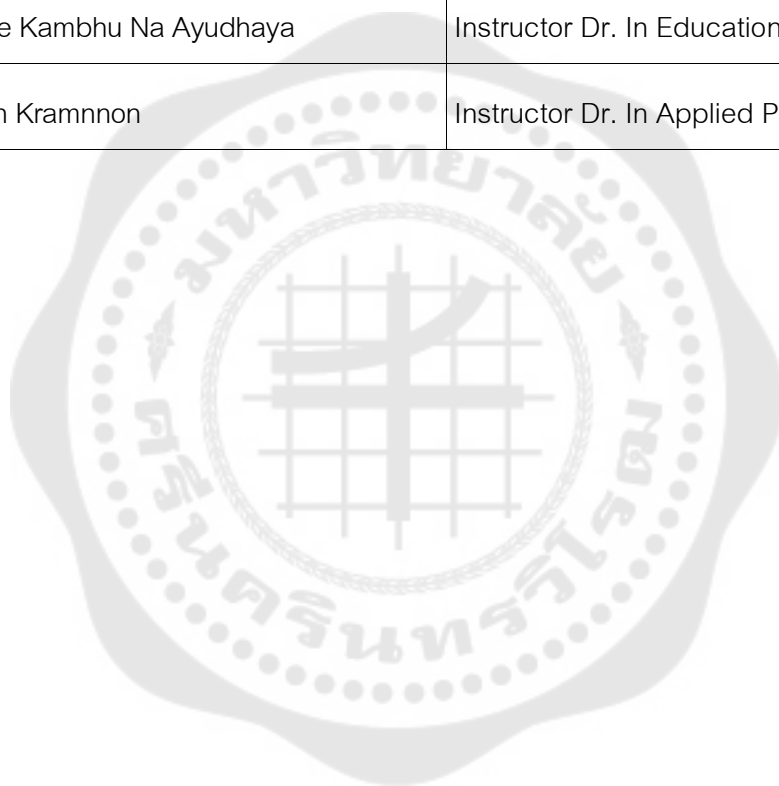
List of experts and teachers who conducted informal conversational interviews to study the current state of college student well-being (definitions, characteristics, etc.) and recommendations

No.	List of Experts	Resume/Position
1	Wu Qingfeng Professor, Doctor	Faculty of Software Xiamen University
2	Zhao Zhiyong Associate Professor	Faculty of Traditional Chinese Medicine Yunnan University of Chinese Medicine
3	Chen Kai Lecturers	Head of the Departmental Student Office Department of Clinical Medicine Kunming Medical University Haiyuan College
4	Qian Yu Lecturers	Head of the Departmental Student Office Department of Medical Technology Kunming Medical University Haiyuan College
5	Liu Nianqiu Doctor of medicine	The Third Affiliated Hospital (giving classes to college students) Kunming Medical University
6	Yin Yanhua Associate Professor	Drawing and Painting Specialization Yunnan Arts University
7	Leng Juan Lecturers	Research Direction on College Students' Values Human Resources Department Yunnan Minzu University

8	Liu Yiliang Associate Professor,Doctor	Ideological and Political Education for College Students Development Planning Office Yunnan University of Finance and Economics
9	Ma Sha Associate Professor	Education Marxist Academy Kunming Medical University Haiyuan College
10	An Lei Associate Professor	College of Humanities and Management Kunming Medical University

List of experts who reviewed the questionnaires used in the study to
assess the well-being of college students

List of Experts	Resume/Position
Sittipong Wattananonsakul	Assoc.Prof.Dr. in Psychology
Paradee Kambhu Na Ayudhaya	Instructor Dr. In Educational Psychology
Sittiporn Kramnnon	Instructor Dr. In Applied Psychology



List of experts for the review of PERMA model intervention

List of Experts	Resume/Position
<p data-bbox="304 517 416 551">Sun Jing</p> <p data-bbox="304 595 427 629">Professor</p>	<p data-bbox="772 517 863 551">Retired</p> <p data-bbox="772 595 1326 734">Master of Science in Education, Intercultural Communication, University of Pennsylvania, U.S.A.</p> <p data-bbox="772 779 1203 813">Yunnan University for Nationalities</p> <p data-bbox="772 857 1402 1048">Currently, he is a member of the editorial board of China Media Report Overseas and an invited translation expert; a member of the Chinese Society of Intercultural Communication.</p>
<p data-bbox="304 1095 475 1128">Zhang Yiping</p> <p data-bbox="304 1173 427 1207">Professor</p>	<p data-bbox="772 1095 863 1128">Retired</p> <p data-bbox="772 1173 1394 1261">Served in the Department of Social Sciences and the College of Humanities</p> <p data-bbox="772 1305 1126 1339">Kunming Medical University</p>
<p data-bbox="304 1384 475 1417">Zhuang Yuan</p> <p data-bbox="304 1462 560 1496">Associate Professor</p>	<p data-bbox="772 1384 903 1417">Education</p> <p data-bbox="772 1462 1334 1601">Teacher at the School of Marxism, Former Director of the Office of Career Planning and Employment of College Students</p> <p data-bbox="772 1646 1342 1680">Kunming Medical University Haiyuan College</p>



Appendix B

Summarize the issues and suggestions
from Informal Conversational Interviews

Summarize the issues and suggestions from expert interviews

Content 1: Current Levels of Well-being and Existing Problems Among College Students

The researcher conducted informal conversations with university teachers from various professional fields who work in different departments and have daily interactions with students. The interviews revealed that most teachers believe the current well-being of college students is not optimistic. While most students are not overtly negative, a significant number are not particularly positive either, with only a small portion showing high levels of positive. The majority of students appear to be in a state of "non-responsiveness," "boredom," "lack of motivation," "lack of direction," "unhappiness," or even "extremes."

Simultaneously, many students randomly interviewed expressed that they do not consider whether they are happy. They are more focused on completing the steps of their university education and life milestones (e.g., passing exams, securing a good job). Some students feel neither particularly happy nor unhappy because they believe their lives lack goals and meaning. They do not know what actions would make them feel truly happy. They lack the ability to recognize and enhance their sense of well-being. The daily academic pressure (e.g., some students mentioned they would feel happy if they didn't have to wake up early for classes and could have more free time to play) and their expectations for themselves leave them with little time to manage their emotions or adapt and improve their daily feelings.

Discussions with administrative staff and teaching faculty revealed that the overall state of students is often described as "feeling nothing" about anything (akin to a lack of a sense of abundance). Well-being is a pressing issue. The existing teaching model, which is teacher-centered and focuses on professional knowledge delivery, results in low student engagement in the classroom. If the subject matter does not align with their

interests, students find it challenging to ask questions or solve problems, missing opportunities to address their confusion and issues. There is a significant need for a universally applicable teaching method that enhances student engagement and well-being.

Content 2: Current Understanding and Definition of Well-being Among College Students

Experts have a consensus that college student well-being involves both subjective and objective aspects. Subjectively, it is influenced by students' feelings, standards, evaluations, perspectives, self-awareness, self-acceptance, effort, and evaluations of others and things. Objectively, well-being is affected by factors beyond their control—people, events, and circumstances that objectively exist and occur, influencing their feelings of well-being. Examples include the environment, uncontrollable societal factors, interpersonal relationships, and outcomes of specific events.

This aligns closely with the researcher's literature review, which found a high degree of overlap with the experts' views. Well-being is primarily expressed as an overall sense of abundance that integrates subjective and objective components. Teachers suggested that when defining dimensions of well-being, they should not be too numerous. Instead, dimensions should summarize and integrate content with a common standard to ensure comprehensiveness and representative.

Content 3: Suggestions for Effective Methods or Activities to Enhance College Students' Well-being

Experts unanimously agree that there is significant room for improving college students' well-being. Various methods should guide students to find their happiness and joy, achieving a high level of well-being. Experts believe that simply offering a course on

positive psychology or counseling to all students is unrealistic and challenging to implement. If simple activities and projects could be integrated into the classroom, it might be the best approach, as students attend classes daily. Researcher conducted surveys, and over 85% of students indicated they would be interested in participating in courses aimed at enhancing well-being.





Appendix C
College Students' Well-being Questionnaire

College Students' Well-being Questionnaire

A. Information

- 1.College:
- 2.Classification of your major:
- 3.Grade:
- 4.Gender:
- 5.Location of your family(long-term living place):
- 6.Where you have lived for a long time: City Village
- 7.Do you hold or have held any student leadership positions: Yes No
- 8.Are you an only child? Yes No

B Please use the evaluation scale below to **describe your situation** by ticking the scale **that match**.

No.	Item	Scale						
		1	2	3	4	5	6	7
	Part B	Strongly disagree	Disagree	Slightly disagree	Mixed or neither agree nor disagree	Slightly agree	Agree	Strongly agree
9	I am a person of value, at least as much as anyone else.							
10	I am optimistic about my future							
11	I am engaged and interested in my daily activities							
12	I'm free to decide what I want to do with my life.							
13	I'm satisfied with my life.							
14	I have many good qualities							
15	I'm positive about myself.							
16	I have friends I can rely on.							
17	Most aspects of my life match my ideals.							
18	People respect me.							
19	I'm not going to succeed at a lot of things.							
20	I can gain a sense of achievement from the experiences I have							
21	I'm negative about myself.							
22	I can see the positive side of things.							

23	I love a lot of things.												
24	I'm too limited ability to help others in their time of need.												
25	I am competent and capable in the activities that are important to me.												
26	Friends like me.												
27	I'm pretty good at some things.												
28	I'm dissatisfied with every aspect of my life.												
29	Everybody doesn't care what I did, what I'm doing, how I feel.												
30	I have friends I've been with for years who support me.												
31	I have friends I can trust.												
32	I lead a meaningful life.												
33	All aspects of my life are in good shape.												
34	I think I've achieved some success.												
35	I can go above and beyond to achieve more and more.												

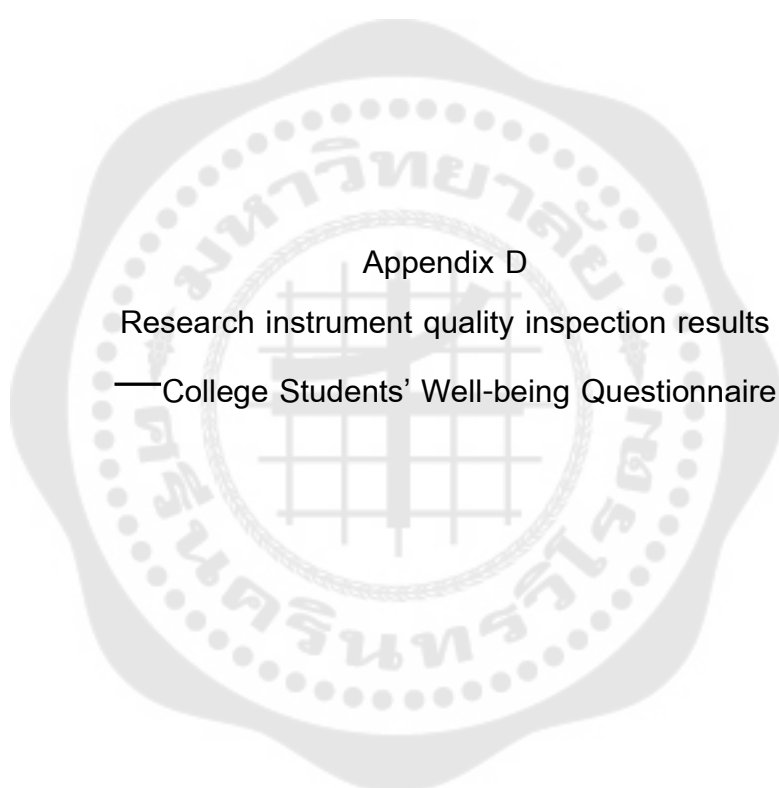
Do you have any other suggestions ? _____

Thank you very much!**Have a nice time.**

Scale of Positive and Negative Experience(Feelings)

Using the following rating scale, please rate your overall feelings about your emotional state over the past month(4 weeks) (Copyright by Ed Diener and Robert Biswas-Diener, 2009,2010)

No.	Item	Scale				
		1	2	3	4	5
Part B		Very rarely or never	Rarely	Sometimes	Often	Very often or always
1	Positive					
2	Negative					
3	Good					
4	Bad					
5	Pleasant					
6	Unpleasant					
7	Happy					
8	Sad					
9	Afraid					
10	Joyful					
11	Angry					
12	Contented					



Appendix D

Research instrument quality inspection results

— College Students' Well-being Questionnaire

TABLE 30 Item objective consistency index (IOC) of Scale of Positive and Negative Experience(Feelings)

Item	Expert opinion			Total	IOC	Summarize the results
	1	2	3			
1	+1	+1	+1	3	1.0	Can be used
2	+1	+1	+1	3	1.0	Can be used
3	+1	+1	+1	3	1.0	Can be used
4	+1	+1	0	2	0.67	Can be used
5	+1	+1	+1	3	1.0	Can be used
6	+1	+1	+1	3	1.0	Can be used
7	+1	+1	+1	3	1.0	Can be used
8	+1	+1	+1	3	1.0	Can be used
9	+1	+1	+1	3	1.0	Can be used
10	+1	+1	+1	3	1.0	Can be used
11	+1	+1	+1	3	1.0	Can be used
12	+1	+1	+1	3	1.0	Can be used

Note: Scale by Ed Diener and Robert Biswas-Diener, 2009,2010;A standard with a compliance index of 0.50 or above is considered qualified and available

TABLE 31 Item objective consistency index (IOC) of College Students' Well-being
Questionnaire

Item	Expert opinion			Total	IOC	Summarize the results
	1	2	3			
1	+1	+1	+1	3	1.0	Can be used
2	+1	+1	+1	3	1.0	Can be used
3	+1	+1	+1	3	1.0	Can be used
4	+1	+1	+1	3	1.0	Can be used
5	+1	+1	+1	3	1.0	Can be used
6	+1	+1	+1	3	1.0	Can be used
7	+1	+1	+1	3	1.0	Can be used
8	+1	+1	+1	3	1.0	Can be used
9	+1	+1	+1	3	1.0	Can be used
10	+1	+1	+1	3	1.0	Can be used
11	+1	+1	+1	3	1.0	Can be used
12	+1	+1	+1	3	1.0	Can be used
13	+1	+1	+1	3	1.0	Can be used
14	+1	+1	+1	3	1.0	Can be used
15	+1	+1	+1	3	1.0	Can be used
16	+1	+1	+1	3	1.0	Can be used
17	+1	+1	+1	3	1.0	Can be used
18	+1	+1	+1	3	1.0	Can be used
19	+1	+1	+1	3	1.0	Can be used
20	+1	+1	+1	3	1.0	Can be used
21	+1	+1	+1	3	1.0	Can be used
22	+1	+1	0	2	0.67	Can be used
23	+1	+1	+1	3	1.0	Can be used
24	+1	+1	+1	3	1.0	Can be used
25	+1	+1	+1	3	1.0	Can be used
26	+1	+1	+1	3	1.0	Can be used
27	+1	+1	+1	3	1.0	Can be used
28	+1	+1	+1	3	1.0	Can be used
29	+1	+1	+1	3	1.0	Can be used
30	+1	+1	+1	3	1.0	Can be used
31	+1	+1	+1	3	1.0	Can be used
32	+1	+1	+1	3	1.0	Can be used
33	+1	+1	+1	3	1.0	Can be used
34	+1	+1	+1	3	1.0	Can be used
35	+1	+1	+1	3	1.0	Can be used

Note: A standard with a compliance index of 0.50 or above is considered qualified and available

TABLE 32 Reliability of the Scale of Positive and Negative Experience(Feelings) (from Diener et al. 2009,2010)

Items	Corrected Item-Total Correlation(CITC)	Cronbach Alpha if Item Deleted	Cronbach α
1.Positive	0.779	0.947	
2.Angry	0.726	0.949	
3.Good	0.812	0.946	
4.Bad	0.764	0.947	
5.Negative	0.790	0.947	
6.Happy	0.723	0.949	
7.Pleasant	0.763	0.947	0.952
8.Sad	0.801	0.946	
9.Afraid	0.730	0.949	
10.Joyful	0.748	0.948	
11.Unpleasant	0.804	0.946	
12.Contented	0.768	0.947	

Cronbach α (Standardized): 0.952

As can be seen from the above table32, the reliability coefficient value is 0.952, which is greater than 0.9, indicating that the reliability quality of the research data is high. For " α coefficient of deleted item", the reliability coefficient does not increase significantly after any item is deleted, so the item should not be deleted. For "CITC value", the CITC value of analysis items is greater than 0.4, indicating that there is a good correlation between analysis items and a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.9, which indicates that the data

reliability quality is high and can be used for further analysis.

TABLE 33 Validity of the Scale of Positive and Negative Experience(Feelings) (from Diener et al. 2009,2010)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.951
Bartlett's Test of Sphericity	Approx. Chi-Square	912.152
	df	66
	<i>p</i>	.000

KMO and Bartlett tests were used to verify the validity. It can be seen from the above table that the KMO value is 0.951 and the KMO value is greater than 0.8, and the research data is very suitable for extracting information (the validity is good reflected from the side).

TABLE 34 Reliability of the College Students' Well-Being Questionnaire (Part B)

Items	Corrected Item-Total Correlation(CITC)	Cronbach	
		Alpha if Item Deleted	Cronbach α
9.I am a person of value, at least as much as anyone else.	0.828	0.980	
10.I am optimistic about my future.	0.842	0.980	
11.I am engaged and interested in my daily activities	0.824	0.980	
12.I'm free to decide what I want to do with my life.	0.858	0.980	
13.I'm satisfied with my life.	0.799	0.981	
14.I have many good qualities.	0.810	0.981	
15.I'm positive about myself.	0.793	0.981	0.981
16.I have friends I can rely on.	0.759	0.981	
17.Most aspects of my life match my ideals.	0.850	0.980	
18.People respect me.	0.789	0.981	
19.I'm not going to succeed at a lot of things.	0.806	0.981	
20.I can gain a sense of achievement from the experiences I have had.	0.847	0.980	
21.I'm negative about myself.	0.830	0.980	
22.I can see the positive side of things.	0.790	0.981	

Items	Corrected Item-Total Correlation(CITC)	Cronbach	
		Alpha if Item Deleted	Cronbach α
23.I love a lot of things.	0.813	0.980	
24.I'm too limited ability to help others in their time of need.	0.685	0.981	
25.I am competent and capable in the activities that are important to me.	0.810	0.981	
26.Friends like me.	0.830	0.980	
27.I'm pretty good at some things.	0.817	0.980	
28.I'm dissatisfied with every aspect of my life.	0.753	0.981	
29.Everybody doesn't care what I did, what I'm doing, how I feel.	0.684	0.981	
30.I have friends I've been with for years who support me.	0.784	0.981	
31.I have friends I can trust.	0.801	0.981	
32.I lead a meaningful life.	0.802	0.981	
33.All aspects of my life are in good shape.	0.846	0.980	
34.I think I've achieved some success	0.847	0.980	
35.I can go above and beyond to achieve more and more.	0.839	0.980	

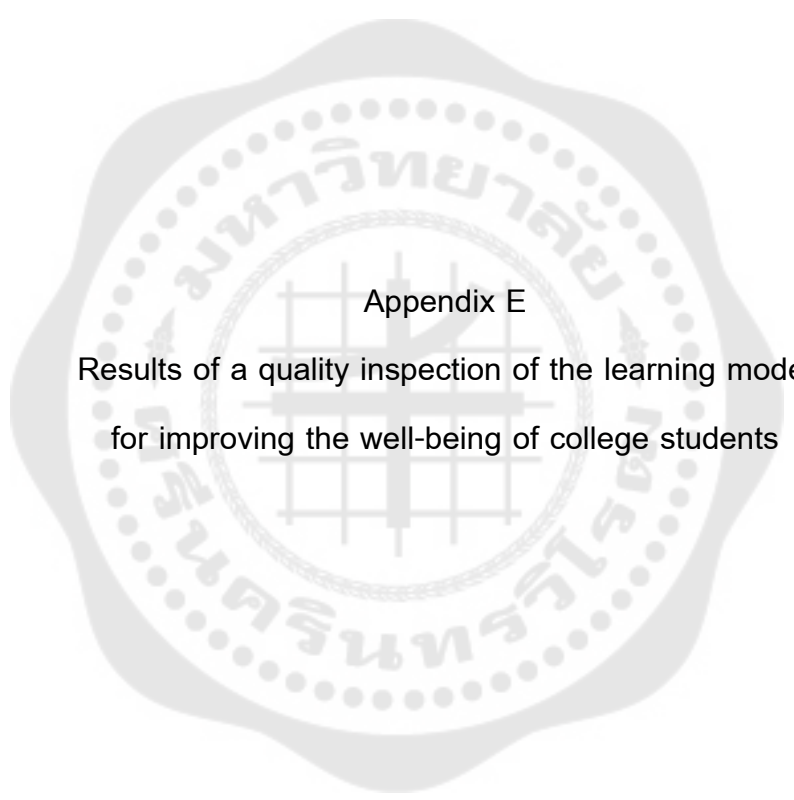
Cronbach α (Standardized): 0.981

As can be seen from the above table 35, the reliability coefficient value is 0.981, which is greater than 0.9, indicating that the reliability quality of the research data is high. For " α coefficient of deleted item", the reliability coefficient does not increase significantly after any item is deleted, so the item should not be deleted. For "CITC value", the CITC value of analysis items is greater than 0.4, indicating that there is a good correlation between analysis items and a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.9, which indicates that the data reliability quality is high and can be used for further analysis.

TABLE 35 Validity of the College Students' Well-Being Questionnaire(Part B)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.962
Bartlett's Test of Sphericity	Approx. Chi-Square	3006.341
	df	325
	p	.000

KMO and Bartlett tests were used to verify the validity. It can be seen from the above table that the KMO value is 0.962 and the KMO value is greater than 0.8, and the research data is very suitable for extracting information (the validity is good reflected from the side).



Appendix E

Results of a quality inspection of the learning model
for improving the well-being of college students

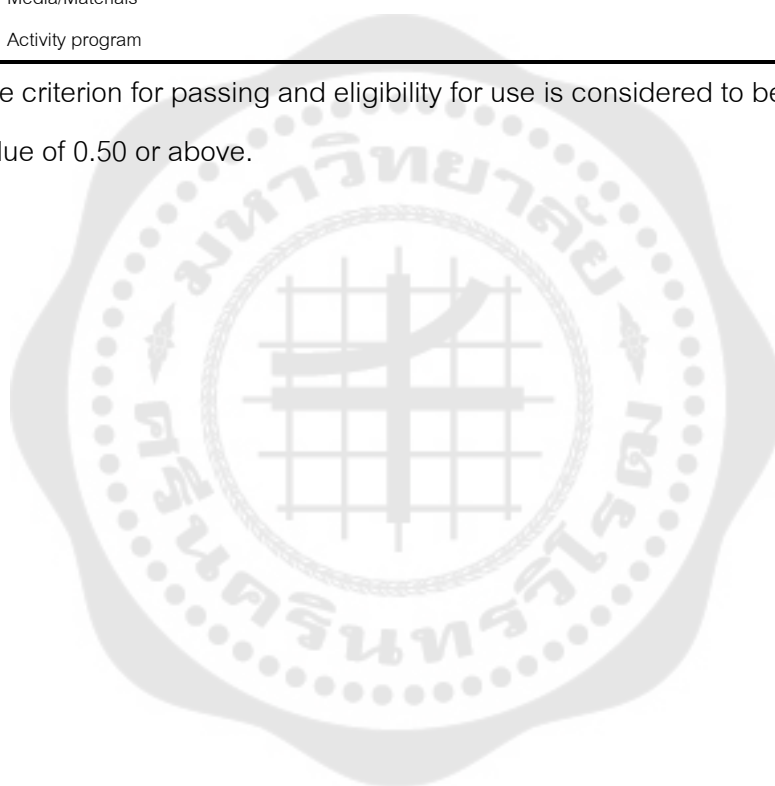
TABLE 36 Consistency index(IOC) of learning Model for improving the well-being of college students

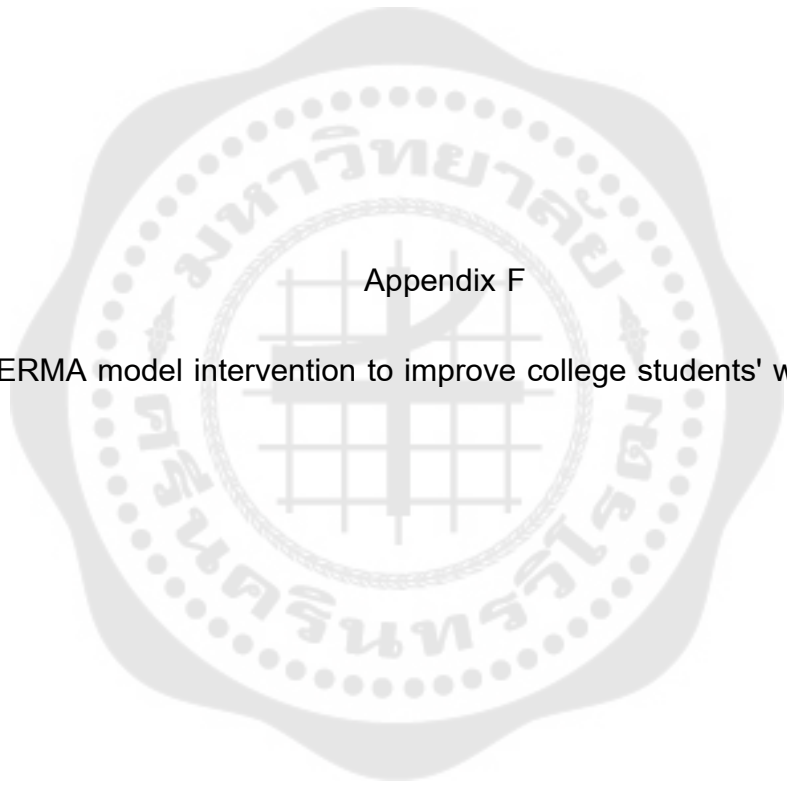
	Lesson Plan for the Topic	Expert opinion			IOC
		1	2	3	
1	Orientation	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
2	Positive feeling1	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
3	Positive feeling 2	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
4	Positive feeling 3	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
5	Self-worth 1	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
6	Self-worth 2	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				

	Lesson Plan for the Topic	Expert opinion			IOC
		1	2	3	
7	Achievement	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
8	Self-worth and Achievement				
	1) Content	+1	+1	+1	1.00
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
9	Interpersonal harmony 1	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
10	Interpersonal harmony 2	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
11	Interpersonal harmony 3	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
12	Life satisfaction 1	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
13	Life satisfaction 2	+1	+1	+1	1.00
	1) Content				

	Lesson Plan for the Topic	Expert opinion			IOC
		1	2	3	
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				
14	Conclusions and future directions	+1	+1	+1	1.00
	1) Content				
	2) Objective				
	3) Time/Duration				
	4) Media/Materials				
	5) Activity program				

Note: The criterion for passing and eligibility for use is considered to be a satisfactory index value of 0.50 or above.





Appendix F

PERMA model intervention to improve college students' well-being

PERMA Model Intervention

To Improve the College Students' Well-being

Lesson1 Orientation

Content

Orientation serves as a vital process in fostering connections among professional students, educators, researcher, and peers. It aims to cultivate an environment characterized by warmth, enthusiasm, joy, and engagement in learning activities. Within such a setting, students feel at ease, empowered to demonstrate their skills, express their perspectives, and share their emotions openly. Moreover, during orientation, researcher clarify objectives and ensure that students participating in all activities understand the initial agreements, detailed information, and potential benefits. Additionally, researcher provide insights into the concept of "well-being" empowering students to actively participate in forthcoming activities and unlock their full potential with efficiency.

Objective

1. Introduction to activities and lesson plan
2. Introduction of the overall framework and goals of the lessons, guiding students to understand the five components of college students' well-being.
3. Students introduce themselves, share their expectations and write down their problem.
4. Explanation of the roles of the researcher and the student.
5. Discussion of the rules and requirements of the lesson.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper size is 10 X 10cm.
3. Learning/Activity record paper or notebook

Activity Program

1. Lead in

1.1 Researcher welcome students and introduce to students. Then , students introduce themselves to each group one by one. Note: The introduction should have one happy and interesting or happy experience about each of them.

1.2 Introduces the course(activity program). Provide an overview of the lesson plan, detailing the topics to be covered in each session and the activities they will participate in.

1.3 Introduction of the overall framework, a brief summary of each lesson. Explain the process of the course, highlighting goals and expected outcomes.

1.4 Present the rules and expectations for the course, such as attendance, participation, respect for others' opinions, and confidentiality.

2. Small lecture and guidance

The researcher began by asking "Do people want to have a happy life?" before describing the specific activities of the program. After briefly expressing their opinions, the researcher further asked "What is well-being?" The students were asked to give open-ended answers without commenting on right or wrong. Next, the question "What kind of life do you want to have?" was used to introduce well-being, and the answers given by the students were listed as being related to well-being. Finally, introduce the definition of well-being to give students an initial understanding and Present a

PowerPoint slide outlining the five components of college students' well-being: positive feelings, self-worth, achievement, interpersonal harmony, and life satisfaction. Then, begin the activity session.

3. Activity

3.1 Researcher ask students to write down their expectations for the course and any specific problems or concerns they hope to address. It is given to the researcher (teacher) at the end of class so that the researcher can understand what the student's problem is and can help and answer it in the future.

3.2 Next, researcher ask how the students plan to address these issues and confusions if there is no curriculum and ask students to take record. Getting students to think about the puzzling problems they have, as well as trying to find solutions on their own, opens up the possibilities for them to think about and deal with problems.

3.3 In groups of 5, discuss 1 relevant thing that has happened in their life for each of the 5 components of well-being. One experience for each component.

3.4 Each student conducts a sharing about an event (or an experience) that fits the well-being component.

3.5 The researcher provided opportunities for students to discuss and ask questions. The researcher summarized with the students and found that the occurrence of well-being is not only purely happy and pleasant, "well-being" affects everyone in many aspects, there are many aspects of the influencing factors, which is very important for everyone, and it is also very important to further enhance the sense of having a higher sense of well-being and life. In solving many problems, hopefully we can look at the long term and see more aspects, try to solve the problems on our own if we encounter them, and come together to explore if we still have problems. Encourage the students to apply the content of the class to their regular study and life. Give the students confidence and make an appointment with them for the next class.

4. Comprehensive evaluation and Conclusion

- 1) Summarize the key points of this class together and inspire everyone's gains.
- 2) Researcher provide students with opportunities to ask questions they do not

understand.

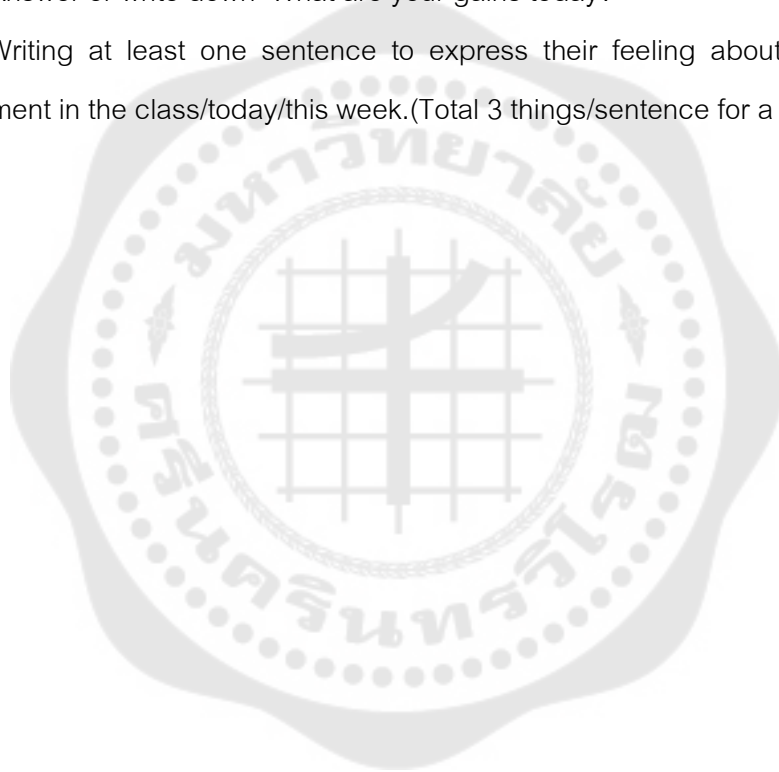
3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.

5) Sharing their opinion in the class on related discussions.

6) Answer or write down "What are your gains today?"


7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)





Anything you wanna to ask

Please Write down anything you expectations for the course and any specific problems or concerns about your hope to address...



A large rectangular box with a black border, containing 15 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box. In the background, there is a faint watermark of a circular logo with a gear-like pattern.

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson2 Positive feeling 1

—understanding,finding,seeing and recalling”positive”

Content

Positive feeling refer to the overall feeling and idea that an individual has more positive feelings and attitudes than negative feelings and attitudes.Positive feelings, as an important component, are a major influence on college students' well-being, and it is important for college students to look for, feel, discover, and apply aspects of positive feelings.Understanding and fostering positive feelings are essential for enhancing students' overall well-being. This lesson focuses on helping students recognize positive in their daily lives, which can contribute to improved mental health and happiness. By identifying and acknowledging positive experiences, students can learn to shift their focus from negative to positive aspects of their lives, leading to increased positive emotion,optimism and resilience,and finding their positive feeling in the life. (Miao et al., 2015; Diener et al. 2009,2010)

Objective

1. To guide students to recognize the importance of positive affect and lay the foundation for subsequent activities
2. To enhance students' awareness of positive feelings and inspire the

expression of positive feelings.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper for writing
3. Learning/Activity record paper or notebook

Activity Program

1. Lead in

1.1 The researcher asked the students, ① “What takes up most of your time?” giving the students a minute to think about it. ② The researcher continued to follow up with the question, "Are the attitudes you hold above these things positive or negative?" ③ “If positive, why? If they are negative, can you look at the negative results in a positive way?”The researcher guides students to think and see in a positive way.

1.2 Researcher listing positive feeling example and discuss a few examples with the class. Then, ask the students to find other students' positive views, attitudes when they share and give positive comments.

2. Small lecture and guidance

Researcher give a brief lecture on the importance of positive feeling and their impact on well-being. Positive feeling refer to the overall feeling and idea that an individual has more positive feelings and attitudes than negative feelings and attitudes. Someone often has positive feelings, experiences and expectations such as happy, pleasure, happiness, love, optimism, joyful, contented, see the positive and so on. The researcher guides students to think and see in a positive way. Then, begin the activity part.

Positive feeling refer to the overall feeling and idea that an individual has more positive feelings and attitudes than negative feelings and attitudes. Someone often has positive feelings, experiences and expectations such as pleasure, happiness, love, optimism, see the positive and so on.

3. Activity

Sharing a Positive Life Event

3.1 Ask students to think about a recent small event in their life that made them feel positive. Provide examples, such as receiving a compliment, enjoying a good meal, or spending time with friends. Students are guided to list recent experiences that made them feel positive.

3.2 Students share their lists in small groups(5 students for each group), discussing why these experiences were positive.

3.3 Then group discussion on recognizing and fostering positive moments in daily life.

Recalling a positive Memory

3.4 Transition to the next activity by asking students to recall a particularly happy memory from their past. Encourage them to think of a moment that still brings a smile to their face.

3.5 Have students be free to choose and share their positive (eg.great, happy, good) memory with their classmate,2-3 students as a group. Researcher need to encourage them to describe the memory in detail, including the people involved, the setting, and the emotions they felt.

3.6 After the group sharing activity, each group asks 1-2 volunteers to share their happy memories with the class or all students if there is enough time. The researcher guides the students to think and gain from each other's sharing and opinions.

4. Comprehensive evaluation and Conclusion.

- 1) Summarize the key points of this class together,how positive feelings

contribute to overall well-being and inspire everyone's gains.

2) Researcher provide students with opportunities to ask questions they do not understand.

3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.

5) Sharing their opinion in the class on related discussions.

6) The first lesson with main content, provide students with a paper to complete at the end of this class. Ask them to write about how they felt during the activities and what they learned about the importance of positive feelings.

7) Collect the reflection paper and review them to gauge students' understanding and engagement. Use this feedback to adjust future sessions as needed.

8) Answer or write down "What are your gains today?"

9) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

Sharing and Recalling

Sharing a Positive Life Event ^_^

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
-

Recalling a positive Memory ^_^

When I was young age,

.....

I like to play with.....

.....

I received a gift that I really liked.....

.....

(Recalling any positive memories of you)

.....

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson3 Positive feeling 2

—positive emotion wall,feeling and express positive

Content

This lesson aims to reinforce the understanding of positive feeling by creating a Positive Feeling Wall. Students will use positive words to construct this wall, enhancing their ability to recognize and internalize positive experiences and feelings. Building a "Positive Feeling Wall" serves as a visual representation of collective positive within the group. This activity encourages students to articulate and share positive emotions, creating a supportive and encouraging environment. By writing and drawing on the wall to create the positive feeling wall on their own heart. Students not only reinforce their own positive experiences but also inspire others to recognize and celebrate positive. Encourage students to express these positive feelings through various way like writing, art, or verbal sharing.

Objective

1. To create a space where positive feelings are made visible and shareable.
2. To stimulate positive feelings in others through sharing.
3. To increase students' attention to positive factors.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. Color pen and any painting tool
3. Learning/Activity record paper or notebook

Activity Program

1. Lead in

1.1 The researcher asks the students to draw a picture on a piece of paper of a positive feeling that is in your mind right now, without any restrictions.

1.2 Each student is asked to show their drawing and explain it to all of their classmates. The researcher does not evaluate the result of the drawing and can encourage praise with positive words, the drawing is simply used as a way for everyone to communicate and share and reinforce their understanding of positive feelings. Learn to use more forms to express and describe the feelings in their heart.

2. Small lecture and guidance

There are very many words to describe positive feelings, there are words, phrases, emotions, moods, events, etc. that give positive feelings. Everyone needs to have a wall of their own positive feelings in their heart, which gives support to everyone with a positive attitude, a positive outlook, a positive attitude and approach, positive expressions, positive compliments, appreciation and so on. The establishment of positive feelings allows everyone to move forward with well-being through the storms of life. The ability to identify and internalize positive experiences and feelings, express and share positive emotions is important. The ability to also find clever and interesting interpretations from other people's interpretations and sharing is also a positive gain for students.

3. Activity

3.1 The researcher gave students a pen, each student writes a word/phrases/emotion/mood related to positive feelings on the board (no repeats

allowed).

3.2 When all of them have finished writing, each student then explains why they chose their word and its significance to them.

3.3 In the same manner of activity, the researcher asked each student to write a short event (Whether it's positive, negative, neutral is fine.) on the board.

3.4 Students then select an event they are interested in and guess the event's details in a positive way, sharing their reasoning with the class.

3.5 The researcher can add words and attitudes that came up in everyone's explanations that were not in the previous write-ups to the board. At the end of this lesson all the positive feeling related content written will form a positive feeling wall for everyone.

3.6 At the end of the lesson, 5 people form a group to discuss and summarize the impact and importance of these positive words, phrases, events and how they should be used when applying them. Prepare for the next class.

4. Comprehensive evaluation and Conclusion.

1) Summarize the key points of this class together and inspire everyone's gains.

2) Researcher provide students with opportunities to ask questions they do not understand.

3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.

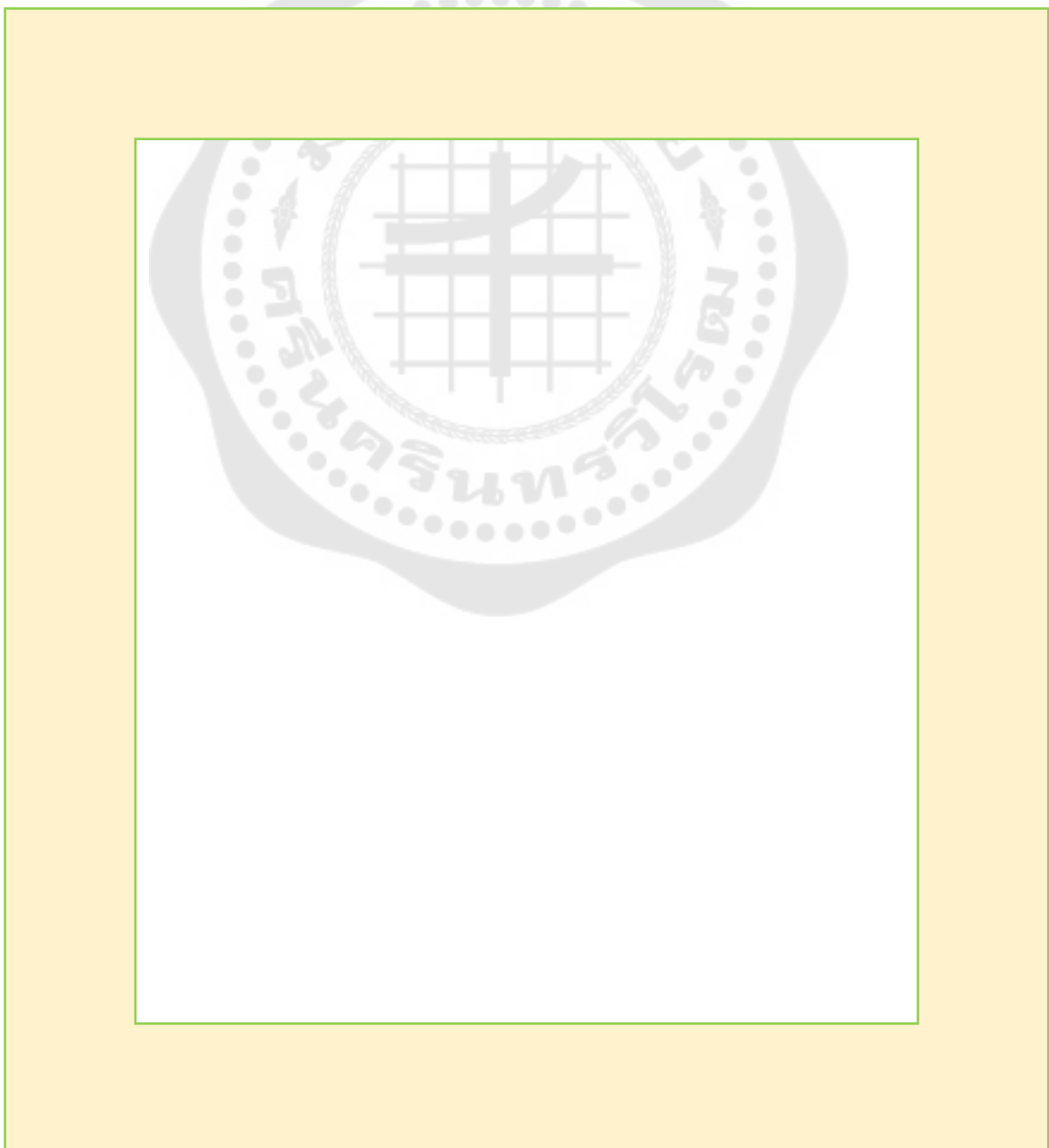
5) Sharing their opinion in the class on related discussions.

6) Answer or write down "What are your gains today?"

7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

Positive feeling picture

Please draw a picture on a piece of paper of a positive feeling that is in your mind right now, without any restrictions.



PERMA Model Intervention
To Improve the College Students' Well-being

Lesson4 Positive feeling 3

—sharing positive experience and become a positive thinker

Content

Becoming a positive thinker involves developing a mindset that focuses on optimism and constructive thoughts. "Becoming a Positive Thinker" focuses on the practical application of positive thinking techniques learned throughout the course. This lesson emphasizes the importance of integrating other lessons' strategies into everyday life to enhance overall well-being. This session will teach students strategies to find their thinking patterns by positive, sharing and using positive, promoting a more positive and resilient outlook. By practicing and embodying positive thinking, students can better manage their attitude, stress, improve relationships and their life satisfaction, ultimately fostering a happier and more well-being college experience.

Objective

1. To provide a variety of perspectives to see something positive.
2. To deepen the experience of positive feelings and enhance the expression and resonance of emotions.
3. To enhance students' awareness of positive emotions and inspire the expression of positive emotions.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper for writing
3. Learning/Activity record paper or notebook

Activity Program

1. Lead in

Warm up with a quick question and answer session where students say a recent behavior they have used that is "positive" and how that positive feeling has affected them.

2. Small lecture and guidance

The researcher emphasizes the importance of positive approaches to well-being such as positive attitudes, positive thinking and emotional expression. Students are encouraged to actively identify and positively apply these positive feelings to improve their lives.

Scenario interpretation allows students to better experiment with all that they have learned in the previous lessons, applying it to practice in order to strengthen and transform their knowledge. At the same time, in the process of watching the interpretation of other groups, you can learn the excellent aspects of other groups. At the same time, laying a good foundation for the later parts of the study.

3. Activity

3.1 Introduction of group activity requirements. The researcher introduces the scenario interpretation (Role-Playing as Positive Thinkers) which requires a live performance of a scenario interpretation of no more than ten minutes on stage by groups. Students are allowed 15-20 minutes for discussion and preparation.

3.2 The five students sitting closest are randomly assigned to a group.

3.3 Each group is tasked with creating and play a short scenario in class. And all interactions and outcomes are approached with positive thinking and positive way. The background of a scene can take any form (including negative situations and issues).

3.4 Researcher can provide examples of scenarios, such as overcoming a challenge, supporting a friend in need, or celebrating a success.

3.5 Groups spend 15-20 minutes planning and rehearsing their skits, focusing on positive language, actions, and attitudes.

3.6 Each group performs their skit for the class.

3.7 After each performance, researcher and students conduct a brief discussion and give praise on the positive aspects demonstrated and how these can be applied in real life.

4. Comprehensive evaluation and Conclusion.

1) Reflect on the role-playing activity, discussing how the positive scenarios can inspire real-life applications of positive thinking. Summarize the key points of this class together and inspire everyone's gains.

2) Researcher provide students with opportunities to ask questions they do not understand.

3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.

5) Sharing their opinion in the class on related discussions. Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

6) Answer or write down "What are your gains today?"

7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

Becoming a positive thinker

For a long time we thought that to 'get rid of' a problem we had to know and understand that problem well, that we had to analyze it and scrutinize it, at length. We aimed to eliminate the problem through knowing the problem. However, positively oriented theorists and researcher have thrown that hypothesis into question. By building greater levels of positivity we outweigh negativity. Positive thoughts, feelings, and actions act effectively to dissolve, melt, or undo negative thoughts, feelings, and actions. I have a childhood memory of the first thing my father used to do when we went to our beach house for the summer holidays. He would tap his knuckle up the corrugated rungs of rainwater tank to hear how much water was there for our holidays. The tank could be full of air or full of water, or have various levels of both. In reflection, it seems to me that, as human beings, we are a bit like that rainwater tank. We have a certain capacity for thought, feelings, and actions. While that may not be as finite as the tank, the parallel is that we can fill our psychological space with negative experiences, positive experiences, or various levels of both. If our emotional rainwater tank is filled with the negative, there is little room for the positive. Conversely, if we build the positive it displaces the negative in much the same way as the rain waters filling the tank displace the volume of air. How does this work? If we are feeling joy and excitement it is unlikely we will be feeling flat and depressed at the same time. If we are relaxed and serene, we are not—at that point of time—feeling anxious or stressed. If we are confident and hopeful, we are not simultaneously insecure and hopeless. Of course, the reverse is equally true. Simply put, creating one feeling displaces its counterpart. Think negative or pessimistic thoughts and you displace positive or optimistic thoughts. Create positive or optimistic thoughts and you displace negative or pessimistic

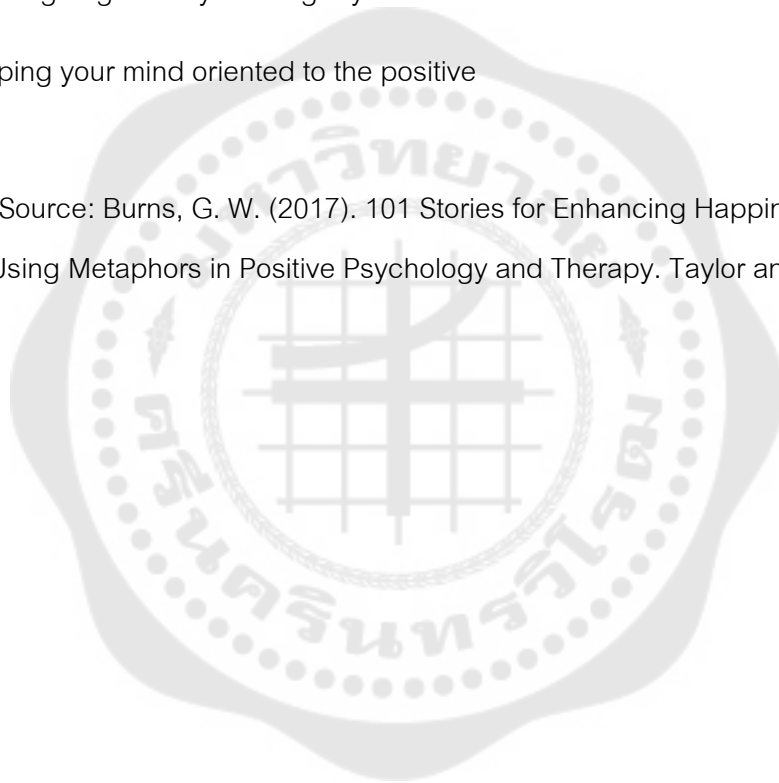
thoughts. The stories here show ways and means for tipping your emotional scales toward greater positivity, optimism, and happiness. Burns (2017)

Here is some way to suggest and there will also be ways beyond these that you need to try on your own:

- Creating a happy and positive self-image
- Creating a forward looking orientation
- Looking for happiness and positivity
- Learning to accept what cannot be changed
- Finding alternatives
- Letting go of past disappointments
- Discovering new experiences
- Being focused on sensations of the moment
- Discovering turbulence, uncertainty, and challenges can be strengthening
- Discovering the beautiful
- Appreciating the solo journey
- Learning to anticipate the arrival
- Accepting the scary
- Opening up to opportunities of discovery
- Looking forward to the future
- Seeing the possibilities that may possibly occur
- Being aware of the worst-case scenarios
- Being prepared for the worst-case scenarios

- Learning to plan ahead
- Being proactive
- Choosing to control what you can
- Developing a sense of adventure
- Seeing beauty and good in the world
- Learning to grow beyond tragedy
- Keeping your mind oriented to the positive

Material Source: Burns, G. W. (2017). 101 Stories for Enhancing Happiness and Well-Being : Using Metaphors in Positive Psychology and Therapy. Taylor and Francis.



PERMA Model Intervention
To Improve the College Students' Well-being

Lesson5 Self-worth1

—Your strength and sharing

Content

Recognizing and appreciating one's personal strengths is fundamental to building self-worth. Strengths are the abilities and attributes you utilize daily that bring you joy and vitality. These represent your core strengths. The more frequently you incorporate them into your life, the more invigorated you'll become and the better you'll be able to discover and develop latent strengths. This session focuses on helping students identify their unique strengths and understand how to leverage them in their personal lives. Acknowledging strengths boosts confidence and encourages a positive self-image. (Linley et al., 2010) Studies indicate that utilizing the strengths can boost confidence, enhance well-being, foster positive relationships, and alleviate stress and anxiety. (Carr, 2013; Niemiec, 2023)

Objective

1. To enable students to recognize their strengths and build a sense of self-affirmation.
2. To clarify students' perception of their strengths and enhance their sense of self-worth.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. Laptop or mobile phone
3. The paper for write
4. Learning/Activity Program Notebook

Activity Program

1. Lead in

The researcher shares one's own experiences and strengths to lead into the question.

Ask the students "What do you think are your strengths?" After a minute of reflection, ask the class each of the students to share.

2. Small lecture and guidance

Strengths are skills and qualities that you use in your daily life and that bring you happiness and energy. It is important to identify the activities that bring you joy, passion, and interest, as well as the skills you are using at the time. Strengths can also be hidden because they are rarely or never used. In this case, your strengths have not been realized. Discovering strengths and finding your self-worth is an opportunity for personal growth and happiness because once you develop these skills, you feel more energized. People who use their strengths more: Will be happier, more confident and self-respecting, more energetic, more resilient, achieve their goals more often, have better personal growth and development, and so on. (Linley et al., 2010)

3. Activity

3.1 The researcher guide students to go to the website to do the strengths assessment, which is free, the web address is <https://viacharacter.org/>.

3.2 Then, students complete the strengths assessment and they will have an strength report.

3.3 Students share their identified strengths in small groups (2-3 students/group), discussing examples of how they have used these strengths.

3.4 Group discussion on the importance of recognizing and appreciating personal strengths.













4. Comprehensive evaluation and Conclusion.













- 1) Summarize the key points of this class together and inspire everyone's gains.
- 2) Researcher provide students with opportunities to ask questions they do not understand.
- 3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.
- 4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.
- 5) Sharing their opinion in the class on related discussions.
- 6) Answer or write down "What are your gains today?"
- 7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)
- 8) Students need to have a reflection on their strengths and how they plan to use them.

Discover Your Strengths

In the early 2000s, something groundbreaking occurred in the social sciences: Scientists discovered a common language of 24 character strengths that make up what's best about our personality. Everyone possesses all 24 character strengths in different degrees, so each person has a truly unique character strengths profile. Each character strength falls under one of these six broad virtue categories, which are universal across cultures and nations. See the full character strengths list here and go through the web to learn more detail.

(Material Source:<https://viacharacter.org/character-strengths>)

 <p>Appreciation Of Beauty & Excellence Transcendence</p>	 <p>Bravery Courage</p>	 <p>Creativity Wisdom</p>	 <p>Curiosity Wisdom</p>
 <p>Fairness Justice</p>	 <p>Forgiveness Temperance</p>	 <p>Gratitude Transcendence</p>	 <p>Honesty Courage</p>
 <p>Hope Transcendence</p>	 <p>Humility Temperance</p>	 <p>Humor Transcendence</p>	 <p>Judgment Wisdom</p>

 Kindness Humanity	 Leadership Justice	 Love Humanity	 Love Of Learning Wisdom
 Perseverance Courage	 Perspective Wisdom	 Prudence Temperance	 Self-Regulation Temperance
 Social Intelligence Humanity	 Spirituality Transcendence	 Teamwork Justice	 Zest Courage

You are unique in the world and united in your strengths with all of humanity. Discover your Character Strengths Profile and begin living each day as the very best version of yourself. Research shows that applying your strengths can increase confidence, happiness, positive relationships and reduces stress and anxiety. Discover your strengths today! (Material Source: <https://viacharacter.org/character-strengths>)

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson6 Self-worth2

—self acceptance and affirmation

Content

Never stop learning and never stop developing yourself are two important conditions for experiencing well-being. Self-acceptance and affirmation are critical for maintaining a healthy sense of self-worth. This session focuses on teaching students to appreciate and affirm themselves, which can enhance their confidence and overall well-being. Affirmations are positive statements that can help students overcome self-doubt and negative thinking.

Objective

1. To increase students' positive perception and affirmation of their sense of self-worth.
2. To develop students' ability to overcome negative self-evaluation and build a positive self-image.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies

2. Laptop or mobile phone
3. The paper for write
4. Learning/Activity record paper or notebook

Activity Program

1. Lead in

Students sharing a reflection on their first top three strengths, why they can hold these strengths to try to explain from the past experience. One by one. The researcher has naturally introduced self-acceptance and self-affirmation into the classroom in this part.

2. Small lecture and guidance

The researcher gave affirmation and praise to all the students. Positive affirmation of students with these strengths is fantastic. Everyone needs to learn to observe, to discover, to self-affirm and self-accept, to find their own value in every detail of their lives, in every moment. There are some of their strengths that are latent, that even they may not realize, so there are endless possibilities for everyone. Students are guided to stop self-criticism, to appreciate themselves, to affirm and recognize themselves. And to be able to constantly work on discovering and developing their strengths and having self-worth. (Bohlmeijer & Hulsbergen, 2018)

3. Activity

3.1 Regardless of the results of the assessment, what do you now consider to be your 5 most important strengths? How do you plan to use these strengths of yours. Ask each student to discuss this in small groups and for each student to sharing a comment.

3.2 Ask students to talk further about what the application of these strengths will bring them.

3.3 Ask students to brainstorm in groups about how they can use your strengths to fulfill their expectations. The researcher mainly guided the students to believe that

they have many possibilities and potentials, to have goals and hopes to think that they can do something by themselves. To set the stage for the sense of achievement lesson afterwards.

4. Comprehensive evaluation and Conclusion.

- 1) Summarize the key points of this class together and inspire everyone's gains.
- 2) Researcher provide students with opportunities to ask questions they do not understand.
- 3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.
- 4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.
- 5) Sharing their opinion in the class on related discussions.
- 6) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

Use Your Strengths

What are the top three in your strengths test?

No.1

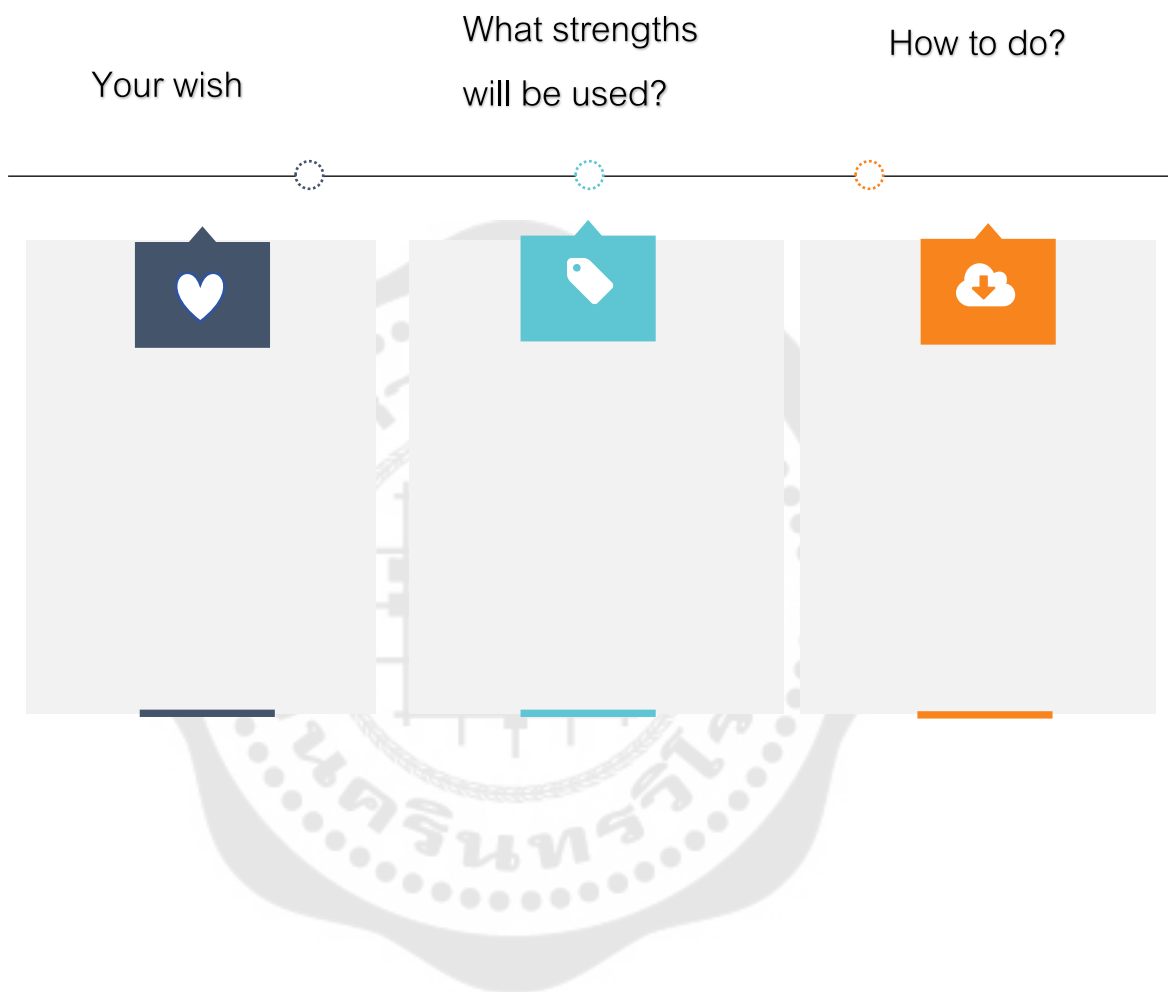
No.2

No.3

What do you consider to be your 5 most important strengths? How are you going to use these five strengths? What results do you think it will bring you?

Strength	How to use?	Will bring you?
1.		
2.		
3.		
4.		
5.		

What wish(target...) do you want to fulfill with your strengths? How do you want to realize?



PERMA Model Intervention
To Improve the College Students' Well-being

Lesson7 Achievement

—find a sense of achievement,try to reach a small goal

Content

Experiencing a sense of achievement is crucial for students' motivation and self-worth. Achievement refers to a specific goal or success that a person achieves in life, a feeling that results from reaching a goal or overcoming an obstacle. An individual usually feels that they have gained something in some way or contributed to something or someone. Achievements can be personal, learned or related to any other area of life. This lesson focuses on helping students recognize and celebrate their achievements, both big and small. At the same time, encouraging them to try and keep learning new things will have multiple positive effects on everyone's well-being. In addition to being open to new ideas, it helps everyone to always be curious and focused. Most importantly, it also provides everyone with a sense of achievement and a gain in self-confidence and resilience. By acknowledging their achievements, students can build confidence and foster a sense of fulfillment.

Objective

1. To find a sense of achievement by overcoming, or having overcome, a setback.
2. To reach a small goal that reinforces the student's perception of goal reaching and enhances the sense of achievement.

3. To raise students' expectations of future development and encourage the setting of longer-term personal goals.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. Origami paper (or regular paper cut into squares)
3. Visual aids (step-by-step instructions on a screen or printed)
4. Learning/Activity record paper or notebook

Activity Program

1. Lead in

Learning new things. The researcher teaches the class a simple origami (or other activity that is easy to do) so that the students can find small successes and accomplishments. The researcher teaches classmates to do a craft (such as origami) on the spot so that students can feel the sense of achievement and learning right then and there.

2. Small lecture and guidance

Achievement refers to a specific goal or success that a person achieves in life, a feeling that results from reaching a goal or overcoming an obstacle. An individual usually feels that they have gained something in some way or contributed to something or someone. Achievements can be personal, learned or related to any other area of life.

Engaging in the process of learning new things can have multiple positive effects on our well-being. It can introduce students to new concepts, helping them maintain curiosity and focus. Most importantly, it can provide a sense of accomplishment, boosting confidence and psychological resilience. Learning new things can occur in

many ways, not limited to traditional classroom settings. This continuous effort to learn fosters a growth mindset, encouraging students to see challenges as opportunities to develop their skills and knowledge.

3. Activity

3.1 Researcher Introduce the activity by explaining the importance of recognizing small achievements. Mention that achievements can come from various aspects of life, such as academics, personal growth, relationships, hobbies, and daily routines.

3.2 And then, researcher provide examples to illustrate: For example, the handicrafts we just made, finishing a difficult homework assignment, learning a new recipe, a new song, remember a new word, making a new friend, sticking to a fitness routine, etc.

3.3 Ask students to think of recent small achievements they've accomplished. Encourage them to consider different aspects of their lives. Write down each achievement with a separate line number on writing paper.

3.4 Each of the students share their achievements with the class (choose no more than 3 achievement to share, depends on time). Each student should explain why this achievement made them feel accomplished.

3.5 Afterwards, group discussions will be conducted. Students share in small groups (2-3 students/group).

3.6 The researcher Instruct student to think of a moment when they noticed something admirable about their group members. This could be an action, an event, a word, a supportive comment, a smile, or any positive behavior.

3.7 Ask students to write down these moments on the group member's "Achievements" paper. Encourage them to be specific and sincere in their observations. Once everyone has written their observations, have the group members take turns reading aloud the achievements written about them.

3.8 Summarize the activity by highlighting the value of recognizing and celebrating achievements in others. Encourage students to continue this practice outside of the classroom to build positive relationships and support networks.

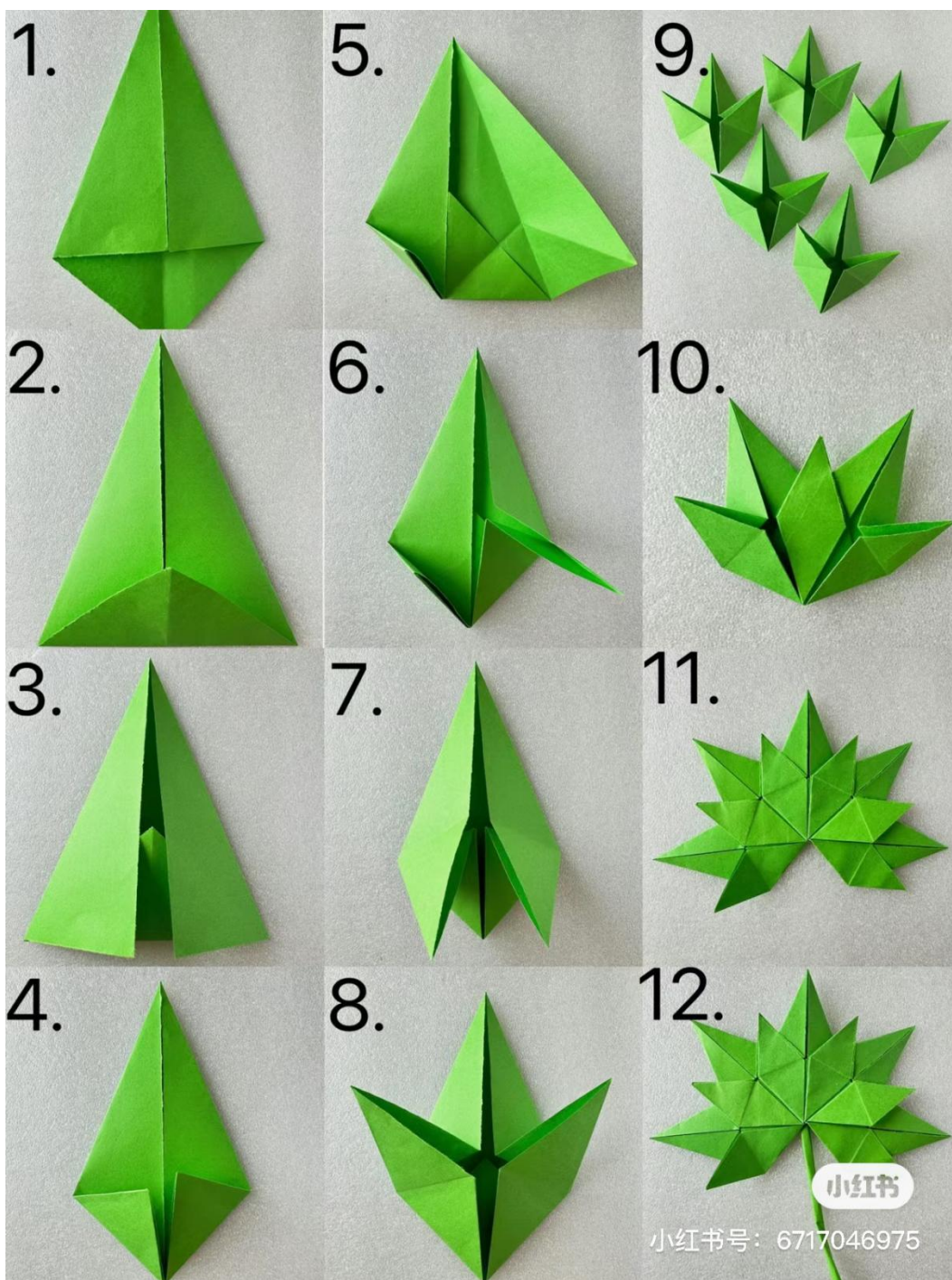
4. Comprehensive evaluation and Conclusion.

- 1) Summarize the key points of this class together and inspire everyone's gains.
- 2) Researcher provide students with opportunities to ask questions they do not understand.
- 3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.
- 4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.
- 5) Sharing their opinion in the class on related discussions.
- 6) Answer or write down "What are your gains today?"
- 7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

Your Achievement

Achievement list	
Any aspects, anytime about you	Writing down all of them
Family	1.
	2.
	...
Career	1.
	2.
	...
Academic	1.
	2.
	...
Friendship	1.
	2.
	...
Hobbies	1.
	2.
	...
Age 7	...
Age 14	...
...	...

Example of origami image



Material Source: Picture from blogger Xiaohongshu id 6717046975

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson 8 Self-worth and achievement

—set a goal and encourage pursue it

Content

Self-worth and achievement are closely linked, as recognizing and appreciating one's accomplishments can significantly enhance one's sense of self-worth. Self-worth, the intrinsic value one places on oneself, is often reinforced by external achievements and successes. When students achieve their goals, no matter how small, they experience a sense of accomplishment that boosts their confidence and self-esteem. This positive feedback loop encourages further effort and resilience, leading to more achievements and a stronger sense of self-worth. By understanding this connection, students can learn to set realistic goals and acknowledge their progress, thus continually reinforcing their self-worth. This practice not only improves their lives but also prepares them for future challenges by fostering a resilient and positive mindset. This session emphasizes the connection between self-worth and achievement. By recognizing their individual value and setting personal goals, students can be motivated to achieve more. Understanding and utilizing their strengths in goal-setting helps students enhance their self-worth and sense of accomplishment. (Deci & Ryan, 2000; Bandura, 1997; Locke & Latham, 2002)

Objective

1. To further emphasize the sense of individual value and to make students accept themselves, so as to motivate them to set and pursue personal goals.
2. To learn to set a goal and work to achieve it.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper size for write
3. Learning/Activity record paper or notebook
4. Steve Jobs' Stanford University Speech-14min25sec

Activity Program

1. Lead in

Take out the paper that everyone wrote about their accomplishments in the last lesson. Sit in small groups of 2-3 students and share how everyone achieved these accomplishments.

2. Small lecture and guidance

Explain the importance of celebrating personal achievements and how positive affirmations can enhance self-worth. Introduce the affirmation phrase: "I have accomplished many things, and I am amazing." Encourage them to say it with conviction and truly believe in the words they are speaking.

Self-worth refers to a person's acceptance of themselves, their frequent self-affirmation, and their belief in their own value. It involves recognizing their capabilities,

importance, and deserving of recognition and respect. Achievement, refers to reaching specific goals or successes in life, which result from overcoming obstacles or accomplishing objectives. Achievements can be personal or related to any area of life and typically provide a sense of contribution and gain. Intrinsic motivation, closely tied to self-worth, is strengthened when individuals experience a sense of competence. Achieving goals and overcoming challenges significantly contribute to this feeling. Moreover, an individual's belief in their ability to succeed in specific situations greatly impacts their overall self-worth and motivation. (Deci & Ryan, 2000; Bandura, 1997; Locke & Latham, 2002)

3. Activity

3.1 Celebrating achievements with positive affirmations. Researcher invite students to speak together to repeat the affirmation three times out loud: "I have accomplished many things, and I am amazing."

3.2 Five students per group to brainstorm strategies for setting and achieving new goals. Students can set goals and achieve them in ways that have been successful for them. Sharing with the group member.

3.3 After sharing, researcher can also introduce less complicated ways of setting goals for students to learn from. For example, use the way that setting specific, measurable, achievable, relevant, and time-bound (SMART) goals. If your goal is to "remember 3 English words", how can you use SMART to set a goal. Give students 2 minutes to think. Afterward, the researcher will explain.

3.4 Researcher give an practical example. Bring the class back together and introduce the example of setting a goal to "remember 3 English words." Explain the process of setting this as a SMART goal: Specific—Clearly define the goal (e.g., "I want to learn and remember three new English words related to science by the end of this week"). Measurable—Identify how you will measure your progress (e.g., "I will use these words in sentences and check if I can recall them after three days"). Achievable—Ensure the goal is realistic (e.g., "Learning three new words in a week is manageable").

Relevant—Make sure the goal is meaningful to you (e.g., "These words will help me in my science class"). Time-bound—Set a deadline (e.g., "I will learn these words by Friday").(Doran 1981;Ryan & Deci 2006)

3.5 Students review their strengths and set personal goals to sharing in the group.Encourage students to set and pursue new goals regularly.Ask students to create a simple action plan outlining the steps they need to take to achieve their goal.Each group asks for one volunteer to answer how they will plan to get to the goal.

3.6 After sharing,researcher may give an example as a few additional ideas for students.For the "remember 3 English words" example, the action plan might include:
 ① Choose three new words from the science textbook. ② Write down the words and their definitions. ③ Use each word in a sentence. ④ Review the words daily and test yourself. ⑤ Ask a friend or family member to quiz you on the words.Researcher encourage students to regularly set and work towards personal goals.

3.7 Finally, the researcher invited the students to watch, together, the video of Steve Jobs' speech at Stanford University. Students were advised to think in terms of goal setting, choices, finding strengths, self-worth, achievement, believing in oneself, self-acceptance, self-affirmation, not giving up, positive attitude, and learning.(reference https://www.bilibili.com/video/av4832217/?vd_source=d4d393c7a55b612286a746c23d5f3ec9)

4. Comprehensive evaluation and Conclusion.

1) Summarize the key points of this class together and inspire everyone's gains.

2) Researcher provide students with opportunities to ask questions they do not understand.

3) In the activity summary,encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation.

Answering questions, opinions, enthusiasm, intentions, and member interactions.

- 5) Sharing their opinion in the class on related discussions.
- 6) Answer or write down "What are your gains today?"
- 7) Writing at least one sentence to express their feeling about meaningful

and achievement in the class/today/this week.(Total 3 things/sentence for a week)



Set a goal

Set a goal (SMART by Doran 1981; Ryan & Deci 2006)

Goal 1:.....	
Describe the detail of you goal	
Specific	
Measurable	
Achievable	
Relevant	
Time-bound	

Goal 2:.....	
Describe the detail of you goal	
Specific	
Measurable	
Achievable	
Relevant	
Time-bound	

Class Material Source: Steve Jobs' Stanford University Speech

https://www.bilibili.com/video/av4832217/?vd_source=d4d393c7a55b612286a746c23d5f3ec9)

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson9 Interpersonal harmony1

—pass on a message,role play,positive response to good news,

Expressing gratitude,learning forgiveness

Content

Understanding and improving interpersonal relationships is crucial for well-being. Interpersonal harmony refers to a person having warm, safe, sincere, and lasting relationships, having good interpersonal relationships. It will bring emotional relaxation, peace of mind, optimism and a positive outlook. It can give a person psychological support and good feelings in daily life.This lesson introduces students to the concept of positive interpersonal interactions, focusing on positive responses, think in someone's position, interacting with others, and establishing and maintaining positive interpersonal relationships.and the importance of gratitude and goodwill in relationships.

Objective

1. To learn thinking empathy, interacting with others, and establishing and maintaining positive interpersonal relationships.
2. To identify the principles of interpersonal communication, familiarize with interpersonal communication methods and practice them in daily life.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper for write.
3. Learning/Activity record paper or notebook

Activity Program

1. Lead in

1.1 Brainstorming. Form groups of five students each. Discuss what interpersonal harmony means. Each group will then select a representative to summarize and present their discussion to the class.

1.2 Game: Pass the Message. Researcher introduce the procedure: 1) Choose a passage (2-3 sentences) from any book or select any text. 2) The first student reads the passage and whispers it to the next student. 3) This continues until the last student receives the message. 4) The final student shares the message aloud.

1.3 Researcher guide students: Compare the final message with the original. Discuss how information can be distorted in communication. Emphasize the importance of clear communication and attentive listening in building relationships.

2. Small lecture and guidance

The researcher introduce the importance of interpersonal harmony and communication skills. Interpersonal harmony refers to a person having warm, safe, sincere, and lasting relationships, having good interpersonal relationships. It will bring emotional relaxation, peace of mind, optimism and a positive outlook. It can give a person psychological support and good feelings in daily life. Explain how these skills serve as bridges in building and maintaining positive interpersonal relationships.

3. Activity

3.1 If conditions permit, everyone can sit in a circle and the researcher can organize the following activities.

3.2 Positive response to good news. 1) Each student shares a recent positive

event.2)Peers respond with genuine enthusiasm and positive comments.3)Discuss the impact of positive feedback on relationships.

3.3 Expressing gratitude.1)Students write thank-you list about someone who has positively impacted them.2)Share their thank-you words about someone,one by one.3)Free talk discussion the importance of gratitude in relationships.

3.4 Learning forgiveness.1)Students recall a minor conflict or grievance.2)In 2-3 student as a group, role-play the situation, practicing how to express forgiveness.3)Free talk discussion the importance of forgiveness in maintaining harmony.

3.5 Summarize the importance of active listening and positive responses. Encourage students to practice expressing gratitude and goodwill regularly.

4. Comprehensive evaluation and Conclusion.

1) Summarize the key points of this class together and inspire everyone's gains.

2) Researcher provide students with opportunities to ask questions they do not understand.

3) In the activity summary,encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.

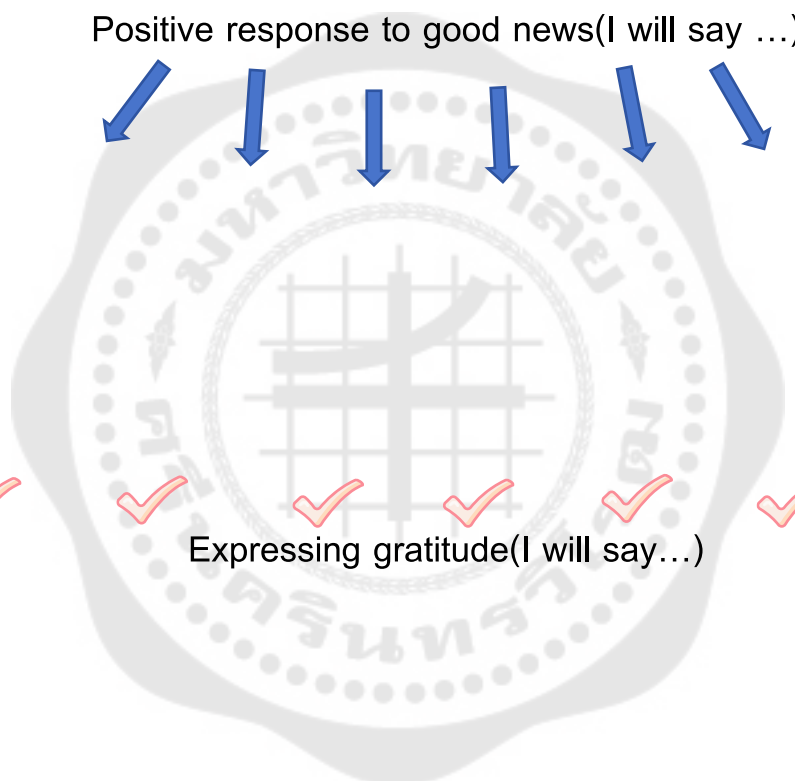
5) Sharing their opinion in the class on related discussions.

6) Answer or write down "What are your gains today?"

7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week.(Total 3 things/sentence for a week)

What can I say

Positive response to good news(I will say ...)



Expressing gratitude(I will say...)



Learning forgiveness(I will tell he/she ...)

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson10 Interpersonal harmony2

Content

Effective communication skills are essential for maintaining healthy relationships. The skill of listening, which goes beyond just hearing words. Effective communication is a vital skill for personal and professional success, encompassing both the ability to express oneself clearly and the ability to listen effectively. Effective expression involves conveying your thoughts, feelings, and ideas in a way that is easily understood, which enhances understanding, fosters positive relationships, and prevents misunderstandings. Key strategies for effective expression include knowing your audience, getting to the point, using clear and simple language, and providing examples when necessary. Compassionate communication further enhances this by building open and respectful relationships, allowing for the clear expression of needs and wants while considering the needs of others. This involves observing without judgment, accurately expressing feelings, linking feelings to needs, and articulating needs in positive language. This lesson focuses on teaching students how to listen and express themselves clearly and effectively, which can lead to better understanding and stronger relationships. (Gottman, 1995; Rosenberg, 2015)

Objective

1. To learn how to listen effectively.
2. To learn how to use effective expression

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper for write
3. Learning/Activity record paper or notebook
4. Comfortable shoes for outdoor class

Activity Program

1. Lead in

1.1 Begin by asking the students to reflect on their feelings in two different scenarios related to listening. Researcher ask students to share their responses(feel) one by one.

Scenario1: "When someone listens to me attentively, I feel..."

Scenario2: "When someone does not listen to me attentively, I feel..."

1.2 The researcher pose a final question: "If I were in their shoes, how would I feel in the same situation?" Encourage students to consider and discuss their feelings from the perspective of the other person in each scenario.

1.3 Use the students' answers to highlight the importance of active listening and empathy. Discuss how being listened to can make someone feel valued and respected, while not being listened to can make someone feel ignored and unimportant. Emphasize that effective communication involves not only speaking clearly but also actively listening to others.

1.4 Question: "What is interpersonal harmony?" Divide students into groups of five. Each group will discuss and come up with a definition or description of interpersonal harmony. Each group selects a representative to summarize and present their discussion.

2. Small lecture and guidance

The skill of effective listening, which goes beyond just hearing words. Effective listening includes being attentive to verbal cues, eye contact, physical proximity, unconscious gestures, active feedback, facial expressions, and body posture. By mastering these aspects of listening, one can fully understand and respond to others, fostering deeper connections and more effective communication.

Effective expression entails conveying your thoughts, feelings, and ideas with clarity and effectiveness. This skill is essential for both personal and professional success as it improves understanding, fosters positive relationships, and prevents misunderstandings. Key strategies for effective expression include knowing your audience, getting to the point, using clear and simple language, and providing examples when necessary. Additionally, compassionate communication is crucial for building open and respectful relationships. This involves expressing your needs and wants clearly while considering the needs of others. It requires observing without judgment, accurately expressing feelings, linking feelings to needs, and articulating needs in positive language. (Rosenberg, 2015)

3. Activity

3.1 Researcher hold the activity outdoors. Role-playing scenarios, to help students understand and practice the impact of active listening, effective expression, and empathy through role-playing.

3.2 Introduction. Briefly explain the purpose of the activity: to explore how different communication styles affect interactions and relationships. Emphasize the importance of active listening, clear expression, and empathy in effective communication.

3.3 Group Formation. Divide the students into 8 groups, each consisting of 2-3

members. Everyone has 10 minutes for discussion, design, and preparation. Each group will have 10 minutes to present their scenarios. Ensure that each member has a role and lines to deliver in both versions of the scene.

3.4 Scenario Design:

1) Instruct each group to design a small scene based on a common situation (e.g., shopping, travelling, discussing a project, resolving a conflict, sharing personal news).

2) Each group will prepare two versions of the same scene:

—Effective Communication Scenario: Demonstrating active listening, clear expression, and empathy.

—Ineffective Communication Scenario: Demonstrating poor listening, unclear expression, and lack of empathy.

3.5 Performance, 10 minutes per group, each group will perform their two scenarios back-to-back, with a brief transition between them. One group at a time will present their scenarios to the rest of the class. Encourage the audience to observe and note the differences in outcomes and feelings between the two versions.

3.6 After each group's presentation, conduct a brief discussion. Researcher ask the performers and the audience to reflect on the following questions:

How did the characters feel in each version of the scene?

What were the key differences in communication styles?

How did active listening and clear expression change the outcome of the interaction?

How did the presence or absence of empathy affect the relationship?

3.7 Conclude with a group discussion on the importance of effective communication in real-life situations. Highlight the benefits of active listening, clear expression, and empathy in building positive interpersonal relationships.

4. Comprehensive evaluation and Conclusion.

- 1) Summarize the key points of this class together and inspire everyone's gains.
- 2) Researcher provide students with opportunities to ask questions they do not understand.
- 3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.
- 4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.
- 5) Sharing their opinion in the class on related discussions.
- 6) Answer or write down "What are your gains today?"
- 7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

Role-playing scenarios

Scenario Design:1)Instruct each group to design a small scene based on a common situation (e.g., shopping, travelling, discussing a project, resolving a conflict, sharing personal news).2)Each group will prepare two versions of the same scene:

A—Effective Communication Scenario: Demonstrating active listening, clear expression, and empathy.

Background:.....

Role:.....

Story content:.....

.....

Key points of dialogue:.....

.....

Reflection on communication:.....

.....

B—Ineffective Communication Scenario: Demonstrating poor listening, unclear expression, and lack of empathy.

Role:.....

Story content:.....

.....

Key points of dialogue:.....

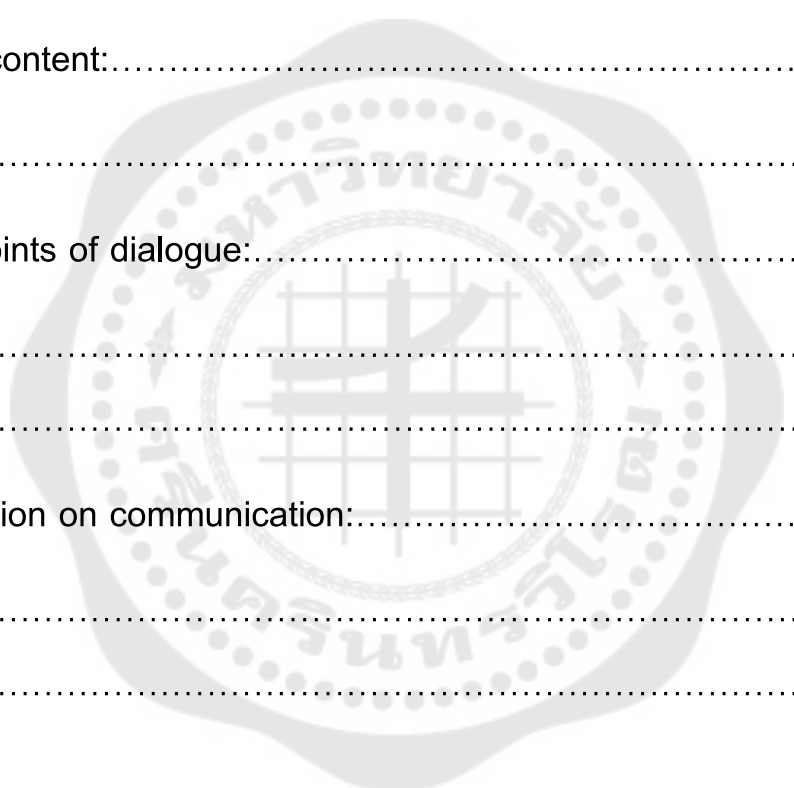
.....

.....

Reflection on communication:.....

.....

.....



PERMA Model Intervention
To Improve the College Students' Well-being

Lesson11 Interpersonal harmony3

Content

Effective questioning and answering are pivotal in bridging gaps in communication and fostering strong interpersonal relationships. Effective questioning involves asking clear, purposeful questions that promote understanding and engagement. Effective answering means providing clear, concise, and relevant responses that address the questions posed. Expressing and meeting personal needs accurately is vital for well-being and relationship health. This lesson aims to teach students how to identify their needs and communicate them effectively, which can lead to better personal and professional relationships.

Objective

1. To learn to ask questions effectively
2. To learn to answer effectively

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper for write-50 sheets

3. Learning/Activity record paper or notebook
4. Comfortable shoes for outdoor classes

Activity Program

1. Lead in

1.1 This class can be conducted outdoors. To introduce the concepts of effective questioning and answering in communication through an engaging group activity.

1.2 Divide the students into groups of 5. Each group will create a list of 10 phrases or words related to various themes (e.g., daily activities, emotions, famous people, objects). Mix the list.

1.3 Researcher explain the rules of the game "You Act, I Guess". 1) One member of the group will act out the phrase or word without speaking. 2) The other members will try to guess the word by asking questions. 3) The actor can respond only through gestures and actions, not verbally. 4) Each group takes turns, with one member acting and the rest guessing. 5) Set a time limit 1 min.

1.4 After the warming game, students discuss their finding. Highlight the importance of clear, concise questions and answering.

2. Small lecture and guidance

Effective questioning involves asking clear, purposeful questions that promote understanding and engagement. Good questions are open-ended, allowing for expansive answers rather than simple yes/no responses. They encourage critical thinking, exploration, and detailed discussion. In communication, effective questions serve to clarify understanding, gather detailed information, and foster deeper connections between individuals.

Effective answering means providing clear, concise, and relevant responses that address the questions posed. It involves actively listening to the question, understanding its intent, and providing a well-thought-out answer. This not only ensures the information exchanged is accurate but also demonstrates respect and engagement in the conversation.

3. Activity

3.1 To practice effective communication techniques in challenging interpersonal scenarios(Role-Playing Scenarios).

3.2 Group formation:divide the students into groups of 3-5 members, allowing them to form their own groups.

3.3 Scenario Design: 1)Explain the task: each group will create a scenario involving a challenging situation that requires effective communication to resolve. 2)Each group has 5 minutes to brainstorm and create their scenario. 3)Provide examples of scenarios, such as:A group project with a deadline approaching and conflicting ideas.A disagreement between friends about a planned activity.Addressing a complaint or concern with a leader or authority figure. 4)Randomly assign scenarios from a mixed pool to ensure variety.All scenario content should be submitted in a disorderly order, with one representative assigned to each group. Everyone will randomly draw lots to determine their own group's scenario.

3.4 Preparation (10 minutes).Groups have an additional 10 minutes to prepare their role-play, ensuring everyone has lines and there are clear instances of questions and answers in the dialogue.

3.5 Performance (5-10 minutes per group):1)Each group performs their scenario for the class.2)Ensure that each performance includes:Effective questioning and answering.Active listening and non-verbal communication.Problem-solving and resolution.

3.6 After each performance, discuss the effectiveness of the communication techniques used.Ask the class to provide positive feedback and what they gained.

3.7 Researcher and students summary together,conclude with a discussion on how these communication skills can be applied in real-life situations.Researcher emphasize the role of effective communication in building and maintaining positive interpersonal relationships.

4. Comprehensive evaluation and Conclusion.

- 1) Summarize the key points of this class together and inspire everyone's gains.
- 2) Researcher provide students with opportunities to ask questions they do not understand.
- 3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.
- 4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.
- 5) Sharing their opinion in the class on related discussions.
- 6) Answer or write down "What are your gains today?"
- 7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)



Effective Questioning and Answering tips

Effective Questioning:

Effective questioning involves asking clear, purposeful questions that promote understanding and engagement. Good questions are open-ended, allowing for expansive answers rather than simple yes/no responses. They encourage critical thinking, exploration, and detailed discussion. In communication, effective questions serve to clarify understanding, gather detailed information, and foster deeper connections between individuals.

Effective Answering:

Effective answering means providing clear, concise, and relevant responses that address the questions posed. It involves actively listening to the question, understanding its intent, and providing a well-thought-out answer. This not only ensures the information exchanged is accurate but also demonstrates respect and engagement in the conversation.

The Role of Effective Questioning and Answering in Communication:

Effective questioning and answering are pivotal in bridging gaps in communication and fostering strong interpersonal relationships. These skills help in:

Clarifying Understanding:

Ensures that both parties are on the same page.

Prevents misunderstandings and misinterpretations.

Building Trust and Respect:

Demonstrates active listening and respect for the other person's input.

Encourages open and honest communication.

Enhancing Engagement:

Promotes active participation and involvement in the conversation.

Encourages a more dynamic and interactive dialogue.

Fostering Problem-Solving and Collaboration:

Helps identify issues and work together towards solutions.

Enhances collaborative efforts and teamwork.

Techniques for Effective Communication:

Listening:Active listening involves fully concentrating, understanding, responding, and remembering what is being said.

Eye Contact:Maintains connection and shows attentiveness and sincerity.

Body Language:Non-verbal cues like nodding, facial expressions, and gestures reinforce verbal communication.

Taking Turns:Respecting conversational turns ensures everyone has an opportunity to contribute.

Accurate Questioning:Asking clear, specific questions to gain precise information.

Detailed Descriptions:Providing comprehensive details to ensure clarity and understanding.

Seeking Help:Knowing when to ask for clarification or assistance to avoid misunderstandings.

By mastering these techniques, individuals can enhance their communication skills, build stronger relationships, and create a more harmonious and productive interpersonal environment.

Scenario Design:

Create a scenario involving a challenging situation that requires effective communication to resolve. such as:A group project with a deadline approaching and conflicting ideas.A disagreement between friends about a planned activity.Addressing a complaint or concern with a leader or authority figure.

Problems to be solved:.....

.....

.....

The overall background and key details of the event:.....

.....

.....

Other things to note:

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.....

Note:The conflict details, dialogue content, and resolution methods of specific events need to be designed by each group themselves.

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson12 Life satisfaction1

— finding and seeing everything you have

Content

Life satisfaction refers to an individual's overall sense of fulfillment in all aspects of life and is the degree to which a person's needs are comprehensively satisfied in all aspects of life. It can be influenced by factors such as study, environment, family, health, relationships and personal growth. It is mainly an overall summary and evaluation of an individual's life situation. In this lesson, we will explore what life satisfaction means to each of us, identify areas where we feel dissatisfied, and learn strategies to improve our sense of well-being. Researcher will also take the time to acknowledge and appreciate the positive aspects of our lives, fostering a greater sense of gratitude and well-being. (Rezaei & Bahadori Khosroshahi, 2018)

Objective

1. To find out what areas students are dissatisfied with and to guide them to try to solve it in a positive way
2. To improve students' cognition and understanding of life satisfaction.
3. To guide students finding and seeing what they already have to improve life satisfaction.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper for write
3. Learning/Activity record paper or notebook

Activity Program

1. Lead in

1.1 Researcher start with question "What is one thing that made you happy these two days?" Allow all students to share their answers to set a positive tone.

1.2 Researcher explain that today's focus is on understanding and enhancing life satisfaction.

2. Small lecture and guidance

Life satisfaction refers to an individual's overall sense of fulfillment in all aspects of life and is the degree to which a person's needs are comprehensively satisfied in all aspects of life. It can be influenced by factors such as study, environment, family, health, relationships and personal growth. It is mainly an overall summary and evaluation of an individual's life situation. It's not just about fleeting moments of happiness but a deep, enduring sense of fulfillment and balance in life. High life satisfaction is linked to better mental and physical health, improved coping skills, and a more positive outlook on life.

3. Activity

3.1 Researcher ask students to spend 10minites to writing down everything they have(activity is "Writing Down Everything You Have")

3.2 Researcher mentions students to spend a few minutes think about everything they are grateful for in their lives. This could include family, friends, health, achievements, hobbies, something and other aspects. And then,they can write it down as much as they can.Encourage them to be detailed and thoughtful in their reflections.

3.3 Sharing part,each student quickly says something they have, taking turns saying it one by one.

3.4 Next ,take another piece of paper, or write on the back of the paper write down areas of their lives where they feel dissatisfied. This could include aspects related to health, family, academic performance, career, friendships, or personal issues.

3.5 Ask students to write down both negative and positive ways of handling aspects of dissatisfaction.

3.6 Divide the students into 5 students as a group.In their groups, students should discuss and brainstorm add some positive ways to address their dissatisfactions. Encourage them to think about practical steps they can take and how they can apply the strategies discussed earlier.Each group should come up with a few actionable strategies and share them with the class.

3.7 Free discussion the importance of approaching life challenges positively in enhancing life satisfaction. Cherish everything you have now. Everyone has a lot of things, but you need to discover and find them.

4. Comprehensive evaluation and Conclusion.

1) Summarize the key points of this class together and inspire everyone's gains. Students increase their actual awareness of life satisfaction by recording changes and sharing their feelings, prompting them to think about and improve specific areas.

2) Researcher provide students with opportunities to ask questions they do not understand.

3) In the activity summary,encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.

5) Sharing their opinion in the class on related discussions.

6) Answer or write down "What are your gains today?"

7) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week.(Total 3 things/sentence for a week)

PERMA Model Intervention

To Improve the College Students' Well-being

Lesson13 Life satisfaction2

—Cherish everything you have and consider practical ways to
 Improve on your own way

Content

Life satisfaction refers to an individual's overall sense of fulfillment in all aspects of life. It is a measure of how content we are with our lives and encompasses various aspects such as our health, relationships, achievements and so on. It encompasses various dimensions such as our sense of self-worth, the goals we set, the attitudes we maintain, and the relationships we nurture. Understanding life satisfaction through the lens of others' experiences can provide valuable insights and inspire us to reflect on and improve our own lives. In this lesson, researcher will delve into these themes by exploring real-life stories and examples. We will focus on how individuals have overcome significant challenges and the strategies they employed to enhance their life satisfaction. By reflecting on these experiences, students can identify parallels in their own lives and consider practical ways to improve their well-being.

Objective

1. To improve students' practical understanding of life satisfaction by learning about other people's experiences and reflecting on their own.
2. To encourage students to think about and improve specific aspects of their lives.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. Learning/Activity record paper or notebook
3. Movie—Homeless to Harvard: The Liz Murray Story 120min

Activity Program

1. Lead in

1.1 Begin by welcoming the students and outlining the objectives of the lesson. Briefly discuss the importance of understanding life satisfaction through different perspectives and real-life experiences.

1.2 Start with an engaging question to prompt reflection: "Think of a time when you felt truly satisfied with your life. What contributed to that feeling?"

2. Small lecture and guidance

Acceptance and Respect for Oneself:

Achieving high life satisfaction begins with embracing and valuing who we are. This means recognizing both our strengths and areas for improvement without harsh judgment. By accepting ourselves, we open the door to addressing challenges with a more constructive and positive mindset.

Solving Problems Positively:

Adopting a positive approach to problem-solving can transform our experiences. Instead of viewing difficulties as barriers, we can see them as opportunities for personal growth and learning. This perspective helps us tackle issues more effectively and enhances our overall life satisfaction.

Living in the Present:

Focusing on the present moment, also known as mindfulness, allows us to fully experience and appreciate life as it unfolds. By not dwelling on the past or worrying about the future, we can engage more deeply with our current activities and relationships, which boosts our sense of well-being.

Positive Attitude and Self-Worth:

Cultivating a positive attitude involves understanding and appreciating our intrinsic value. Realizing that our worth is not solely based on our accomplishments but also on our unique qualities and contributions can strengthen our self-esteem. This positive self-perception fosters resilience and perseverance in the face of challenges.

Goals and Outcomes:

Setting meaningful goals provides direction and purpose in our lives. However, it's essential to stay flexible and open to different outcomes. Being adaptable ensures that we continue to progress positively, even if our initial goals evolve over time.

Influence of Friends:

The company we keep significantly impacts our life satisfaction. Friends who offer support, constructive feedback, and share in our joys and struggles contribute to our emotional well-being. Positive relationships are a key component of a fulfilling life.

Choices and Persistence:

Life satisfaction is greatly influenced by the choices we make and our persistence in pursuing our goals. Choosing to focus on positive actions and thoughts, even during tough times, and consistently working towards our aspirations enhances our sense of accomplishment and contentment.

3. Activity

3.1 Explain that students will watch a real-life story that exemplifies the themes discussed. This will provide a practical understanding of life satisfaction and the factors that influence it.

3.2 Researcher suggest that students can watch in terms of self-worth, goals and outcomes, negative and positive attitudes, relationship, choices to persist, etc.

3.3 Watching the Movie: "Homeless to Harvard: The Liz Murray Story" together as a class.

3.4 Facillitate a discussion on the insights gained from the movie.

3.5 Ask students to share their observations about how the main character's experiences.

3.6 Discuss and sharing how these insights can be applied to their own lives to improve their life satisfaction.

4. Comprehensive evaluation and Conclusion.

1) Summarize the key points of this class together and inspire everyone's gains. Students enhance their awareness of life satisfaction by follow with others experience and think about their having and sharing their feelings, which encourages them to reflect on and improve specific areas.

2) Researcher provide students with opportunities to ask questions they do not understand.

3) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.

4) Observing students' behavior during activities, including cooperation. Answering questions, opinions, enthusiasm, intentions, and member interactions.

5) Sharing their opinion in the class on related discussions.

6) Writing at least one sentence to express their feeling about meaningful and achievement in the class/today/this week. (Total 3 things/sentence for a week)

7) Answer or write down "What are your gains today?"

8) Prepare the future Speech - The Best of Me in the Future, 1 minute. Choose any content, style you wanna to present. (To reflect on personal growth and envision the best version of oneself in the future, while may using the key learning from the course.)

PERMA Model Intervention
To Improve the College Students' Well-being

Lesson14 Conclusions and future directions

—Future Speech: The Best of Me in the Future

Content

Concluding the course involves summarizing the key concepts learned, reflecting on personal growth, and setting future goals for continued well-being. When organizing activities to improve college students' well-being based on the use of the PERMA model and the four steps to form a learning model, now, the final stage has been reached. It is necessary to organize activities to end the training and give students the opportunity to reflect on their thoughts, feelings, review and summarize what they have learned from the various activities. In this lesson, students are provided with answers to the questions that still remain. And also provides an opportunity for students to consolidate their learning and plan for ongoing personal development. At the same time, it summarizes the overview of what has been learned and encourages students to apply it as concretely as possible, preparing them for the future and focusing on their own well-being and growth in all areas.

Objective

1. To emphasize student growth in each area of well-being and encourage continued future development.

2. To develop a future action plan that promotes students' valuing and active participation in their own well-being.

Duration 90-120 minutes

Media/Materials

1. Stationery supplies
2. The paper for write
3. Learning/Activity record paper or notebook

Activity Program

1. Lead in

- 1.1 The researcher greet students and inquire about their past involvement.
- 1.2 The researcher inquire about changes in well-being of students.
- 1.3 The researcher articulated the purpose of participating in this activity to summarize the knowledge gained from the learning model using PERMA. To improve the well-being of college students.

2. Small lecture and guidance

2.1 Researcher review knowledge about all 5 elements of college student's well-being by asking students and having each person summarize these elements. The learning model is a learning management approach that trains students to develop five elements of well-being:

- (1) Positive feeling
- (2) Self-worth
- (3) Interpersonal harmony
- (4) Life satisfaction
- (5) Achievement

2.2 The researcher discusses and asks the students, for example, "What activities have the students done since day one?" "What changes have the students noticed." and "What were the ideas, benefits, or obstacles encountered with each activity."

3. Activity

3.1 The researcher introduce the theme of "Future Speech: The Best of Me in the Future." Choose any content, style you want to present. And then, student giving a speech one by one, each of student may have 1-2 minute to present.

3.2 The researcher give each of student high praise and take the importance of reflecting on personal growth and envisioning future success. It is important to guide and encourage student to go and chase beautiful, well-being life. enrich hope, goal and believe themselves.

3.3 The students were asked to write down any other questions they would like to ask (about the activity course, as well as problems in other areas) to give the students a reference to share the researcher's perspective. It was also to find out what other issues the students were concerned about, to make adjustments in future courses, and to prepare the college students to provide solutions.

3.4 The researcher responded to each question with specific and positive answers. Permission was obtained from the students to answer the questions in class to provide a reference for other students who may have the same questions. Care was taken to help students remain anonymous.

3.5 To summarize:

1) The researcher provided students with questions to question and do not understand and answered all students' questions in this lesson, which can be referred to by students who have the same questions (answering the questions has been anonymized for the students)

2) The researcher summarized the 14 learning activities and thanked all students for their cooperation.

- 3) The researcher appreciated the cooperation and impressions among the students.
- 4) The researcher emphasized the benefits and importance of the learning model.
- 5) They can enhance their well-being if all members continue to practice their skills.
- 6) The researcher asked the students to record the important issues, benefits and applications of what they learned, including their self-perception of participating in the activities.

4. Comprehensive evaluation and Conclusion.

- 1) Observe the behavior of students while reflecting their thoughts and feelings of participation.
- 2) Observe how students review and summarize what they have learned in each learning plan.
- 3) Researcher provide students with opportunities to ask questions they do not understand.
- 4) In the activity summary, encourage and praise the classroom performance of each student in the class in a positive way by listing the highlights of the students' class work and opinions.
- 5) Hand in their "feeling" record notebook. (what I have gain/3 good things, moment ...)

