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A study of the relationship between college students' happiness and individual characteristics

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positive emotions,
intervention

ABSTRACT

This study focuses on differences in college students' well-being and its individual characteristics influenced by gender and age, as well as exploring the effects of a classroom intervention based on positive emotions and creativity. The study assessed 332 university students, using the Subjective Happiness Scale (SHS) and the Oxford Happiness Questionnaire (OHQ) as assessment tools. The results of the study showed that gender and age did not show significant differences in perceived happiness, but the positive emotion intervention programme achieved significant results, with a significant increase in subjective well-being in the experimental group of students compared to the control group. In addition, happiness is positively related to academic success, which helps college students cope with life stress and positively affects personal health, social well-being, and quality of life. Given the importance of positive emotions and their many benefits for university students, we recommend incorporating these interventions into university programmes to better prepare students for their future working lives.

1. Introduction

In today's society, the well-being status of college students, as a pivotal and significant group poised on the brink of entering the broader societal landscape, is progressively garnering widespread attention and concern. Well-being encompasses not merely an individual's mental health and overall quality of life but also intricately intertwines with their academic performance, social adaptability, and the trajectory of their future career development (Kansky, 2017; Fan Jinghao, 2024). Recognizing its multifaceted nature underscores its paramount importance.

University life, often heralded as a transformative period, is characterized by a myriad of stressors that can challenge students' resilience. These include, but are not limited to, rigorous exams that test both knowledge and endurance, the complexities of individual and group projects that demand collaboration and leadership skills, and the nuanced art of establishing meaningful social relationships (Alkhawaldeh, Omari, 2024). These stressors, when unmitigated, have the potential to significantly threaten students' physical and mental health, leading to burnout, anxiety, and depression (He Hongjuan, 2022).

Given this backdrop, there is a pressing need to delve deeply into the sources of college students' well-being and meticulously examine the myriad influencing factors that shape it. Researchers are actively engaged in exploring various dimensions of well-being, such as emotional stability, sense of belonging, and academic fulfillment, while also scrutinizing external factors like family support, campus culture, and access to mental health resources. By understanding these intricate interconnections, educators and policymakers can develop targeted strategies aimed at fos-

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tering an environment conducive to students' holistic development.

The exploration and implementation of strategies to enhance well-being are not merely academic pursuits; they hold immense significance in promoting the healthy growth of college students and, consequently, improving the overall quality of education. By nurturing a culture of well-being within higher education institutions, we pave the way for students to emerge as resilient, adaptable, and compassionate individuals ready to contribute positively to society. Thus, this endeavor is not just about individual well-being but about cultivating a generation equipped to face the challenges of the future with grace and fortitude.

2. Theoretical background

In recent years, the study of subjective well-being has experienced significant growth, with more and more scholars investing in research on mental health and well-being. This study focuses on the affective component, the core of subjective well-being, which refers to the state of an individual's experience of more positive than negative emotions (Bin Li, Qin Zhu, Aimei Li & Rubo Cui, 2023), which is the core of this study's focus.

In a study of university educational environments, researchers have observed that student populations that maintain a positive mood are more likely to complete their studies successfully (Liu Xinqiao, Zhang Yifan & Luo Yunfeng, 2023). This observation has prompted some academics to suggest that happiness shows a positive correlation with academic success. Further, Handa et al. (2024) explained in their study that well-being is not only key to motivating individuals to achieve existing goals and plan new ones, but it is also closely related to increased life satisfaction and enhanced personal aspirations.

Happy people tend to engage in occupations that give them greater autonomy, meaning and variety of tasks, and are more likely to reap positive evaluations (Aknin, Whillans, 2021). They tend to show greater initiative and curiosity, are open to exploring new opportunities (Usai, Orlando, Mazzoleni, 2020), and are more open and receptive to change (Ramola, Barman, 2023). In contrast, they have shorter unemployment cycles (Hoang, Knabe, 2021) and show better performance in terms of job quality, personal productivity and creativity (Diener, Thapa, 2020). As a result, this group is more likely to hold managerial positions and have a more significant level of income (Killingsworth, 2021) compared to the average employee (Yue, Men & Ferguson, 2021).

Maintaining a positive emotional state enhances an individual's resilience and can help people cope effectively with adversity (Israelashvili, 2021), as well as enhance the ability to cope with stress and facilitate career development (Yukongdi, Shrestha, 2020). Positive emotions not only optimise attention span, cognitive breadth and flexibility (Pinna Edwards, 2020), but also significantly stimulate creativity (Henriksen, Richardson, & Shack, 2020). In short, well-being is often closely linked to physical and mental health and creativity, which play a key role in guarding against mental health problems such as depression and suicidal tendencies (Niemiec, 2023).

Happiness is not something we are born with, but rather something we gradually develop through the choices we make along the journey of life (Tao Shixiu, 2024). Based on this view, happiness can be taught and learnt. Happiness education essentially encompasses health and well-being education, which aims to help students overcome barriers to learning and acquire valuable knowledge (Alam, 2022). Given its positive impact on personal growth, academic achievement, social competence, and career development, education centred on well-being is essential in laying the foundations for students' careers. Considering the importance of preparing students for their future working lives, it becomes especially critical to work on enhancing their well-being while in college. "University education should aim to enhance the well-being of students, which in turn contributes to the well-being of society as a whole" (Alam, Mohanty, 2023).

There is no current academic consensus on the gender differences in the manifestation of well-being.Wang Bo's (2023) study states that women exhibit higher levels of well-being compared to men; however, some scholars, such as Mousa (2021) and LeFebvre, Huta (2021), have argued that there is no significant difference between men and women in terms of well-being and life satisfaction. . When Lyubomirsky and Lepper's (1999) Subjective Well-Being Scale was used to assess a group of college students, the study found significant gender differences, as evidenced by the fact that females were more motivated to take action to achieve happiness (Brakus, Chen, Schmitt, & Zarantonello, 2022). Similar findings were also found using other measures of well-being, such as the Ryff Scale (1989), and Grabowska-Chenczke's (2022) study further indicated that females showed better performance than males in terms of control over the environment and goals in life, psychological well-being, and contribution to social well-being.

When examining the relationship between age and happiness, no direct positive linear correlation was found between the two. However, a study by An HY et al. (2020) showed that happiness and life satisfaction do not decrease with age. Contrary to previous notions, the happiness curve is not U-shaped, with its peak occurring in the younger age group and its nadir located in the middle age group between 30 and 45 years old, a period when individuals have heavier family and work responsibilities. However, it is worth noting that people's well-being increases with further age (Blanchflower, 2021). Specifically, subjects in their 50s and 60s reported the highest average happiness, and it is only after the age of 70 that happiness begins to trend

downward (Galambos, Krahn, Johnson, & Lachman, 2020). These findings are significant because they challenge the commonly held notion that older people are the least happy, when actual empirical evidence seems to suggest otherwise (Ahmed, Mohamed, 2022).

Past research data reveals that Moilanen et al. (2021) state that older adults demonstrate higher levels of autonomy and control over their environment compared to younger adults, which not only makes their life experiences more meaningful, but also enhances their ability to regulate their social environment based on their own needs and values. As individuals age, they gain more security and experience in critical tasks and experience less stress and emotional tension in response to critical events.Waters et al. (2022) argued that the demonstration of positive behaviours helps to optimise relationships and acts as an umbrella for coping with a wide range of challenges. Overall, aging brings a greater abundance of resources and skills to the individual, facilitating effective communication and action, thus aiding problem solving. In addition, older adults perceive higher social value, contributing to their tendency to face life with a more positive mindset (Han, Nam, 2021).Alexander et al.'s (2021) study further found that positive emotions are strongly linked to well-being, and older adults are adept at regulating emotions to reduce negative impacts and amplify positive ones. In contrast, younger people tend to be less satisfied with the present moment than older people.

A study by Händel et al. (2020) found that students majoring in educational sciences generally displayed a more distinct tendency towards emotional values compared to students in other majors. This phenomenon sparked our interest in exploring further whether similar differences in well-being exist in educational sciences versus other university major fields in particular. However, in our analyses of well-being studies conducted on university samples, we found that few studies considered the impact that professional background may have on well-being, and most did not find significant differences in well-being across professions. Notably, the study by Merkle et al. (2024), which used a broad sample of students across a range of subject areas, showed that these students did not show significant differences in mental wellbeing.

This study builds on previous research in the area of social and emotional learning (Ahmed & Hamzah, 2020; Durlak, Domitrovich, & Mahoney, 2024; Jennings, Frank, & Montgomery, 2020) by further exploring college students' well-being and analysed possible differences in interventions based on variables such as positive emotions, creativity, gender, age and study choices.

Positive emotion intervention refers to enhancing an individual's positive emotional experience through a series of methods and means, thereby improving their mental health and enhancing their sense of happiness. For college students, positive emotion intervention is particularly important because this group is in a critical stage of rapid self-awareness growth and identity establishment. Experiencing more positive emotions is beneficial for expanding their immediate thinking behavior instruction system, constructing lasting personal resources, and thereby increasing subjective well-being and personal growth (Quoibach, Mikolajczak & Gross, 2015).

Subjective well-being is one of the important indicators for measuring an individual's mental health. Research has shown that positive emotion intervention can significantly improve the subjective well-being of college students, helping them better understand and regulate their emotions, thus maintaining a positive attitude when facing difficulties and challenges, and enhancing their sense of happiness (Llewellyn, Sebastiaan, 2012). Life satisfaction is a cognitive component of subjective well-being and one of the core indicators for measuring the mental health of college students. Positive emotional intervention can encourage college students to cherish the present and actively face challenges and opportunities in life, thereby enhancing their life satisfaction (Giannopoulos, Vella Brodrick, 2011). Positive emotional intervention not only helps to enhance the happiness of college students, but also promotes their personal growth and development. By participating in various positive emotional intervention activities, college students can expand their thinking and behavioral scope, enhance their psychological adaptability, and lay a solid foundation for their long-term development in the future (Moskowitz at el., 2011).

The classroom intervention of creativity has a significant impact on the happiness of college students, which is reflected in multiple aspects, including enhancing their intrinsic motivation, confidence, self-esteem, and helping them better handle difficulties and setbacks (Caballero Garc í a at el., 2018). Classroom interventions for creativity can stimulate the intrinsic motivation and enthusiasm of college students, making them more actively engaged in learning and work. This positive investment not only helps them achieve better academic results, but also enhances their sense of achievement and satisfaction, thereby increasing their sense of happiness (Pannells, Claxton, 2008). By participating in creative classroom intervention activities, college students can showcase their innovative thinking and problem-solving abilities, thereby gaining recognition and appreciation from others. This recognition and appreciation helps to cultivate their confidence and self-esteem, reduce anxiety and inferiority, and ultimately enhance their sense of happiness. Classroom interventions for creativity can help college students apply innovative thinking and problem-solving methods to cope with difficulties and setbacks (Beghetto, Kaufman, 2016). This coping style not only helps them overcome difficulties, but also enhances their psychological resilience and adaptability, thereby improving their sense of happiness. The classroom intervention of creativity provides a platform for col-

lege students to showcase themselves and enhance their abilities. By participating in these activities, college students can broaden their horizons and ways of thinking, enhance their comprehensive qualities and competitiveness (Zagonari, 2019).

The primary objective of this study is to verify the initial consistency between the control group and the experimental group in terms of happiness levels, in order to ensure the reliability of the research. Subsequently, we will compare whether there is a statistically significant difference in happiness between the control group and the experimental group after implementing the intervention plan. In addition, we plan to conduct in-depth analysis of potential statistical differences in happiness during the pre-test based on students' gender, age, and other factors. Furthermore, we will explore whether there are statistically significant differences in happiness among students of different genders, ages, and educational backgrounds after classroom interventions that apply positive emotions and creativity. The core objective of this study is to highlight the core value of happiness in educational environments, viewing it as an important driving force for individual performance and productivity improvement. At the same time, we actively advocate for the cultivation of emotional intelligence culture in university environments, viewing happiness as an indispensable part of promoting personal well-being, social harmony, and improving employability.

3. Research methodology

3.1. Data collection and analysis methods

In this study, students from 20 colleges and universities located in Wuhan, Hubei Province, China were selected as the research objects. A total of 332 students were recruited by random sampling method, including 236 women (accounting for 71.08%) and 96 men (accounting for 28.92%), ranging in age from 18 to 30. The research design was divided into experimental group and control group, with 160 students (accounting for 48.19%) and 176 students (accounting for 51.81%) respectively.

Data collection was completed during a half-hour face-to-face meeting during which the purpose of the study was explained in detail to the students and their voluntary consent was obtained. The students completed a well-being test at two time points (pre-test and post-test). The experimental group received a period of intervention programme designed to foster positive emotions, creativity and enquiry through a combination of approaches in the classroom. These methods were based on the theory of positive emotions, incorporating creativity skills and the educational philosophy of learning by doing, combined with experiential and contextual learning. Teachers play multiple roles as trainers, mentors, developers and evaluators in the process, always ensuring that students are the main actors in the learning process. Students understood and mastered the subject matter in an integrative way, achieving a deep integration of academia and practice, research and humanity and relationships.

Before the analysis, we carried out normality and homovariance tests, and used Mann Whitney U test to compare the two groups of mean values. The main purpose of Mann Whitney U test is to compare whether there is a significant difference between the median of two independent samples. In this study, the control group and the experimental group are two independent samples, and they have accepted different curriculum development methods (traditional methods and new methods), so Mann Whitney U test is needed to compare the median difference in happiness measurement between the two groups.

Kruskal Wallis test is an extension of Mann Whitney U test, which is used to compare the median difference of three or more independent samples. If this study includes other groups besides the control group and the experimental group, it is necessary to use Kruskal Wallis test to compare the median differences in happiness measurement between these groups. Therefore, the Kruskal Wallis test was used to compare the two groups. All statistical analysis is based on nonparametric method, and the statistical significance level is set as $\alpha=0.05$.

Table 1 | General characteristics of samples

Category	Option	Percentage (%)
Gender	man	96 (28.92%)
	woman	236 (70.08%)
Age	18-20 years old	162 (48.80%)
	21-25 years old	118 (35.54%)
	Above 26 years old	52 (15.66%)
Group	experimental group	160 (48.19%)
	control group	172 (51.81%)

3.2. Tools

The Subjective Happiness Scale (SHS) proposed by Lyubomirsky and Lepper (1999) is a global instrument for measuring perceived well-being, which views well-being as a comprehensive psychological phenomenon and is assessed by four items that employ Likert-type responses (ranging from 1 = strongly disagree to 7 = strongly agree). Scores on the scale are calculated by summing the resulting scores and dividing by the total number of items.The SHS meets a number of psychometric criteria, including reliability, internal consistency (between 0.79 and 0.94), retest reliability (with a range of change between 0.55 and 0.90 over a period of 3 weeks to 1 year), and convergent validity (with correlations with other measures of well-being ranging from 0.52 to 0.72). Compared to the Beck Depression Inventory (BDI), the Big Five Inventory of Personality (BFI), and the Optimism-Pessimism Questionnaire (LOT-R), the SHS demonstrated uniqueness. In addition, according to Hernández Moreno and Landero Hernández (2014), the SHS also demonstrated a high degree of factorial reliability (between 0.73 and 0.87) and temporal stability (0.61), which further confirms its applicability in measuring the construct of subjective well-being.

The Oxford Happiness Questionnaire (OHQ) designed by Hills and Argyle (2002) is designed to provide a comprehensive assessment of an individual's well-being. The questionnaire consists of 29 items that require subjects to rate on a Likert scale based on six possible answers ranging from "completely disagree" (1) to "completely agree" (6), so that the total possible score ranges from 29 to 174, with higher scores representing higher levels of subjective well-being. Higher scores represent higher levels of subjective well-being. Half of the items were reverse scored.The OHQ has been shown to have excellent internal consistency, with a Cronbach's alpha coefficient of 0.90 and a seven-week retest correlation of 0.78, demonstrating its stability and reliability in measuring personal well-being.

4. Results

In response to the first research objective, which was to explore the initial homogeneity between the control and experimental groups in terms of student well-being at pretest, Table 1 details the mean ($\overline{X}$) and standard deviations (σ), thus visualising the extent to which the two groups are similar in terms of well-being.

Looking at the scores of the two tests, preliminary results show that whether assessed using the Oxford Questionnaire or the Subjective Well-Being Scale, the experimental group ($\overline{X}$ OHQexp=4.45; $\overline{X}$ SHSexp=4.88) students showed a slightly higher level of happiness than the control group ($\overline{X}$ OHQc=4.40; $\overline{X}$ SHSc=4.72) trend. However, the Mann-Whitney U-test analysis did not reveal a statistically significant level of difference between these two groups (POHQ=0.724; PSHS=0.485).

In response to the second research objective, which was to compare the possible statistically significant differences in student well-being between the control group and the experimental group on the posttest, Table 2 presents the relevant data. Similar to the previous situation, the mean scores of both tests show that the experimental group ($\overline{X}$ OHQexp=4.60; $\overline{X}$ SHSexp=5.05) students scored high-

Table 2 | Descriptive statistics and statistical significance of happiness in pre-tests, according to group

Pretest		control subjects	experimental group	statistical significance
OHQ	$\overline{X}$	4.40	4.40	0.724
	σ	0.591	0.591	
SHS	$\overline{X}$	4.72	4.72	0.485
	σ	0.935	0.935	

Table 3 | Descriptive statistics and statistical significance of well-being in the posttest, according to group

Postest		control subjects	experimental group	statistical significance
OHQ	$\overline{X}$	4.27	4.27	0.022
	σ	0.621	0.621	
SHS	$\overline{X}$	4.56	4.56	0.028
	σ	0.878	0.878	

er than the control group ($\overline{X}$ OHQc=4.27; $\overline{X}$ SHSc=4.56). This means that students in the experimental group claimed to feel happier after the intervention programme. More importantly, statistical analyses showed that the difference between the two groups reached a statistically significant level (POHQ=0.022; PSHS=0.028).

To address the third research objective, this study analysed the statistically significant differences in the pretests that could be attributed to the students' gender, age and educational background. Tables 3, 4 and 5 present the statistical results of these different dimensions, respectively. Specifically, Table 3 focuses on pre-intervention students' well-being scores and distinguishes the gender factor. Observations show that in both tests, female students ($\overline{X}$ OHQm=4.52; $\overline{X}$ SHSm=4.88) generally claimed to feel happier, compared to boys ($\overline{X}$ OHQm=4.18; $\overline{X}$ SHSm=4.58) scored slightly lower on happiness. However, it is worth noting that these differences between genders did not reach statistically significant levels (POHQ=0.068; PSHS=0.777).

Subsequently, the study analysed the pre-intervention students' happiness scores according to age. In Table 4, it can be noted that the group of students under the age of twenty, whose scores in both tests showed a high level of well-being, performed as the happiest students ($\overline{X}$ OHQ<20= 4.55; $\overline{X}$ SHS<20= 5.05) group. However, after statistical analyses, we did not find statistically significant differences in happiness among these three different age groups (POHQ= 0.260; PSHS= 0.846).

As a final objective of this study, we aimed to explore the statistically significant differences in students' well-being scores in the posttest that may be due to their gender, age and educational environment. To this end, we present the results of the data in Tables 5, 6 and 7.

Specifically, Table 5 demonstrates students' well-being scores categorised according to gender. The results show that female students ($\overline{X}$ OHQm= 4.52. $\overline{X}$ SHSm= 4.82) continue to claim that they are happier than boys ($\overline{X}$ OHQh= 4.29; $\overline{X}$ SHSh= 4.81). Feeling happier. However, this gender difference did not reach a statistically significant level (POHQ= 0.303; PSHS= 0.809)….

Next, Table 6 presents the relationship between students' happiness scores and their age after the intervention. Consistent with previous observations, the youngest group of

Table 4 | Descriptive statistics and statistical significance of happiness among pre-tests according to gender

Pretest		females	male	statistical significance
OHQ	$\overline{X}$	4.52	4.52	0.068
	σ	0.506	0.506	
SHS	$\overline{X}$	4.88	4.88	0.777
	σ	0.731	0.731	

Table 5 | Descriptive statistics and statistical significance of happiness in pre-tests according to students' age

Pretest		Under 20	20-22 years	23-30 years	statistical significance
OHQ	$\overline{X}$	4.55	4.55	4.55	0.260
	σ	0.414	0.414	0.414	
SHS	$\overline{X}$	5.05	5.05	5.05	0.846
	σ	0.704	0.704	0.704	

Table 6 | Descriptive statistics and statistical significance of post-test happiness by gender

Postest		females	male	statistical significance
OHQ	$\overline{X}$	4.52	4.52	0.303
	σ	0.659	0.659	
SHS	$\overline{X}$	4.82	4.82	0.809
	σ	0.980	0.980	

Table 7 | Descriptive statistics and statistical significance of post-test happiness according to students' age

Postest		Under 20	20-22 years	23-30 years	statistical significance
OHQ	$\overline{X}$	4.54	4.54	4.54	0.613
	σ	0.618	0.618	0.618	
SHS	$\overline{X}$	4.91	4.91	4.91	0.763
	σ	1.031	1.031	1.031	

students again showed higher happiness index numbers ($\overline{X}$ OHQ<20= 4.54. $\overline{X}$ SHS<20= 4.91). However, again, the three different age groups of students did not show statistically significant differences in happiness (POHQ= 0.613; PSHS= 0.763).

5. Discussion and conclusions

Several studies have highlighted the importance of positive emotions not only in terms of their ability to give us a sense of inner pleasure and fulfilment, but also in terms of their powerful ability to bring about success and positive outcomes in a wide range of areas and domains, including personal growth, family life, academic achievement, and professional careers (Fredrickson, 2001; Diener, Thapa & Tay, 2020). The importance of positive emotions cannot be ignored, and they are an important foundation for our pursuit of happiness and success.

Considering that students need effective strategies to cope with the challenges of university life and to enhance their employability, we advocate the integration of affective and positive education elements in university education as an important recommendation for university improvement and change. Before implementing any intervention programme, it is crucial to conduct an upfront assessment to show us a clear path for improvement and change. Therefore, our primary focus is to understand the current state of well-being of university students in their initial state. Based on this, we plan to conduct an in-depth study on how interventions based on different aspects such as positive emotion cultivation, creativity stimulation, gender difference considerations, age factors, and study choices may affect students' perceptions of well-being, and to explore whether these interventions can produce positive changes in their vocational subject learning. Through this series of research and practice, we hope to provide students with more personalised, holistic and effective educational support to help them not only gain knowledge, but also grow emotionally, psychologically and professionally during their time at university.

In looking at the first objective, we addressed the homogeneity of the students' well-being demonstrated in the pre-test phase, a homogeneity that was measured by the assessments derived from the Oxford Questionnaire and the Subjective Wellbeing Scale. After careful data comparison, we concluded that the students' opinions did not show statistically significant differences between the control and experimental groups. This finding implies that our study began with a relatively uniform group. Turning to the second objective, in the post-test phase, we observed a statistically significant difference in perceptions of well-being between the control and experimental groups, and this difference tended to be more positive for the experimental group. This suggests that by implementing specific interventions, students' well-being increased significantly after fostering happiness in the classroom. As for the third and fourth objectives, we carefully considered the gender, age, and educational background of the students at the beginning of the study, but did not find a significant effect of these factors on happiness at this stage. Further, when we analysed the opinions of the students by segmenting them according to their gender, age and educational background, we still did not find significant differences. This finding of ours is in line with the findings of Deb, Thomas (2020) et al. Meanwhile, Joshanloo, Jovanović (2020) et al. did not find significant gender differences when comparing the mean values of males and females in terms of well-being and life satisfaction. The intervention programme in this study did not have differential effects depending on the gender, age or educational background of the students. Instead, it successfully promoted increased well-being for all, benefiting equally regardless of gender, age, or study choice.

In response to our research objectives, there is an urgent need for more in-depth studies on the variability of happiness treatment in universities, which should be based on more representative samples in order to further validate the slight tendency of women to tend to perceive themselves as happier compared to men. This observation coincides with Ahmed's (2020) findings and provides a new perspective on the impact of gender differences on happiness. With respect to the age variable, the analysis of our sample reveals an interesting phenomenon: those under the age of 20 exhibit slightly higher levels of happiness compared to

other age groups. This finding is in line with the findings of Blanchflower (2021) and Almadani and Alwesmi (2023), who similarly point to the advantage of the younger cohort in terms of happiness. Based on these studies, we can tentatively infer that the distribution of happiness may exhibit a U-shaped curve, whereby it reaches a peak in young adulthood, then undergoes a period of decline around the age of 30, before picking up again in late adulthood. However, in order to understand this trend more comprehensively and accurately, it is necessary for future studies to cover a wider age range and to explore in depth the specific factors that influence changes in well-being. Through such studies, we can further refine the pattern of changes in happiness with age, and provide more precise guidance and suggestions for enhancing the happiness of people in different age groups.

There is a need for effective intervention programmes in the higher education system to ensure that every student enjoys equal opportunities in terms of emotional growth and subjective well-being. The urgency of this need stems not only from a deep concern for the well-being of individual students, but also from its profound impact on students' personal growth, academic achievement, social integration, and future career development.Fang Zheng (2023), in his study, insightfully articulated the importance of profound changes in universities and their faculties, and that strengthening the strong connection between educators and students is the Key.

In order to strengthen students' happiness in education, the education department should assume the role of a leader and formulate a comprehensive and detailed framework for happiness education. This framework needs to clarify the educational objectives, not only pay attention to students' knowledge learning, but also pay attention to their emotional management, social skills and the cultivation of positive attitude. In terms of content, the framework should cover emotional identification and adjustment, interpersonal skills, and actively responding to challenges to ensure students' all-round development. In terms of methods, we should encourage the use of diversified teaching methods, such as role-playing, group discussion, situation simulation, etc., to stimulate students' interest and participation in learning. Evaluation criteria should also be set up accordingly to measure the effectiveness of happiness education in an objective and comprehensive way.

Secondly, as the direct implementer of happiness education, teachers' professional ability and understanding are very important. Therefore, we strongly suggest strengthening teacher training and organizing activities regularly to improve teachers' understanding and implementation ability of happiness education. The training content can include the basic knowledge of psychology, the concept of happiness education, teaching skills and strategies, etc. At the same time, teachers are encouraged to share successful cases and teaching experience, and through exchanges and learning, a good atmosphere for mutual learning and common improvement is formed.

Happiness education should not only stay at the theoretical level, but should be integrated into students' daily courses and activities. For example, mental health courses can be set up to help students know themselves and manage their emotions; Organize team building activities to enhance students' teamwork ability and sense of belonging; Carry out social practice, let students experience success and challenges in practice, and cultivate their ability to actively cope with life. At the same time, schools are encouraged to carry out diversified extracurricular activities, such as art, music, sports, etc., to provide students with a platform to show themselves and release pressure, so as to make their campus life more colorful.

By formulating a comprehensive framework for happiness education, strengthening teacher training, integrating into daily courses and activities, establishing a mental health support system and strengthening communication and cooperation with parents, we can effectively integrate happiness cultivation into the education system and lay a solid foundation for students' all-round development and mental health.

Higher education institutions should take the implementation of intervention programmes as an important way to enhance students' emotional development and subjective well-being, and use this as an opportunity to promote comprehensive changes in universities and their faculties, so as to jointly create a healthier, more harmonious and productive learning environment for students. When students are fully supported and understood emotionally and feel happy, they are more likely to be more enthusiastic in their studies, thus achieving better academic results and laying a solid foundation for their future social integration and career development.

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