

# The Mental Health and Life Education Curriculum Development Based on Kolb's Experiential Learning Theory

Jiefei Wang<sup>1,2</sup>, Bung - on Sereerat<sup>3</sup>, Penporn Thongkamsuk<sup>3</sup> & Saifon Songsiengchai<sup>4</sup>

<sup>1</sup> Graduate school, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

<sup>2</sup> School of Education, Guangxi Vocational Normal University, Nanning, China

<sup>3</sup> Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

<sup>4</sup> Humanities and Social Sciences, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand

Correspondence: Bung - on Sereerat, Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand. E-mail: bungonsereerat@gmail.com.

Received: September 14, 2023

Accepted: October 6, 2023

Online Published: October 7, 2023

doi:10.5430/ijhe.v12n5p233

URL: <https://doi.org/10.5430/ijhe.v12n5p233>

## Abstract

This research aimed to 1) study the factors influencing the development of subjective well-being, 2) develop a mental health and life education curriculum based on Kolb's experiential learning theory, 3) compare students' subjective well-being before and after the implementation of a mental health and life education curriculum based on the Kolb's experiential learning theory. The sample group was thirty undergraduate students from Guangxi Vocational Normal University in the first year of Artificial Intelligence Class 1 (Vocational Normal Teacher). The research instruments were 1) a questionnaire on factors influencing the development of subjective well-being, 2) an interview form on factors influencing the development of subjective well-being, 3) lesson plans, 4) a subjective well-being scale, 5) a teaching opinion interview form, and 6) an observational record of student behavior. The research results indicated that 1) three factors affect students' subjective well-being: life satisfaction, positive affect, and negative affect. 2) The mental health and life education curriculum consisted of six components: (1) concept, (2) contents and time, (3) objective, (4) learning processes according to Kolb's experiential learning theory, (5) learning resources and (6) evaluation, and 3) students' subjective well-being improved after the implementation of a mental health and life education curriculum based on the Kolb's experiential learning theory. According to the results of the study, it is suggested that universities should implement management and teaching based on students' emotional and affective experiences and add the content of life education to universities' ideological and political theory education curriculum and students' professional curriculums. Students should put the knowledge and skills they have learned in life education into practice and maintain an optimistic attitude.

**Keywords:** mental health and life education curriculum, Kolb's experiential learning theory, subjective well-being, life satisfaction, positive affect, negative affect

## 1. Introduction

### 1.1 Background

With society's continuous development, the challenges faced by contemporary average university students are gradually increasing, and their psychological development cannot be ignored. On the one hand, they successfully pass puberty and are highly mature physiologically; on the other hand, they usher in a significant "psychological weaning period" in their lives; self-awareness develops rapidly, the second accelerated period of psychological development. They face a dramatic change from high school to university, and they not only have to consider future employment and competition but also have to quickly adapt to the new study, life, and interpersonal relationships, which inevitably leads to increased psychological pressure and psychological conflicts (Liu & Li, 2023). However, because of their lack of social experience, they have a lower psychological ability to cope with setbacks. After experiencing changes in their academic, emotional, and living environments, most students can successfully solve various problems and adapt to their new lives, while a small number of students will be in crisis and need psychological assistance. Relevant studies show that the first cause of death among average university students is suicide, which produces far-reaching social harm and impact. As the main body of future teachers, the psychological health of teacher-training students affects not only the quality of talent training in teacher-training institutions but

also the future development of the field of education (Yu, 2023). Therefore, average university undergraduate students' psychological conditions and values are not optimistic.

### 1.2 Rationale

The notice of the General Office of the Ministry of Education in 2021 on the issuance of five documents, including the "Professional Competency Standards for Normal University Students in Secondary Education (for Trial Implementation) of Appendix 4 of the "Professional Competence Standards for Teachers of Secondary Vocational Education Students (for Trial Implementation)" proposed that teacher candidates of secondary vocational education should have a sound personality, positive spirit, strong emotional regulation, and self-control, and be able to respond positively and deal with problems more reasonably (Ministry of Education of the People's Republic of China, 2021). The origin and purpose of education are to "moisten life and fulfill life." To accomplish this mission, educators must have a perfect life mood. In a certain sense, the development of teachers' careers is also the development of teachers' life moods. To a large extent, it reflects the teachers' interest, understanding, and grasp of life in their development and in the career they are engaged in and determines their product in the professional field and the life expression, life thought, and life pattern they achieve or form (Gao et al., 2023). With the rapid development of higher education in China, undergraduates' physical and mental quality in the new historical period is becoming more and more significant. The Basic Requirements for Teaching Mental Health Education Curriculums for Students in General Higher Education Schools state that through teaching, students should know life, respect life, and cherish life and help university students to identify the signals of psychological crisis, master the preliminary intervention methods, prevent the psychological problem and maintain life safety field (Department of Education of Guangxi Zhuang Autonomous Region, 2019). However, life education is only a unit of mental health education, and its teaching content is small, making it difficult to attract students' attention. An essential issue of undergraduate education is bringing life education into schools, classrooms, and students and guiding university students to respect, love, and cherish life.

With social development and cultural renewal, the following trends have emerged in the reform of mental health education type curriculum for undergraduates: experiential learning is becoming an indispensable teaching method in mental health education for university students, and the related research content mainly focuses on the teaching mode, application form, impact assessment, and practical exploration of experiential teaching in mental health education for undergraduates (Wu et al., 2023). According to the Opinions of the State Council of the CPC Central Committee on Further Strengthening and Improving the Ideological and Political Education of University Students (The CPC Central Committee and The State Council, 2004), Opinions of the Central Committee of the Communist Youth League of the Ministry of Education and Health on Further Strengthening and Improving the Mental Health Education of University Students (Ministry of Education, Ministry of Health, Central Committee of the Communist Youth League, 2005), and the General Office of the Ministry of Education on the Issuance of the Basic Construction Standards for Mental Health Education for Students in Ordinary Higher Education Schools In Terms of Teaching Mode and Teaching Methods (General Office of the Ministry of Education, 2011), it is suggested that the curriculum should adopt teaching methods combining theory and experience teaching, lecture and training, such as classroom lecture, case study, group discussion, psychological test, group training, situational performance, and psychological test. , group training, situational performance, role play, and experiential activities. It shows that the trend of the above curriculum reform is to take students as the main body and actively construct knowledge in a relaxed and pleasant environment. Therefore, experiential learning aligns with the trend of curriculum reform related to mental health education for undergraduates in China. David Kolb's experiential learning theory believes that experiential learning is a learning method that takes students as learning subjects, centers on learners, and obtains knowledge, skills, and ways of thinking through personal practice and behavioral reflection. According to David Kolb's experiential learning theory, let students be in a specific experience at first. Experiential learning consists of four steps (Kolb, 1984):

- (1) the initial "perceptual experience" in which the individual acquires real feelings through concrete experiences;
- (2) the sorting and integration of fragmented knowledge through reflection;
- (3) the further abstraction and theorization of the results of reflection to form some general conclusions or concepts, which can also be called the process of reasoning;
- (4) finally, the action stage is learning in new situations. The final action stage, the process of deduction, tests the correctness of the acquired concept or conclusion in a new context. The students construct their pursuit of life value through repeated thinking. When students encounter a choice in real life, they will actively verify whether this aligns with their life values, and then they will have a new round of experience. Therefore, David Kolb's experiential

learning theory is a cyclical process, but this cyclical process is not based on the same level of circulation but spirals up and down. Each method can be the beginning of student learning, which is mainly based on the learning level of different students. In general, David Kolb's experiential learning theory better interprets the requirements of mental health education curriculum reform and life education.

Regular Universities are essential institutions for teacher training education, and the curriculum is the basis for education and teaching. Average university students will be teachers in the future. The curriculum should strengthen teachers' life education, promoting the spirit of the main body (Gao et al., 2023). It should make it their character and pursuit to focus on average university students' life growth and spiritual character enhancement (B. Li, 2011). Then, the degree of subjective well-being is the embodiment of whether the humanistic value of the curriculum is in place. The meaning of life and emotional well-being are closely related to regular university students' mental health and quality of life. Average university students explore the goal of life, the meaning, and the value of life during school; the sense of the purpose of life will affect their study and life status, affecting their happiness. The study has shown that people with more meaning have fewer post-traumatic stress symptoms and perceive more positive life changes (Shen, 2020). Therefore, the enhancement of life meaning positively impacts subjective well-being. However, there is little research on the curriculum development of normal university students to improve their subjective well-being, and the curriculum development of mental health and life education to enhance the subjective well-being of normal university students is entirely blank.

According to the previous article, the goal of mental health education for regular university students should include cultivating caring feelings, and they should not only learn to care for others but also be highly concerned about their happiness (Favila-De La Trinidad et al., 2019; Li et al., 2022). While subjective well-being refers to an individual's comprehensive evaluation of life happiness according to their cognition, including life satisfaction and emotional experience, whether their subjective well-being is enhanced through the curriculum of Kolb's experiential learning concept is also an essential indicator of the curriculum evaluation (Guo & Kou, 2023). Various vicious incidents that endanger themselves and society occur repeatedly after they go to work, so it becomes crucial to enhance regular university students' subjective well-being (Feng & Li, 2022). Then, a thoughtful topic is how to develop a mental health and life education curriculum for new students at Guangxi Vocational Normal University based on Kolb's experiential learning, which is beneficial to improve their subjective well-being effectively.

To sum up, undergraduate students at the Guangxi Vocational Normal University artificial intelligence class in their first year are in the adjustment period. They have low perception and awareness of themselves, their nature of existence, and things that they think are relatively important. They are less satisfied with their overall cognition and judgment of their life quality, and their adverse effect is higher than their positive effect. Based on Kolb's experiential learning, developing mental health and life education curriculums for undergraduates in Guangxi Vocational Teachers College may significantly improve their subjective well-being.

### *1.3 Literature Review*

According to Kolb, learning in the learning circle can begin at any point and does not necessarily follow a strict sequence from concrete experience to active testing. The learning process is not a "pure flat cycle," and the final action does not mean going back to the beginning again. Thus, the experiential learning circle is a "spiral process," where the end of one experiential learning is followed by the beginning of the subsequent new experiential learning, where each specific experience is inseparable from the active application based on the original experience, where each cycle is an enhancement of the original knowledge, and where each hypothesis based on the experience must be tested by future. Future actions must also test the hypothesis derived from each experience, and so on (Figure 1).

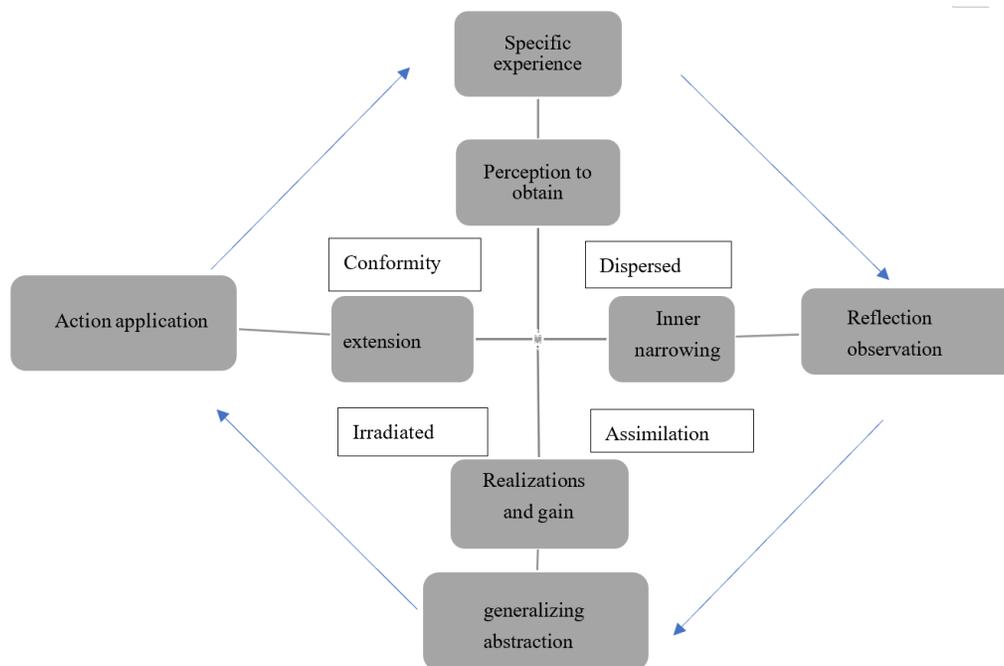


Figure 1. Kolb's experiential learning

By linking these different approaches to Kolb's experiential learning cycle, some scholars believe that the curriculum requirements and characteristics of mental health curriculum are consistent with Kolb's experiential learning theory, which can enable junior middle school students to generate their feelings in specific experiences, analyze and think about feelings in reflection and observation, summarize regular conclusions in abstract generalization, and transfer and verify conclusions in action application. The teaching practice of "Confronting unreasonable beliefs" as an example shows that Kolb's experiential learning theory has a specific effect in correcting the irrational beliefs of junior middle school students (Yang & Wang, 2022). Some scholars take the curriculum of "Market Research and Forecast" as an example and design the application process of the Kolb experiential learning Circle as follows: It is found that the application of Kolb experiential learning can significantly improve the learning effect of students by creating specific experience situations, guiding reflection and observation after experience, focusing on abstract and generalized inner thinking, and creating active examination application situations again (Na et al., 2020).

1.4 Research Questions

- (1) What were the factors influencing the development of subjective well-being?
- (2) How can a mental health and life education curriculum be developed based on Kolb's experiential learning theory?
- (3) Did undergraduate students' subjective well-being increase after implementing a mental health and life education curriculum based on Kolb's experiential learning theory?

1.5 Research Objectives

- (1) study the factors influencing the development of subjective well-being
- (2) develop a mental health and life education curriculum based on Kolb's experiential learning theory
- (3) compare students' subjective well-being before and after the implementation of a mental health and life education curriculum based on Kolb's experiential learning theory

1.6 Research Hypothesis

The undergraduate students' subjective well-being at Guangxi Vocational Normal University will be improved after implementing a mental health and life education curriculum based on Kolb's experiential learning theory.

1.7 The Variable

Independent Variable: The mental health and life education curriculum based on Kolb's experiential learning theory

Dependent Variable: Subjective well-being

### *1.8 Contents*

The mental health and life education curriculum based on Kolb's experiential learning theory is divided into three sections.

Section 1 Experience the truth of life —— understanding the connotation of life (320 minutes)

Section 2 Bloom the flower of life ——exploring the value of life (320 minutes)

Section 3 stimulates the power of life —— dealing with setbacks and crises (320 minutes)

## **2. Method**

The methodology used in this research was a mixed-method design. It was a multi-sequenced and equivalent status design: qualitative and quantitative analysis. Details of the Population and the Sample Group Research Instruments and research process were presented as follows.

### *2.1 Population and The Sample Group*

#### *2.1.1 Population*

100 undergraduate students in the first year in Artificial Intelligence Class (Vocational et al.)

#### *2.1.2 The Sample Group*

Thirty undergraduate students in the first year of Artificial Intelligence Class 1 (Vocational Normal Teacher) were randomly cluster-sampled from Guangxi Vocational Normal University.

### *2.2 Research Instruments*

- (1) Questionnaire on Factors Influencing the Development of Subjective Well-being
- (2) Interview Form on Factors Influencing the Development of Subjective Well-being
- (3) Lesson Plans
- (4) Subjective Well-Being Scale
- (5) Teaching Opinion Interview Form
- (6) Observational Record of Student Behavior

### *2.3 Research Process*

The research process was divided into three steps as follows:

#### *2.3.1 Step 1 Studying the Factors Influencing the Development of Subjective Well-being*

Expertise in subjective well-being development, which consists of 5 academic and professional scholars/experts, have the following characteristics: a doctor of education or psychology degree or at least an associate professor title, at least 5 years of teaching experience for undergraduate students, responsible for the construction of the teacher's prominent or subject leader. They study the factors influencing the development of subjective well-being of the undergraduate students of Guangxi Vocational Normal University by a questionnaire on factors influencing the development of subjective well-being and an interview form on factors influencing the development of subjective well-being.

#### *2.3.2 Step 2 The Development of a Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory*

Developing a mental health and life education curriculum is based on Kolb's experiential learning theory.

- (1) Studied the curriculum development process.
- (2) Determined the curriculum development components.
- (3) Drafted the details of the curriculum development: concept, contents, objective, learning processes according to Kolb's experiential learning theory, learning resources, and evaluation.
- (4) Verified the details of curriculum development by the 5 professional scholars and modified curriculum development according to suggestion.
- (5) Modify the details of the curriculum development according to suggestions.
- (6) Verified the details of instructional mode by the 5 professional scholars. Three come from Thailand, and the other

two come from China.

(7) Modify the details of the curriculum development according to suggestions.

### 2.3.3 Step 3 Experimental and Improvement Process

(1) The sample group was tested through a subjective well-being scale before having a mental health and life education curriculum.

(2) The sample group experimented with 3 sections / 6 lesson plans according to the curriculum development for 16 hours: 4 weeks, with 320 minutes of lessons per week.

(3) The researcher observes and interviews the sample group about the activities gained after learning from the lesson plan according to the curriculum development.

(4) The sample group was tested after implementing a mental health and life education curriculum through a subjective well-being scale.

(5) Analyze data and improve mental health and life education curriculum according to suggestions.

### 2.4 Data Analysis

The data are analyzed as follows.

(1) Qualitative Data are Analyzed through Content Analysis.

(2) Quantitative data are analyzed through descriptive statistics; frequency, percentage, means, and standard deviation, and the different scores of metacognitive skills before and after using the instructional model are analyzed through t-test for dependents.

## 3. Results

In this research, statistical analysis was performed using SPSS, which included descriptive statistical analysis and paired sample t-test. The result of comparing students' subjective well-being before and after implementing a mental health and life education curriculum based on Kolb's experiential learning theory is shown below.

### 3.1 Result of Studying the Factors Influencing the Development of Subjective Well-being

To answer the factors influencing the development of subjective well-being, all items have a high degree of influence factors ( $M=4.30$ ,  $S.D.=0.37$ ). Among the life satisfaction factors, "Satisfied with life (Item 3)" ranks the highest ( $M=5.00$ ,  $S.D.=0.00$ ). In the positive affect factor, "Be proud of yourself or your country (Item 19)" ( $M=5.00$ ,  $S.D.=0$ ) and "Concentration of attention (Item 26)" ( $M=5.00$ ,  $S.D.=0.00$ ) score equal first, indicating that national pride and attention focus has a more significant impact on positive affect; Among the negative affect factors, two items had the highest degree of influence, which are "Hostility to things around you (Item 17)" ( $M=5$ ,  $S.D.=0$ ), "Constantly anxious (Item 37)" ( $M=5$ ,  $S.D.=0$ ), respectively. Figures 2, 3, and 4 show the factors influencing the development of subjective well-being ( $N = 5$ ).



Figure 2. The Factors Influencing the Life Satisfaction in the Development of Subjective Well-being ( $N = 5$ )

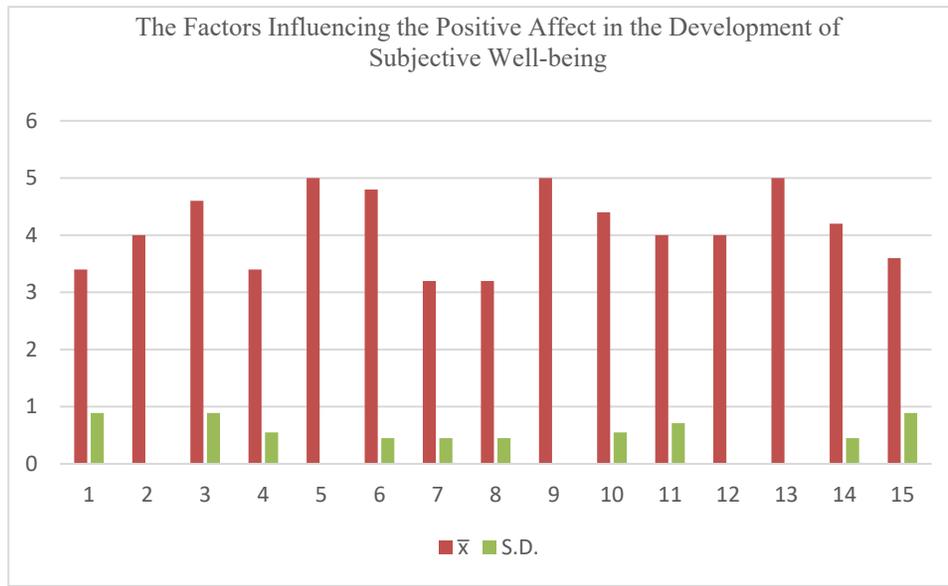


Figure 3. The Factors Influencing the Positive Affect in the Development of Subjective Well-being (N = 5)

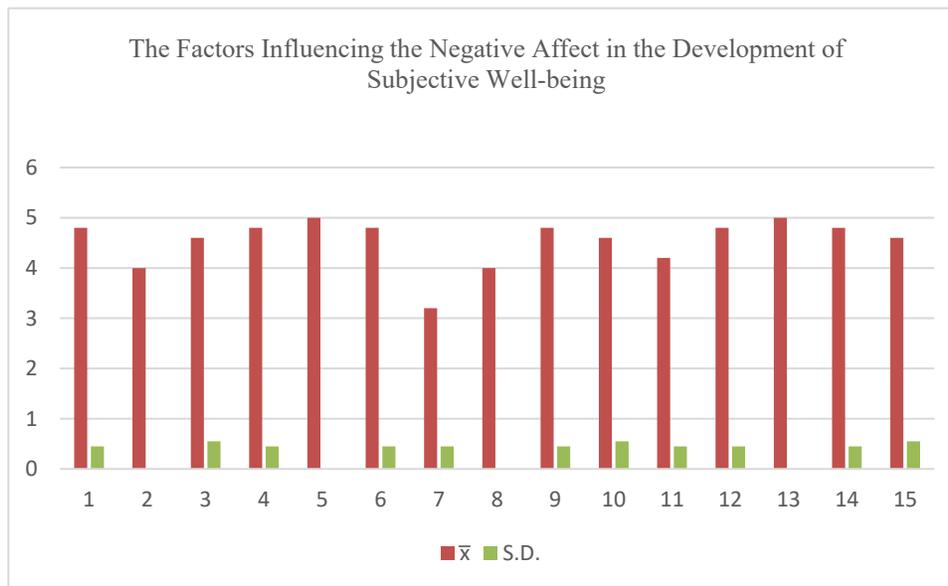


Figure 4. The Factors Influencing the Negative Affect in the Development of Subjective Well-being (N = 5)

### 3.2 Result of Developing a Mental Health and Life Education Curriculum Based on Kolb’s Experiential Learning Theory

A mental health and life education curriculum based on Kolb’s experiential learning theory was shown as follows.

#### 3.2.1 Concept

The mental health and life education curriculum is a public curriculum that integrates knowledge imparting, psychological experience, and behavior training. Based on the concept of holistic education and adhering to the two directions of "Why to live (life)" and "How to live (life)" (Fu, 2023), this curriculum adopts experiential learning throughout the curriculum. It touches the heart through new experiences and tries to cast away students' lousy thinking habits and personality characteristics by getting close to life to improve students' recognition and participation in the curriculum, to give full play to undergraduate students' initiative, to establish positive energy, respect and highlight students' personality, improving students' life satisfaction and positive affect, reducing negative affect (Chen, 2022).

### 3.2.2 Contents and Time

The Contents of this curriculum were divided into three sections, including 16 hours as follows.

Table 1. The Contents of the Curriculum

Section	Subcontent	Time
Section 1 experience the true nature of life ——understanding the connotation of life	1. Lesson plans 1: The formation of life	160mintues
	2. Lesson plans 2: Correctly understand death	160mintues
Section 2 bloom the flower of life ——exploring the value of life.	1. Lesson plans 3: the value of life	160mintues
	2. Lesson plans 4: Be grateful for life	160mintues
Section 3 stimulates life motivation ——dealing with setbacks and crises.	1. Lesson plans 5: How to Deal with Setbacks	160mintues
	2. Lesson plans 6: Self adjustment method of frustration	160mintues

### 3.2.3 Objective

(1) To increase life satisfaction: based on people's assessment of whether their lives align with their expectations and the realization of their ideal life.

(2) To enhance positive affect: happy, excited, and enterprising mental. outlook

(3) To reduce negative effects: sadness, anxiety and loss.

### 3.2.4 Learning Processes

The learning process consists of four steps

#### Step 1: Concrete Experience

The initial "perceptual experience" is when the individual acquires real feelings through concrete experiences. Each section conducts two experiential activities according to Kolb's experiential learning theory. Before each experiential training, the students will watch clips from movies or documentaries on the subject.

#### Step 2: Reflective Observation

The sorting and integration of fragmented knowledge through reflection: In each section, the individual feeling of experiential activities is integrated to improve subjective well-being. Students discuss and reflect on their feelings based on experiential exercises, and student representatives show emotions and thoughts. Retelling and encoding in information processing can maintain or acquire the information holding this knowledge point and improve the subjective well-being of listeners and themselves in expressing feelings. After the discussion, the student representatives were invited to share the auction results and experiences.

#### Step 3: Abstract Conceptualization

The further abstraction and theorization of the reflection results from some general conclusions or concepts, which can also be called the reasoning process. Students integrate knowledge, which contains knowledge about the meaning and value of life and how to deal with setbacks and crises, to teach, educate, and improve students' subjective well-being. For example, after the students completed the auction of life value in experiential activities and made a reflection and summary, the teacher explained the knowledge points of establishing correct life value and exploring life value in the second section.

#### Step 4: Active Experiment

Finally, the action stage is the learning process in new situations. The final action stage tests the correctness of the acquired concept or conclusion in a new context, also called the process of deduction by the psychological melodrama. In the future, students will apply the mental health and life education knowledge acquired in experiential learning to real situations to improve their subjective well-being after coping with real setbacks. For example, in the future, students initially want to take the postgraduate entrance exam, but some family members are seriously ill and need help. When it is difficult to make a choice, they can use the experience of life value auction activity and knowledge of life values to help them make the best option suitable for themselves.

### 3.2.5 Learning Resources

- (1) Ppt Curriculum software: Through the text, charts, and other information in PPT, human vision can transmit data more efficiently in the curriculum.
- (2) Experience activities during pregnancy: pregnant women's clothing (mesh sewing cloth bag on the abdomen of the dress, containing about 2.5 kg cassia seed), balloons, yoga mats, red ropes, and small sandbags, gestation life experience card.
- (3) Life value auction, countdown to life, and happiness list: some white paper and pen.
- (4) Thank you situation assignment: white paper, pen, and "thank you situation" form.
- (5) Film and television resources: How is New Life Born, Departures, La Vita è Bella, It is a Wonderful Life, Forrest Gump, three idiots.

Figure 5 shows the content of parts of the learning resources.

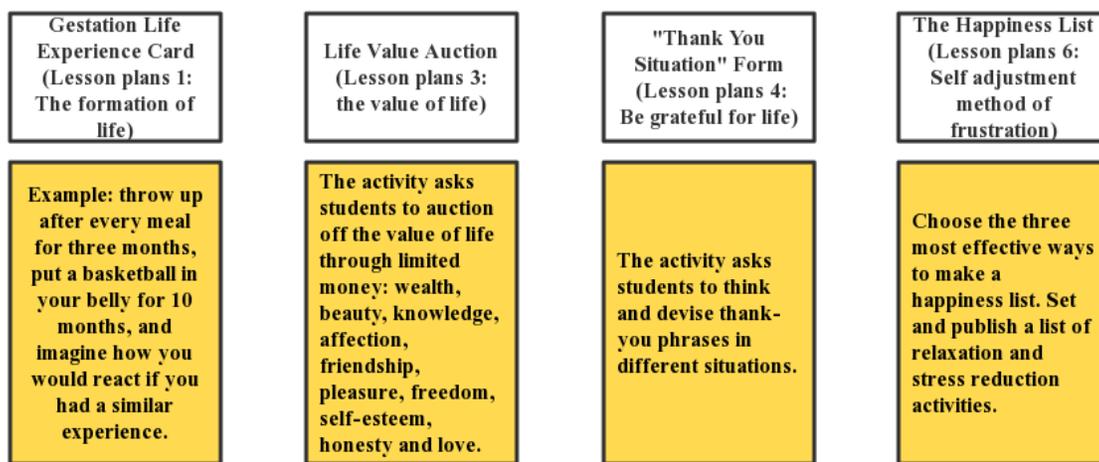


Figure 5. The Display of the Content of Parts of Learning Resources

### 3.2.6 Evaluation

- (1) Use a scale of subjective well-being.
- (2) Observe student behavior
- (3) Interview students about their opinions on teaching

### 3.3 Result of Comparing Students' Subjective Well-being before and after The Implementation of A Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

#### 3.3.1 Pre- and Post-test of Subjective Well-being

Table 2. Pre- and post-test of life satisfaction (N=30)

	$\bar{x}$	S.D.	t
Pre-test	21.90	5.07	-19.21**
Post-test	39.87	5.00	

The paired samples t-test of life satisfaction reveals a significant improvement in subjective well-being after Mental Health and Life Education Curriculum ( $t = -19.21^{**}$ ,  $p < 0.001$ ).

Table 3. Pre - and post-test of positive affect (N=30)

	$\bar{x}$	S.D.	t
Pre-test	45.4	7.29	-9.72**
Post-test	51.5	7.17	

Table 3 showed a statistically significant positive effect on subjective well-being after implementing the Mental Health and Life Education Curriculum ( $t = -9.72^{**}$ ,  $p < 0.001$ ).

Table 4. Pre - and post-test of negative affect (N=30)

	$\bar{x}$	S.D.	t
Pre-test	40.97	11.66	9.43**
Post-test	32.20	10.15	

The paired samples t-test of negative affect showed a significant decrease in subjective well-being after Mental Health and Life Education Curriculum ( $t = 9.43^{**}$ ,  $p < 0.001$ ).

## 4. Discussion

### 4.1 The Factors Influencing the Development of Subjective Well-being

The research results show that the influencing factors of subjective well-being can be divided into life satisfaction, positive affect, and negative affect. Diener et al. argued that the concept of subjective well-being includes three components: (1) life satisfaction, (2) positive affect, (3) negative affect (Diener E et al., 1985).

#### 4.1.1 Life Satisfaction

Experts in education or psychology believe the third item, "satisfied with life" ( $\bar{x}=5.00$ ), was the most influential factor in life satisfaction. Students' satisfaction with their campus and family life could reflect their overall satisfaction. When they are satisfied, happiness spontaneously arises. As a psychological stressor, life events generally significantly impact individual subjective well-being related to Lucas et al., who claimed that individuals react to life events that influence the baseline levels of subjective well-being (Lucas et al., 2003, 2004). Life events, namely various problems faced in life, are the primary stimuli that cause psychological stress and may further damage physical health, including biological, psychological, social, and cultural stressors related to Linzer et al. claim stress-inducing life events transpire in the week or month leading up to suicide, potentially contributing to the shaping of the suicidal narrative and the initiation of the crisis leading to suicide. (Linzer et al., 2017). People can be satisfied with life and feel happy without life events. Successful experiences will make people more confident in their abilities and build strong self-efficacy, thus improving subjective well-being. Therefore, the seventh item is the second life satisfaction factor affecting subjective well-being. All studies and work are wrapping up smoothly ( $\bar{x}=4.80$ ). According to the Goal Theory, when a goal is reached, a problem is solved, or something goes well, it brings a sense of satisfaction and happiness. This result relates to Wolter and Taylor, who claim that individuals are more satisfied with life when the goals achieved match the desired outcomes (Wolter & Taylor, 2011). "Job achievement, superiority in social comparison" is one of six dimensions in the Chinese Happiness Scale (Lu & Shih, 1997). Also ranking second was number nine, "Feeling very grounded every day" ( $\bar{x}=4.80$ ); there was a high positive correlation between surefooted personality and the overall level and each factor of subjective well-being that the results of the correlation analysis between the four factors of values and the factors of subjective well-being from Wang are verified (Wang, 2005). Individuals with grounded feelings are more likely to obey social norms, actively serve society and others, have a higher level of self-discipline, belong to the internal control type and self-orientation, and attach importance to tradition and social evaluation, which enables them to better adapt to the society and get along harmoniously with the external environment. When conflicts arise between themselves and the outside world, they can actively adjust themselves and return to the balance as soon as possible. Therefore, with a surefooted personality, people experience more happiness and satisfaction.

#### 4.1.2 Positive Affect

Among the positive effects, the no.19th "be proud of yourself or your country" ( $\bar{x}=5$ ) is the factor experts think has the most significant influence. According to the interview, the expert said that according to her years of teaching experience, when students are confident and proud of their country, they will aim very firmly to improve themselves, making contributions to the country in the future so that it is fuller and more confident, life is full of meaning. Hence, they felt happy, consistent with Diener's research with 188 undergraduate students across countries. Undergraduate students with high self-esteem have a higher level of life satisfaction, and self-esteem can significantly predict satisfaction in undergraduate students' subjective well-being, which is consistent with the path analysis results of Staats et al. (Staats et al., 1995). Experts also consider the 26th Item, "Concentration of attention" ( $\bar{x}=5.00$ ), the most influential factor in positive affect. Students who can easily focus their attention are more efficient and have a higher completion rate of various tasks, making them more likely to obtain happiness. Previous research has shown that attention positively correlates with subjective well-being (Q. Wang, 2021). Among the positive affective factors

influencing subjective well-being, another item ranks first with the above two items: question 32, "Trust in people " ( $\bar{x}=5.00$ ). Trust in others, reasonable communication, and a harmonious and friendly environment are conducive to improving positive emotions and life satisfaction of undergraduate students, which is conducive to enhancing subjective well-being because it is related to Huang, who states that the degree of trust of undergraduate students to their peers or other family members and the degree of confidence to people not directly related to them has a significant impact on the level of subjective well-being of college students (Huang, 2014).

#### 4.1.3 Negative Affect

Among the negative emotions, experts believe the influencing reason will affect subjective well-being the most is Item 17, " Hostility to things around you " ( $\bar{x}=5.00$ ). The previous study revealed hostility predicted spiritual well-being (Yoo et al., 2022). Disrespect and hostility to other people and other life will reduce their quality of life and a sharp reduction in happiness. Furthermore, Item 37, "Constantly anxious " ( $\bar{x}=5.00$ ), is the most influential part of the negative effect of subjective well-being. Similarly, previous studies stated that negative mental states such as anxiety individuals also negatively affect their subjective well-being (Droit-Volet et al., 2020; Paredes et al., 2021). Life is not smooth. When you encounter difficulties and setbacks, you will easily feel anxious, affecting your subjective well-being and reducing your quality of life. The second most important negative effect on subjective well-being is item 11, "Often upset," item 16, "Often feel afraid," and item 36, " Easily feel discontent and indignation," which relates to GaliAn, who proposed that negative affect was negatively associated to subjective happiness in undergraduate students (GaliAn, 2023). Upset feelings, afraid feelings, and indignation make individuals prone to doubt the value of their own lives when facing pressure and then feel that life is meaningless, affecting subjective well-being.

#### 4.2 *The Development of Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory*

According to Kolb's evaluation, five professional experts thoroughly examined the design of the six lesson plans from my curriculum's concept, contents, objective, and learning processes. They put forward valuable suggestions for revision so researchers could develop the mental health and life education curriculum. Through the curriculum, researchers could study changes in life satisfaction and positive and negative affect on students' subjective well-being.

##### 4.2.1 The Change in Students' Life Satisfaction before and after the Implementation of a Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

The research results show that students' ability to accomplish things satisfactorily improves most after the mental health and life education curriculum. This is because through The Subcontinent of Correctly Understand Death and The Value of Life in the curriculum, through " the countdown to life" activity, they feel that their time is precious. They reflect on how to allocate limited life resources to be more meaningful. Through the "life value auction " activity, they gain a clear self-cognition of the value of life, so they can abandon things that are not meaningful to them and actively and efficiently complete things that are meaningful to them. The probability of successful completion of items increases, and positive emotions improve. This is consistent with previous research that Lewis et al. and Mao et al. found that patients can enhance their self-efficacy in curing disease when they find meaning in life. Job seekers can increase their self-efficacy in job hunting (Lewis et al., 2018; Mao et al., 2022).

##### 4.2.2 The Change in Students' Positive Affect before and after the Implementation of a Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

According to the result, happiness is the psychological indicator that changed the most before and after implementing the curriculum. Through the "Pregnant Life Experience Card" activity in the Subcontinent of Life's Formation, students feel that the birth of life is not easy, and they feel pleased that they are still healthy living in the world. This idea makes people experience more positive feelings, producing a sense of well-being. As mentioned in previous studies, which is consistent with Singh's asserted that the implicit structure of the state of mind is determined by the schema knowledge structure, which includes beliefs about attribute stability, such as the implicit structure of happiness in this research, which is determined by the attitude to life and the belief in the greatness of life (Singh, 2023). Enthusiastic was the second most changed psychological trait before and after the curriculum. After the students experience the "thank you words situational task" activity in the Subcontinent in the Be Grateful for Life from the curriculum, a positive attitude towards life is formed, which is a social state of gratitude for life, including a positive attitude towards others, namely love and care. They enhance the heart of gratitude, enrich the inner experience and feeling, and externalize the attitude of gratitude into the behavior of vitality, treating people around

with enthusiasm. When a person treats others with enthusiasm, his/her interpersonal relationship is easy to active, and the enthusiasm of interpersonal communication promotes subjective well-being, consistent with Baytemir's idea that interpersonal competence predicts subjective well-being (Baytemir, 2016). In addition to enthusiasm, another psychological trait that changed a lot after the curriculum was pride. Individuals with positive life states are manifested as having a clear life goal and a strong sense of life autonomy, which promotes them to participate in all kinds of meaningful activities, stimulates the individuals' positive emotions, and gives them a positive evaluation and pride level. Students with more incredible pride tend to view and evaluate themselves from a more optimistic perspective, have a high sense of self-confidence and self-esteem, and believe that they are valuable and helpful people, so they are willing to take a more positive coping style to change the dilemma when facing difficulties and problems which is the content in Section 3 stimulate life motivation---dealing with setbacks and crises, better dealing with problems and solve difficulties. In the problem-solving process, students' psychological trait of pride will be enhanced again by the successful experience that is still applicable to solving the present problem. Even when they encounter a problem that is difficult to solve for a while, due to their high sense of psychological trait of pride, they will be forced to face difficulties and work to overcome the challenges. After solving the problem, their self-efficacy will be stronger, and their subjective well-being will also be improved. This is consistent with Srivastava and Srivastava, who declared that the research findings revealed a favorable correlation between self-esteem and psychological and subjective well-being (Srivastava & Srivastava, 2023).

#### 4.2.3 The Change of Students' Negative Affect before and after the Implementation of a Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

From the research results, students' depressed emotions in the negative affect factor decline most after the mental health and life education curriculum, followed by blue emotion. In the Subcontinent of How to Deal with Setbacks and Self Adjustment Method of Frustration, the students experienced the Growing Up Trilogy activity and the happiness list, allowing students to understand the reasons for the depressed and blue emotion of undergraduate students, and we should have a new understanding of depressed and blue emotion. Experiencing setbacks will inevitably produce negative emotions such as depression and blue emotions. However, this experience can improve the individual's self-awareness and evaluation ability, enhancing emotional response-ability and ability to solve practical problems, learning to self-adjust and find happiness. Through the mental health and life education curriculum, students began to repair their fragile beliefs actively and shape their happiness, which is consistent with Singh's expression that Intervention programs focused on savoring, hope, and optimism could enhance their effectiveness by directly acknowledging and addressing beliefs of fragility (Joshano, 2018).

#### 4.3 The Compare of Students' Subjective Well-Being before and after the Implementation of a Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

According to quantitative and qualitative research results, the subjects' subjective well-being has improved, in which life satisfaction and positive affect have increased, and negative affect has decreased. The specific analysis is as follows:

##### 4.3.1 The Compare of Students' Life Satisfaction before and after The Implementation of A Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

All students show a statistically significant increase in life satisfaction before and after the curriculum. The pre-test difference for life satisfaction was higher than for the other two factors. Student No. 21 made the most progress. According to the interview, the student experiences the meaning of life in loving himself and others and learns to discover life's beauty and happiness through the curriculum.

Among the factors of life satisfaction, after taking the mental health and life education curriculum, the students felt that life was more in line with their ideals, which is improved most as the ability to accomplish things satisfactorily related to Hong who claims that seeking, discovering, and realizing the meaning of life is the survival mission of each life (Hong, 2010). The experiential activities of the mental health and life education curriculum help individuals develop their lives to fulfill themselves so that they realize themselves in all possible forms, for which life is more in line with their ideals. Subjective well-being is a determined state and feeling that the individual's existing life state is precisely the ideal life state in his/her mind. Their happiness will be low when they do not achieve their ideal life. Nießen et al. stated that when the industry you are engaged in does not match the career you desire, it is difficult for individuals to feel happy (Nießen et al., 2023).

Students' life satisfaction can be increased through mental health education and life education related to Bornstein, who declared that people's satisfaction is linked to realizing their potential across the life course, constantly

stimulating the energy and potential at the bottom of life (Bornstein, 2012). In the face of difficulties, individuals with a positive attitude to life generally adopt the coping style of seeking help and solving problems, promoting problem-solving, and improving the individuals' life satisfaction. Therefore, in this research, the experiential activities based on Kolb's experiential learning theory are carried out after the mental health and life education curriculum, and students' life satisfaction is improved.

#### 4.3.2 The Compare of Students' Positive Affect before and after the Implementation of a Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

As shown in the result, all students show a statistically significant increase in positive affect before and after the curriculum. However, the positive effect of the No.12 student was not improved, and the pretest of life satisfaction was at a low level, while the difference between the pretest and posttest of life satisfaction was at a medium level. The pretest of negative affect was high, while the difference between the pretest and posttest of negative affect was high. Through interviews and Observational Records of Student Behavior, it was found that the student had stressful events and high negative emotions at the beginning of the curriculum. After the curriculum, the adverse effects were reduced, but they had not fully recovered, resulting in no change in positive emotions. So, the intervention mechanism of increasing positive experiences is ineffective against severe negative emotions. This pertains to Song's assertion that enhancing the frequency of positive experiences has consistently represented a plausible objective for clinical interventions targeting depression. However, the mechanisms these interventions effectively counteract depression have remained insufficiently investigated (Song et al., 2023).

It is worth noting that the post-test score of question 12, 'High alertness,' is lower than that of the pre-test, which can be explained by the decline in vigilance related to Craig's notice. The operator's ability to stay alert to key or stimulus signals will decline with time. The accuracy of identifying signs will decrease with time (Craig, 2020) because, as Mackie said, the phenomenon of vigilance decline can occur for experienced and novice operators (Mackie, 1987). According to the arousal theory, which is mentioned by Frankmann, Adams, and Stroh, the phenomenon of vigilance decline is caused by the monotonous and repetitive nature of vigilance tasks suppressing the activity of brain nerves (Frankmann & Adams, 1962; Stroh, 1971). Therefore, in curriculum development design, attention should be paid to avoiding repetition. For example, the Active experiment step from Kolb's Experiential Learning Theory should be more diversified. It should not just be only psychological melodrama in every lesson.

Through the mental health and life education curriculum, students can improve their positive affect through the understanding of life, the exploration of value, and the response to setbacks related to Oishi and Westgate, who expressed that the significance of life's meaning emerged as a strong predictor of psychological well-being, particularly about overall psychological well-being (Oishi & Westgate, 2022). The mechanism of mental health and life education on subjective well-being can be explained by Fredrickson's broadening construction theory; the results of mental health and life education as a kind of positive effect can expand the scope of attention and cognition of college students to make more prosocial behaviors and strengthen the connection between individuals and others. On this basis, more passionate interpersonal interactions are obtained to improve subjective well-being.

#### 4.3.3 The Compare of Students' Negative Affect before and after the Implementation of a Mental Health and Life Education Curriculum Based on Kolb's Experiential Learning Theory

According to the result, all students show a statistically significant decrease in negative affect before and after the curriculum. The difference between pretest and posttest scores was higher for negative than positive affectivity. The result of affective bias may be due to the action of survival mechanisms. From an evolutionary perspective, humans pay more attention to potential threats and risks during survival, which makes us more sensitive to adverse effects. Negative affect may help us avoid danger and negative situations, increasing our chances of survival. However, the previous results of affective bias were only verified in the elderly, not in the young related to Viviani et al. claim that while a comparable interference pattern from happy and angry distractor-faces was observed among younger adults, older adults exhibited heightened interference specifically from angry distractor-faces (Viviani et al., 2022).

Negative affect has a significant impact on subjective well-being. Song claimed their findings unveil the intrinsic mechanisms of trait depression that partially hinder one's subjective well-being (Song et al., 2023). However, mental health and life education curricula can help students find ways to deal with setbacks and enhance their sense of meaning in life. People with more meaning in life have fewer post-traumatic stress symptoms. Shen claimed that the sense of meaning in life plays an essential protective role in the mental health of undergraduate students who have experienced trauma (Shen, 2020), promoting subjective well-being (Diener E., 1984). In conclusion, the subjective well-being of thirty undergraduate students in the first year in an artificial intelligence class 1 (vocational normal teacher) from Guangxi Vocational Normal University is promoted after the mental health and life education

curriculum. The mental health and life education curriculum effectively achieves teaching objectives and produces teaching achievement.

#### 4.4 Recommendations

This study supported various aspects and theories of positive psychology. The mental health and life education curriculum improved the students' subjective well-being.

##### 4.4.1 University Work Factor

According to the investigation and research results of the influencing factors of subjective well-being, based on positive psychology, in student work and educational affairs, it is necessary to pay attention to the school environment, curriculum setting, teacher teaching methods, and interpersonal relationship management. It is vital to pay attention to students' emotional experiences through some measures to improve life satisfaction, enhance positive emotions, and prevent the generation of negative emotions to help students improve their subjective well-being and promote their learning and development (Rizzato et al., 2022).

##### 4.4.2 Curriculum Development Factor

Developing and designing a curriculum that integrates life education into various subject areas is the most sustainable way but also the most difficult to implement in practice. According to this research, which is a successful example, we can design this method from the following perspectives: First, infiltrate life education in universities' ideological and political theory education curriculum. Many contents in Chinese universities' ideological and political theory education curriculums guide students to establish a correct world view by looking at life and values. It discusses the meaning and significance of life. Fundamentally speaking, these contents are the critical content of the life education curriculum. However, from a certain point of view, this outlook on life education focuses on politics and needs more exploration of life from the ontology of life. Thus, the ideological and political education curriculum should address the contradiction between the two to become a meaningful way to infiltrate life education. Second, it penetrates life education into professional curriculums. The characteristic of entering life education into the teaching of various professional curriculums is that it can make life education an essential part of the teaching activities of professional curriculums, enabling students to subtly understand the essence of life education in the teaching of professional curriculums and would allow students to learn from different perspectives and different levels, we can gain understanding or inspiration of life, to form a more comprehensive and in-depth knowledge of life education. For example, in the teaching of natural science curriculums, we can explain the origin and development of life, explain human birth, aging, illness, and death, and explain the process of life growth and aging; infiltrate life education in the teaching process of humanities curriculums, through Humanities curriculums such as philosophy, history, aesthetics, ethics, art, etc. are used to improve the humanistic quality of students, so that while learning the excellent cultural heritage of the East and the West, undergraduates form a life of self, others, and the whole human being and nature care.

##### 4.4.3 Students Growth Factor

When encountering troughs, ups and downs, adversity, and misfortune, it is not easy for immature undergraduates to maintain an optimistic attitude. It needs constant attention and strengthening in practice. At this time, students can apply and generalize the growth skills experienced and summarized in the mental health and life education curriculum. Specifically, undergraduates should clean up the dirt in their hearts frequently and give themselves more positive hints; regularly relax in a way that suits them as what they summarize in the curriculum, and maintain a passion and freshness for life (Sophie et al., 2022); stay away from negative emotions and negative hints, avoiding been trapped in negative emotions; cherish what you have and make yourself easily satisfied which is the experience from the curriculum; learn to accept the reality calmly, do not complain, and do not care about past gains and losses. Starting from these aspects, try to maintain an optimistic attitude and feel happiness.

## 5. Conclusion

- (1) The factors influencing the subjective well-being of the undergraduate students of Guangxi Vocational Normal University were related to the interaction between the surrounding environment and people in the university.
- (2) The mental health and life education curriculum was developed to adopt experiential learning throughout the curriculum, aiming to improve students' life satisfaction and positive affect, reducing negative affect.
- (3) Mental health and life education curriculum improved students' life satisfaction and positive affect significantly, reducing negative affect significantly. So, it does improve students' subjective well-being.

## 6. Future Research

Based on the results of this research, several recommendations can be made for future research.

- (1) It is possible to develop the curriculum on other psychological traits, such as the Big Five personality, parenting style, teacher-student relationship, and problem-solving ability.
- (2) In the future, it is possible to develop the mental health and life education curriculum based on other models and theories, such as the 4C/ID and PBL model, competence-based education theory, and SOLO evaluation theory.
- (3) Develop mental health and life education curriculum for other specific groups of students because each type of student group has unique psychological characteristics. The cognitive systems of vocational average students in this research differ from those of art and engineering students. Developing a mental health and life education curriculum for other student groups can expand its utility.

## 7. Funding

This study was supported by “Guangxi University Young and Middle-aged Teachers' Scientific Research Basic Ability Improvement Project” which was funded by Department of Education of Guangxi Zhuang Autonomous Region in 2022 (Project No:2022KY0898) and “Guangxi University Young and Middle-aged Teachers' Scientific Research Basic Ability Improvement Project” which was funded by Department of Education of Guangxi Zhuang Autonomous Region in 2023 (Project No: 2023KY0478).

## References

- Baytemir, K. (2016). The Mediation of Interpersonal Competence in the Relationship between Parent and Peer Attachment and Subjective Well-Being in Adolescence. *TED EĞİTİM VE BİLİM*. <https://doi.org/10.15390/EB.2016.6185>
- Bornstein, M. H. (Ed.). (2012). *Well-being: Positive development across the life course*. Psychology Press.
- Chen, Y. (2022). A preliminary study on the implementation of experiential teaching of secondary vocational mental health courses from the perspective of life education. *Quality education in the western region*, 8(11), 16-19. <https://doi.org/10.16681/j.cnki.wcqe.202211005>
- Christopher, A. W., & Daniel, J. T. (2011). Goal Theory/Goal Setting. In *SpringerReference*. Springer-Verlag. [https://doi.org/10.1007/SpringerReference\\_301867](https://doi.org/10.1007/SpringerReference_301867)
- Craig, A. (2020). Vigilance and monitoring for multiple signals. In D. L. Damos (Ed.), *Multiple-task performance* (1st ed., pp. 153–171). CRC Press. <https://doi.org/10.1201/9781003069447-9>
- Department of Education of Guangxi Zhuang Autonomous Region. (2019). *Notice on the issuance of the Implementation Opinions on Further Strengthening the Mental Health Education of Students in Guangxi Colleges and Universities*. [http://jyt.gxzf.gov.cn/zfxxgk/fdzdgnr/tzgg\\_58179/t3125990.shtml](http://jyt.gxzf.gov.cn/zfxxgk/fdzdgnr/tzgg_58179/t3125990.shtml)
- Diener E. (1984). Subjective Well-Being. *Psychological Bulletin*, 95, 542-575. <https://doi.org/10.1037/0033-2909.95.3.542>
- Diener E, Emmons R. A, & Larsen R. J. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49(1), 71-75. [https://doi.org/10.1207/s15327752jpa4901\\_13](https://doi.org/10.1207/s15327752jpa4901_13)
- Droit-Volet, S., Gil, S., Martinelli, N., Andant, N., Clinchamps, M., Parreira, L., Rouffiac, K., Dambrun, M., Huguet, P., Dubuis, B., Pereira, B., Bouillon, J.-B., & Duthheil, F. (2020). *Time and Covid-19 stress in the lockdown situation: Time Free, Dying of Boredom and Sadness* [Preprint]. PsyArXiv. <https://doi.org/10.31234/osf.io/efdq5>
- Favila-De La Trinidad, I., Garcia, G., & Betty Shih, P.-A. (2019). Survey of University Students' Attitudes on Mental Health Reveals Limitations of Mental Health Care Accessibility. *Health Education and Public Health*, 2(4), 232-233. <https://doi.org/10.31488/heph.130>
- Feng, Z., & Li, C. (2022). Influencing factors and improvement strategies of subjective well-being of "post-00s" college students. *Heilongjiang Science*, 13(13), 67-69.
- Frankmann, J. P., & Adams, J. A. (1962). Theories of vigilance. *Psychological Bulletin*, 59(4), 257-272. <https://doi.org/10.1037/h0046142>
- Fu, X. (2023). Content Construction and Implementation Strategy of Life Education Course for College Students. *Modern vocational education*, 24, 169-172.

- GaliAn, N. D. (2023). The mediating role of negative affect in the relationship between family functioning and subjective happiness in Spanish college students. *Anales de Psicología*, 39(2), p239-251. 13p. <https://doi.org/10.6018/analesps.552001>
- Gao, Y., Yu, C., & Wang, H. (2023). Investigation on the current situation of life outlook and life education of normal students and suggestions for improvement. *Journal of Teacher Education*, 10(2), 78-88. <https://doi.org/10.13718/j.cnki.jsjy.2023.02.009>
- General Office of the Ministry of Education. (2011). *Notice of the General Office of the Ministry of Education on the issuance of the "Basic Construction Standards for Mental Health Education for Students in Ordinary Colleges and Universities (Trial)"*. [http://www.moe.gov.cn/srcsite/A12/moe\\_1407/s3020/201102/t20110223\\_115721.html](http://www.moe.gov.cn/srcsite/A12/moe_1407/s3020/201102/t20110223_115721.html)
- Guo, Z., & Kou, J. (2023). The role of psychological capital of teacher training students between self-reliant personality and subjective well-being. *Occupational and Health*, 39(9), 1247-1251. <https://doi.org/10.13329/j.cnki.zyyjk.2023.0219>
- Hong, D. (2010). Teaching method of psychoeducational courses for college students based on life education theory. *Scientific and technological information*, 35, 174-175. <https://doi.org/10.16661/j.cnki.1672-3791.2010.35.105>
- Huang, Y. (2014). *Research on the Correlation between College Students' Subjective Well-Being and Interpersonal Trust* [Master, Guangxi Normal University]. <https://kns.cnki.net/KCMS/detail/detail.aspx?dbcode=CMFD&dbname=CMFD201501&filename=1014315039.nh&v=>
- Joshanloo, M. (2018). Fragility of happiness moderates the influence of negative predictors of subjective well-Being. *Anxiety, Stress, & Coping*, 31(2), 222-227. <https://doi.org/10.1080/10615806.2017.1422094>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.
- Lewis, J. A., Raque-Bogdan, T. L., Lee, S., & Rao, M. A. (2018). Examining the Role of Ethnic Identity and Meaning in Life on Career Decision-Making Self-Efficacy. *Journal of Career Development*, 45(1), 68-82. <https://doi.org/10.1177/0894845317696803>
- Li, B. (2011). On Higher Education Courses under the Perspective of Life. *Journal of Linyi University*, 33(03), 138-144.
- Li, Y., Bao, C., & Liu, M. (2022). The Integration of Legal Education and Mental Health Education of College Students in the Contemporary Network Environment Facing the Cultivation of Civic Awareness. *Journal of Environmental and Public Health*, 2022, 1-9. <https://doi.org/10.1155/2022/4858156>
- Linzer, S., Chesir, A., Ginsburg, T., & Varas, O. (2017). *Stressful Life Events* (Vol. 1). Oxford University Press. <https://doi.org/10.1093/med/9780190260859.003.0005>
- Liu, H., & Li, Y. (2023). The dynamic relationship between learning adaptation, social adaptation, and emotional adaptation among college freshmen: a longitudinal study. *Psychological development and education*, 2, 270-278. <https://doi.org/10.16187/j.cnki.issn1001-4918.2024.02.14>
- Lu, L., & Shih, J. B. (1997). Personality and happiness: Is mental health a mediator? *Personality and Individual Differences*, 22(2), 249-256. <https://doi.org/10.1093/med/9780190260859.003.0005>
- Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2003). Reexamining adaptation and the set point model of happiness: Reactions to changes in marital status. *Journal of Personality and Social Psychology*, 84(3), 527-539. <https://doi.org/10.1037/0022-3514.84.3.527>
- Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2004). Unemployment Alters the Set Point for Life Satisfaction. *Psychological Science*, 15(1), 8-13. <https://doi.org/10.1111/j.0963-7214.2004.01501002.x>
- Mackie, R. R. (1987). Vigilance Research—Are We Ready for Countermeasures? *Human Factors: The Journal of the Human Factors and Ergonomics Society*, 29(6), 707-723. <https://doi.org/10.1177/001872088702900610>
- Mao, L., Lu, H., & Lu, Y. (2022). Effect of Nursing Model Based on Rosenthal Effect on Self-Efficacy and Cognition of Life Meaning in Patients with Non-Small-Cell Lung Cancer. *Emergency Medicine International*, 2022, 1-6. <https://doi.org/10.1155/2022/6730024>

- Ministry of Education, Ministry of Health, Central Committee of the Communist Youth League. (2005). *Opinions of the Ministry of Education, Ministry of Health, and the Central Committee of the Communist Youth League on Further Strengthening and Improving College Students' Mental Health Education*. [http://www.moe.gov.cn/srcsite/A12/s7060/201001/t20100113\\_179047.html](http://www.moe.gov.cn/srcsite/A12/s7060/201001/t20100113_179047.html)
- Ministry of Education of the People's Republic of China. (2021). *Notice of the General Office of the Ministry of Education on the issuance of five documents, including the Standards for Professional Competency of Teachers of Teacher Training Students in Secondary Education (for Trial Implementation)*. [http://www.moe.gov.cn/srcsite/A10/s6991/202104/t20210412\\_525943.html](http://www.moe.gov.cn/srcsite/A10/s6991/202104/t20210412_525943.html)
- Na, R., Li, Q., & Zhang, X. (2020). Experiential Learning Teaching and Learning: A Practical Construction Based on Real Situations. *Educational Observation*, 9(21), 89-91. <https://doi.org/10.16070/j.cnki.cn45-1388/g4s.2020.21.033>
- Nießen, D., Wicht, A., & Lechner, C. M. (2023). Aspiration–attainment gaps predict adolescents' subjective well-being after transition to vocational education and training in Germany. *PLOS ONE*, 18(6), e0287064. <https://doi.org/10.1371/journal.pone.0287064>
- Oishi, S., & Westgate, E. C. (2022). A psychologically rich life: Beyond happiness and meaning. *Psychological Review*, 129(4), 790-811. <https://doi.org/10.1037/rev0000317>
- Paredes, M. R., Apaolaza, V., Fernandez-Robin, C., Hartmann, P., & Yañez-Martinez, D. (2021). The impact of the COVID-19 pandemic on subjective mental well-being: The interplay of perceived threat, future anxiety and resilience. *Personality and Individual Differences*, 170, 110455. <https://doi.org/10.1016/j.paid.2020.110455>
- Rizzato, M., Di Dio, C., Miraglia, L., Sam, C., D'Anzi, S., Antonelli, M., & Donelli, D. (2022). Are You Happy? A Validation Study of a Tool Measuring Happiness. *Behavioral Sciences*, 12(8), 295. <https://doi.org/10.3390/bs12080295>
- Shen, X. (2020). The relationship between traumatic experiences, negative life events, sense of meaning of life and mental health of college students. *Journal of Huzhou Normal University*, 42(9), 48-52.
- Singh, S. (2023). *Effect of Personal Beliefs on Happiness: A Systematic Review*.
- Song, Y., Xiao, Z., Zhang, L., & Shi, W. (2023). Trait Depression and Subjective Well-Being: The Chain Mediating Role of Community Feeling and Self-Compassion. *Behavioral Sciences*, 13(6), 448. <https://doi.org/10.3390/bs13060448>
- Sophie, V., Sara, C., Jellen, T., & Lieven, A. (2022). The Role of 'Peace of Mind' and 'Meaningfulness' as Psychological Concepts in Explaining Subjective Well-being. *Journal of Happiness Studies*, 23(7), 3331-3346. <https://doi.org/10.1007/s10902-022-00544-z>
- Srivastava, S., & Srivastava, A. (2023). *Self-esteem Mediates the Relationship between Social Support and Psychological Well-being: A Study of College Students*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6797620/>
- Staats, S., Armstrong-Stassen, M., & Partilo, C. (1995). Student well-being: Are they better off now? *Social Indicators Research*, 34(1), 93-112. <https://doi.org/10.1007/BF01078969>
- Stroh, C. M. (1971). THEORIES OF VIGILANCE PERFORMANCE. In *Vigilance: The Problem of Sustained Attention* (pp. 53–68). Elsevier. <https://doi.org/10.1016/B978-0-08-016711-4.50006-6>
- The CPC Central Committee and The State Council. (2004). *Opinions of the CPC Central Committee and the State Council on Further Strengthening and Improving the Ideological and Political Education of College Students*. <https://rwx.zufe.edu.cn/info/1041/1218.htm>
- Viviani, G., De Luca, F., Antonucci, G., Yankouskaya, A., & Pecchinenda, A. (2022). It is not always positive: Emotional bias in young and older adults. *Psychological Research*, 86(6), 2045-2057. <https://doi.org/10.1007/s00426-021-01614-2>
- Wang, H. (2005). *Research on the Current Situation and Relationship between Junior High School Students' Mathematical Problem Presentation and Subjective Well-being in School* [Master, Southwest University]. .

- Wang, Q. (2021). *Research on the Current Situation and Relationship between Junior High School Students' Mathematical Problem Presentation and Subjective Well-being in School* [Master, Southwest University]. <https://kns.cnki.net/KCMS/detail/detail.aspx?dbcode=CMFD&dbname=CMFD202201&filename=1021768311.nh&v=>
- Wu, C., Yao, Y., Ma, J., Cheng, M., & Lv, N. (2023). Curriculum reform of mental health education on the socialization process. *QIN Zhi*, 9, 10-12. <https://doi.org/10.20122/j.cnki.2097-0536.2023.09.004>
- Yang, Z., & Wang, R. (2022). Teaching Design of Junior High School Mental Health Course Based on Experiential Learning Circle Theory: Taking "Facing Unreasonable Beliefs" as an Example. *Educational Observation*, 11(14), 109-112. <https://doi.org/10.16070/j.cnki.cn45-1388/g4s.2022.14.034>
- Yoo, J., You, S., & Lee, J. (2022). Relationship between Neuroticism, Spiritual Well-Being, and Subjective Well-Being in Korean University Students. *Religions*, 13(6), 505. <https://doi.org/10.3390/rel13060505>
- Yu, C. (2023). Research on the Emotional Ability of Normal Students and Its Relationship with Teaching Effectiveness. *Journal of Shanxi Institute of Energy*, 36(4), 28-30.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).