

THE DEVELOPMENT OF CURRICULUM BASED ON HAPPINESS
THEORY TO IMPROVE THE HOPE
OF COLLEGE STUDENTS

LIN WEI

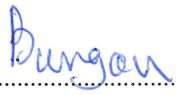
A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Curriculum and Instruction
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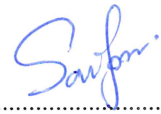
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Thesis Title The Development of Curriculum Based on Happiness Theory to Improve
the Hope of College Students

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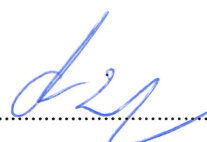

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ABSTRACT

The research objectives were 1) to study the factors affecting the development of hope of college freshman in Guangxi International Business Vocational College. 2) to develop curriculum based on the happiness theory. 3) to compare the hopes of college freshman before and after learning by curriculum based on the happiness theory.

With a carefully selected sample of 35 students from the first-year Thai class at Guangxi International Business Vocational College, researchers conducted a thorough analysis of various factors affecting students' hope. A range of research tools was utilized, including 1) a questionnaire about the factors affecting the development of hope level, 2) an interview form about influencing factors of hope level, 3) lesson plans, 4) the Hope Scale, 5) an observation form about student behavior, and (6) interview form about opinions on teaching. This study was conducted in 3 steps: 1) Study the factors affecting the development of hope, 2) Develop a curriculum based on the happiness theory, and 3) Experiment and improvement of curriculum.

The results of the study showed that: 1) factors that affect the development of college students' hopes include personal factors and environmental factors. Personal factors are related to goals thinking, pathways thinking and agency thinking, and environmental factors include family, school, and society, 2) curriculum based on happiness theory includes 6 elements: principle, goal, contents and time, learning process, learning resource and evaluation. Learning process in the curriculum includes 5 processes: positive emotion, engagement, relationship, meaning, accomplishment and present, and 3) students' hope is improved after the implementation of the

curriculum based on happiness theory. This change was statistically significant, especially at the level 0.1.

Keywords : Curriculum, Happiness Theory, Improvement, Hope

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Lin Wei

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Chapter 1

Introduction

Rationale

College is a key stage of life growth. With the rapid development of modern society, rapid social and economic development, hectic work, accelerated pace of life, intensifying competition, and increasingly high demands on people, college students will face a more complex social environment and various difficulties and challenges. College students need to maintain their mental health.

In recent years, the mental health of Chinese college students has aroused people's concern. Gao et al. (2020) searched four electronic databases and found that the overall prevalence of depression among Chinese college students was 28.4%. Wang et al. (2020) conducted a meta-analysis of cross-sectional studies of depressive symptoms among Chinese college students retrieved from six databases and found that 24.71% of students had depressive symptoms. According to the Blue Book of Mental Health issued by the Institute of Psychology of the Chinese Academy of Sciences in 2021, the detection rate of depression among adolescents is 24.6% (Fu, 2021). After the People's Daily and several research institutions and platforms jointly released the "National Blue Book of Depression in 2022", a large number of data shows that 86.39% of individuals often experience depression, and the age of onset is decreasing. Middle school students accounted for 50% of the patients with depression, of which 35.32% were in the 18-24 age group. Rong et al. (2023) survey data show that in 2021 and 2022, the proportion of residents with depression and anxiety symptoms is about one-tenth, and nearly half of the patients with anxiety symptoms are accompanied by depression symptoms. Yu (2022) used a random effects model to analyze the detection rates of various mental health problems among college students. The results showed that the rates of mental health problems were as follows: sleep problems (23.5%), depression (20.8%), self-harm (16.2%), anxiety (13.7%), suicidal ideation (10.8%), somatization (4.5%), suicide attempt (2.7%). About 45.28% of college students may be at risk of anxiety, according to the report on the mental health of college students in 2022, released by the Chinese Academy of Sciences and other institutions. It is clear that the overall

mental health status of Chinese college students is worrying and needs to be raised by the whole society. These problems will not only lead to the impairment of college students' mental health, but also bring adverse effects on their social functions such as interpersonal communication, study and life. For example, if there is no timely intervention, depressive symptoms will further develop. When depressed individuals have a low level of hope and feel hopeless or even hopeless, they may have suicidal thinking and behaviors that seriously harm their physical and mental health and social functions.

With the rise of positive psychology, psychologists shifted their focus from the negative aspects of problem solving and disease diagnosis to the positive. It makes people realize that cultivating and developing positive psychological qualities can alleviate the adverse effects of negative emotions or events and even solve relevant psychological problems, so that people are in a positive psychological state and have the potential and advantages of healthy development. Seligman and other scholars selected 24 kinds of personality strengths from many kinds of personality strengths and virtues by using characteristic advantage survey, which are generally recognized as 24 kinds of positive personality traits in field of positive psychology (Seligman, 2000). Hope is one of the important research contents. Snyder (2000) believes that hope is the most important personality force and the basis for other positive personality forces. Hope to plan for the future, for the future orientation, have the best prospects for the future, and strive to achieve it (Ren, 2006). Duckworth et al. (2007) proposed that a sense of hope is one of the seven positive psychological indicators that predict life success. Cheavens et al. (2006) proposed the use of hope in cognitive therapy. Xv (2010) investigated 369 college students and found that hope is an important predictor of subjective well-being, self-esteem, locus of psychological control, depression, anxiety and coping style. Obviously, hope is of great significance to people's development and adaptation. It is an important part of many factors affecting the meaning of life, an important indicator to measure mental health status, and an important indicator of the positive degree of individual psychological development. Some studies have shown that the sense of hope is of great significance to individual adaptation and development. For example, hope has a very important impact on academic achievement, athletic skill performance, work achievement, optimism, and life satisfaction, as well as mental health and physical

health. At the same time, it is significantly related to a number of positive psychological qualities such as self-esteem, optimism, self-efficacy, etc., for example, it can help individuals form positive coping styles, relieve stress and anxiety, and assist the treatment of clinical mental diseases. Some scholars have found that, as a positive psychological resource, it is not only conducive to the prevention of mental illness, but also can promote the rehabilitation of patients with mental illness, which is an important protective factor of mental health (Griggs S., 2017; Ritschel, 2018), and the positive psychological intervention based on hope theory can effectively help participants to alleviate depressive symptoms (Hergenrather et al., 2013). Chinese scholars have carried out hope group intervention based on the theory of positive psychology, confirming that the promotion of hope can help participants to clear their goals, regain confidence and find ways to break the current predicament, thus significantly reducing the depressive symptoms of college students (Zhang et al., 2023). One of the core functions of hope is to relieve individual negative psychology and enhance individual positive mental health level. However, there is a lack of hope promotion in the existing research, especially through the way of curriculum and teaching.

The researcher is a mental health education teacher, working at Guangxi International Business Vocational College in Guangxi Province, China. This is a higher vocational and technical school. The researcher is responsible for teaching the "College Student Mental Health Education" curriculum to all freshmen and is also responsible for the development and construction of this curriculum.

Therefore, because of the particularity of college freshmen in their early youth and the positive influence of the sense of hope on their lives, based on Seligman's happiness theory, this study develops a mental health curriculum for students of Guangxi International Business Vocational College, which will have a positive effect on improving freshmen's hope.

Research Questions

1. What are the factors affecting the development of hope of college freshman in Guangxi International Business Vocational College?
2. How to develop a curriculum based on Happiness Theory?

3. What is the effect of the implementation of curriculum on students' hope expectations after learning by curriculum?

Objectives

1. To study the factors affecting the development of hope of college freshman in Guangxi International Business Vocational College.
2. To develop a curriculum based on the happiness theory.
3. To compare the hope of college freshman before and after learning by curriculum.

Research Hypothesis/Hypotheses

College freshman' s hope will be improved after implementing the curriculum based on happiness theory.

Scope of the Research

1. Population and the Sample Group

1.1 Population

942 freshmen from the Department of Applied Foreign Languages, Guangxi International Business Vocational College.

1.2 The Sample Group

35 students in the Thai Language class of freshman, by clusters random sampling method selected from a mix of good, medium, and weak abilities., department of Applied Foreign Languages, Guangxi International Business Vocational and Technical College.

2. The Variable

2.1 Independent Variable

Curriculum based on happiness theory.

2.2 Dependent Variable

Hope

3. Contents

This study will based on an in-depth analysis of literature related to hope and curriculum based on happiness theory, to develop a curriculum and test its

impact on students' hope levels after instruction. Curriculum is 20 hours:4 weeks, 5 hours per week.

Unit 1 "Self-cognition" covers self-awareness—including divided self-cognition, self-experience, and self-control—and self-understanding.

Unit 2 "Self-planning" addresses the concept and setting of goals, as well as planning goals.

Unit 3 "Beyond the Self" covers pathway thinking, formulating methods and strategies, and recognizes setbacks to enhance willpower.

Unit 4 "Achieve the Self" focuses on enhancing pathway thinking and agency thinking, as well as building confidence in achieving goals.

4. Time

In January 2023 - March 2023: Completed three chapters of defense

In April 2023 - December 2023: Test tool design and expert evaluation

In January 2024 - February 2024: Research conducted

In February 2024 - April 2024: Completion and publication of research articles

In April 2024: Completed the final defense of the thesis.

Advantages

1. For students, this study can improve their hopes. It is beneficial to improve their mental health level. It can increase positive emotions, improve the ability to deal with setbacks in the process of pursuing goals and planning to achieve them, and achieve cognitive and social development.

2. For teachers, teachers can use the curriculum of happiness theory to enhance students' hopes.

3. From the perspective of schools, this study extends the curriculum based on the happiness theory PERMA model to other universities and educational institutions, providing reference for improving students' mental health. On the one hand, it provides a case for the teaching reform and development of mental health education in schools. On the other hand, the effective application of this model will improve the teaching quality of mental health education in schools and even improve the social reputation of schools.

Definition of Terms

1. Hope

In this study, hope is defined as a positive psychological trait that can be cultivated and enhanced through learning. It is the desire and confidence in achieving goals, which includes cognitive aspects of how individuals plan to achieve their goals, as well as an emotional belief that motivates individuals to take action and make efforts even in the face of difficulties and challenges. The definition of hope shares similarities with expectation, as both involve anticipating future events or outcomes, providing people with a sense of purpose or direction, and inspiring positive action and effort. However, there are differences between the two. Hope emphasizes emotions and beliefs, more closely associated with an individual's longer-term desires and ideals, enabling them to maintain hope and confidence in the face of challenges and uncertainty. On the other hand, expectation is more focused on rational and objective anticipation, typically associated with shorter-term and more specific goals. Compared to hope, expectation may be more susceptible to changes influenced by the realities of possibilities and conditions.

Three elements of hope are defined as goal, Pathway thinking and Agency thinking (Snyder, 1991). Goal: The core element of hope, it is the fulcrum of people's mental activity, through pathway thinking and agency thinking to make actions happen. Pathway thinking: The cognitive element of hope, means and plans for achieving goals, the ability to develop plans and strategies at the psychological level of the individual to achieve goals. Agency thinking: The motivational element of hope, a mental will or mental drive, similar to willpower. It is the individual's perception of his or her Pathway thinking in the process of achieving a goal, especially when there are obstacles, difficulties, frustrations, and stress along the way.

The Hope Scale (Snyder, 1991) used in this study is the most widely used scale in academia for measuring hope levels. The scale consists of 12 items, with four items (items 1, 4, 6, 8) measuring pathway thinking, four items (items 2, 9, 10, 12) measuring agency thinking, and the remaining four items (items 3, 5, 7, 11) serving as fillers to divert the subjects' attention and are not scored. The scoring items use a four-point scoring system, with a total score of 32 points. The higher the total score of the subjects, the higher their level of hope.

2. Curriculum based on happiness theory

The curriculum based on happiness theory refers to the process of establishing course or experiences to improve hope that based on the PERMA model of Seligman's happiness theory that focus on positive emotion, engagement, relationship, meaning, and accomplishment. The curriculum based on happiness theory includes principle, goal, contents and time, learning process, learning resources and evaluation. Learning process in curriculum includes 5 processes: positive emotion, engagement, relationship, meaning, accomplishment.

2.1 Positive emotions focus on the positive emotions experienced in happiness and satisfaction, Like humor, gratitude, contentment, interest, hope, pride, fun, inspiration, awe, love. Emotion has an important influence on hope, and positive emotion experience can promote the improvement of hope.

2.2 Engagement focuses on the experience of fully devoting attention to the current activity, also known as the Flow state. It encompasses the excitement, focus, and involvement individuals feel when completing tasks, typically resulting in positive emotional experiences such as joy and satisfaction.

2.3 Relationships focus on the emotional connections established between people in the process of communication, which possess certain social attributes. The establishment of good interpersonal relationships can bring many benefits, such as resource exchange, which is a prerequisite for maintaining normal psychological development, preserving personality, and achieving life happiness.

2.4 Meaning focuses on finding and recognizing meaning and purpose in life, as well as perceiving value and purpose in life. In happiness theory, meaning is considered to be one of the important components for people to achieve a happy and satisfying life. By finding purpose and meaning in one's life, individuals can feel the richness and depth of life, thereby enhancing their happiness and life satisfaction. Therefore, meaning plays an important role in achieving a happy and satisfying life.

2.5 Accomplishment focuses on achievements attained through individual efforts to accomplish goals, such as academic achievement, career success, and personal development. Achievement is the process of motivating individual behavior and improving the quality of perseverance. On one hand, the process of achieving positive accomplishments is accompanied by an experience of happiness. On the other hand, individuals can gain a sense of achievement and satisfaction through

continuous efforts to reach their goals. Therefore, achievement plays an important role in achieving a happy and satisfying life.

3. College Students

Freshman from the Thai Language class, department of Applied Foreign Languages, at Guangxi International Business Vocational and Technical College.

4. Improve

Students have enhanced their desire and confidence in positive outcomes for the future, fostering a more proactive approach to challenges and difficulties than in the past. This includes goal-setting: students can set positive goals and take action to achieve them, demonstrating positive expectations for the future. In terms of pathway thinking: students have increased confidence in their abilities and believe they can overcome obstacles and achieve goals. In terms of agency thinking: they are better able to cope with challenges and difficulties in life, showing resilience and adaptability. The criteria for improvement are: an increase in scores on the Hope Scale, or an increase in positive emotions and behaviors.

This study will use mixed research methods to analyze whether the hope of freshmen is improved. 1. Quantitative research: comparison of post-intervention scores on the Hope Scale (Snyder, 1991) with pre-intervention scores. This involves quantitatively assessing students using the scale and comparing changes in their hope scale scores before and after the implementation of the curriculum to determine if there is a significant increase. The improvement of students' hope can be directly reflected in the score of the scale. 2. Qualitative research: assessing whether there are positive changes in freshmen's behaviors and feelings, specifically by observing and recording their classroom behavior, participation, and emotional changes, as well as interviewing them for their opinions on the teaching, to evaluate if the observed changes meet the expected improvement.

Research Framework

The main concepts of this study are proposed: curriculum, the PERMA model of Seligman's happiness theory (Seligman, 2012), and Snyder's Hope (Snyder, 2002). Based on the theoretical foundation and literature review, and guided by the purpose and starting point of this study, a Curriculum of Mental Health based on the PERMA model of happiness theory was developed. It includes six elements: Concept,

Content, Objective, Learning Processes, Learning Resources, and Evaluation. This mental health curriculum, based on the PERMA model of happiness theory, was implemented using a One-Group Pretest-Posttest Design to improve hope levels.

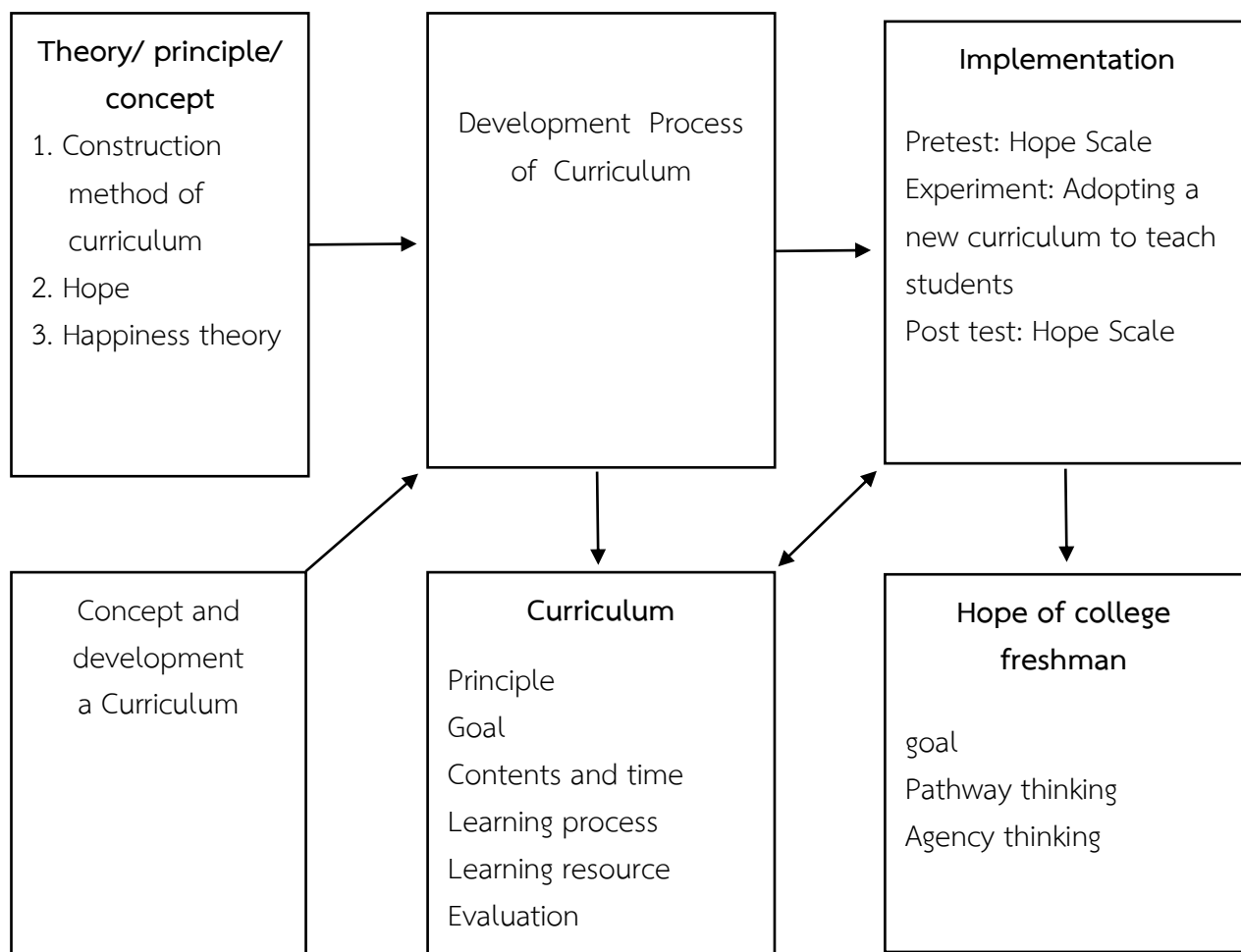


Figure 1.1 Research Framework

Chapter 2

Literature Review

This study aims to develop a curriculum of Happiness theory to improve the hope of college freshman. In order to construct the theoretical framework of this study, based on the three themes of "hope", "happiness theory" and "curriculum", this paper sorts out relevant literature and explores relevant research.

1. The concept, connotation, composition and measurement of hope
2. The concept and development of happiness theory, and its latest research results PERMA model
3. The Definition of Curriculum and Theoretical Development in Curriculum Design
4. Related Research on Hope, Happiness Theory, and Development Curriculum

The details are as follows.

The concept, connotation, composition and measurement of hope

Hope is one of the core concepts of positive psychology. Its concept originated from Christianity, since then philosophy, medicine, theology, psychiatry, nursing, psychology, education, sociology, anthropology, and other fields have a certain degree of research on this. The field of psychology began to pay attention to and study hope in the 1950s with Karl Menninger's report on the clinical value of hope, which suggested that doctors have the responsibility to enhance patients' hope. However, due to the influence of objective environment, there is no substantial achievement in the research of hope at this stage. In the 1990s, positive psychology began to rise in the West, and people began to pay attention to and study the function of hope. After Snyder's article on hope theory was published in the seminar, the research on hope gradually developed in multiple directions, covering multiple areas of personal and social life, including psychological adjustment, physical health, longevity development and interpersonal relationship.

By searching the keyword "hope" in all the databases of CNKI Digital Library, all the literature up to February 2023 were retrieved. A total of 573 literature on

hope were retrieved, including 208 foreign literature and 364 Chinese literature. The papers were published from 2013 to 2023 (as of February 2023). The distribution of the published years is shown in the table below.

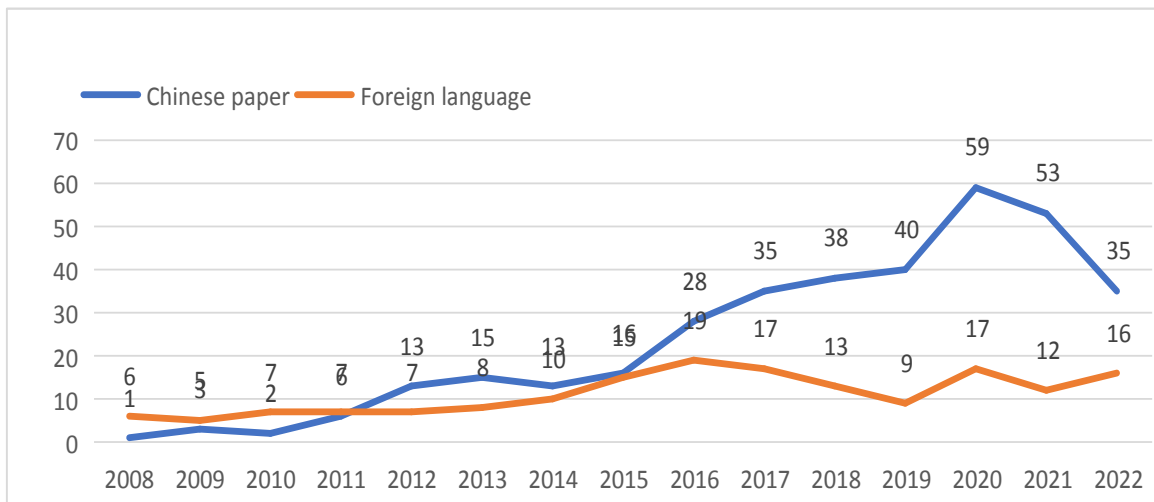


Figure 2.1 Thematic research distribution of hope

1. Concept and connotation of hope

1.1 Origin of the concept of Hope

In the West, the concept of hope originates from Christianity, which holds that a person must be saved through the three virtues of faith, hope and love. "Faith" refers to belief and "hope" refers to hope. People have faith will produce "hope", with hope will not be afraid of birth, old age, illness and death and other natural laws. People have hope, even if the suffering and suffering in the world, will not give up the mood of optimism and hope. Faith and hope are the basis of an individual's life, and only with such a foundation can infinite love be played (Fu, 2009).

The epistemological tradition of hope can be traced back to ancient Greece in the ninth and seventh centuries BC. The Ancient Greek word for hope is "ελπίς" (elpis). For Plato, the most basic meaning of hope is "foreseeing the future." However, Aristotle believed that memory belongs to the past, feeling to the present, and hope to the future, describing hope as a "waking dream." Thucydides stated that hope, like greed, "though invisible, is much stronger than the terror we can see in front of us" (Dong, 2011). Bloch (1959) was the first philosopher to analyze the

concept of hope from a philosophical level. He posited that hope is an ontological phenomenon, not only a subjective experience but also an objective tendency of everything. His philosophical magnum opus, *Das Prinzip Hoffnung*, laid the foundation for the philosophy of hope. Bloch believed that "people always hope," "people live in hope," and "people are hoppers." Furthermore, he pointed out that hope is not an occasional episode in life, but the basic attitude of people at all times to survive, thus declaring that for those who cannot find hope and those who do not dare to hope, "the important thing is to learn to hope." In summary, hope in the field of philosophy is more about contemplating the ideal life and assessing the value of human life. The field of psychology began to pay attention to hope starting with Sigmund Freud, who associated hope with religion and declared that religion is a psychological illusion arising from people's hope, a mysterious protest against real-life poverty, a way to avoid suffering and the pursuit of happiness, and a typical representative of "mental paralysis." He also maintained that religion originates from primitive totemism, representing an abnormal psychology experienced by human evolution and a kind of "obsessive neurosis" (Freud, 1930, Freud et al., 2007).

1.2 Concept of hope

Although people's attempts to understand the history of hope can even be traced back to ancient Greece, there are still great differences on the nature and connotation of hope in contemporary academia. Lopez et al. (2003) conducted a comprehensive analysis, revealing that since the end of the 20th century, there have been at least 26 perspectives on hope in the field of social sciences. These perspectives can be broadly classified into three categories: hope as an emotional experience, hope as a sense of purpose, and a combination of both. Scholars who hold an "emotional view" believe that people generally believe that hope should be a good belief that people face the future, and the specific emotional experience brought by this good belief. Averill, et al. (1990) believed that when the goals pursued by individuals are recognized by society and expected to be achieved, there will be an emotional experience of hope. Marcel regards hope as "an emotional coping method when in prison" (Snyder et al. 2003). Behaviorist psychologist Orval Hobart Mowrer found in his experiments that when a certain stimulus is accompanied by a pleasant experience, Animals increase the number of

corresponding reactions in anticipation of more pleasant experiences, that is to say, animals seem to have the emotion of "hope" (Ren, 2006).

Scholars who hold the "cognitive view" believe that hope is more of an individual's cognition and belief toward future goals. For example, Gottschalk (1974) believes that hope is a kind of "great optimism", which is expressed in the individual's belief that "positive results will not only appear in the individual's life, but also in the whole society, and even in the whole universe and purely spiritual or imaginary events". Breznitz (1986) believes that hope is a kind of cognition of future goals in people's minds. Morse and Doberneck (1995) believe that hope is a series of cognitive activities related to the goal, including the perception of the cost of failure to achieve the goal. A plan to make a goal a reality; Use internal and external resources and support to help you achieve your goals. The process of reevaluating and revising plans to achieve desired goals. Haase et al. (1992) believe that hope has four key attributes: focusing on the future from the perspective of time; actively participating in target activities from the perspective of action; A sense of uncertainty about the future; And constantly redefining the future in pursuit of goals.

However, those scholars who believe that hope contains both emotional experience and cognitive components account for the majority. Through research, they believe that hope is a multi-dimensional structure, including both emotional experience and cognitive components. Staats and Stassen (1985) argue that hope is a kind of "perceptual cognition." They believe that hope is the opposite pole of disappointment, and individual disappointment and hope are affected by positive emotion and negative emotion. When positive emotion is more than negative emotion, hope is generated; when negative emotion is more than positive emotion, disappointment is generated: hope is also affected by individual cognition. It is a recognition of the relationship between an individual's expected achievement and the intensity of the desire to achieve it. Farran et al. (1995) believes that hope consists of three components: temporary and future; Expectations and positive preparation for the future; A feeling of contentedness to the situation around you. Tang(2004) a based on Snyder's theory, explains hope as a psychological process involving three parts interaction, goals, pathways thinking, and agency thinking. Miller (2007) believed that hope is the experience of the sense of purpose and meaning of life and the feeling that life is full of infinite possibilities. It is also a kind of good

expectation for the future, which is not necessarily based on realistic foundations and goals.

Snyder's Hope theory is widely recognized in psychology. Snyder et al. (1991) believe that hope is a very common psychological phenomenon, which can explain many human behaviors. After that, he defines hope as "a positive motivational state, which is based on the interaction of path (goal-oriented plan) and motivation (goal-oriented vitality) in pursuit of success" (Snyder, 2002).

In this study, hope is defined as a positive psychological trait that can be cultivated and enhanced through learning. It is the desire and confidence in achieving goals, which includes cognitive aspects of how individuals plan to achieve their goals, as well as an emotional belief that motivates individuals to take action and make efforts even in the face of difficulties and challenges.

1.3 The Connotation of Snyder's Hope Theory

According to Snyder's hope theory, hope consists of three components: goal, pathways thinking, and agency thinking.

Goals are the core concept of Snyder's theory of hope. Snyder hypothesizes that human behavior, including general activities in daily life, has certain goals (Snyder, 2002). This is the fulcrum of people's spiritual activities (Zhang, 2002). Goals vary in length of time, as well as concrete and abstract. Generally, it can be divided into two categories: "positive approach goal" and "negative avoidance goal". For the individual who sets the goal, the goal has some value, and the individual's efforts to reach the goal cannot be separated from the outcome value. As for the relationship between goal and hope, Snyder believes that the probability of achieving a goal has little to do with hope. Even if the possibility of achieving a goal is very small, a person may have a high hope for it and still be able to complete the task, which is proved by the crossword experiment.

Goals promote behavior through pathway thinking and agency thinking. Pathway thinking—specific ways and plans to reach goals—is the cognitive component of hope. In general, people with high hope form more concrete and feasible routes than those with low hope and are good at forming alternative routes. The brain has a natural tendency to know and anticipate certain possible outcomes, and pathway thinking is to develop the predictive ability system in the brain (Zhang, 2002). Agency thinking refers to the motivation to implement routes, which is the

individual's awareness of his or her ability to achieve goals according to the existing paths, which is the motivational component of hope. It's like willpower. Its important role is especially reflected in the fact that when people encounter barriers and difficulties and feel stressor in the pursuit of their goals, people with high hopes will usually have enough perseverance to overcome setbacks and regard them as an opportunity for growth, while people with low hopes may become tree weary and staid in the face of difficulties. These two elements of hope cannot be without each other and are closely linked and mutually compatible in the pursuit of goals. The two "not only occur repeatedly but also complement each other" (Snyder, 2002). Either too high or too low is detrimental to the achievement of goals.

2. Influence of hope

2.1 Hope Affects Academic Achievement

Snyder et al. (1997) initially focused on the relationship between hope and academic achievement. They took GPAs of College students as a measure of academic achievement. Results suggest that hope is associated with superior academic achievement. One of these studies, which followed six years (Snyder, 2002), found that high THS scores effectively predicted GPAs, high graduation rates, and low expulsion rates among College students, strongly demonstrating the stability of the relationship between hope and academic achievement. Similar results have been found in chase studies involving Portuguese children (Marques et al., 2011).

It seems that a direct correlation between hope and academic achievement alone is not sufficient to underscore the role of hope. Comparing hope with other factors influencing academic achievement is more valuable. A study conducted by Day et al. (2010) evaluated the personality characteristics, intelligence, and divergent thinking abilities of college students using the International Five-Factor Personality Inventory compiled by Goldberg et al., the Raven Advanced Reasoning Test, and the Guilford Measure of Divergent Thinking. They found that hope continued to be a significant predictor of academic success among college students even after three years, controlling for factors such as prior academic performance. This result is consistent with the research findings of Lynne et al. (2008).

Furthermore, some studies have highlighted the benefits of using online curriculum (Bressler et al., 2010) and collaborative learning groups (Onwuegbuzie et al., 2009), which were found to be positively correlated with academic performance

and negatively correlated with academic dishonesty (Fellers et al., 2009). These studies collectively demonstrate a broader and more effective role for hope in academic achievement. Snyder emphasized not only basic research but also the practical application of research findings, proposing specific guidance programs (Snyder, 2002, 2003). Notably, at the International Conference on Education and Educational Psychology in 2010, Bacanlı et al.(2011) incorporated the three types of thinking advocated by Lipman—critical, creative, and caring thinking—into the philosophy of hope, further developing it into a "quadruple thinking" educational model.

Li (2017) investigated the correlation between family-rearing styles, hope, and academic achievement among junior high school students. The study found that various dimensions of hope were significantly correlated with academic achievement, indicating that hope has a positive predictive effect on academic achievement. Thus, it can be seen that the cultivation of hope thinking plays an important role in the growth of students.

2.2 Hope to Affect Mental Health

The effect of life satisfaction is one of the indicators of mental health. Many studies have shown that hope has a positive effect on life satisfaction, quality of life and other factors. In a 2-year follow-up study conducted by Marques et al. (2011) with 367 children and adolescents, hope, life satisfaction, and mental health were assessed three times. The findings indicated that life satisfaction scores significantly predicted mental health across all three assessments, with hope significantly amplifying this effect on life satisfaction. In their study, Merkas et al. (2011) conducted a sequential cluster analysis on middle school students' hope scores, categorizing them into high and low levels. The results revealed that students with high hope demonstrated significantly higher scores in life satisfaction, self-esteem, social support, and family unity compared to those with low hope. This echoes findings from Gilman, Dooley, and Florell (2006), who employed the Student Life Satisfaction Scale, Child Behavior Assessment System, and structured extracurricular activities to assess mental health. Moreover, prior research has highlighted the significance of hope in fostering positive emotions and emotional well-being (Ciarrochi et al., 2008), family dynamics (Greene et al., 2012), and marital relationships (Bailey & Snyder, 2007).

In terms of improving negative psychology, numerous scholars have explored how hope interacts with negative psychological indicators. For instance, studies consistently demonstrate a negative correlation between hope levels and both hostility and suicidal ideation (Snyder, 2002), highlighting hope's protective role in mitigating psychological distress (Berendes, 2010) and decreasing restlessness (Kwon, 2000). More recent research has broadened this perspective, examining hope alongside various factors influencing mental health. A notable study by Ong et al. (2006) utilized the Trait Hope Scale (THS) and Eysenck Personality Scale to assess elderly participants' hope and neuroticism. Over 45 days, they measured daily state hope, negative mood, and stress levels, analyzing the data using a multilevel stochastic coefficient model. Their findings revealed that daily state hope positively contributes to maintaining lower levels of negative emotion and stress relief among the elderly. This beneficial effect was even more pronounced for individuals with high trait hope, who exhibited less stress response and quicker emotional recovery. A study by Arnau et al. (2007) found results indicated statistically significant negative effects for the Agency component of hope on later depression but no unique effect of the Pathways component of hope on depression. Chinese scholars have demonstrated that hope can act as a buffer against stress in an ant tribe by regulating the relationship between colony stress and subjective well-being (Jiang, 2011), general health problems, depression, and self-assurance (Hu, 2011). Hirsch, et al. (2012) demonstrated again the mediating role of hopelessness between depressive symptoms and suicidal behaviors by taking college students of different races as participants. Visser et al. (2012) confirmed hope as a potential moderator between negative life events and depressive symptoms in a racially diverse sample of 386 college students, with higher levels of hope leading to less depression and no differences between different racial groups.

3. Current situation of hope research in China

The study of hope in China started relatively late, but now the research has been gradually advanced. Chinese scholars are more interested in the process of hope theory, localization of measurement scale, function of hope, mediation effect between hope and mental health, intervention research and so on. Cheng et al. (2021) studied the mediating effect between proactive personality and life meaning of College students' hope, and proved through tests that proactive personality can

positively predict life meaning, and expected quality plays an intermediary role between the two. Chen and Li (2018) intervened in the hope and optimism of College students in the context of collectivist culture. It is proved that the positive psychological oriented mental health education activities of College students can effectively improve the level of hope and optimism of College students, so that students can see problems from a more positive perspective and face difficulties more optimistically.

Zhang (2002) used group intervention training to intervene the client's hope, including training the client's goal strategy, path development strategy, motivation enhancement strategy and frustration handling strategy. The research results showed that group intervention training had positive effects on individual dynamic thinking and path thinking traits, among which the improvement of dynamic thinking traits was more significant. Zhang (2013) used horticulture therapy to intervene in the hopes of high school students. The intervention program took horticulture therapy as the activity medium to train students to set goals, methods to achieve goals, dynamic thinking and path thinking to achieve goals. Tian adopted the method of group training to intervene in the hope trait of middle school students (Tian, 2011). The intervention program took Snyder's hope trait two-factor model as the starting point to help students set goals, cultivate persistence, deal with setbacks and obstacles.

From 2019 to 2011, Meng et al. (2009) led his research group to conduct in-depth research on the positive psychological qualities of primary and secondary school students, College students and teachers in China. Huang (2013), Zhang and Zheng (2002) mainly evaluated the localization of hope from the perspective of theory. Liu and Huang (2013) compared the concept of hope with the qualities of optimism, personal growth initiative, confidence, and future orientation in the study of the hope. They developed a hope scale applicable to China. In addition, some domestic scholars and postgraduate students have carried out practical studies on hope. For example, Scholar Tian has conducted a series of hope training based on Snyder's hope theory and found through practice that hope training can effectively promote students' mental health level. Chen et al. (2018) found that the trait of hope plays a significant role in regulating the emotions of poor College students. Li (2012) conducted a study on the relationship between hope and subjective well-

being of college students in Guangdong Province and pointed out that improving hope is conducive to the improvement of subjective well-being and mental health of college students. Chen et al. (2010) found that hope is significantly related to the happiness of college students and middle school students, and hope intervention is an effective way to improve students' happiness levels.

To sum up, current theoretical studies of hope by domestic and foreign scholars have extensively involved the correlation and promoting effect of hope on various research fields, and clearly know the positive correlation between hope and academic achievement and mental health. However, many researches seldom discuss the influencing factors of hope, and the mechanism of hope generation is still unclear. However, as for the promotion of hope, especially through the way of curriculum and teaching, empirical research is still lacking.

4. Hope element/component

Through sorting out and analyzing the literature of hope models proposed by different scholars, different hope models have different interpretations of the basic elements of hope.

Theory of balance between ideal and reality: Farran et al. (1995) believe that hope is the basic condition that reflects people's life quality and is a universal psychological activity. Individual hope is the result of psychological balance between good ideal and difficult reality. While undergoing the hope of the real life, the individual uses the individual spiritual strength and the potential beyond the self to take appropriate coping ways to face the hope of the real life. According to the balance theory, the essence of hope consists of four key elements:

1) Experience process. It refers to the experience and feeling of people's attempts and efforts in various situations.

2) The process of motivating and exceeding. Hope and faith go hand in hand in this process.

3) Rational thought processes. In this process, people balance goals with realistic resources, including physical, mental, and social aspects.

4) Interaction process. An individual's hopes are influenced by the expression and intensity of the hopes of others.

Multidimensional structural hope theory: Miller et al. (1988) regarded hope as a multidimensional psychological structure. The structural dimension of hope

includes the social relationship level and the psychological level, and the psychological level includes the cognitive level and the emotional level. They think hope is:

- 1) Intimacy and belonging in interpersonal relationships, such as caring, sharing and feeling needed;
- 2) Avoid absolutist requirements and unreasonable beliefs in all aspects of life;
- 3) Expect the future to be good and expect positive results;
- 4) Identify and achieve goals;
- 5) Psychological well-being and positive coping ability;
- 6) A meaningful life with goals to pursue;
- 7) Grasp the reality and explore the feelings related to hope from a cognitive perspective;
- 8) Activate physical and mental energy.

Hope theory of multi-level network structure: Scioli et al. (2011) introduce a theory of hope drawn from multiple disciplines, including psychology, philosophy, theology, and medicine. According to this theory, hope is also a "deep structure," consisting of 5 hierarchical structure.

- 1) The 1st layer of the structure: the level of motivation related to hope, which is interpreted as some characteristics of individual instinct and is also the basis of structure.
- 2) The 2nd layer: social support systems related to hope.
- 3) The 3rd layer: individual psychological qualities related to hope.
- 4) The 4th layer: Belief bodies related to hope.
- 5) The 5th layer: the behavior of hope shown by the individual.
- 6) Several interrelated subsystems, such as spiritual strength, sense of control, survival value and sense of attachment, span all levels of the whole hope network, and each component interacts with each other. For example, if an individual has strong spiritual power, his sense of control, attachment and survival value will be affected by the spiritual power, and the corresponding individual's sense of control, attachment and survival value will also affect the development of his spiritual system.

Cognitive evaluation theory of hope: Snyder (1991) believes that hope is a positive state of psychological motivation derived from an individual's sense of success, including the means and plans used to achieve goals (approach strategy) and a kind of goal-oriented energy (dynamic consciousness). So hope consists of three elements: goal, Pathway thinking, and Agency thinking.

1) "Goal" denotes the outcome of individual psychological activities and serves as the cornerstone of both people's mental actions and Snyder's hope theory. Setting goals motivates individuals to engage in various behaviors, closely linking to the effort they invest in goal attainment and their valuation of achieving these goals (Liu & Huang, 2013). Individuals characterized by high hopes tend to establish numerous goals, with each subsequent goal set becoming more challenging and uncertain upon the attainment of the preceding one.

2) Pathway thinking involves the internal plans or roadmap that guides individuals toward their goals, representing the capacity to formulate plans and strategies mentally for goal achievement. Typically, individuals with high hope levels devise more concrete and viable plans compared to those with lower hope levels, also displaying a greater variety of alternative pathways.

3) Agency thinking, as conceptualized by Snyder, encompasses the mental will or drive, reflecting how individuals perceive their ability to enact pathway thinking in goal attainment. This process involves a self-assessment of one's capacity to navigate through challenges. Individuals endowed with a robust sense of motivation maintain greater resilience in facing obstacles, armed with steadfast determination and confidence toward achieving their goals. This internal drive and determination act as the bedrock of their motivational consciousness.

4) According to the hope cognition theory, encountering obstacles during goal achievement can trigger negative emotions in individuals; however, responses vary based on differing levels of hope. Those with higher levels of hope tend to employ positive emotional strategies to navigate challenges, explore various approaches to their goals upon facing setbacks, and more effectively engage in agency thinking.

To sum up, although different studies have put forward different views on the elements and composition of hope, the author believes that these elements have provided a practical precursor and theoretical basis for the author to further study how to improve the hope characteristics of college students.

The agency component of hope consists of beliefs regarding individuals' abilities to reach their goals. Positive agency beliefs (e.g., "I believe I can do it") motivate the goal-pursuit process (Feldman, 2016). The pathways component consists of beliefs regarding individuals' abilities to plan multiple routes to reach goals and overcome barriers (Snyder, 2002). The combination of agency and pathways equips people to effectively respond to obstacles in life by setting goals and planning how to overcome challenges (Merolla, 2014).

In this study, three elements of hope are defined as goal, Pathway thinking and Agency thinking (Snyder, 1991). The goal is the core element of hope, it is the fulcrum of people's mental activity, through Pathway thinking and Agency thinking to make actions happen. Pathway thinking are the cognitive element of hope, means and plans for achieving goals, the ability to develop plans and strategies at the psychological level of the individual to achieve goals. Agency thinking are the motivational element of hope, a mental will or mental drive, similar to willpower. It is the individual's perception of his or her Pathway thinking in the process of achieving a goal, especially when there are obstacles, difficulties, frustrations, and stress along the way.

5. Evaluate of hope

There are different opinions on the measurement of hope in the psychological circle. Before positive psychology was proposed, many scholars believed that it was often impossible to obtain accurate information by asking subjects to know their hope level, so there was no effective measurement method in a long period. Hopeless, the opposite negative concept, was the first thing studied and developed by scholars. Beck et al. (1974) developed the Hopeless Scale by investigating the hopeless attitude of an inpatient sample. Items included participants' anxiety about their current emotional state, their tendency to give up when making decisions, and their negative expectations of a dark future Beck 1994. Kazdin et al.(1986) further developed the Childhood Hopelessness Scale, which primarily measures negative self-oriented and future expectations in children.

Gottschalk's Hope Scale, developed in 1974, is the earliest available measure of hope. This scale mainly adopts the method of content analysis, requiring the subjects to write as detailed as possible about the important life events in the past four years. Each story was read separately by four evaluators, who rated the stories

on a seven-point scale (four promising scores, three lacking). The intra-rater agreement for this test was 0.61, and the agreement for hopeful and unhelpful scores was 0.88 (Gottschalk, 1974). In 1988, Miller compiled the "Miller Hope scale" by comprehensively examining the connotation of hope from the perspectives of lexicology, religion, philosophy, sociology, anthropology, psychology, physiology, nursing, and health science. This is an earlier scale that measured the degree of hope from a more comprehensive perspective. It included 40 items from both positive and negative aspects, using a six-point scale with an overall score ranging from 40 to 240. The internal consistency coefficient of this scale was 0.93; After two weeks, the retest reliability was 0.82. Factor analysis showed that the scale had good structural validity (Miller & Powers, 1988). Staats (1989) and his colleagues developed the expectation Balance Scale and Hope Index by dividing hope into emotional aspects and cognitive aspects according to the purpose of measurement. The Expectations Balance Scale assesses the emotional aspects of hope using a self-report approach and consists of 18 items (9 positive and 9 negative items). The hope index is used to measure the cognitive aspect of hope, focusing on specific events and outcomes. It consists of 4 subscales: hope-self, hope-others, desire, and expectation, all of which have good retest reliability and internal consistency reliability.

Herth Hope Scale (HHS), compiled by American scholar Herth (1992), divides hope into six dimensions, which can be integrated into three factors, namely future time cognition, taking positive actions, and interpersonal support. The result of factor analysis also verified the structure. There are 12 items in the HHI. The internal consistency coefficient is 0.97, the alpha coefficient (α) of the three subscales ranges from 0.78 to 0.86, and the test-retest reliability coefficient is 0.91. Both structural reliability and construct validity are supported: correlation to Existential Well-Being Scale is 0.84, and discrimination validity to calculation Existential Elessness Scale is -0.73 (Liu & Huang, 2013). In the process of localization, scholars such as Zhao (2011) from China Medical University introduced its translation into China. This scale is generally used in the clinical field to assess the hope of patients.

Snyder (1991) developed The Hope Scale, which consists of 12 items and assesses individuals aged 15 and above (with no requirement for reading ability). Among these, 4 items measure agency thinking, 4 measure pathways thinking, and the remaining 4 are distractors not included in scoring. During the test, participants

are required to rate the degree to which the items reflect their own situation across time and situations on an 32-point scale. Some researchers have attempted to use the Snyder Hope Scale in different cultural backgrounds. In the United States, Chang and Banks (2007) used the Hope Trait Measure to assess individuals of different races and religious beliefs (including White, Asian, Black, and Latino individuals), demonstrating good validity across different racial and religious groups. They also found that the dual-factor model of hope traits (pathway thinking and agency thinking) had better fit than a single-factor model. Factor analysis showed that the two factors of the scale explained 52% to 63% of the total variance. Although the two factors were distinct, they were moderately correlated ($r=0.38$ to 0.69). The internal consistency reliabilities (α coefficients) of the overall scale, agency thinking subscale, and pathways thinking subscale were 0.74 to 0.88, 0.70 to 0.84, and 0.63 to 0.86, respectively. The test-retest reliabilities at 3 weeks and 10 weeks were 0.85 and 0.82, respectively. Correlational analyses with other scales (such as Gibb's Hopelessness Scale) indicated convergent and discriminant validity of the scale (Snyder et al., 1991). Brouwer (2008) used a dual-factor psychological structure model to study the psychological structure of hope traits and found that the measurement structure of hope traits also matched the dual-factor model. Tong, et al. (2010) conducted measurement studies using the Snyder Hope Trait Measure with university students in Singapore and the United States, while also directly asking participants about their state hope (e.g., "How do you feel about your hope for the future right now?"), scoring on an 8-point scale. The results showed a closer relationship between individual agency thinking and state hope. Chinese scholars also examined the Hope Scale. Chen, et al. (2009) evaluated the internal consistency, test-retest reliability, structural validity, and criterion validity of the scale with 410 students randomly sampled from three universities and high schools. The results showed that the total score and both factors had Cronbach's alphas above 0.70, with a test-retest reliability coefficient of 0.86. They also confirmatively analyzed the structural support for the two-factor model of hope, indicating that the scale compiled by Snyder is also suitable for Chinese students and can effectively measure the hope level of participants. Yang (2019) experimentally demonstrated the internal consistency reliability of the scale to be 0.74 to 0.84 and the test-retest reliability to be 0.80.

In addition to the self-report scale, there are some qualitative research methods, such as story analysis, action analysis, and written material analysis. The story analysis method is to record individual daily life stories through video or audio recording, and then observers analyze the video or audio according to related items of hope scale. Action analysis is to observe individual behavior, according to the hope theory of goal setting, Pathway thinking, and agency thinking to conduct specific analysis of individual actions. Written material analysis is to collect individual written materials, such as letters, diaries, etc., and conduct specific analysis according to goal setting, pathway thinking and agency thinking.

The Hope Scale (Snyder, 1991) used in this study is the most widely used scale in academia for measuring hope levels. The scale consists of 12 items, with four items (items 1, 4, 6, 8) measuring pathway thinking, four items (items 2, 9, 10, 12) measuring agency thinking, and the remaining four items (items 3, 5, 7, 11) serving as fillers to divert the subjects' attention and are not scored. The scoring items use a four-point scoring system, with a total score of 32 points. The higher the total score of the subjects, the higher their level of hope.

6. The conclusion regarding "hope" in this study is:

In this study, hope is defined as the desire and confidence in positive outcomes in the future. This desire is often not merely a rational expectation but an emotional longing, inspiring individual actions and efforts even in the face of difficulties or challenges. Hope is often associated with belief, will, and persistent effort, expressing confidence and anticipation for positive outcomes, even amidst uncertainty or adversity. Three elements of hope are defined as goal, Pathway thinking and Agency thinking (Snyder, 1991).

Goal: The core element of hope, it is the fulcrum of people's mental activity, through pathway thinking and agency thinking to make actions happen. Pathway thinking: The cognitive element of hope, means and plans for achieving goals, the ability to develop plans and strategies at the psychological level of the individual to achieve goals. Agency thinking: The motivational element of hope, a mental will or mental drive, similar to willpower. It is the individual's perception of his or her Pathway thinking in the process of achieving a goal, especially when there are obstacles, difficulties, frustrations, and stress along the way.

This study will utilize "The Hope Scale" (Snyder, 1991), which is currently the most widely used scale in academia for measuring hope levels. The scale consists of 12 items, with 8 items being scored and 4 items serving as fillers, not contributing to the score but intended to divert the subject's attention. It employs a 4-point scoring system, with a total score of 32 points. The higher the total score of the subjects, the higher their level of hope.

The concept and development of happiness theory, and its latest research results PERMA model

1. Theoretical basis

1.1 The extended-construction theory of positive emotions

Fredrickson proposed the extended-construction theory of positive emotions, which emphasizes the positive effects of positive emotions on individuals in many aspects. It is mainly reflected in two aspects: expansion and construction. The expansion function is manifested in the breadth of individual thinking and actionability. The realization of the positive emotion expansion function is the prerequisite for the completion of subsequent construction, which is mainly manifested in the storage of beneficial psychological resources. When people are in a negative situation, they tend to have a single reaction to things, and the individual's solution and thinking of the problem are not comprehensive enough. On the contrary, when individuals are in a positive state, they will come up with various problem-solving strategies and make more comprehensive judgments on problems. The influence of positive emotion on the breadth of individual thinking and problem-solving strategy is the expansion function of positive emotion. The expansion of this understanding also provides the possibility to further improve the individual environmental survival ability, self-realization possibility, and psychologically diversified healthy development. Positive emotional expansion constructs various resources of individuals, such as social resources for establishing relationships with others, physical resources for adapting to environmental changes, and psychological resources for coping with stress. It intervenes in emotional regulation through different strategies to obtain maximum emotional experience and help improve individual happiness.

1.2 Flow Theory

Csikszentmihalyi et al. (2014) proposed the concept of Flow and built relevant theoretical models. The study of Flow provides a new perspective for individuals to fully participate in the current experience. In the process of activity participation, individuals show strong interest and maintain high attention without paying attention to anything other than the activity. The immersive experience of participating in the activity itself is called "Flow". The unique attributes of the immersive experience in Flow can actively promote the happiness experience and work efficiency of individuals in daily life. The study found that the blessing flow experience has the following characteristics: First, focus on the present moment. The second is the integration of action and consciousness, that is, the integration of knowledge and practice. The third is the lack of self-attention, that is, the lack of understanding of self-existence in the process of activities. The fourth is to feel in control of your actions. Five is time feels like time flies. Sixth, the activity itself is rewarding, focusing on the process of activity participation. Whether an individual can enter Flow in a process activity depends on his cognition of the difficulty of the task and his ability. This cognitive balance is fragile. When the challenge brought by an activity greatly exceeds his ability to cope with it, an individual will have a sense of anxiety and be unable to start the current activity. Whereas when the task is very simple and not challenging for the individual, the individual will feel relaxed and engaged in the activity, but then get bored. Individuals' subjective perception of activities affects their own state. If the level of task challenge is too high or too low, individuals cannot enter the Flow. The key to getting into Flow is to balance the difficulty of the task itself with your ability, not too high to greatly exceed your current level, but not too low to be completely unchallenged. The Flow experience is a force for expansion relative to personal goals and interest structures and for skill growth relative to existing interests.

1.3 Self-determination Theory

Self-determination theory is a cognitive theory based on positive psychology. It holds that individuals have the power of upward growth, the realization of the meaning of life and the inward exploration of self-growth. Self-determination theory holds that free will, sense of control and interpersonal relationships are necessary conditions to promote healthy and comprehensive

development of individuals. "Free will" means that an individual can pursue something according to his or her own will; "Sense of control" refers to the ability of an individual to have some control over what is happening around them; "Relational need" refers to the experience of respect, care and love that individuals experience in the process of contact with others. Existing studies show that there is no equivalent replacement of different psychological needs, and the excess satisfaction of a certain need cannot prevent the pursuit of higher needs. Different needs have different impacts on happiness, and the satisfaction of relationship needs affects individual happiness. Thus, it can be seen that the degree of individual inward realization makes happiness possible.

2. Foreign research and development

The research on happiness abroad has experienced the development of happiness definition, happiness development, happiness measurement and happiness practice. The initial concept of happiness, the happiness theory based on philosophy, various happiness evaluation systems and other perspectives show that the research on happiness has formed a relatively complete research system, and has been applied in different cultures in the world.

The earliest source of happiness is philosophy, as early as more than 2,000 years ago philosophers on how to more meaningful existence, open the road to happiness exploration. Early philosophical studies on happiness can be divided into two schools - hedonism and utilitarianism. Hedonism thinks that happiness is happiness, and happiness is the ultimate embodiment of the meaning of happiness." Utilitarianism thinks that happiness lies in the increase of pleasure or interests, while pain and damage of interests are misfortune (Smelser et al., 2001). Earlier one-sided views on happiness were questioned by other philosophers. Therefore, in the 1980s, Aristotle's realist happiness theory emerged. The mainstream school of happiness theory is more inward exploration, which holds that the meaning of happiness lies in self-improvement, and the acquisition of happiness lies in the development of inner potential and the discovery of the existence of one's own value. Different views on happiness in the field of philosophy have broadened the research direction of happiness in the field of psychology. The concept of happiness proposed by Wilson (1967) makes happiness appear for the first time in the research field of psychology. The understanding of happiness adopts the theoretical view of hedonism, thus

forming the concept of Subjective Well-Being. Subjective well-being believes that happiness is the maintenance and acquisition of a high-level state of positive emotion and a high evaluation of life satisfaction, and is the sum of positive emotion, negative emotion and quality of life. Later, Aristotle put forward the happiness theory of realization, and psychology put forward the concept of psychological happiness (PWB), which believes that happiness is the harmony of self and the acquisition of the meaning of life, and happiness lies in the enhancement of the power of inner growth (Proctor & Tweed, 2016). Based on previous studies, Seligman (2005) proposed the concept of true happiness. The realization of true happiness in the subjective and psychological levels, as well as the emotional component, cognitive component, and meaningful reality component are all components of happiness.

The proposal and development of PERMA model is closely related to researchers' understanding of happiness. PERMA model is a happiness model which is gradually developed and improved based on people's understanding of happiness. Early studies on happiness focused on subjective feelings, with higher life satisfaction and more positive emotional experiences as measures of happiness. Therefore, in the early studies on Authentic Happiness, Martin Seligman proposed PERMA 1.0 model in his book *Authentic Happiness*. Positive emotions, involvement, and meaning constitute PERMA 1.0 model. In PERMA 1.0, Seligman(1995) believed that happiness is the acquisition of positive emotions, active involvement, and realization of life meaning. In this sense, happiness tends to be based on the individual's subjective feelings about the quality of life. Later, with the deepening of the research on happiness, people believe that the acquisition of happiness not only includes the acquisition of happiness, but also includes the development and realization of individual's inner potential. The research on happiness has realized the transformation from subjective to objective and developed to enjoyment, which further deepens the research on happiness. However, there are also shortcomings. Subjective feelings and individual potential are separated into two separate systems in happiness research and measurement. Thus, Seligman proposes the PERMA 2.0 model through the integration of different levels of well-being in his book "*Flourish*" and "*Continuous Happiness*", establishing a comprehensive and multi-level framework for happiness. During the PERMA2.0 era, Seligman argues that achieving

fully sustainable happiness is the realization of human beings in the five essential dimensions, According to PERMA 2.0, there are five elements to achieving a happy life: positive emotion, engagement, relationship, meaning, and accomplishment. The initials of the five factors form the PERMA pattern, known simply as PERMA. Seligman argues that each of these five elements has intrinsic value and reward, and his model of happiness integrates the components of pleasure (the experience of positive emotional states and the fulfillment of desires) and happiness (the existence of meaning and the development of personal potential) into one model representing the purpose of doing anything worthwhile. Taken together, these five measures of happiness are said to lead to human prosperity.

Positive emotion (P): Positive emotion is a brief, multisystematic response to changes in the way people interpret or evaluate their current environment. Positive or negative perception is an amplified signal that informs the organism. When this multi-system response indicates that the environment is unfavorable to the self, negative emotions will be generated, and when the system responds well, positive emotions will be generated. Among the many positive emotion words, ten positive emotions have been identified by researchers as being closely related to happiness. Include: humor, gratitude, contentment, interest, hope, pride, fun, inspiration, awe, love. Positive emotions have two functions of expanding and constructing, which not only broaden the form of individual consciousness, but also bring the accumulation of beneficial resources. Negative emotions limit attention, cognition, and physiological responses to immediate threats or problems, while positive emotions prompt individuals to create novel and extensive thoughts and actions, and subsequent positive experiences accumulate into important resources that can change people's lives. Positive emotions affect individuals' happiness experience to a certain extent (Cohn, 2009).

Engagement (E): The experience of fully devoting attention to the current activity, also known as the Flow state. The best experience can be obtained in the process of individual focus. Two conditions need to be met to stimulate flow experience: one is that the ability required by the challenge is matched with the existing skills: when the skills required by the activity are too high, it is easy to generate anxiety, which will affect the individual state and lead to the inability to devote to the activity; when the skills required by the activity are too low, the

attention will be diverted to other aspects and accompanied by a sense of boredom. The challenge is neither too high, beyond the maximum range of personal ability, nor too low, easy to complete; Second, it can get timely feedback; Flow experiences exhibit six characteristics: focus on the present moment, integration of action and consciousness, loss of self-awareness, control, distorted perception of time (time passes very quickly), and focused processes. The experience of flow is the power to expand relative to the structure of personal goals and interests, and to grow skills relative to existing interests.

Good interpersonal relationship (R): An interpersonal relationship is an emotional connection established between people in the process of communication, which has certain social attributes. The establishment of good interpersonal relationships can bring many benefits such as resource replacement, which is the premise of maintaining individual normal psychological development, personality maintenance and life happiness.

Meaning (M): The existence of meaning itself is meaning, and the active pursuit of meaning means that individuals use their maximum strength and optimal wisdom to pursue something beyond their capacity, such as social progress, scientific research, environmental optimization, etc. The pursuit of meaning not only stimulates individual potential but also establishes a sense of belonging, the value of individual existence. From the perspective of time, positive emotions, interpersonal relationship, and investment tend to be present, which are people's intuitive feelings and experiences at the present stage, while the time dimension of meaning tends to be future, representing the acquisition of hope, which is the motivation for individuals to pursue the future.

Positive achievement (A): Achievement is achieved through individual efforts to accomplish goal such as academic achievement, career success, etc. Achievement requires innate factors of individual talent as well as acquired factors such as continuous effort. Achievement is the process of stimulating individual behavioral motivation and improving the quality of perseverance. The process of achieving positive achievement itself is accompanied by the experience of happiness.

PERMA model provides a more comprehensive perspective for people to know happiness, understand happiness and approach happiness. The development

of the PERMA model has experienced a transformation from theory to demonstration.

In foreign countries, the study on PERMA model is relatively more mature. PERMA's continuous interpretation and enrichment of happiness in the early stage provides a solid theoretical guarantee for the realization of the application value of PERMA in the later stage. In addition to the theoretical value, PERMA model has its practical application value. The application of PERMA model is mostly related to happiness, which is widely used in the field of clinical medicine and education and teaching. The COVID-19 pandemic has exacerbated existing issues with the well-being and mental health of College students. To address the mental health issues of higher education students in this particular context, and to support the transition to remote working during the influenza pandemic, Alibak (2021) designed and implemented an 8-week well-being intervention based on a positive education framework. Medina (2021) implemented an intervention plan for students in an educational institution based on the PERMA model theory, which improved students' self-esteem and verified the feasibility of the PERMA model. Villarino et al. (2022) actively interferes with college students through experimental control grouping. The research results show that the psychological counseling intervention of PERMA group based on the positive psychology method plays a positive and positive effect in the aspect of happiness. To maintain students' mental health and improve students' well-being through online alternative support, the online application of the PERMA model is cost-effective and efficient, which removes many obstacles to the promotion of health and well-being. Tu et al. (2021) applied the PERMA model in clinical intervention and conducted intervention studies on lung cancer patients undergoing chemotherapy based on the PERMA model framework, and found that the post-traumatic growth level of patients could be significantly improved, and there were significant differences in depression and anxiety compared with the control group without intervention. The use of PERMA framework for positive psychological intervention can improve the negative mood and mental fatigue of patients with lung cancer chemotherapy and improve the hope of patients. da Rosa et al. (2022) proposed personalized design for children cancer treatment based on PERMA model. Gamified experiences that allow for positive reinforcement and focus

redirection interventions are designed. These interventions will be implemented and tested in future clinical studies of childhood cancer to provide reference value.

The application scope of PERMA model also showed a certain level of expansion and began to study the correlation between PERMA and other fields. The new characteristics of the development of The Times put forward higher requirements for human survival ability. Hidayat et al. (2022) combined the concept of lifelong learning with PERMA model to explore the relationship between lifelong learning and happiness and found that PERMA has no indirect influence on mastery goals and lifelong learning. In addition, a partial indirect effect of performance goal PERMA on lifelong learning was observed. As a research hotspot in recent years, psychological capital also appears in the field of PERMA model, which is the basis for increasing the power of positive psychological capital to affect the process of vigorous development. However, researchers Merritt et al. (2023) believe that the characteristics of PERMA model's multi-factor composition and the non-correlation between elements are not suitable for traditional factor analysis research, so they start online research of PERMA model, also known as "happiness network". The idea that the PERMA elements form an interconnected "happiness web" rather than "building blocks", whether the PERMA elements have different but interrelated essences.

PERMA model has always been a research hotspot in positive psychology. Seligman's five-element model of happiness provides a diversified perspective for people to study happiness. Whether it is based on PERMA model, or PERMA model in the happiness assessment, clinical treatment, happiness teaching and other fields of application practice has played a continuous influence.

PERMA model is often used as a standard for higher education institutions to measure students' happiness index. Shetty et al.(2019) understands students' happiness level by measuring students' emotion, involvement, interpersonal relationship, meaning, goal and other dimensions, providing a multidimensional perspective for schools to measure students' happiness and a more systematic understanding for schools to understand happiness. PERMA and the realization of happiness are often based on the curriculum of psychology, which is designed from the perspective of the nature of happiness and happiness to help students learn about happiness in daily life. The conceptual framework of the curriculum comes

from the PERMA model in positive psychology. The structure of the curriculum revolves around three aspects: the concept of happiness, the attainment of happiness, happiness, and personal relationship. Many students are interested in taking part in the curriculum of human happiness based on science. In addition, preliminary research on the smaller positive psychology curriculum showed significant increases in happiness and well-being. Positive psychology curriculum may have a significant impact on happiness and various aspects of well-being while reducing negative emotions and improving health. While positive psychology has been around for a long time, research into its potential effects on happiness and well-being is only beginning.

3. Domestic research and development in China

The practice application of positive psychological intervention is still a new field in China. The effect of positive psychological intervention is not only validated in clinical, but also applied in normal populations, especially in the field of happiness teaching, mental health promotion and maintenance of the theme of education teaching. Lin and Qin (2016) combined PERMA theory to expounding its enlightenment on positive mental health education for vocational college students. Wu (2019) conducted positive psychological intervention on College students and found that through positive psychological intervention, College students' happiness was improved and their negative emotional state was alleviated. Positive psychological intervention can improve the mental health level of College students, enhance the ability to resist pressure and play a good role in mental health education. Wang et al. (2016) actively intervenes in College students with depression. Positive psychological intervention can be used as an effective method to improve the happiness level of college students, relieve bad mental state, and maintain individual mental health. Wang et al. (2019) positive psychological intervention of primary school students in the form of mental health class significantly improved individual positive emotions and perception of life, as well as the overall level of happiness, and still had a lasting effect. The application of positive psychological intervention in education and teaching opens up a new way to improve and maintain individual mental health level and improve happiness and provides guidance and practical significance for the development of school mental health curriculum. The empirical effect of positive psychological intervention has been verified a lot in the

field of education and teaching, which provides the possibility for the extensive application of positive psychological intervention.

The development of PERMA theory in China from theoretical exploration to practical application direction, the understanding of PERMA model to achieve qualitative improvement. PERMA model has been widely applied in clinical practice, and now it is also gradually appearing in new studies of educational practice, hotel management, news production, etc. The five elements contained in PERMA model provide a practical theoretical basis and framework for the maintenance of human mental health and the promotion of happiness by active intervention.

A total of 71 literature related to PERMA model have been searched with the keyword PERMA. Since 2014, studies on PERMA model have been gradually increasing. PERMA model is a kind of happiness model proposed by Seligman based on the concept of true happiness, which first appeared in the field of clinical practice in Chinese studies on PERMA. It is mostly used in cancer and other aspects of disease treatment research, and then PERMA model is gradually applied in the field of education practice, mainly based on the framework of PERMA model to explore the mental health class, happiness construction strategy, mental health intervention research, application groups are mainly senior, high school students, College students. As an important happiness theory in positive psychology, PERMA model has made a great contribution to the research of positive psychology and the development of psychotherapy. Regarding the application of PERMA model, it presents the characteristics of the transformation of theoretical introduction to clinical practice and education field, and the application and practice value of PERMA model as a theoretical model of happiness is increasingly prominent. In the application research of education practice, this model is mostly related to the education of happiness and the maintenance of mental health. The application of this model is mainly combined with the way of group counseling and mental health class. Wu (2021) conducted group counseling on positive mental qualities for postgraduates under the guidance of PERMA model, and the results showed that subjects in the intervention group had a great improvement in positive mental qualities and had a certain lasting effect. Ding (2021) adopted PERMA model and proposed a positive way to establish home-school cooperation. Li (2016) integrated PERMA into the psychological curriculum, which enriched the framework of the

mental health curriculum. Lin (2016) proposed targeted strategies for College students' mental health from PERMA's 5 elements of happiness model. In the field of hotel management, Wang and Yu (2021) innovatively applies project-based teaching method and PERMA model to cultivate students' learning ability and happiness ability; Sun (2020) constructs a framework of happiness for the elderly with the five elements of PERMA to achieve the goal of a happy pension, and the practical application value of PERMA model becomes increasingly prominent.

As an important theoretical model of happiness in positive psychology, PERMA model has made great contributions to the research of positive psychology, happiness science and other related fields, and has provided a theoretical basis for the maintenance of mental health and the improvement of happiness. The five elements of PERMA have attracted the attention of education scholars, and the creative combination of PERMA model has been incorporated into the exploration of mental health classes, the intervention of students' mental health and the level of happiness and other aspects of research. As we can see, the study of PERMA model on the mental health curriculum has gradually appeared in the field of education practice. The group mostly takes middle school students as the research object, and mostly uses classroom teaching to explore the study of PERMA model on students' happiness thoughts, happiness education and mental health education. Based on PERMA model, Ning (2021) conducted a practical exploration of mental health classes and proposed happiness strategies to improve students' happiness level. Cheng (2019) explored the way of happiness education for College students from the perspective of PERMA happiness model. Wang (2017) incorporated the PERMA model into classroom teaching in the way of classroom division, proposed the application of PERMA model in classroom division teaching and proposed strategies for students' happiness.

The study of PERMA model and happiness is still an emerging field in China, which is mostly found in the field of clinical medicine and educational practice. As a happiness model, PERMA model puts forward five ways to obtain happiness. Explore how to use this theory to develop a new curriculum to improve students' positive psychological qualities such as hope, and ultimately improve students' comprehensive level of mental health, showing a certain feasibility.

3.1 Enlightenment from existing studies

Comprehensive research at home and abroad, positive psychological intervention, the PERMA model and happiness have always been

The research focuses of positive psychology, but there are also shortcomings:

From the perspective of the research content, PERMA model, as a happiness model, puts forward the five elements that should be satisfied to achieve a happy life, and provides a theoretical basis for the intervention in the improvement of happiness. The application of PERMA model appears more in clinical medical treatment, mainly in mental and physical disease groups, and gradually in the relief of depression, anxiety, and other subclinical treatments as well as possible problems, such as interpersonal communication, stress relief and other normal groups. The field of research looking at how the PERMA model enhances positive psychological qualities, such as hope, in the general population is still nascent.

From the perspective of research objects, there are relatively few studies on College students, and the discovery of mental health is the first among College students. Most of them focus on the treatment of psychological problems, while ignoring the positive power of individuals themselves. College students are at a critical stage of life development. They have a vague understanding of the concept of happiness, and their understanding of the correct view of happiness is not correct and objective. Their positive psychological qualities are worth cultivating and improving. Therefore, the research in this area needs to be strengthened and perfected.

The Definition of Curriculum and Theoretical Development in Curriculum Design

1. Curriculum Definition

Chinese scholar Liao (1991) defined in his book curriculum: The broad sense of curriculum is the overall content and process of education selected by schools to reflect their training objectives, including the subjects taught in schools and educational activities with purpose and plan; In a narrow sense, curriculum refers to a specific subject. The essence of curriculum is composed of clear education objectives, basic cultural achievements, and learning activities. It is a medium used to

guide school education plans and lead students to perceive the world, understand and improve their abilities. Huang (2014) believed that "curriculum" is to follow a certain educational purpose, and under the planned and organized guidance of teachers, the educators interact with the educational media to obtain all the educational contents conducive to physical and psychological development. Wu (1986) referred to the purposeful and planned teaching process of specific subjects in his book Pedagogy. This process has quantitative and qualitative requirements, but also generally refers to all levels of all types of schools grade students should learn the subject summary and progress and arrangement.

2. Curriculum Development

The Education Dictionary explains that the curriculum model is a continuous improvement of curriculum that aims to adapt the role of curriculum to the needs of society, science, culture, and interpersonal communication. Guo (2014) described that the development of curriculum is to combine the needs of social development and students' growth, form the objectives of curriculum, and then closely around the objectives of curriculum, design and select the teaching content of some or one subject, and formulate the implementation plan of teaching activities. Through the organization, evaluation and improvement of teaching activities, the whole process of realizing the curriculum goal. That is, curriculum development is a series of working processes in which the objectives of curriculum are determined using demand analysis, and the teaching content of a certain subject and teaching activities are arranged, planned, organized, implemented, evaluated, and improved according to the objectives. It includes four aspects: the formulation of curriculum objectives, the arrangement of curriculum content, the implementation of curriculum and the evaluation of curriculum.

The development of curriculum is an important concept in the field of curriculum. It is the process of organizing a series of curriculum elements (Zhong, 2006). Nowadays, education is undergoing constant changes, a new round of curriculum reform and core qualities are proposed to cultivate "well-rounded people", students have new needs in the new era, and other factors in society are also constantly changing, which will have a great impact on the school curriculum. Therefore, we need to develop the curriculum.

The development of curriculum is derived from the word "curriculum preparation", which means the preparation, implementation, inspection, improvement and then preparation, implementation, and inspection of the curriculum. The whole process of this series is similar to the concept of curriculum reform and transformation. In the Education Dictionary edited by Gu (1998), curriculum development is defined as "the continuous improvement of curriculum aimed at adapting its functions to cultural, social, scientific and interpersonal needs". Zhong and Zhang (2007) believe that curriculum development is the process of developing a curriculum through carefully planned activities and providing it to people in educational institutions as an educational program. It includes the determination of curriculum objectives, the selection and organization of curriculum content, the implementation and evaluation of curriculum and other stages. Wang (2003) believes that the development of curriculum includes not only the objective, content, activities, methods, resources and media, environment, evaluation, time, personnel, power, procedures, and participation in various curriculum factors, but also the interaction between various factors. In particular, it includes the interaction and negotiation of curriculum decision-making. Therefore, the focus of curriculum development is to emphasize process and dynamics. Generally speaking, curriculum development focuses on the aspects, institutions, personnel, political interests and educational value of curriculum development.

3. Curriculum development theory

3.1 Target Mode

Taylor's basic views on curriculum and teaching are regarded as the basic principles and classic mode of curriculum development. By answering the question "What educational goals should be achieved?" "How do you choose learning experiences that help you achieve these goals?" "What is an effective teaching organization learning experience?" How to evaluate the effectiveness of the learning experience? According to the research of Mr. Shi (1996), the four basic problems of Taylor's principle are the four basic steps of curriculum development, namely, determining objectives, selecting experience (curriculum content), organizing experience (curriculum implementation), and evaluation results. The design process of curriculum is linear, emphasizing the causality of the design process (see Figure 2.1). The target mode provides a systematic process paradigm and a clear framework

for the development and practice of curriculum, which not only improves the efficiency of curriculum development, but also standardizes and constrains the curriculum to some extent.

After Taylor, many scholars on the curriculum developed it on the basis of accepting Taylor's model, but generally did not deviate from the concept of this target model.



Figure 2.2 Taylor's target preparation mode

3.2 Procedure Mode

"An Introduction to Curriculum Research and Development" by Lawrence Stenhouse (1975), In the book Curriculum Research and Development, the author analyzes and criticizes the target model and puts forward the curriculum development theory of the process model. Stenhouse (1975) argues that it is not so much a 'model' detailing the steps of preparation as an idea of preparation, an idea of preparation, in which exactly how the process unfolds is to be studied and explored in practice. The process mode emphasizes that the development of curriculum focuses on the process rather than the purpose, explains the contents and various principles in the process in detail, and constantly improves and modifies in educational activities and experiences. It also emphasizes the interaction between teachers and students, attaches importance to students' activities, and also attaches importance to teachers' autonomy, which extends to today's curriculum thought of "teachers are researchers".

The process model is established on the basis of criticizing the target model, trying to solve the problem that the target model cannot solve. It focuses on the continuous adjustment in the educational process to enable students to maximize their learning and development. However, although it puts forward the attractive idea of curriculum, it does not explain the specific standards and operation steps. Moreover, this model assumes that teachers can timely adjust all elements in the

teaching process, which puts forward high requirements for teachers and makes it difficult for people to grasp. Not all teachers can do that.

3.3 Practice Mode

American scholar Schwab (1969) proposed the practice mode of curriculum development. He believed that Taylor's principle was a theoretical guidance, and its role was prominently reflected in explaining the connotation of curriculum. To transform curriculum from theory to practice, The model should be practical. Schwab discussed The mode of the curriculum through four articles, namely, *The Practical: A Language for Curriculum*(1969), *The Practical: Arts of Eclectic* (1971), *The Practical 3: Translation into curriculum*(1973), and *The Practical 4: Something for curriculum professors to do*(1983).These articles systematically expounded his point of view: that is, the curriculum is composed of four elements: teachers, students, content, and environment, while the basic connotation of the practical curriculum is the interaction and organic combination of these four elements.

3.4 Situational Mode

As one of the three most influential curriculum development modes in contemporary times, context mode is regarded as a comprehensive curriculum development mode that includes both target mode and process mode. It is a flexible and adaptable curriculum development mode. Denis Lawton and M. Killbeck, the famous British curriculum theorists, are the main representatives of the situational model of curriculum development. Lawton (1981) pays special attention to social culture, emphasizes the balance between disciplines, and proposes that the school curriculum must have a broad theoretical basis so that it can strike a balance between children, society, and knowledge. Therefore, he proposed a curriculum development procedure or step based on cultural analysis, which includes five stages: philosophical analysis, sociological analysis, cultural selection, application of psychological theories, and formation of a curriculum plan. On this basis, Killbeck (1976) also absorbed the advantages of the target model, process model, and practice model, and constructed a school-oriented curriculum development model, emphasizing that curriculum development should be rooted in the actual development of schools, considering the learning needs of students and the needs of teachers' professional development. The paper puts forward a typical operable

procedure of the situational model, that is, the development and design of the situational model consists of five parts, which are analysis of the situation, expression of objectives, formulation of the curriculum plan, clarification and implementation, inspection, evaluation, feedback, and improvement. This model takes the course development process as a whole and uses the system point of view to develop and design.

1) Analyze the situation

Various internal and external factors that constitute the context are analyzed to form the curriculum objectives. External factors refer to the main social conditions around the school, including social and cultural changes, parents and society's expectations, changes in educational policies, employer requirements and community values, changes in the examination system, subject content, and teaching method innovation, teacher support system, and social resources; Internal factors include students' physical and mental development, interests, abilities, needs, etc., teachers' knowledge, abilities, attitudes, values, experience, etc., curriculum status and advantages and disadvantages, school climate and power structure factors, and school resources and equipment.

2) Objective statement

That is, the expression of the goals of various activities of teachers and students, but not necessarily according to the expression of behavior. Goals arise from the analysis of a situation and embody decisions to change that situation in some way.

3) Formulate the curriculum

It is to solve the problem of "what to teach" and "how to arrange", including the selection of teaching materials, the design of teaching activities, the arrangement of teachers, and the selection of appropriate supplementary materials and teaching means.

4) Clarify and implement

This is a link between theory and practice, so that the practical problems can be revealed and solved one by one when the new program is promoted.

5) Review, feedback, evaluation, and improvement

These include (1) regular assessment of the progress of classroom activities, (2) evaluation of the results produced, including the attitudes of students and the overall impact of such attitudes on the school organization, and (3) detailed recording of the performance of all participants.

The above several stages should be related to each other, but do not have a certain logical order, that is, from the goal - evaluation, on the contrary, practical workers can start from any stage according to practical needs, or several stages at the same time. Skilbeck (1976) stresses that the model does not pre-empt a "means to end" analysis, but rather forces curriculum developers to pay attention to the various elements and aspects of the curriculum process, while treating the process as an organic whole.

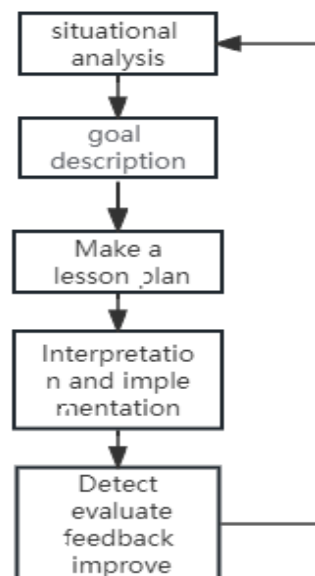


Figure 2.3 Skilbeck's Situational Mode

For a long time, the "four stages" of the curriculum development goal model has been the dominant paradigm in curriculum development and preparation and has the most extensive influence. However, with great attention being paid to the practicability of curriculum, more and more educational researchers and practitioners have found that the goal model is conducive to standardizing teachers' teaching

behavior but not conducive to exerting the subjectivity of teachers and students. As the main emphasis is placed on the method of curriculum development rather than the content of the curriculum itself, it is easy to put more emphasis on theory and textbooks while ignoring the specific needs of the actual curriculum. Resulting in a lack of "flexibility" in the curriculum. From the above four curriculum development modes, each has its own points of emphasis and advantages and disadvantages. According to the actual situation analysis, this study will mainly refer to Taylor's theory and incorporate personal practice to develop the curriculum.

Related Research

1. The PERMA model of happiness theory and the relationship between hope

1.1 Positive emotion (P)

Emotion has an important influence on hope, and positive emotion experience can promote the improvement of hope level. Optimism is highly correlated with the level of hope (Bruinink & Malle, 2005). Ouweneel et al. (2012) carried out a study lasting 4 weeks. among 59 employees of a Dutch university, It was found that the individual's daily emotional state had a very significant impact on the level of hope, and the subjects with continuous positive emotional state had a higher level of hope. Li(2013) conducted a one-year follow-up study on 408 college students, and found that positive emotion has a significant positive prediction effect on the development track of the sense of hope, negative emotion has a significant negative prediction effect on the development track of the sense of hope, and positive emotion has a stronger prediction power on the sense of hope.

1.2 Engagement (E):

Positive psychologist Lopez et al. (2000) has conducted extensive research on hope and its role in various areas of life. His work highlights the importance of engagement, optimism, and goal setting in fostering hope. Dweck (2019) research on mindset theory and motivation has implications for understanding the role of engagement in raising hope.

1.3 Relationship (R):

Snyder et al. (1997) believes that social support plays an important role in enhancing the sense of hope, because he found in his research that individuals

who share a common goal and support each other in a group can raise their hope to a higher level. In a study of children aged 5-18, Horton et al. found that the correlation between sense of hope and subjective social support was 0.28, and that between sense of hope and objective support was 0.35 (Horton & Wilander, 2001). Chinese scholars Li and Yin (2015) survey of 330 college students using cross-sectional, examine the influence of the dimensions of social support on college students' sense of hope, social support and self-efficacy and self-esteem in the hope the relation more intermediary effect, proves the subjective support of social support dimension on college students' level of hope has a significant positive prediction function. Zheng (2009) study of Chinese college students found that social support significantly predicted the level of hope. Yan and Zheng (2006) found that social support had significant regression effects on self-esteem and subjective well-being. Peng (2014) studied the specific mechanism of social support affecting the sense of hope, conducted a correlation analysis of college students' sense of hope, self-esteem and social support, and came to the conclusion that social support directly affects the sense of hope, and indirectly affects the sense of hope through the intermediary variable of self-esteem. According to the research conclusion of Hals. Shorey in "Sense of hope as the intermediary between family parenting style and adult attachment and mental health", family parenting style is an important factor affecting individual sense of hope. Therefore, whether the family interpersonal relationship of college students is harmonious, family rearing style and other factors also affect their hope level.

1.4 Meaning (M):

The level of hope plays a positive role in promoting the meaning of life. It is hoped that individuals with higher level will maintain a positive attitude and view of life, which can help individuals better understand and perceive the meaning of their own existence and the value of life, so as to improve the meaning of individual life (Chen & Feng, 2021).

According to the hypothesis of the meaning maintenance model, self-esteem is an indicator of an individual's sense of life meaning, and individuals acquire a sense of self-esteem in order to maintain their sense of life meaning (Heine et al., 2006). Self-esteem is the initiator of hope (Seligman, 2000). Individuals with high self-esteem have positive personality traits (Baumeister et al., 2003), strong confidence in

the realization of goals, can obtain more social support in interpersonal interaction (Huang et al., 2022), and can flexibly deal with changes in themselves and the surrounding environment. Even in the face of setbacks and difficulties, they can actively seek solutions to problems with a positive and optimistic attitude, thus improving the level of hope of individuals, and hope is an important part of the sense of meaning of life (Feldman & Snyder, 2005). With the improvement of the level of hope, individuals can better cope with life, and their sense of life meaning will be correspondingly improved.

Individuals with high self-esteem who have an attitude of self-identification and acceptance have more positive emotions. Stronger psychological resilience (Liu & Liang, 2019). Generally believing that the results of things are mainly caused by their own factors, they have a stronger sense of control over the results (Liu, 2018) and actively strive to change the status quo. Even if they encounter setbacks, they will adopt positive coping methods to solve problems and further affirm their self-worth through the sense of control over events. It improves the self-efficacy of individuals and forms a positive attitude towards the meaning of life, so individuals have a higher sense of meaning of life. Chen(2022) encourages freshmen to set clear goals and make efforts to achieve them through various ways, so as to enhance their self-confidence in achieving goals and improve their level of hope, thus promoting the enhancement of freshmen's sense of life meaning.

Therefore, if the PERMA model of happiness theory is combined to develop courses to improve students' hope quality, it can promote students' further understanding and comprehension of meaning, and improve students' mental health level.

1.5 Achievement (A):

Bandura (1977), the founder of social learning theory, proposed self-efficacy theory from the perspective of social learning to explain the causes of motivation in special situations. Self-efficacy is an individual's subjective assessment of his or her ability to perform certain tasks. The result of the evaluation will directly affect a person's motivation. According to Bandura, individuals' self-efficacy beliefs affect their social functioning, quality of life, and well-being through cognitive, motivational, emotional, and decision-making processes. Individuals with high self-efficacy regard threatening situations as challenges, set high goals and maintain

strong commitment to them, have hope and keep working hard when they encounter failures or setbacks, and are less likely to be depressed. A number of empirical studies have shown a significant positive correlation between hope and self-efficacy (Griggs, 2017; Feldman, et al., 2016; O'Sullivan, 2011). Adelabu (2008) demonstrated that hope is positively correlated with academic achievement. Chinese scholar Zhang et al.(2023) conducted a 4-week experiment on 155 students in a university in Beijing and verified that increasing the level of hope can improve the situation of lack of motivation and hopelessness, and ultimately improve the symptoms of depression, in which self-efficacy plays an intermediary role.

2. Research on The teaching practice of raising hope related to The PERMA model of happiness theory

Based on the hope theory, psychologist Snyder proposes a series of educational strategies on how to improve the level of hope in goals, pathways thinking and agency thinking. In terms of goals, he proposed to establish actionable and flexible goals, and the "journey of hope" from step-by-step goals to final goals would be more successful and satisfying because people would feel progress (Snyder, 2005). This is the experience of Positive achievement in practice. When it comes to pathways thinking, he believes they need to be aligned with values. In terms of agency thinking, he believes that "higher hope is associated with better interpersonal adaptability and less loneliness" and emphasizes listening and caring. Therefore, he proposes that improving interpersonal skills to obtain good interpersonal relationships will help improve hope.

Snyder has conducted project research on hope for 15 years, and put forward specific teaching and implementation methods on how to enhance hope through courses, which The author believes are in line with The PERMA model. According to The PERMA model, relationship is considered to be an important element in achieving a thriving life, and all positive relationships are accompanied by positive emotions, meaning, or achievement. In a survey study (Snyder, 1994) it was found that people with high hopes received a lot of time from adult caregivers during their childhood. In another survey undergraduates rated the most important activity of college professors as spending time interacting with them. Good teachers for college students care about what happens to them (Ritschel, 2005). Thus Lesson 1 is that hopeful teaching is built upon spending time with and caring about our students

(Snyder, 2005). Lesson 2, 3, and 4 teach about setting goals, ways to achieve goals, and motivation to motivate goals, and use relationships to organize the teaching process, such as the interaction between teachers and students, cooperative learning among students, etc., to help them gain recognition of meaning and praise achievements. Lesson 5 is designed to teach hope, and self-esteem will follow. Supporters of self-esteem define it as "the level of perceived value of students", and Snyder's research found that when students realize that they have successfully learned how to pursue their desired learning goals, they will feel good about themselves (i.e., increased self-esteem) (Snyder, 2002).

Table 2.1 Concluding idea about Happiness theory, hope, curriculum development and learning process

Happiness theory	Hope	Curriculum Development	Learning Process in Curriculum
The latest research theory of happiness is called Happiness Theory 2.0, which Seligman developed on the basis of the original happiness theory 1.0. This theory states that happiness consists of many measurable elements, each of which is real and cultivable. Each element contributes to and contributes to happiness, but no one element alone defines happiness. These five elements are positive emotions,	According to Snyder's hope theory, hope consists of three components :goal, pathways thinking, and agency thinking. pathways thinking refers to specific methods and plans to achieve goals, which is the cognitive component of hope. The brain has a natural tendency to understand and anticipate certain possible outcomes, and pathways thinking is to develop the	The process of establishing course objectives through needs analysis under the guidance of a specific curriculum philosophy. It involves selecting teaching content, organizing the curriculum, implementing teaching, and evaluating the curriculum to ultimately achieve the course objectives. The key components include the formulation of course objectives, selection and organization of course content,	1.Positive emotion: Stimulate students' positive emotions, and promote the improvement of hope. 1)Teachers can mobilize students' positive emotions through activities 2)Students share their positive emotional experiences, gains and achievements. 2.Engagement: Improve the flow experience 1)Teachers design tasks according to the characteristics of students and guide students to interact. 2)Students should participate in the

Table 2.1 (Continued)

Happiness theory	Hope	Curriculum Development	Learning Process in Curriculum
<p>engagement, relationships, meaning, and Accomplishment. The first letters of these five factors make up the PERMA model, and it can be said that Happiness Theory 2.0 is also known as the PERMA model.</p>	<p>predictive ability system in the brain (Zhang, & Zheng,2002). agency thinking refers to the motivation to implement the route, which is the motivation component of hope that an individual realizes that he has the ability to achieve the goal according to the existing path. Similar to willpower.</p>	<p>course implementation and evaluation.Including:1) Principle 2)Goal 3)Contents and time 4)Learning process 5)Learning resource 6) Evaluation</p>	<p>activities, talk about and explore freely, and experience the flow</p> <p>3.Relationship: Attach great importance to the establishment and maintenance of relationships.</p> <p>1)Teachers should pay attention to guiding and promoting students to establish positive relationships.</p> <p>2)Students at all levels will be divided into 8 study groups to establish a good relationship with each other and complete the tasks together in the study.</p> <p>4.Meaning: Organize students to share in the process of each group counseling</p> <p>1)Students explore the sense of meaning and value together, and influence each other.</p> <p>2)Students discuss these activities and give them meaning.</p> <p>5.Accomplishment: Encourage students to share their successful experiences and share</p>

Table 2.1 (Continued)

Happiness theory	Hope	Curriculum Development	Learning Process in Curriculum
			their feelings..Teacher encourage students to share their successful experiences and share their feelings

Chapter 3

Research Methodology

The methodology of this research was research and development (R&D). The research objectives were: 1) to study the factors of hope impression of freshmen in Guangxi International Business Vocational College. 2) to develop curriculum based on the happiness theory. and 3) to compare the hope of collage freshman before and after learning by curriculum. This research was multi-sequenced design and equivalent status design: qualitative research and quantitative research. The research design research processes and data analysis were presented as follows.

Step 1 To study the factors of hope impression of freshmen in Guangxi International Business Vocational College

The population / Sample Group

1. The Population

Experts in psychology or pedagogy and professional scholars with many years of experience in teaching mental health education.

2. The Sample Group

Expertise of positive pedagogy or psychology which consists of 10 Academic and professional scholars experts were drawn from purposive sampling. The selected experts have the following characteristics: professor title or years of experience in mental health teaching, mainly engaged in curriculum development or positive psychological quality research, with certain achievements.

Research Instruments

1. Instrument

1) Questionnaire about factors that affect the development of freshmen' hope, consisting of 24 questions.

2) Interview form on influencing factors of hope level of college students in Guangxi International Business Vocational College, comprising 19 questions.

3) Assessment form for validity of questionnaire about factors that affect the development of the freshmen' hope

4) Assessment form for validity of interview form about factors that affect the development of the freshmen' hope

2. The development process of research tools

Tool1: The development process of the questionnaire about the factors that affect the development of the freshmen' hope

1) The questionnaire's conceptual framework and development process was studied.

2) Drafted questionnaire : Rating Scale of Likert Scale 5 level with strongly agree, agree, unsure, disagree, strongly disagree, comprising 24 questions.

3) Verified questionnaire by advisers.

4) Modified the questionnaire according to advisers' suggestion.

5) Five experts verified the validity of the questionnaire. Three come from Thailand, and the other two come from China. The test consistency index of congruency is 1.00, which is from the second part in the Appendix C

6) Modified the questionnaire according to suggestion

Tool 2: The development process of Interview form about the factors that affect the development of the freshmen' hope

1) Studied the concept and development process of interview form of the current situation of adversity quotient development

2) Drafted interview form: comprising 19 questions.

3) Verified interview form by advisers.

4) Modified the interview form according to suggestion.

5) 5 experts verified the validity of the interview form. Three come from Thailand, and the other two come from China. The test consistency index of congruency is 1.00, which is from the second part in the Appendix C

6) Modified the interview form according to suggestion

Tool 3: The development process of assessment form for the validity of the questionnaire on the factors that affect the development of the freshmen' hope

1) Studied the concept and development process of the assessment form for the validity of the questionnaire.

2) Drafted assessment form for the validity of the questionnaire. The level of consideration is as follows:

The rating is +1. There is an opinion that “Corresponds to definition.”

The rating is 0. There is an opinion that “Not sure it corresponds to definition.”

The rating is -1. There is an opinion that “Inconsistent with definition.”

At the end of each section, there is a space for experts to write suggestions that can help improve.

3) Advisers verified the assessment form for the validity of the questionnaire.

4) Modified the assessment form for the validity of the questionnaire according to suggestion.

Tool 4: The development process of assessment form for the validity of the interview form on the factors that affect the development of the freshmen’ hope

1) Studied the concept and development process of assessment form for validity of interview form.

2) Drafted assessment form for the validity of interview. The level of consideration is as follows:

The rating is +1. There is an opinion that “Corresponds to definition.”

The rating is 0. There is an opinion that “Not sure it corresponds to definition.”

The rating is -1. There is an opinion that “Inconsistent with definition.”

At the end of each section, there is a space for experts to write suggestions that can help improve.

3) The assessment form was verified for the validity of the interview form by advisers.

4) Modified the assessment form for the validity of the interview form according to the suggestion.

Data Collection

1. Official documents of Bansomdejchaopraya University were distributed to 10 academic and professional scholar experts, containing information on research tools and data collection processes.

2. The researcher collected data from 10 academic and professional scholar experts about factors influencing freshmen's hope levels through a questionnaire and interview form focusing on college students' hope development factors.

3. Analysis data about factors that affect the development of the college students' hope.

Data Analysis

The data were analyzed as follows.

Quantitative data were analyzed through means and standard deviation and calculated the average of the suitability score from the opinion of experts to be compared with the criteria as follows:

- A mean score ranging from 4.51 to 5.00 is interpreted as “Strongly Agree.”
- A mean score ranging from 3.51 to 4.50 is interpreted as “Agree.”
- A mean score ranging from 2.51 to 3.50 is interpreted as “Unsure.”
- A mean score ranging from 1.51 to 2.50 is interpreted as “Disagree.”
- A mean score ranging from 1.00 to 1.50 is interpreted as “Strongly Disagree.”

Qualitative data were analyzed through content analysis method

Table 3.1 Research Process Step 1

Research objective	Research Process	Research Target group	Research instrument	Data collection	Data Analysis
To study the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.	(1) Develop research Tools 2) Check validity 3) Collect data 4) Analysis data	Expertise of positive pedagogy or psychology which consists of 10 Academic and professional scholars experts were drawn from	1) Questionnaire 2) Interview form 3) Assessment form for validity of questionnaire 4) Assessment form for	1) Coordinate with 10 experts in pedagogy or positive psychology and give information about research tools and	1. Quantitative data were analyzed through means, and standard deviation 2. Qualitative data were analyzed through content

Table 3.1 (Continued)

Research objective	Research Process	Research Target group	Research instrument	Data collection	Data Analysis
		purposive sampling.	validity of interview	data collection process. 2) Researcher collect data from 10 experts in pedagogy or positive psychology through questionnaire and interview.	analysis method

Step 2 The development of curriculum

The process of the curriculum development

The process of development of curriculum was presented as follows

1. Studied about the curriculum development process and delved into the details from the first step. Preliminary research suggests that hope is important for human development and adaptation and serves as an important indicator of mental health status. Two factors affect the hope of college students: personal factors and environmental factors. Personal factors are associated with goal thinking, pathways thinking, and agency thinking, while environmental factors include family, school, and society. Personal factors play a bigger role.

2. Design curriculum, It includes six elements: principles, goals, content and time allocation, learning processes, resources, and evaluation methods.

3. Advisers verified the details of the curriculum

4. Following the advisers' suggestions, adjustments were made to refine and enhance the curriculum 's details.

5. The five professional scholars verified the details of the curriculum. Three come from Thailand, and the other two come from China.

6. Incorporating feedback from the scholarly panel, additional revisions were implemented to further refine and optimize the details of the curriculum.

Research Tools

1. Assessment form for Validity of the curriculum

2. The development process of assessment form for Validity of the curriculum

1) Studied the concept and development process of assessment form for Validity of the curriculum

2) Drafted the assessment form for Validity of the curriculum. At the end of each section, there is a space for experts to write suggestions that can help improve.

3) Verified assessment form for validity of the curriculum by advisers.

4) Modified the assessment form for validity of the curriculum according to suggestion.

Data collection

1. Coordinate with 5 professional scholars dispense official document from Bansomdejchaopraya University to 5 professional scholars and give information about data collection process and research tools the curriculum and assessment form for validity of the curriculum (Index of Objective Consistency: IOC).

2. Collect data from 5 professional scholars and analysis data for consideration (Index of Objective Consistency: IOC)

Data Analysis

1. Statistics used to analyze tool quality use the index of consistency as a criterion for consideration (Index of Objective Consistency: IOC)

2. Concluding research process step 2 are shown as follow:

Table 3.2 Research Process Step 2

Research objective	Research Process	Research Target group	Research instrument	Data collection	Data Analysis
To develop of a curriculum	<p>1) Studied about curriculum development process and research result in step 1.</p> <p>2) Determined the curriculum components.</p> <p>3) Design curriculum content</p> <p>4) Academic consultants reviewed the course and made recommendations.</p> <p>5) Modified the details of the curriculum according to suggestion.</p> <p>6) Verified the details of the curriculum by the 5 professional scholars.</p> <p>7) Modify the details of the curriculum according to suggestions.</p>	5 professional scholars	Assessment form for Validity of curriculum	To collect data from 5 professional scholars and analysis data for consideration	Statistics used to analyze tool quality use the index of consistency (IOC) as a criterion for consideration

Step 3 The experimental and improvement of curriculum

This research is experimental research. One Group Pretest – Posttest Design was used with the following experimental design:

The Population / The Sample Group

1. The Population

942 freshmen from the department of Applied Foreign Languages, Guangxi International Business Vocational College.

2. The Sample Group

35 students in the Thai Language class of freshman, by clusters random sampling method selected from a mix of good, medium, and weak abilities., department of Applied Foreign Languages, Guangxi International Business Vocational and Technical College.

Research Tools development process

1. Research Tools

- 1) lesson plan, Consists of 4 units
- 2) The Hope Scale, comprising 12 questions
- 3) Observation form about Student behavior, comprising 20 questions
- 4) Interview form about opinions on teaching, comprising 8 questions
- 5) Assessment form for validity of Lesson Plan
- 6) Assessment form for the Hope Scale
- 7) Assessment form for Observation form about Student behavior
- 8) Assessment form for Validity of opinions on the teaching interview

form

2. The development process of the Research Tools

Tool 1: The development process of the lesson plan

- 1) Studied the concept and development process of the lesson plan.
- 2) Determined lesson plans elements: concept, content, objective, learning processes, learning resources, evaluation.
- 3) Studied the detail of the culiculum.
- 4) Drafting lesson plans based on the course syllabus: 4 units, 20 hours in total. The teaching schedule spans 4 weeks, with 5 hours of instruction each week. Details are as follows:

- Unit 1 "Self-cognition" covers self-awareness—including divided self-cognition, self-experience, and self-control—and self-understanding.

- Unit 2 "Self-planning" addresses the concept and setting of goals, as well as planning goals.

- Unit 3, "Beyond the Self" covers pathway thinking, formulating methods and strategies, and recognizes setbacks to enhance willpower.

- Unit 4, "Achieve the Self" focuses on enhancing pathway thinking and agency thinking, as well as building confidence in achieving goals.

5) Verified the details of the lesson plan by advisers

6) Modified the details of lesson plan according to suggestion

7) Verified the details of the lesson plan by 5 professional scholars consistent with the research objectives and concepts to the following criteria.

Rating is +1. There is an opinion that "Corresponds to definition."

Rating is 0. There is an opinion that "Not sure it corresponds to definition."

Rating is -1. There is an opinion that "Inconsistent with definition."

Find the IOC (Index Objective Congruence). The analysis result of the IOC (Index Objective Congruence) is 1.00, which is in Appendix c.

8) Modified lesson plan according to the recommendations.

Tool 2: The Hope Scale

1) The Snyder Hope Scale (Snyder, 1991), which is the most widely used scale in academia for measuring hope, was used in this study. The scale consists of 12 items, with four items (items 1, 4, 6, 8) measuring pathway thinking, four items (items 2, 9, 10, 12) measuring agency thinking, and the remaining four items (items 3, 5, 7, 11) serving as fillers to divert the subjects' attention and are not scored. The scoring items use a four-point scoring system, with a total score of 32 points. The higher the total score of the subjects, the higher their level of hope. It has been proved by American researchers that the internal consistency reliability (α coefficient) of total scale, Dynamic thinking Scale and Path Thinking Scale are 0.74~0.88, 0.70~0.84 and 0.63~0.86 respectively. The 3-week and 10-week retest reliability is .85 and .82, respectively (Chang & Banks, 2007). Using this scale in Chinese students, studies show that its internal consistency is higher than 0.70. Such as Chen et al. (2009) proved that the Cronbach's alpha of the total score of the scale and the

two factors were above 0.70, and the retest reliability coefficient was 0.86. Yang(2019) demonstrated that the internal consistency reliability of the scale was 0.74 ~ 0.84, and the retest reliability was 0.80.

2) The Index of Objective Congruence (IOC) was determined, achieving a perfect score of 1.00, with thorough documentation provided in Appendix D.

Tool 3: Observation form about student behavior

1) Investigated the concept and developmental stages of the Observation form focusing on student behavior.

2) Formulated the initial draft of the Observation form tailored to capturing student behavior, consisting of 20 items.

3) Verified the intricacies of the Observation form concerning student behavior with advisers.

4) Revised the specifics of the Observation form related to student behavior in response to feedback.

5) Validated the details of the Observation form regarding student behavior with input from five experts. achieving a perfect congruency index of 1.00 as indicated in Appendix D.

6) Incorporated specific recommendations to enhance the Observation form pertaining to student behavior.

Tool 4: Interview form about opinions on teaching

1) Explored the concept and evolution of the Interview form concerning student behavior, examining its developmental trajectory.

2) A preliminary interview questionnaire has been developed, comprising 8 questions. Its purpose is to gather students' insights and suggestions regarding the course.

3) Confirmed the accuracy and effectiveness of the Interview form about opinions on teaching through adviser verification.

4) Adjusted and refined the details of the Interview form based on constructive feedback.

5) Validated the thoroughness and consistency of the Interview form about opinions on teaching with input from five experts, achieving a perfect congruency index of 1.00 as indicated in Appendix D.

6) Incorporated specific recommendations to enhance the Interview form about opinions on teaching, ensuring its effectiveness in capturing relevant data.

Tool 5: The assessment form's development process for the lesson plan's validity according to the curriculum.

1) Studied the concept and development process of assessment form for validity of lesson plan according to the curriculum.

2) Drafted assessment form for validity of lesson plan according to the curriculum. The level of consideration is as follows:

The rating is +1. There is an opinion that “Corresponds to the lesson plan topics.”

The rating is 0. The opinion is that “Not sure it corresponds to the lesson plan topics.”

The rating is -1. There is an opinion that “Inconsistent with the lesson plan topics.”

At the end of each section, there is a space for experts to write suggestions that can help improve.

3) Advisers verified the assessment form for the validity of the lesson plan according to the curriculum.

4) Modified the assessment form for validity of lesson plan according to the curriculum. according to suggestion.

Tool 6: The development process of the assessment form for validity of the observation form about student behavior

1) Studied the concept and development process of the assessment form for validity of the observation form about student behavior.

2) Drafted assessment form for validity of observation form about student behavior. The level of consideration is as follows:

The rating is +1. There is an opinion that “Corresponds to opinion.”

The rating is 0. There is an opinion that “I'm not sure it corresponds to my opinion.”

The rating is -1. There is an opinion that is “Inconsistent with opinion.”

At the end of each section, there is a space for experts to write suggestions that can help improve.

3) advisers verified the assessment form's validity of the observation form about student behavior.

4) Modified the assessment form for validity of observation form about student behavior according to suggestion.

Tool 7: The development process of the assessment form for validity of the Interview form about student behavior

1) Studied the concept and development process of assessment form for validity of Interview form about student behavior

2) Drafted assessment form for validity of Interview form about student behavior. The level of consideration is as follows:

Rating is +1. There is an opinion that “Corresponds to opinion.”

The rating is 0. The opinion is “Not sure it corresponds to your opinion.”

The rating is -1. There is an opinion that is “Inconsistent with opinion.”

At the end of each section, there is a space for experts to write suggestions that can help improve.

3) Verify the assessment form to validate the interview form about student behavior by advisers.

4) Modified the assessment form for the validity of the Interview form about student behavior according to suggestion.

Tool 8: Assessment form for Validity of opinions on the teaching interview form

1) Studied the concept and development process of the assessment form for validity of the Teaching Interview Opinion Validity Assessment Form.

2) Drafted the Teaching Interview Opinion Validity Assessment Form. The levels of consideration are as follows:

- Rating of +1: Indicates agreement with the opinion.

- Rating of 0: Indicates uncertainty regarding agreement with the opinion.

- Rating of -1: Indicates disagreement with the opinion.

At the end of each section, there is a space for experts to write suggestions that can help improve.

3) Verified the Teaching Interview Opinion Validity Assessment Form to validate the interview form about student behavior by advisers.

4) Modified the Teaching Interview Opinion Validity Assessment Form according to suggestions.

Experimental and improvement process

1. Students from the Thai language class at department of Applied Foreign Languages, Guangxi International Business Vocational College. were tested before attend curriculum through Hope Scale

2. Students from the Thai language class at department of Applied Foreign Languages, Guangxi International Business Vocational College were experimented by using curriculum for 20 class hours: 4 weeks, with 5 hours (300 minutes) of lessons per week.

3. Researcher observe and interview students from the Thai language class at department of Applied Foreign Languages, Guangxi International Business Vocational College about the activities and gained after learnt from lesson plan according to the curriculum .

4. Students from the Thai language class at department of Applied Foreign Languages, Guangxi International Business Vocational College were tested after the curriculum through Hope Scale.

5. Analyzed data and improved curriculum according to suggest.

Data Analysis

The data were analyzed as follows.

1. Statistics used to analyze tool quality Use the index of consistency as a criterion for consideration (Index of Objective Consistency: IOC)

2. Quantitative data were analyzed through descriptive statistics; frequency, percentage, means, and standard deviation and Then calculate the average of the suitability score from the opinion of experts to be compared with the criteria as follows:

Mean Score 4.51 - 5.00 is "the most appropriate".

Mean Score 3.51 - 4.50 is "very appropriate".

Mean score 2.51 - 3.50 is "moderately appropriate".

Mean Score 1.51 - 2.50 is "less appropriate".

Mean Score 1.00 - 1.50 is "least appropriate".

3. Quantitative data were analyzed through inferential statistics; Then calculate the different score of hope test before and after attend curriculum were analyzed through t- test for dependent.

4. Qualitative data were analyzed by analyzing the content obtained from observations and experimental interviews.

Table 3.3 Research Process Step 3

Research objective	Research Process	Research Target group	Research instrument	Data collection	Data Analysis
To compare the hope of collage freshman before and after learning by curriculum	1.The sample group underwent testing. 2.The sample group participated in experiments. 3.Researchers observed and interviewed the sample group. 4.The sample group underwent testing again. 5.Data analysis was conducted.	By simple random sampling method, 35 students in the Thai Language class of freshman, departme nt of Applied Foreign Languages	1.lesson plan 2.The Hope Scale 3. Observation form about Student behavior 4.Interview form about opinions on teaching 5.Assessment form for validity of Lesson Plan 6.Assessment form for the Hope Scale 7.Assessment form for Observation form about Student behavior 8.Assessment form for Validity of opinions on the teaching interview form	1.Pre-test :Measure students' hope 2.Experiment : The sample group underwent an experiment using the curriculum. 3.Researcher s observed and conducted interviews. 4. Post-test : Measure students' hope	1.Analysis of quantitative data: 1)Statistical methods were employed to assess tool quality. 2)Descriptive statistics were utilized to analyze quantitative data. 3)Inferential statistics were applied to analyze quantitative data. 2.Qualitative data underwent content analysis for analysis.

Chapter 4

Results of Analysis

The methodology of this research was research and development (R&D). The research objectives were: 1) To study the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College. 2) To Develop curriculum based on the happiness theory. 3) To compare the hope of collage freshman before and after learning by curriculum.

Therefore, this chapter is divided into three parts, successively exploring these three research objectives in detail.

Result of Part 1: The study on the factors influencing the hope of collage freshman (OB1);

Result of Part 2: The development an curriculum based on happiness theory (OB2);

Result of Part 3: The experimental and improvement of curriculum (OB3).

Symbol and abbreviations

\bar{X}	means average value
SD.	means standard deviation.
n	means number of students
f	means frequency
df	means degree of freedom
t	means statistical data for t-test value
p	means for p-value for dependent sample
**	means statistical significance at level .01

Results of Data Analysis

Result of Part 1: The study on the factors influencing the hope of college freshman (OB1)

1. Present study participants data

10 expert scholars with more than 5 years of front-line teaching experience and awarded advanced professional titles in psychology or education participated in the questionnaire survey.

Table 4.1 Frequency and percentage of respondents' common data

Respondents' common data	Frequency	Percent
1. Gender		
Male	4	40.00
Female	6	60.00
Total	10	100.00
2. Age		
35-40 years old	1	10.00
41-45 years old	7	70.00
46-50 years old	2	20.00
Total	10	100.00
3. Highest education		
Master's degree	4	40.00
Doctoral degree	6	60.00
Total	10	100.00
4. Experience in working		
5-10 years	1	10.00
More than 10 years	9	90.00
Total	10	100.00

From Table 4.1, in terms of gender, 6 respondents were female, accounting for the highest proportion of 60%. In terms of age, respondents aged 41 to 45 accounted for the highest proportion, seven people, accounting for 70%. In terms of the highest degree, Doctoral degree is the largest, accounting for 60%; In terms of work experience in education and psychology, 90% of the respondents have more than 10 years of work experience.

Conduct a questionnaire survey on the factors that affect students' hope

In order to assess the factors influencing the hope of freshman at Guangxi International Business Vocational College, we analyze the collected survey results on the factors affecting college students' hope level.

Table 4.2 Summary table of information factors

Factors	Questions	\bar{X}	SD.
Family	1.1 College students with good family atmosphere, such as positive family members, tend to have a high sense of hope.	4.90	0.32
	1.2 College students with better family economic status tend to have a higher sense of hope.	4.10	0.88
	1.3 If college students communicate well with their parents and feel supported, they tend to have higher levels of hope.	4.90	0.32
	1.4 College students who receive more time from their parents at an early age tend to have a higher sense of hope.	4.40	0.70
	Total		4.57
Environment	2.1 If the school has sufficient educational resources to provide students with more opportunities to learn and develop, the level of hope of college students can be improved, such as opening curriculum related to hope.	4.90	0.32
	2.2 The good social environment and positive campus culture of the school can promote the improvement of college students' hope level.	4.80	0.42
	2.3 Establishing positive relationships in the curriculum and guiding college students to cooperate on challenging tasks can help improve their level of hope.	4.80	0.42
	2.4 Having interesting, accepting and identifying interactions and sharing successful experiences can improve the hope level of college students.	4.80	0.42
	Total		4.82

Table 4.2 (Continued)

Factors		Questions	\bar{X}	SD.
Environment	Society	3.1 The hope level of college students from economically prosperous areas is higher than that of those from economically backward areas.	3.80	0.79
		3.2 Creating an atmosphere of recognition, tolerance and friendliness in the society is conducive to improving the hope level of college students.	4.90	0.32
		3.3 Social culture has an impact on college students' outlook on life and goal setting, so it also affects the hope level of college students.	4.70	0.48
		3.4 Social attention to mental health and high expectation of students' hope level are beneficial to improving the hope level of college students.	4.70	0.68
		Total	4.52	0.57
Total			4.64	0.51
Personal factors	Personal goal	4.1 College students who often experience positive emotions related to their goals tend to have higher levels of hope.	4.80	0.42
		4.2 Positive relationships can provide support and encourage college students to set their goals.	4.70	0.68
		4.3 When college students understand their personal values and the meaning of their life, they will know better about how to design their goals.	4.80	0.63
		4.4 If college students recognize and are proud of their past achievements, then they are more willing to plan their future goals.	5.00	0.00
		Total	4.82	0.43

Table 4.2 (Continued)

Factors	Questions	\bar{X}	SD.
Pathways thinking	5.1 College students who are highly focused on working to achieve their goals often find effective strategies to achieve them.	5.00	0.00
	5.2 College students with positive relationships tend to find more ways to achieve their goals.	5.00	0.00
	5.3 When college students identify with the sense of meaning of a goal, they will explore multiple ways to achieve the goal.	4.80	0.42
	5.4 College students with a high sense of achievement have more optimistic expectations about overcoming difficulties to find strategies to achieve their goals.	4.80	0.42
	Total	4.90	0.21
Personal factors	6.1 College students who often experience positive emotions are optimistic that they can overcome difficulties and achieve their goals.	5.00	0.00
	6.2 Having good relationships, such as being understood and supported, and getting help from others, enables college students to have stronger perseverance and believe that they can overcome difficulties when they achieve their goals.	4.80	0.42
	6.3 When college students recognize the meaning of their goals, their motivation to achieve them increases.	5.00	0.00
	6.4 When college students agree that they have achieved something in the past, they will have more determination and confidence to achieve their goals.	4.90	0.32
	Total	4.92	0.18
Total		4.88	0.26

From Table 4.2, It can be seen that 10 experts generally agree that both environment and personal factors have a greater impact on the hope level of college students ($\bar{X}=4.88$). In the realm of personal factors, the most influential factor on the hope of college freshman is agency thinking. ($\bar{X}=4.92$, $SD.=0.18$), followed by Pathways thinking ($\bar{X}=4.9$, $SD.=0.21$), At the bottom of the list are Personal goal ($\bar{X}=4.82$, $SD.=0.43$). Among the environmental factors, the most influential is the School factor. ($\bar{X}=4.82$, $SD.=0.36$), followed by the family factor ($\bar{X}=4.57$, $SD.=0.55$), and the last factor is the social factor ($\bar{X}=4.52$, $SD.=0.57$).

Considering the three dimensions of Personal Goal, pathway thinking and agency thinking in Personal factors, the average value of five influencing factors is 5.00 ($\bar{X}=5.00$, $SD.=0.00$), which are as follows: The factor respondents cited as having the greatest impact on goals was NO.4.4 being proud of past achievements ($\bar{X}=5.00$, $SD.=0.00$), The most influential factors for pathway thinking were NO.5.1 high level of personal attention ($\bar{X}=5.00$, $SD.=0.00$) and NO.5.2 positive interpersonal relationship ($\bar{X}=5.00$, $SD.=0.00$). The most influential factors were NO.6.1 frequently experiencing positive emotions of optimism ($\bar{X}=5.00$, $SD.=0.00$) and NO.6.3 recognizing the meaning of goals ($\bar{X}=5.00$, $SD.=0.00$). Among the environmental factors, NO.2.1 and NO.3.2 show a high impact ($\bar{X}=4.90$). NO3.1 has the smallest impact factor ($\bar{X}=3.80$). By analyzing the influencing factors of the three dimensions of Family, School and Society, it can be seen that the biggest factor that affects the hope of college students is NO.1.3 ($\bar{X}=4.70$, $SD.=0.48$), that is, whether college students can communicate well with their parents and feel supported. NO.2.1 ($\bar{X}=4.90$, $SD.=0.32$) is the biggest factor of the School's hope for students, that is, whether the school has sufficient educational resources to provide students with learning and development opportunities, such as the curriculum based on hope. Among the social factors, NO.3.2 ($\bar{X}=4.90$, $SD.=0.32$) showed the greatest impact, that is, the social atmosphere of recognition, tolerance and friendliness had the greatest impact on the improvement of college students' hopes.

3. Results of interviews on factors affecting freshmen's hope

In order to evaluate the factors affecting hope level of freshmen in Guangxi International Business Vocational College, we need to analyze the interview results of the factors affecting hope level of freshmen in Guangxi International Business Vocational College.

10 experts and scholars with more than 5 years of teaching experience who have been awarded senior titles in psychology or pedagogy participated in the interview.

Here are the responses. Numbers and percentages in brackets indicate the number of respondents who commented.

Interview of the Part 1. About hope

All (100%, 10/10) believe that family influences college students' hopes, including family relationship and atmosphere, family support, family style, and factors related to parents, such as parents' expectations, parents' companionship, parents' level of education, parents' parenting style, parents' job.

All (100%, 10/10) of the respondents believe that the school affects the hope of college students, and the influencing factors mainly lie in whether the education in this field is carried out, the contents of teachers' classes and the quality of school education, as well as school resources, campus culture and atmosphere, school spirit and study style.

All (100%, 10/10) believe that society influences college students' hopes, including: the employment environment and income of the society, whether it provides resources, opportunities, social inclusion, social security, economic development, mainstream social values, how to define success, social evaluation, interpersonal trust, etc.

When asked about other factors that may affect the hope of college students:

All (100%, 10/10) people added factors of college students themselves: including interpersonal relationships, sense of self-worth, psychological traits, especially some positive traits, positive emotions, academic performance, personal personality factors, personal cognitive level, etc. Therein 10% (1/10) added the factor of The Times, that is, the development of The Times, the current situation, and the need will have an impact on the hopes of college students.

Interview of the Part 2: About goals setting

All (100%, 10/10) believe that regularly having positive emotional experiences influences goal setting. The effects of positive emotions include: 60% (6/10) of people suggest that it will improve self-efficacy and accomplishment, bring positive motivation, motivation to set higher goals and believe that they can achieve, 30%

(3/10) believe that it will promote self-confidence, and agree that the set goals are suitable for them. One in 10% (1/10) said it would help to adjust their mindset to cope with difficulties and adjustments, so they could set higher goals within the right range.

All (100%, 10/10) believe that students' interests influence their goal setting. 70% (7/10) said that interests have a navigational effect on goals, 20% (2/10) said that interests increase concentration and positive emotional experience, and 10% (1/10) said that uninteresting things reduce goals.

All (100%, 10/10) believe that students' relationships influence their goal setting. 80% (8/10) gave specific reasons, including: Interpersonal support makes students more willing to set challenging and difficult goals, and positive emotional experience makes students more confident in setting goals. College students may be influenced by the ideas and behaviors of their friends to agree with the goals pursued by their friends, and college students' interpersonal circle will affect their values and hobbies and influence their goal setting. 20% (2/10) agreed, but did not specify why.

All (100%, 10/10) believe that students' values and meaning in life influence goal setting. 70% (7/10) gave specific reasons, including: values and life meaning are closely related to intrinsic motivation, have a navigational effect, and when the goal is matched with it will stimulate a strong motivation, will encourage students to set more valuable and meaningful goal content, and can correct when the goal is wrong. 30% (3/10) agreed, but did not specify why.

All (100%, 10/10) believe that past accomplishments influence their goal setting. 90% (9/10) gave specific reasons, including: improving self-confidence, gaining experience, laying a foundation, people who achieve more will set higher goals, while people who fail more will adjust and lower their goals. 10% (1/10) of the respondents indicated agreement without providing specific reasons.

Interview of the Part 3. About the waypower to achieve the goal

All (100%, 10/10) agreed that positive emotional experiences would prompt students to find more paths to achieve their goals, and 80% (8/10) described specific reasons, including: Positive emotions can increase initiative, reduce stress levels and enhance cognition, help improve openness and creative thinking, help improve flexibility and adaptability, promote improved motivation, help increase self-

confidence and determination, attract positive responses and support from others, etc.

90% (9/10) believe that engaging in work encourages students to find more ways to achieve their goals, for reasons such as having a deeper understanding of the work they are doing and being more likely to identify new opportunities. Will be more sensitive to changes and opportunities. Will be more focused on thinking and solving problems and find the path to solve problems. Can enhance thinking and understanding. Can improve efficiency. 10% (1/10) said it may prevent students from finding more inspiration because high concentration may also limit their thinking.

All (100%, 10/10) believe that good relationships help students find more paths to achieve their goals. 90% (9/10) described specific reasons, including: Many hands make light work. Share resources, collaborate, learn from others' experiences, get emotional support, get encouragement, increase information, get help from others, etc.

All (100%, 10/10) agree that students can plan more to achieve their goals if they are faced with work that they find meaningful. 70% (7/10) described specific reasons, including: A sense of meaning makes people more clear about their goals and vision, and makes concrete and actionable plans. The sense of meaning will enhance people's drive for the work they are engaged in and improve their execution. The sense of meaning led students to have a higher sense of self-efficacy, so they planned more and worked harder to execute. A sense of meaning makes students more willing to invest time and effort.

All (100%, 10/10) believe that students' past achievements will influence students to find more ways to achieve their goals. 70% (7/10) described specific reasons, including: increased self-confidence, increased courage to trial and error, accumulation of effective experience, success can be transferred to other work, enjoy the joy of success, desire to create new achievements, and past achievements may become people's social capital and provide some resources, opportunities, support.

Interview of the Part 4 : About the willpower to achieve the goal

All (100%, 10/10) agreed that positive emotions help students face challenges when their goals are thwarted. 70% (7/10) described specific reasons, including:

feeling supported, increased mental resilience, optimists' ability to cope with difficulties, more optimistic expectations of difficulties and willingness to work hard.

All (100%, 10/10) believe that if students can create a state of flow, it will increase their motivation to achieve their goals. 70% (7/10) described specific reasons including: increased focus and productivity, peak experiences promote action, total immersion reduces distraction and procrastination, flow states bring pleasure and satisfaction, enhance positive emotions, and increase motivation. When students create a state of flow, it also means that they have more self-control.

All (100%, 10/10) believe that good relationships increase students' motivation to achieve their goals. 80% (8/10) described specific reasons including: getting interpersonal support, promoting positive emotional experiences, feeling safe, having more resources, being able to share experiences, being able to promote cooperation and competition, influencing each other in relationships and inspiring students to aim higher, building role models, and being mentors and giving each other guidance and advice.

All (100%, 10/10) believe that students have more perseverance to overcome difficulties when faced with work that they find meaningful. 70% (7/10) described specific reasons, including an increased sense of self-worth as a result of meaningful work. Students who believe that work is meaningful are easy to form a goal orientation and can stimulate the internal motivation to face difficulties positively. They usually show more perseverance to overcome difficulties. And the effects of goal alignment, mental resilience, and positive emotions.

All (100%, 10/10) believe that students' past achievements make them more determined and confident to achieve their goals. 70% (7/10) described specific reasons including: gaining experience, building goal orientation, having a higher sense of self-efficacy, having proven their competence in past successes, building a positive self-identity, having a higher sense of self-efficacy, having a greater ability to cope with adversity, and increasing self-confidence due to social acceptance and encouragement.

From the above point of view, both environmental factors and personal factors affect the hopes of college students. Environmental factors, including family, school and society, will affect students' hopes. Personal factors are even more influential: how often students experience positive emotions, whether they are

focused and engaged, whether they have positive relationships, whether they recognize a sense of meaning, and whether past achievements influence their goal setting, as well as the Pathway and Agency by which they achieve their goals.

Result of Part 2 : The development an curriculum based on happiness theory (OB2)

Based on the results of OB1 research, combined with the theory of curriculum development, and based on the suggestions and modifications of 5 experts in psychology and education, a curriculum based on happiness theory is developed and shown as follows:

1. Principle

Happiness theory is an important focus of positive psychology and explores the factors that influence people's happiness. The Theory of Happiness 1.0, proposed by Seligman, a leading representative of positive psychology, identifies three elements: positive emotion, engagement, and meaning. As his research progressed, Seligman developed a theory of Happiness 2.0 that emphasized measurable elements, including positive emotions, engagement, relationships, meaning, and achievement. The first letters of these 5 factors make up the PERMA model, and it can be said that Happiness Theory 2.0 is also known as the PERMA model.

Hope is one of the core concepts of positive psychology, and is an important research content of positive personality traits. Snyder (2000) believes that hope is the most important strength of personality and the basis of other positive personality forces. Hope is a kind of personal thinking formed through acquired learning. This kind of thinking includes the motivation thinking that stimulates the motivation and belief system of individuals to continuously move forward towards the goal and the path thinking of the method and strategy to achieve the goal effectively. A large number of studies have shown that hope is an important psychological resource for individuals to prevent mental illness and combat stress, and an important protective factor for mental health (Griggs, 2017; Ritschel, 2018), and that positive psychological interventions on hope levels can effectively help participants alleviate depressive symptoms (Hergenrather, et al. 2013). The promotion of hope can help participants to clear their goals, regain confidence, and find ways to break the current predicament, thus significantly reducing the depressive symptoms of college students

(Zhang, 2023). Based on Lazarus research, there was a significant positive correlation between college students' sense of hope and their mental health status (Lazarus, 1999).

Hope elements include goals, pathway thinking and agency thinking: 1) Goals refers to the result of individual psychological activities, which is the fulcrum of people's mental activities and also the fulcrum of Snyder's hope theory. The establishment of goals encourages individuals to produce a series of behaviors, and is closely related to the efforts made by individuals to achieve goals and their value evaluation for achieving goals (Liu & Huang, 2013). Individuals with high-hope traits tend to set more goals, and the setting of these goals becomes more challenging and uncertain as the previous goal is achieved. 2) pathway thinking are the inner plans or pathways maps that guide individuals towards their goals. The pathways component consists of beliefs regarding individuals' abilities to plan multiple routes to reach goals and to overcome barriers (Snyder, 2002). Generally, individuals with high hope traits have more concrete and feasible ways to plan than individuals with low hope traits, and there are more alternative ways. 3) Agency thinking of motivational thinking are interpreted by Snycier as mental will or mental drive, which are the perception of individuals performing pathway thinking on themselves in the process of achieving goals. In the case of difficulties in achieving goals, individuals with high motivation consciousness have stronger perseverance to overcome setbacks and difficulties, and the determination and confidence to achieve goals is the source of motivation consciousness.

This Curriculum based on the latest happiness theory of the Seligman, namely the PERMA model, and reasonably integrate the five factors of the PERMA model into the learning experience organization to improve the three dimensions of hope: goals, pathway thinking and agency thinking.

2. Objective

Curriculum based on Happiness theory improve hope of students: Goals, pathway thinking, agency thinking.

3. Contents and Time

The contents include 4 Units: Unit 1 self-cognition, Unit 2 Self planning, Unit 3 Beyond the self, Unit 4 Achieve the self. present as follow:

Table 4.3 Curriculum Contents and Time

Unit	Contents	Time
Unit1 self-cognition	1. Self-awareness: divided self-cognition, Self-experience, Self-control 2. Self-understanding	5hours
Unit2 Self planning	1. Concept of Goals and Setting Goals 2. Planning goals	5hours
Unit3 Beyond the self	1. Pathway thinking, Formulating Methods, and Strategies 2. Recognize setbacks and enhance willpower	5hours
Unit4 Achieve the self	1. Enhance pathway thinking ,and enhance agency 2. Builds confidence in achieving goals	5hours

4. Learning process

4.1 Positive emotion: Stimulate students' positive emotions, and promote the improvement of hope.

1) Teacher conduct a group of ice-breaking warm-up activities to mobilize students' positive emotions

2) Teacher complete 2-3 activity tasks under the positive emotions and good cooperative relationship for students.

3) Students share their positive emotional experience, harvest and achievements.

4.2 Engagement: Improve the heart flow experience

1) Teacher design task scenarios, adapt to students' psychological development and skills, and arrange medium difficult activities.

2) Students enter the activity scene and participate in the activity.

3) Teacher guide students to interact, and provide immediate and continuous feedback.

4) Students talk freely about the activities.

5) Students discuss and explore various activities and the situation to experience flow

4.3 Relationship: Attach great importance to the establishment and maintenance of relationships.

1) Teacher provide the path and motivational thinking resources for improving the sense of hope. Through classroom sharing and exemplary roles and mutual guidance of other team members, find a meaning and accomplishment and build a healthy attitude to life.

2) Students of all levels will be divided into 8 learning groups to participate in activities and tasks. Each teaching will start from the ice-breaking activity to establish a good relationship, and learn to complete 2-3 tasks together in one lesson.

4.4 Meaning: Organize students to share in the process of each group counseling

1) Students explore the meaning together, and influence each other. Students discuss together and find ways to create flow experiences. Thinking about meaning and a sense of value enables students to have more enjoyable and fulfilling flow experiences.

2) Students discuss the activities and give meaning to it.

4.5 Accomplishment: Encourage students to share their successful experiences and share their feelings.

Teacher encourage students to share their successful experiences and share their feelings.

5. Learning resources

5.1 Curriculum lesson plan

5.2 Teaching powerpoint

5.3 Activity materials

6. Evaluation

6.1 Hope Scale

6.2 Observe the students' behavior

6.3 Interview with students' teaching opinions

Result of Part 3 : The experimental and improvement of curriculum (OB3).

Using The Hope Scale to measure the changes in hope among college freshmen, in order to compare the improvement of hope before and after the implementation of the curriculum. This questionnaire consists of a total of 12 questions and adopts a four-point scoring system, with four items (1, 4, 6, 8) measuring pathway thinking, four items (2, 9, 10, 12) measuring agency thinking, and another four items (3, 5, 7, 11) used to divert the attention of the subjects, which are not scored. The total score is 32 points. The higher the total score of the subjects, the higher their level of hope. The comparison of students' hope before and after the curriculum based on happiness theory are presented as follow

Table 4.4 Comparison of students' hope level before and after the curriculum based on happiness Theory

(n=35)						
Test	Scores	\bar{X}	SD.	t	df	P
Pretest	32	18.03	4.67	13.92**	34	.000
Posttest	32	24.14	4.90			

From Table 4.4, it was clear that the students 'post-test score (\bar{X} =24.142, SD=4.90) was higher than the pre-test score (\bar{X} =18.03, SD=4.67), $t = 13.922$, $p < 0.001$) statistically significant at the 0.01 level. indicating that the curriculum based on happiness theory can improve students' hope level.

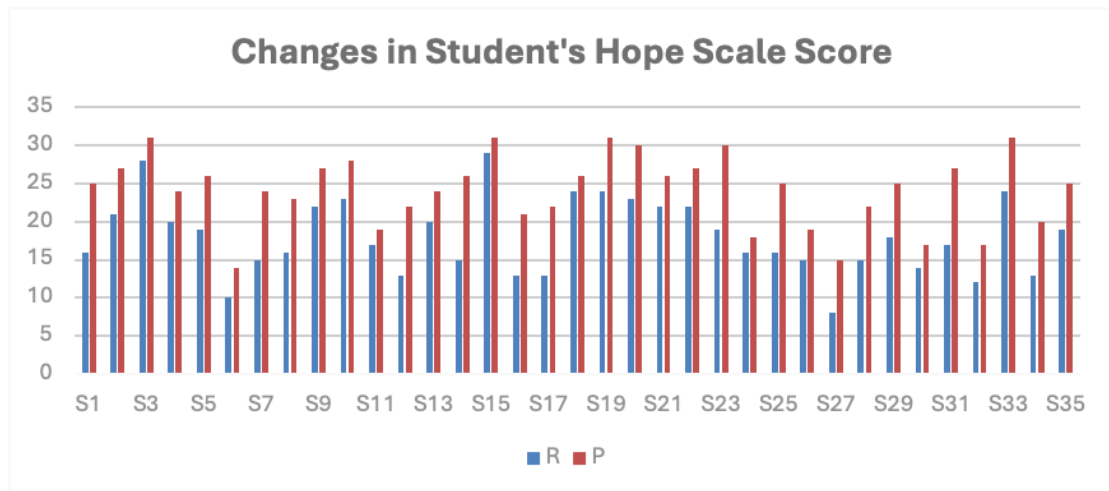


Figure 4.1 Changes in Student's Hope Scale Score

Figure 1 shows that 35 Students improved their hope level. This indicates that the curriculum based on happiness theory can effectively promote the improvement of students' hopes and achieve positive teaching effects.

Findings from the Student Behavior Observations

To support the statistical results of the pretest and post-tests, student behavioral observations were also performed in this study. During the course of the teaching experiment, the researchers recorded the students' learning, activities and tasks. In order to study the students' learning behavior in the classroom, the researchers observed the students in each learning session.

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
	3.Relationship	<p>Students discuss how to generate flow and consider designing flow experience, while successful students share their flow experience in the activity. Student E designed a manual activity to allow him to enter the flow experience and shared his feelings. The student thought that it was very interesting and relaxed to be immersed in doing handwork. At the same time, he realized that he had a strong interest in this aspect and was willing to work in this field. He would take this into account when considering his future goals.</p> <p>Step 3 Self-control: Teachers teach strategies to maintain attention. Students discussed the relationship between flow and self-control, and each developed a plan for improving self-control in learning.</p> <p>Step 1 Self-cognition: How do teachers ask students to think about the positive effects of positive interpersonal relationships on self-knowledge? Students get answers to questions by thinking and sharing their experiences of building positive relationships with others.</p> <p>Students F and G were randomly selected for sharing. Student F shared his experience of completing an incredibly difficult challenge with the help of his friends, believing that a positive relationship enhances people's confidence in overcoming difficulties and increases the odds of success. Student G shared his experience of sharing happiness with his friends in good relationships, and realized that he was more optimistic and hopeful than in the past. The teacher affirmed and encouraged them.</p> <p>Step 2 Self-experience: Teachers organize the</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
	4.Meaning	<p>activity "advantage wheel", asking students to share their strengths and strengths in the team one by one, and other team members to give sincere praise. Students are inspired in mutual aid learning, and find more ways to know their own advantages and strengths.</p> <p>Student H said that in the praise of his classmates, he found that he had so many advantages recognized by others, and some students said the excellent qualities that he did not know, which helped him to have more understanding and confidence in himself.</p> <p>Step 3 Self-control: Teachers teach the strategies and skills of self-control, mainly including emotion management and interpersonal communication. Students conduct situational simulation and practice self-control.</p> <p>A group of student partners I and J were randomly selected for observation. They simulated a scene where the students had misunderstanding and conflict in the same dormitory life, and relieved the misunderstanding through the correct communication way, and the students had good management emotions in this process.</p> <p>Step 1 Self-cognition: Teachers teach the importance of finding the meaning of life, and students should think about their own values and meaning. Students share their values and meanings in the group after thinking.</p> <p>It was observed that all the students seriously participated in the discussion and sharing.</p> <p>Step 2 Self-experience: The teacher organizes the students to divide them into five groups for the "test my career interest" activity. Students share</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
		<p>their career interests and their career significance. It was observed that all the students seriously participated in the discussion and sharing.</p> <p>Step 3 Self-control: Teachers explain career interests and teach how to plan career development according to their career interests and strengths to realize the meaning of life. Students think about their career goals, the path to their goals, and their self-control. Student K was randomly selected for observation. The student carefully planned his career goals and listed the abilities and conditions required to achieve the goals, and planned the specific path to achieve the goals. The teacher invited him to share it, showing not only the task, but also the other students what he had previously recorded in the other tasks of the course. The teacher appreciated this.</p>
	5.Accomplishment	<p>Step 1 Self-cognition: Teachers ask students to think about their confidence in their ability and coping with difficulties through the successful experiences they have achieved.</p> <p>Student L took the initiative to apply for sharing. He described his experience in a skill competition. From the beginning, he just completed the homework assigned by the teacher, signed up in the class, won the school competition, then participated in the provincial competition on behalf of the school, and finally won the second prize of the province. In this process, he was full of doubts and negation about himself at first, but with his efforts to success again and again, he gradually became more and more interested and motivated. The teacher summed up the positive impact of the</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
		<p>sense of achievement in the process of self-understanding: clear ability and interest, stimulate motivation, and enhance the confidence to deal with setbacks.</p> <p>Step 2 Self-experience: The teacher encourages students to tell 1-2 successful experiences in their own study group, in the process to experience the positive self-experience of success.</p> <p>Step 3 Self-control: Teachers ask students to think about the role of self-control on the road to success and how they do it</p> <p>Students shared the results of their thoughts within the groups.</p>
<p>Unit 2: Self planning</p>	<p>1.Positive emotion</p>	<p>Teachers teach the concept of goals and the importance of goals for personal growth, and list that people can obtain positive emotional experiences through the realization of goals.</p> <p>Teachers organize students to conduct "Pizza of Time" activities. The teacher first tells the students a story about your time and thinks about how do you manage your time?</p> <p>Students drew their pie chart of the week on blank paper. Then introduce your time pie chart in the group and discuss which activity time can be increased, reduced, eliminated, and then redraw their time pie chart.</p> <p>Student A was randomly selected to share. The student said that he had made all the inspirations after seeing the time pie chart of other students. In the past, I spent a lot of time on learning because I was worried that I could not achieve my learning goals, but I could not achieve the desired effect. After discussion, I found the importance of combining work and rest, so I increased my time to</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
		communicate with my classmates and exercise, and in this process, I gained a pleasant feeling and a sense of control of time.
	2.Engagement	The teacher teach the content of personal values and goals, and guide students to think about personal values and set goals accordingly. The students participated in the "Goal Search" activity organized by the teacher and shared it in the group.
	3.Relationship	The teacher use the activities to promote the deep communication and understanding between students, and deepen the connection of interpersonal relationships. Students B and C were randomly selected for sharing. Student B shared his interests, dreams, experiences, goals set and their realization plan, and gained the understanding and support of other students. At the beginning, student C was not able to share in front of everyone. With the encouragement of teachers and classmates, he summoned up the courage to share and got the support of the students. He also expressed very happy.
	4.Meaning	Students participate in the "Steering for Myself", and, in the task, think carefully about what motivates them to set their goals, to understand the goals and the meaning of their realization to themselves. Student D, who was randomly selected to observe, designed his own goal, and from her introduction to other students, she had understood the significance of this goal.

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
	5.Accomplishment	<p>The teacher organize two activities to inspire students to understand that when setting the goals, they should also set the appropriate and higher goals, and make efforts for them.</p> <p>Students develop career goals and future plans, then present and share in groups,</p> <p>Student E, who randomly chose to observe, set a high goal at first, but he found the difficulties and adjusted them when planning the implementation path. Finally, he combined some of his achievements as the basis to design a specific goal and planned the path of realization. I was recognized and encouraged by my teachers and other students.</p>
<p>Unit 3: Beyond the self</p>	1.Positive emotion	<p>The focus of this content is to stimulate students' positive emotions. The teacher organize ice-breaking activities and organize students to participate in four activity tasks after the completion of the heat.</p> <p>The students were divided into five groups to complete these activities, and they were all very happy to participate in them.</p> <p>Student A, who was randomly selected to observe, showed A positive attitude, and he actively interacted with his classmates. Student B showed some resistance at the beginning, and some avoidance at the beginning of the ice-breaking activity. Driven by Student A, she gradually integrated into the interaction and performed well in a series of subsequent tasks.</p>
	2.Engagement	<p>The focus of this content is to train the students to concentrate on the engagement. Teachers organize "rock climbing" activities in the school outdoor facilities, and students set their own goals and</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
		<p>complete them.</p> <p>Student C, who randomly chose to observe, thought carefully at the beginning. He spent more time evaluating and setting goals, and gradually overcame the difficulties encountered in the process of climbing and reached the goals. D, a student with random observation, was initially worried. She spent more time first observing the performance of other students, learning their methods, gradually building up confidence, and trying the challenge with the encouragement of teachers and classmates.</p>
	3.Relationship	<p>This content focuses on promoting students to build positive interpersonal relationships and cooperate with each other. Teachers shall organize and implement the activities of "My Resilience Growth Circle". Students take themselves as the center on the white paper, draw their own resource circle and think about the role of interpersonal relationship.</p> <p>Student E was randomly selected for observation. Student E thought carefully about mapping his resilience growth circle, thinking about how to expand and utilize these resources. During the sharing session, she shared her support system and how she had provided support, understanding and encouragement in difficulties.</p>
	4.Meaning	<p>This content focuses on thinking about it and summarizing the meaning.</p> <p>After completing the "Rock Climbing", the teacher guides the students to think about a series of questions related to the significance. Select students F to share. Student F said that he was afraid of facing the height while climbing, but heard</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
	5.Accomplishment	<p>the encouragement of his teachers and peers. So I tried to keep calm, improve my focus, constantly encourage myself, and finally achieved my goal. The student said that he experienced the feeling of overcoming difficulties and surpassing himself, and became more convinced of his ability and more motivated to pursue his goals.</p> <p>After completing the "My Resilience Growth Circle" activity, the students shared in their respective groups the significance of discovering the elastic growth circle for self-cognition, emotional regulation, improving the ability to cope with adversity, promoting personal growth and enhancing hope. Student G performance was randomly observed. The student shared the confidence he gained with the team members, and believed that the flexible growth circle played an important role in enhancing hope and optimism</p> <p>This content focuses on shaping the experience of achievement, so as to promote students' positive expectations and hopes.</p> <p>The teacher encouraged students to share their success stories and feelings in the group after each event. 2 students were also invited to speak.</p> <p>The teacher gave positive feedback to the two students' sharing and praised their achievements.</p>
Unit 4: Achieve the self	1.Positive emotion	<p>This content focuses on helping students develop positive emotions and optimistic cognition to cope with setbacks.</p> <p>The teacher teaches the definition of frustration, the common frustration and its causes, the self-debugging to deal with setbacks, emphasizes the importance of positive emotions, and organizes students to cooperate to complete the four</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
	<p data-bbox="528 472 746 741">2.Engagement</p> <p data-bbox="528 1794 746 2002">3.Relationship</p>	<p data-bbox="746 472 1406 517">Activity Tasks.</p> <p data-bbox="746 517 1406 741">The students all participated and gained a variety of positive emotional experiences, such as stimulating interest and experiencing excitement. Students become actively cooperative and support each other. Show optimism, hope, confidence, etc</p> <p data-bbox="746 741 1406 1234">This content focuses on guiding the students to Engagement. The teacher organize "Turning Peaks and Bends" activities to involve students in and think about their goals and their realization paths. While thinking, the students recorded on paper, looking for the conditions to achieve their goals, their advantages and disadvantages, etc., and focused on discussing how to find more ways to achieve the goals, how to face the shortcomings and setbacks to achieve the goals. Students A and B were randomly selected for observation. Student A spent A lot of time thinking, made an in-depth analysis of his own strengths and weaknesses, and then tried different ways of thinking to find the most suitable implementation path for himself. Student B also showed a positive thinking attitude. The focus was to find the conditions to achieve the goal and then analyze his advantages and disadvantages, and carefully wrote about them. He also shared it with other students in the group, carefully listened to and recorded the suggestions of other students.</p> <p data-bbox="746 1234 1406 2002">The teacher explains and guides the students to realize the mutual promotion between the positive interpersonal relationship and the psychological capital, and organizes activities for the students to participate in and experience this. Students</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
		<p>brainstorm in their groups about various positive psychological resources and their role in achieving their goals.</p> <p>One student was randomly selected from each group to share. Student C shared the results of his group discussion with the class, who discussed various positive psychological resources, such as optimism, self-efficacy, social support, and recognized the importance of these resources to achieve the goals.</p>
	4.Meaning	<p>The teacher organize activities for students to participate in. Each student makes a dream card, writes down his dream and divides it into four dimensions, namely "most desired to achieve," most likely to achieve, "most likely to achieve," and "most unlikely to achieve". Think carefully about what these dreams mean to you, and then share and discuss them in the group.</p> <p>Student D was randomly selected for observation. Students were actively involved in sharing and discussions and were able to distinguish between different dimensions. Student D was a little confused when describing what it meant to her, but she bravely admitted it, and the teacher praised her and gave her some advice and guidance.</p>
	5.Accomplishment	<p>This content should summarize this section, this unit and the whole course. The teacher guided the students to think and shared them into five groups. Finally, the teacher affirmed the achievements and progress of the students in the learning process. Students actively participated in summarizing and sharing. Student E was randomly selected for observation. In the group sharing, the student showed a positive participation attitude, thought</p>

Table 4.5 (Continued)

Course name:	Learning process	Observation Notes
		positively about the course content, and shared his sense of achievement from completing the activities and his harvest, and expressed the hope to continue to learn and make progress with everyone.

Table 4.5 shows that the curriculum based on happiness theory has a clear goal in the course design, which can focus on students' needs, stimulate students' interest and participation, cultivate students' positive emotional experience, and create a supportive learning atmosphere. And give feedback and recognition to students' progress in time. Through learning, students can improve the following abilities: 1) Students can know themselves. Include being able to explain and share themselves and their experiences. Create a plan to improve self-control. Relationships can be built. 2) Students are able to explain the concept and meaning of goals, develop goals that are consistent with personal values, and break goals down into specific action plans and steps. 3) Students can explain pathway thinking and can develop feasible methods and strategies to achieve their goals. It can also increase the willpower to achieve goals and acknowledge and deal with setbacks objectively. 4) Students can improve their agency thinking and Pathway Thinking. 5) Students have increased confidence and positive self-beliefs.

4. Teaching opinion interview form survey results

The research results of this part are mainly conducted by interviewing participants in a semi-structured way to understand students' views on the curriculum based on happiness theory. The researchers interviewed all 35 students.

Table 4.6 Students' opinions on teaching

Items	Students' opinions
1. Do you feel better in your sense of hope after taking the study course?	<p>100% (35/35) of the students believed that their positive mood had improved. Of these, 77.14% (27 / 35) felt that the improvement was significant.</p> <p>For example, Student A said that the course was lively and interesting, which made me very happy. Student B said that it has been improved. The content of the course and the learning process made me feel very warm. I can also cooperate with friends, which made me feel the power of cooperation. I like this feeling very much. Student C said that there was a significant improvement. In the course, I felt relaxed, happy and empty.</p> <p>20% (7/35) of the students responded better. For example, student D said that he was very happy to finish the task.</p> <p>2.86% (1/35) of the students felt a general improvement. Student E said that he helped me relieve the stress in the course.</p>
2. Can you use the experience or method you learned in class?	<p>91.42% (32/35) of the students said they could transfer the experiences or methods learned in mental health classes to life.</p> <p>For example, Student F said that when I learn ways to relax stress in class, I can try to encounter tedious things in my life to empty my mind and relieve stress. Student G said that cooperating with his classmates in class is also very good in life.</p> <p>5.71% (2/35) of the students said that they were not necessarily able to transfer the experience or methods learned in mental health classes to life. For example, student H said: there are some possible, but not very certain.</p> <p>2.86% (1/35) of the students said they were not able to move, but did not describe the specific reasons.</p>
3. What are your goals right now? What are your paths to achieve these goals?	<p>97.14% (34/35) of the students described their goals.</p> <p>For example, student I said that the goal is to enter the undergraduate study, and the way to realize it is to make a good study plan from now on, study hard, listen carefully, and learn the knowledge of professional courses. Student J said</p>

Table 4.6 (Continued)

Items	Students' opinions
4. After participating in the course, did it have any impact on and inspire your path to achieving goals?	<p>that his future goal is to become a teacher, and the way to realize it is to learn knowledge well, apply for the teacher qualification certificate, and strive for the scholarship in the school. 2.86% (1/35) of the students said they had no clear goals.</p> <p>94.28% (33/35) of the students participating in the activity tasks have influenced and inspired the way to achieve their goals. For example, student K said that in the learning process, he improved his personal sense of achievement, stimulated potential and enhanced interpersonal relationship, which is conducive to self-development. Student L said that the influence was very great and gave me some relaxation that I had never had mentally before. I hope I can participate in this course more, which will be of great help to me. Student M said that concentration and seriousness can make people achieve their goals better.</p> <p>5.71% (2/35) of the students said that there was no obvious influence or inspiration yet.</p>
5. After participating in the course, what impact and inspiration did it have on overcoming obstacles in the process of achieving your goals?	<p>97.14% (34/35) of the students believed that participating in the classroom was them to overcome obstacles in the process of achieving their goals.</p> <p>For example, student N said that the task given by the teacher at the beginning was difficult for him, but under the leadership of other students, he was at a loss from the beginning to complete the task step by step. He realized that it was the most important thing to keep a good attitude when encountering difficulties. As long as he was afraid of difficulties, many goals would eventually be achieved. Student O said that he experienced the benefits of cooperation, interpersonal relationship and communication were very important, and found that some students who usually did not talk were actually very interesting.</p> <p>2.86% (1/35) of the students said that there was no obvious influence or inspiration yet.</p>
6. What part of the learning activity do you think inspires you on	<p>57.14% (20/35) of the students answered "participate in classroom activities"</p> <p>22.85% (8/35) of the students answered the whole process with</p>

Table 4.6 (Continued)

Items	Students' opinions
the best path to achieve your goals?	motivation 8.57% (3/35) of the students answered "when thinking about the teacher's question" 11.42% (4/35) of the students answered "when completing the task designed by the teacher"
7. Which part of the learning activity do you think will best boost your motivation to achieve your goals?	62.85% (22/35) of the students answered the classroom practice 20% (7/35) of students answered the task successfully 8.57% (3/35) of the students answered the reward 5.71% (2/35) of the students answered the progress of the target 2.86% (1/35) of the students answered the innovative part
8. Do you have any expectations and suggestions for conducting such courses in the future?	48.57% (17/35) of the students answered that they were satisfied with the participating study and had no suggestions. 34.28% (12/35) of the students expressed the hope that more such courses would be offered for more students to participate. 17.14% (6/35) of students can design more activity tasks, they like activities and practice.

Table 4.6 Results show that the curriculum based on happiness theory makes most students experience a happy and effective learning process. However, in the in-depth interview, we found that the experience of individual students had not been transferred, because their previous hope level was at a relatively low level, and their own mental health was weak, and it was difficult to make great changes and improvements through collective learning in a short period of time. Such students may also need individual psychological counseling and training.

Chapter 5

Conclusion Discussion and Recommendations

The objectives of this study are to: 1) To study the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College. 2) To develop curriculum based on the happiness theory. 3) To compare the hope of collage freshman before and after learning by curriculum.

This study included 35 students in the Thai Language class of freshman, by clusters random sampling method selected from a mix of good, medium, and weak abilities., department of Applied Foreign Languages, Guangxi International Business Vocational and Technical College. The research tools are: 1) questionnaire about the factors affecting the development of hope level. 2) interview form about influencing factors of hope level. 3) lesson plans. 4) the Hope Scale. 5) observation form about student behavior. 6) interview form about opinions on teaching

This study is carried out in three stages: the influencing factors of college students hope, curriculum based on happiness theory development, experiment and improvement process.

Conclusion

The results indicate that:

1. Factors affecting college students' hope include two aspects: personal factors and environmental factors. Personal factors are related to goal thinking, pathways thinking and agency thinking, while environmental factors include three aspects: family, school, and society. Both have significant impacts, with personal factors having a greater influence.

2. The curriculum consists of six parts: Principle, Goal, Contents and Time, Learning process, Learning resources and Evaluation.

3. After the implementation of the curriculum of happiness theory, the students' hope level was significantly higher than that before the class, and it was statistically significant at the 0.01 level.

Discussion

The analytical discussion of this study is divided into three sections and is discussed in turn in this section:

1. On the influencing factors affecting college students' hope.

The results of this study on the factors influencing college students' hope indicate that both environmental and personal factors play significant roles in shaping the hope level of college students. Personal factors, including agency thinking, pathways thinking, and personal goals, exert a greater influence compared to environmental factors such as family, school, and society. Through descriptive statistics of questionnaires and expert interviews, it is evident that personal factors have a greater impact on college students' hope levels. These personal factors encompass experiences of positive emotions, engagement, positive relationships, a sense of meaning, and past achievements. These factors influence how students set goals and the pathways and agency they employ to achieve these goals, ultimately shaping their hope.

This observation is similar to the results of Xue et al. (2017) study on influencing factors of college students' hope, which all agree that the influencing factors of college students' hope include personal factors and environmental factors, and there are also some differences. For example, this study adds to the discussion on the influence of family environment factors on college students' hopes, Li (2023) study also discussed that family rearing style has an important impact on students' hope. In addition, the analysis of influencing factors on teenagers' sense of hope is also very similar to that of Wang (2017), but there are some differences in specific descriptions. The reason for this difference may be that the research focus and the description of influencing factors brought by the difference in research objectives are different. This is different from the conclusion of Yu et al. (2012) that the overall hope level of college students is slightly lower than average, and that subjective factors such as academic performance and awards affect the motivation thinking and hope level of college students. This is because the two studies have different starting points and different purposes. Through literature review, it is found that in recent years, there is no more literature on the influence factors of college students' hope.

During the COVID-19 pandemic, schools have adopted measures such as remote teaching, online teaching, and delaying the start of school to prevent and

control the epidemic. Even when students return to school, all campuses are under closed management, which reduces the contact with classmates and friends, and increases the sense of loneliness and social isolation. On the other hand, campus psychological counseling services have also been affected to varying degrees, reducing or suspending such services, or transforming into online or telephone counseling forms, which may not provide timely and effective psychological support, and may lead to an increase in depression or poor mental health of college students. Taking Guangxi International Business Vocational College as the observation objects, the researchers found that these are intuitively reflected in the increased incidence of psychological problems among students, the high diagnosis rate of depressed students, and the increasing demand for psychological counseling. The number of psychological service teachers in colleges and universities is far from meeting the needs of these students.

Therefore, the current mental health education curriculum should be based on the research results of positive psychology, combined with the new form of students' mental health status, and actively explore the effective curriculum, through teaching guidance and help the majority of students to improve their hope, cultivate positive psychological quality, to ultimately improve and maintain the level of mental health.

2. On the development of curriculum

In this study, we first systematically combed the relevant concepts and theories of the curriculum, happiness theory, and hope. On this basis, we innovatively combined happiness theory with the elements of hope and constructed a curriculum for college students to improve their hope level under the guidance of the curriculum development theory. The curriculum also passed the objective coherence Index (IOC) test before being put into experiments. the course consists of four units of 20 credit hours, including elf-cognition, Self-planning, Beyond the self, and Achieving the self.

In The course teaching design, the five factors of The PERMA model were fully considered and reasonably integrated into the teaching experience organization to improve hope:

Positive emotion(P): Ouweneel et al. (2012) carried out a 4-week study among 59 employees of a Dutch university and found that an individual's daily emotional

state has a very significant impact on the level of hope. Subjects with persistent positive emotional states had higher levels of hope. Positive emotions help to have a more optimistic view of goals, and encouraging positive emotions can increase motivation to pursue and achieve goals. In this curriculum, the positive emotional experience will run through the learning process of students' involvement in learning, interpersonal interaction, feeling achievement, and clear meaning. Engagement(E): Students are encouraged to engage deeply and intently in the course of their studies. Fully engaged and focused on the activity helps to form clear and concrete actionable ideas, and students will be more likely to identify effective strategies and pathways to achieve their goals. Relationship(R): Positive interpersonal relationships can help college students gain a sense of support and develop agency thinking about their ability to achieve goals. The curriculum will encourage students to obtain good relationship experience through interpersonal interaction in group activities, enhance interpersonal effectiveness, and provide pathways and resources for motivating thinking to enhance the sense of hope. Meaning(M), Accomplishment(A): Meaning provides the foundation for setting and accomplishing goals. Accomplishment is often cited as evidence of the ability to succeed, the confidence to achieve goals, and the perseverance to overcome obstacles, and provides Pathways Thinking with inspiration and motivation. Through class sharing and other group members' exemplary role and mutual guidance, we can find a sense of meaning and achievement, and establish a healthy attitude toward life.

The curriculum will improve the hope of students: Goals, pathways thinking, and agency thinking. And enhances students' self-confidence and happiness, and thus promotes mental health.

3. On the effectiveness of the implementation of the curriculum

After the teaching experiment, the hope level of the 35 students who participated in the teaching experiment was improved after the test. The results show that the proposed curriculum can improve the students' hope. This is consistent with the project study of the Promotion Hope course designed by Snyder (2005). It has been demonstrated that integrating the PEMAR model into curriculum development based on Hope Theory is effective in designing a series of educational interventions aimed at enhancing hope levels through goal-setting, pathway-thinking, and motivational strategies. This is because the integration of The PERMA model into

the curriculum complies with the law and the needs of college students' psychological development.

In this study, the students' Goal thinking, pathways thinking, and agency thinking were improved by implementing the curriculum.

3.1 Through the implementation of curriculum, Goals thinking can be improved, which can be summarized as enhancing students' planning, establishing the awareness of establishing goals to improve their planning of life and learning, and formulating scientific goals and plans. The number of targets has increased.

3.2 The pathways thinking is improved through the implementation of the curriculum, which can be summarized as "the number of pathways thinking for students to achieve the goals has increased, and their ability to plan multiple routes to achieve the goals has been improved. When the target is blocked, students may find other paths, find the root cause to solve the problem, seek multiple help in relationships, get inspiration from past success experiences, and find an alternative goal to solve the problem, etc. This conclusion extends further compared to the findings of Wang (2018): The researchers found that hope interventions significantly improved students' goal thinking and motivational thinking, but did not enhance pathway thinking. However, in this study, researchers found that students' pathway thinking also improved, which may be attributed to the incorporation of teaching designs aimed at optimizing interpersonal relationships and promoting positive emotional experiences within the PEMAR model.

3.3 The improvement of agency thinking through the implementation of curriculum can be summarized as helping students enhance willpower and self-efficacy, gain stronger Positive agency beliefs, and use positive emotions when their goals are blocked. They more actively face setbacks and challenges and believe in the future."This is consistent with the findings of Eddie, Tong et al. (2010), which suggest that individuals who believe in important goals tend to experience higher levels of hope. The experimental results of this study are also similar to the conclusion reached by Chinese scholars Zhang et al. (2023), who validated through experiments that enhancing self-efficacy as an intermediary can improve motivation and alleviate feelings of hopelessness, thereby enhancing hope.

Recommendations

1. Applicability of the results

1.1 It is an important way to improve the hope level of students to develop courses that meet the needs of college students' psychological development.

This study found that among the many factors affecting the hope level of college students, individual factors had the greatest influence, followed by the influence of environmental factors. Among the personal factors, pride in past achievements can significantly affect students' setting goals. Individual engagement and positive relationships had more significant effects on pathway thinking. Often experiencing positive emotion and recognizing the meaning of goals or work performed have a greater impact on agency thinking. Among the environmental factors, the biggest influence is the school factor, followed by the family, and the last factor is the social factor. School: The biggest factor of hope for students is whether the school has sufficient educational resources to provide students with learning and development opportunities, such as opening the curriculum related to hope.

Therefore, the targeted development of a new course plays an important role in improving students' hope. Because of this, we suggest that schools should attach great importance to developing a new curriculum and encourage further improvement and implementation of the curriculum based on happiness theory. By paying attention to the development needs of students, teachers create an optimistic growth environment, provide rich learning resources, strengthen the interaction between teachers and students, help students to give full play to their potential, effectively improve the level of hope, and maintain the mental health development.

1.2 Develop the university curriculum of happiness theory.

The results of this study show that the curriculum of happiness theory has a significant impact on the hope level of college freshmen. This course mode focuses on cultivating and shaping students' positive psychological quality, selects the teaching content that fits the law of students' psychological development, and designs the teaching activities that students are willing to participate in combined

with the course objectives, so as to effectively stimulate students' interest in learning and achieve the teaching purpose.

It is suggested that teachers should actively use the happiness theory, consider the psychological development characteristics of college students in different majors, deepen students' classroom participation and experience through diversified teaching strategies and evaluation methods, stimulate their learning interest and potential, and promote students to better improve their hope level.

1.3 Pay attention to the development of students with different mental health levels

This study found that under the curriculum of happiness theory, the hope level of most students was generally significantly improved, but the improvement of individual students with poor mental health was not significant enough. This may be because the influencing factors of hope already come from various influences, and the maintenance and development of mental health are closely related to many environmental factors such as personal growth experience, family, and society. It is difficult for the long-term mental state to be completely improved through the short-term courses. It is suggested that teachers take full account of these differences into account in the teaching process and provide targeted guidance and psychological counseling for students needing additional help if necessary.

2. Future research

2.1 Deepen the research on influencing factors.

This study was limited to the study of influencing factors for freshmen in the first year of college and did not investigate other grades. Future studies can focus on students from different grades and different types of colleges and universities and obtain more conclusions on the factors affecting the hope level of college students. In terms of specific data analysis, students' situation, and their hope improvement after participating in the curriculum mode can also be further analyzed to obtain more detailed discussion on influencing factors.

2.2 Optimize the curriculum mode to make it have wider adaptability.

The teaching experiment in this study was limited to freshmen in the Guangxi International Business Vocational College, and no teaching experiment was carried out in other grades. Future research can continuously enrich and optimize the

curriculum based on happiness theory for students in different grades and different types of colleges and universities, according to the psychological characteristics of college students in different grades and the group characteristics of students in different majors, combined with the training goals and requirements of different types of colleges and universities.

2.3 Further study on the delayed effect of curriculum

This study conducted a short-term study on the influence of the curriculum of happiness theory on the hope of college students and obtained positive results. However, the development of psychological quality is not a short-term process. This study only collected and analyzed the immediate effect, without further exploring its delayed effect. Future studies can design follow-up surveys and conduct long-term observation and data collection for students who participate in the curriculum based on happiness theory. This will include regular assessment of their changes in objectives, pathways thinking, agency thinking and comparison with students who are not involved in the curriculum. This will help to reveal the ongoing impact of the curriculum on the improvement of students' hope, i.e. whether it has a positive impact on long-term development.

2.4 Add research tools

To more accurately identify and track the improvement of hope of students with different psychological features, we can develop effective assessment tools in future studies. These tools should be based on the theory of happiness and the theory of hope and can comprehensively evaluate students' hope traits and their related psychological qualities.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

Name of Experts	Position/Office
Asst. Prof. Dr. Patchareeporn Bangkeaw	Bansomdejchaopraya Rajabhat University
Assoc. Prof. Dr. Supranee Sirisawatchai	Bansomdejchaopraya Rajabhat University
Asst. Prof. Dr. Chalerm-sup Karanjakwut	Bansomdejchaopraya Rajabhat University
Assoc. Prof. Qin Meifang	Guangxi University of Finance and Economics
Assoc. Prof. Dong Bei	Guangxi Technological College of Machinery and Electricity

Appendix B
Official Letter



Ref. No. MHESI 0643.14/1532

Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

20 December 2023

Subject Request for Research Tool Validation

Dear Assistant Professor Dr.Supranee Sirisawatchai

Attachment Validation sheets

Regarding the thesis entitled "The Development of Curriculum based on Happiness theory to improve the hopes of college students" of **Mrs. Lin Wei**, a Ph.D. student majoring in the Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number code number 6373103121, Thailand, under the supervision of Professor Dr.Bung - on Sereerat, Dr.Penporn Thongkamsuk, and Assistant Professor Dr.Saifon Songsiengchai will use the written instruments in the said research. Given the researcher would like your expertise to validate the attached instruments to qualify for conduction. Knowing your experience in the field of education, I would like to ask for your help validating the instrument before administering it to the study participants.

The thesis introduction, research objective, questionnaire, and interview are hereby attached. I will gladly hear your suggestions and comments for improving the instrument. Your positive response is highly appreciated. Please check IOC processing and return all files to the researcher after 30 days of your finishing validation sheets.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. (662) 4737000 Ext.
Fax. (662) 4737000



Ref. No. MHESI 0643.14/1533

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

๒๐ December 2023

Subject Request for Research Tool Validation

Dear Assistant Professor Dr.Patchareeporn Bangkeaw

Attachment Validation sheets

Regarding the thesis entitled "The Development of Curriculum based on Happiness theory to improve the hopes of college students" of **Mrs. Lin Wei**, a Ph.D. student majoring in the Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number code number 6373103121, Thailand, under the supervision of Professor Dr.Bung - on Sereerat, Dr.Penporn Thongkamsuk, and Assistant Professor Dr.Saifon Songsiengchai will use the written instruments in the said research. Given the researcher would like your expertise to validate the attached instruments to qualify for conduction. Knowing your experience in the field of education, I would like to ask for your help validating the instrument before administering it to the study participants.

The thesis introduction, research objective, questionnaire, and interview are hereby attached. I will gladly hear your suggestions and comments for improving the instrument. Your positive response is highly appreciated. Please check IOC processing and return all files to the researcher after 30 days of your finishing validation sheets.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000 Ext.
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 1534



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

20 December 2023

Subject Request for Research Tool Validation

Dear Assistant Professor Dr. Chalermsep Karanjakwut

Attachment Validation sheets

Regarding the thesis entitled "The Development of Curriculum based on Happiness theory to improve the hopes of college students" of Mrs. Lin Wei, a Ph.D. student majoring in the Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number code number 6373103121, Thailand, under the supervision of Professor Dr. Bung - on Sereerat, Dr. Penporn Thongkamsuk, and Assistant Professor Dr. Saifon Songsiengchai will use the written instruments in the said research. Given the researcher would like your expertise to validate the attached instruments to qualify for conduction. Knowing your experience in the field of education, I would like to ask for your help validating the instrument before administering it to the study participants.

The thesis introduction, research objective, questionnaire, and interview are hereby attached. I will gladly hear your suggestions and comments for improving the instrument. Your positive response is highly appreciated. Please check IOC processing and return all files to the researcher after 30 days of your finishing validation sheets.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000 Ext.
Fax. (662) 4737000



Ref. No. MHESI 0643.14/ 1535

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 December 2023

Subject Request for Research Tool Validation

Dear Assoc. Prof. Qin Meifang

Attach ment Validation sheets

Regarding the thesis entitled "The Development of Curriculum based on Happiness theory to improve the hopes of college students" of Mrs. Lin Wei, a Ph.D. student majoring in the Curriculum and Instruction Program at Bansomdejchaopraya Rajabhat University code number 6373103121, Thailand, under the supervision of Professor Dr. Bung - on Sereerat, Dr. Penporn Thongkamsuk, and Assistant Professor Dr. Saifon Songsiengchai will use the written instruments in the said research. Given the researcher would like your expertise to validate the attached instruments to qualify for conduction. Knowing your experience in the field of education, I would like to ask for your help validating the instrument before administering it to the study participants.

The thesis introduction, research objective, questionnaire, and interview are hereby attached. I will gladly hear your suggestions and comments for improving the instrument. Your positive response is highly appreciated. Please check IOC processing and return all files to the researcher after 30 days of your finishing validation sheets.

Sincerely,

(Assistant Professor Dr. Kanakorr Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000 Ext.
Fax. (662) 4737000



Ref. No. MHESI 0643.14/ 1536

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

20 December 2023

Subject Request for Research Tool Validation

Dear Assoc Prof. Dong Bei

Attachment Validation sheets

Regarding the thesis entitled "The Development of Curriculum based on Happiness theory to improve the hopes of college students" of Mrs. Lin Wei, a Ph.D. student majoring in the Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103121, Thailand, under the supervision of Professor Dr. Bung - on Sereerat, Dr. Penporn Thongkamsuk, and Assistant Professor Dr. Saifon Songsiengchai will use the written instruments in the said research. Given the researcher would like your expertise to validate the attached instruments to qualify for conduction. Knowing your experience in the field of education, I would like to ask for your help validating the instrument before administering it to the study participants.

The thesis introduction, research objective, questionnaire, and interview are hereby attached. I will gladly hear your suggestions and comments for improving the instrument. Your positive response is highly appreciated. Please check IOC processing and return all files to the researcher after 30 days of your finishing validation sheets.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000 Ext.
Fax. (662) 4737000

Appendix C
Research Instrument

Curriculum based on Happiness theory

1. Principle

Happiness theory is an important focus of positive psychology and explores the factors that influence people's happiness. The Theory of Happiness 1.0, proposed by Seligman, a leading representative of positive psychology, identifies three elements: positive emotion, engagement, and meaning. As his research progressed, Seligman developed a theory of Happiness2.0 that emphasized measurable elements, including positive emotions, engagement, relationships, meaning, and achievement. The first letters of these 5 factors make up the PERMA model, and it can be said that Happiness Theory 2.0 is also known as the PERMA model.

Hope is one of the core concepts of positive psychology, and is an important research content of positive personality traits. Snyder (2000) believes that hope is the most important strength of personality and the basis of other positive personality forces. Hope is a kind of personal thinking formed through acquired learning. This kind of thinking includes the motivation thinking that stimulates the motivation and belief system of individuals to continuously move forward towards the goal and the path thinking of the method and strategy to achieve the goal effectively. A large number of studies have shown that hope is an important psychological resource for individuals to prevent mental illness and combat stress, and an important protective factor for mental health (Griggs, 2017; Ritschel, 2018), and that positive psychological interventions on hope levels can effectively help participants alleviate depressive symptoms (Hergenrather, et al. 2013). The promotion of hope can help participants to clear their goals, regain confidence, and find ways to break the current predicament, thus significantly reducing the depressive symptoms of college students (Zhang, 2023). Based on Lazarus research, there was a significant positive correlation between college students' sense of hope and their mental health status (Lazarus, 1999).

Hope elements include goals, pathway thinking and agency thinking: 1) Goals refers to the result of individual psychological activities, which is the fulcrum of people's mental activities and also the fulcrum of Snyder's hope theory. The establishment of goals encourages individuals to produce a series of behaviors, and is closely related to the efforts made by individuals to achieve goals and their value evaluation for achieving goals (Liu & Huang, 2013). Individuals with high-hope traits

tend to set more goals, and the setting of these goals becomes more challenging and uncertain as the previous goal is achieved. 2) pathway thinking are the inner plans or pathways maps that guide individuals towards their goals. The pathways component consists of beliefs regarding individuals' abilities to plan multiple routes to reach goals and to overcome barriers (Snyder, 2002). Generally, individuals with high hope traits have more concrete and feasible ways to plan than individuals with low hope traits, and there are more alternative ways. 3) Agency thinking of motivational thinking are interpreted by Snyder as mental will or mental drive, which are the perception of individuals performing pathway thinking on themselves in the process of achieving goals. In the case of difficulties in achieving goals, individuals with high motivation consciousness have stronger perseverance to overcome setbacks and difficulties, and the determination and confidence to achieve goals is the source of motivation consciousness.

This Curriculum based on the latest happiness theory of the Seligman, namely the PERMA model, and reasonably integrate the five factors of the PERMA model into the learning experience organization to improve the three dimensions of hope: goals, pathway thinking and agency thinking

2. Goal

Curriculum based on Happiness theory improve hope of students: Goals, pathway thinking, agency thinking.

3. Contents and Time

The contents include 4 Units: Unit 1 self-cognition, Unit 2 Self planning, Unit 3 Beyond the self, Unit 4 Achieve the self. present as follow

Unit	Content Self-awareness: divided self-cognition、 Self-experience and Self-control	Time
Unit 1 self-cognition	1. Self-awareness: divided self-cognition,Self-experience, Self-control	5hours
	2. Self-understanding	
Unit 2 Self planning	1. Concept of Goals and Setting Goals	5hours
	2. Planning goals	
Unit 3 Beyond the self	1. Pathway thinking, Formulating Methods, and Strategies	5hours
	2. Recognize setbacks and enhance willpower	
Unit 4 Achieve the self	1. Enhance pathway thinking ,and enhance agency thinking	5hours
	2. Builds confidence in achieving goals	

4. Learning process

4.1 Positive emotion: Stimulate students' positive emotions, and promote the improvement of hope.

1) Teacher conduct a group of ice-breaking warm-up activities to mobilize students' positive emotions

2) Teacher complete 2-3 activity tasks under the positive emotions and good cooperative relationship for students.

3) Students share their positive emotional experience, harvest and achievements.

4.2 Engagement: Improve the heart flow experience

1) Teacher design task scenarios, adapt to students' psychological development and skills, and arrange medium difficult activities.

2) Students enter the activity scene and participate in the activity.

3) Teacher guide students to interact, and provide immediate and continuous feedback.

4) Students talk freely about the activities.

5) Students discuss and explore various activities and the situation to experience flow

4.3 Relationship: Attach great importance to the establishment and maintenance of relationships.

1) Teacher provide the path and motivational thinking resources for improving the sense of hope. Through classroom sharing and exemplary roles and mutual guidance of other team members, find a meaning and accomplishment and build a healthy attitude to life.

2) Students of all levels will be divided into 8 learning groups to participate in activities and tasks. Each teaching will start from the ice-breaking activity to establish a good relationship, and learn to complete 2-3 tasks together in one lesson.

4.4 Meaning: Organize students to share in the process of each group counseling

1) Students explore the meaning together, and influence each other. Students discuss together and find ways to create flow experiences. Thinking about meaning and a sense of value enables students to have more enjoyable and fulfilling flow experiences.

2) Students discuss the activities and give meaning to it.

4.5 Accomplishment: Encourage students to share their successful experiences and share their feelings.

Teacher encourage students to share their successful experiences and share their feelings.

5. Learning resources

5.1 Curriculum lesson plan

5.2 Teaching powerpoint

5.3 Activity materials

6. Evaluation

6.1 Hope Scale

6.2 Observe the students' behavior

6.3 Interview with students' teaching opinions

Assessment form for Validity of Curriculum Model

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

1. To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
2. To Develop curriculum Based on the happiness theory.
3. To compare the hope of collage freshman before and after learning by curriculum .

Directions:

Please assess the consistency between the components of the curriculum based on happiness theory and the appropriateness of the curriculum.After considering it, please check in the corresponding box.

Rating is +1. There is an opinion that "Corresponds to definition."

Rating is 0. There is an opinion that "Not sure it corresponds to definition."

Rating is -1. There is an opinion that "Inconsistent with definition."

No.	Contents	Assessment result			Remarks
		-1	0	+1	
1	Principle				
2	Goal				
3	Contents and Time				
4	Learning process				
5	learning resources				
6	Evaluation				

Suggestions

.....

Sign.....Assessor

(.....)

Date...../...../.....

Questionnaire about the Factors Influencing the Development of Hope level

Direction:

1. This Questionnaire is part of the research on "The Development of Curriculum based on Happiness theory to improve the Hope of college students", which aims to develop a curriculum of mental health based on the Happiness theory.

2. Please read the complete statement and answer the scale, which includes parts I and II.

3. The information obtained from each respondent, the researcher guarantees that your answers are confidential and will have no impact on the institution or you.

Part I Information on the identity of the interviewees

1. Gender

1) Male 2) Female

2. Age

1) 35-40 years old 2) 41-45 years old 3) 46-50 years old 4) 51 years old or above

3. Highest education

1) Master's degree 2) Doctoral degree

4. Experience in working in the education and Psychology

1) Less than 5 years 2) 5-10 years 3) More than 10 years

Part II Factors affecting college students' hope level

Direction:

Please read the following items (questions 1-30) carefully and select the extent to which factors affect college students' hope level based on your actual situation and teaching experience.

(1= strongly disagree, 2= disagree, 3= unsure, 4=agree, 5= strongly agree, please put the appropriate √ in each line.)

Factors		Questions	Level					Remarks
Environ ment	Family	1.1 College students with good family atmosphere, such as positive family members, tend to have a high sense of hope.						
		1.2 College students with better family economic status tend to have a higher sense of hope.						
		1.3 If college students communicate well with their parents and feel supported, they tend to have higher levels of hope.						
		1.4 College students who receive more time from their parents at an early age tend to have a higher sense of hope.						
	School	2.1 If the school has sufficient educational resources to provide students with more opportunities to learn and develop, the level of hope of college students can be improved, such as opening curriculum related to hope.						
		2.2 The good social environment and positive campus culture of the school can promote the improvement of college students' hope level.						
		2.3 Establishing positive relationships in the curriculum and guiding college students to cooperate on challenging tasks can help improve their level of hope.						
		2.4 Having interesting, accepting and identifying interactions and sharing successful experiences can improve the hope level of college students.						
	Society	3.1 The hope level of college students from economically prosperous areas is higher than that of those from economically backward areas						

Factors		Questions	Level					Remarks
		3.2 Creating an atmosphere of recognition, tolerance and friendliness in the society is conducive to improving the hope level of college students.						
		3.3 Social culture has an impact on college students' outlook on life and goal setting, so it also affects the hope level of college students.						
		3.4 Social attention to mental health and high expectation of students' hope level are beneficial to improving the hope level of college students.						
Personal factors	Personal goal	4.1 College students who often experience positive emotions related to their goals tend to have higher levels of hope.						
		4.2 Positive relationships can provide support and encourage college students to set their goals.						
		4.3 When college students understand their personal values and the meaning of their life, they will know better about how to design their goals.						
		4.4 If college students recognize and are proud of their past achievements, then they are more willing to plan their future goals.						
	Pathways thinking	5.1 College students who are highly focused on working to achieve their goals often find effective strategies to achieve them.						
		5.2 College students with positive relationships tend to find more ways to achieve their goals.						
		5.3 When college students identify with the sense of meaning of a goal, they will explore multiple ways to achieve the goal.						

Factors		Questions	Level					Remarks
		5.4 College students with a high sense of achievement have more optimistic expectations about overcoming difficulties to find strategies to achieve their goals.						
	Agency thinking	6.1 College students who often experience positive emotions are optimistic that they can overcome difficulties and achieve their goals.						
		6.2 Having good relationships, such as being understood and supported, and getting help from others, enables college students to have stronger perseverance and believe that they can overcome difficulties when they achieve their goals.						
		6.3 When college students recognize the meaning of their goals, their motivation to achieve them increases.						
		6.4 When college students agree that they have achieved something in the past, they will have more determination and confidence to achieve their goals.						

**Assessment form for validity of Questionnaire about Factors Influencing the
Development of Hope level questionnaire**

Research Title: The Development of Curriculum based on Happiness theory
to improve the hopes of college students

Research Objectives:

- 1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
- 2.To Develop curriculum Based on the happiness theory.
- 3 To compare the hope of collage freshman before and after learning by curriculum .

Assessor:**Position:**

Workplace:

Directions:

When using the questionnaire, Please consider the consistency of the factors that college students want.After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Rating is -1. There is an opinion that “Inconsistent with definition.”

Factors		Questions	Assessment result			Remarks
			-1	0	1	
Environment	Family	1.1 College students with good family atmosphere, such as positive family members, tend to have a high sense of hope.				
		1.2 College students with better family economic status tend to have a higher sense of hope.				
		1.3 If college students communicate well with their parents and feel supported, they tend to have higher levels of hope.				
		1.4 College students who receive more time from their parents at an early age tend to have a higher sense of hope.				
	School	2.1 If the school has sufficient educational resources to provide students with more opportunities to learn and develop, the level of hope of college students can be improved, such as opening curriculum related to hope.				
		2.2 The good social environment and positive campus culture of the school can promote the improvement of college students' hope level.				
		2.3 Establishing positive relationships in the curriculum and guiding college students to cooperate on challenging tasks can help improve their level of hope.				

Factors		Questions	Assessment result			Remarks
			-1	0	1	
		2.4 Having interesting, accepting and identifying interactions and sharing successful experiences can improve the hope level of college students.				
	Society	3.1 The hope level of college students from economically prosperous areas is higher than that of those from economically backward areas.				
		3.2 Creating an atmosphere of recognition, tolerance and friendliness in the society is conducive to improving the hope level of college students.				
		3.3 Social culture has an impact on college students' outlook on life and goal setting, so it also affects the hope level of college students.				
		3.4 Social attention to mental health and high expectation of students' hope level are beneficial to improving the hope level of college students.				
Personal factors	Personal goal	4.1 College students who often experience positive emotions related to their goals tend to have higher levels of hope.				
		4.2 Positive relationships can provide support and encourage college students to set their goals.				
		4.3 When college students understand their personal values and the meaning of their life, they will know better about how to design their goals.				

Factors		Questions	Assessment result			Remarks
			-1	0	1	
		4.4 If college students recognize and are proud of their past achievements, then they are more willing to plan their future goals				
	Pathways thinking	5.1 College students who are highly focused on working to achieve their goals often find effective strategies to achieve them.				
		5.2 College students with positive relationships tend to find more ways to achieve their goals.				
		5.3 When college students identify with the sense of meaning of a goal, they will explore multiple ways to achieve the goal.				
		5.4 College students with a high sense of achievement have more optimistic expectations about overcoming difficulties to find strategies to achieve their goals.				
	agency thinking	6.1 College students who often experience positive emotions are optimistic that they can overcome difficulties and achieve their goals.				
		6.2 Having good relationships, such as being understood and supported, and getting help from others, enables college students to have stronger perseverance and believe that they can overcome difficulties when they achieve their goals.				
		6.3 When college students recognize the meaning of their goals, their motivation to achieve them increases.				

Factors		Questions	Assessment result			Remarks
			-1	0	1	
		6.4 When college students agree that they have achieved something in the past, they will have more determination and confidence to achieve their goals.				

Suggestions

.....

.....
 Sign.....Assessor
 (.....)
 Date...../...../.....

Interview form on influencing factors of hope level of college students

In order to improve the hope level of "college students", we are conducting a "The Development of Curriculum based on Happiness theory to improve the hopes of college students" study, the main purpose of this visit is to study the factors affecting the development of hope, and we hope to get support and help from you. This Interview form is for research purposes only, and the information collected from each respondent is kept confidential, and the researchers ensure that your responses have no impact on either the institution or you personally. The interview time is expected to take approximately 40 minutes.

Name:..... Gender:.....

Position / Position:..... Name of school /
institution:.....

Part 1.About hope

1) Do you think families affect college students' hopes? What are those and why?

2) Do you think that schools affect the hopes of college students? What are those and why?

3) Do you think that society influences the hopes of college students? What are those and why?

4) What other factors do you think affect the hopes of college students? Can you tell me what it is?

Part 2.About goals setting

5) Does frequent positive emotional experience affect goal setting?why?

6) Do students' interests affect the goal setting?why?

7) Do students' relationships affect goal setting?why?

8) Do students' values and life meanings affect the setting of goals?why?

9) Does a student's past achievements affect his goal setting?why?

Part 3.About the waypower to achieve the goal

10) Does positive emotional experience affect learning to find more ways to achieve their goals?why?

11) Does focusing on their work affect students to find more ways to achieve their goals?why?

12) Does a good relationship affect students to find more ways to achieve their goals?why?

13) Can students make more plans to achieve their goals when facing what they think is meaningful?why?

14) Do students' past achievements affect learning to find more ways to achieve their goals?why?

Part 4.About the willpower to achieve the goal

15) Can positive emotions help students to be more determined to face challenges when their goals are blocked?why?

16) If students can create a flow state, will they increase their motivation to achieve their goals?why?

17) Does a good relationship affect students' motivation to achieve their goals?why?

18) Will students have more perseverance in overcoming difficulties when facing what they think is meaningful work?why?

19) Do students' achievements in the past give them greater determination and confidence to achieve their goals?

**Assessment of the validity of Interview on influencing factors of hope level
of college students Achievement**

Research Title: The Development of Curriculum based on Happiness theory
to improve the hopes of college students

Research Objectives:

1. To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
2. To Develop curriculum Based on the happiness theory.
- 3 To compare the hope of collage freshman before and after learning by curriculum.

Directions:

Please consider the consistency of the interview about whether each of the factors infuencing the development of students hope is correct when using the interview. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Rating is -1. There is an opinion that “Inconsistent with definition.”

No.	Questions	Assessment result			Remarks
		-1	0	+1	
1	External influence factor	Do you think families affect college students' hopes? What are those and why?			
2		Do you think that schools affect the hopes of college students? What are those and why?			
3		Do you think that society influences the hopes of college students? What are those and why?			
4		What other factors do you think affect the hopes of college students? Can you tell me what it is?			
5	About goals setting	Does frequent positive emotional experience affect goal setting?why?			
6		Do students' interests affect the goal setting?why?			
7		Do students' relationships affect goal setting?why?			
8		Do students' values and life meanings affect the setting of goals?why?			
9		Does a student's past achievements affect his goal setting?why?			
10	About the waypower to achieve the goal	Does positive emotional experience affect learning to find more ways to achieve their goals?why?			
11		Does focusing on their work affect students to find more ways to achieve their goals?why?			
12		Does a good relationship affect students to find more ways to achieve their goals?why?			

No.	Questions	Assessment result			Remarks
		-1	0	+1	
13	Can students make more plans to achieve their goals when facing what they think is meaningful?why?				
14	Do students' past achievements affect learning to find more ways to achieve their goals?why?				
15	Can positive emotions help students to be more determined to face challenges when their goals are blocked?why?				
16	If students can create a flow state, will they increase their motivation to achieve their goals?why?				
17	Does a good relationship affect students' motivation to achieve their goals?why?				
18	Will students have more perseverance in overcoming difficulties when facing what they think is meaningful work?why?				
19	Do students' achievements in the past give them greater determination and confidence to achieve their goals?				

Suggestions

.....

Sign.....Assessor

(.....)

Date...../...../.....

Lesson Plan1

Course name: Unit 1 self-cognition

Section 1. Self-awareness: divided self-cognition, Self-experience and Self-control

Section 2. Self-understanding

Time: 5 hours

1. Concept

Self-awareness is a person's understanding of himself and the relationship between himself and his surroundings, including the understanding of his physiological condition, psychological characteristics, social attributes, etc., and the process of achieving personal realization or self-improvement through adjusting himself. It is a high-level psychological system that commands and regulates the entire psychology and behavior of people. Self-awareness includes: Self-cognition, Self-experience, Self-control.

2. Contents

2.1 Self-awareness

- Self-cognition
- Self-experience
- Self-control

2.2 Self-understanding

3. Objective

- Students can explain and share about themselves and their experiences.
- Students can develop a plan to improve self-control.
- Students build relationship to each other.

4. Learning processes

4.1 Positive Emotions

1) Self-cognition

Teacher explained the importance of positive emotion to self-cognition and guided students to reflect on their personal positive emotion experience.

Students reflect individually, name past positive experiences and emotions and record them.

Self-experience

Teachers organize students to complete three activity tasks in a positive mood and good cooperative relationship. List of tasks : "Exploring my flow", "Testing my career interest", "advantage wheel".

Students complete three self-exploration tasks as required by the teacher, focusing on what positive emotional experiences of happiness and satisfaction are obtained in self-exploration, and promoting the link between positive emotions and self.

Self-control

Teachers analyze the relationship between positive emotion and self-control, and teach the methods of emotion regulation and self-control.

Students engage in individual reflection and share their own methods of managing emotions effectively in group discussions.

4.2 Engagement

1) Self-cognition

Teachers lead students to think about what engages them and why these activities deepen their sense of engagement.

Students think and list personal experiences of engagement.

Self-experience

Teachers conduct "Exploring my flow" activities to encourage students to explore more paths to learn about themselves, such as choosing an interest project for deep learning.

Students think and experience independently, discuss how the activity generates flow according to the teacher's requirements, and consider designing flow experiences, and successful students share their own flow experiences in the activity.

And report the following issues:

- What activities have you designed to get you into the flow experience?
- Why do you think this activity brought you into the flow experience?
- How much have you learned about yourself from this activity?

3) Self control

Teacher teaches strategies for maintaining attention.

Students discuss the relationship between flow and self-control and develop a plan to improve self-control in learning.

4.3 Relationship

1) Self-cognition

Teachers ask students: What are the positive effects of positive interpersonal relationships on self-knowledge?

Students think, speak and record experiences of building positive relationships with others.

2) Self-experience

Teachers organize an "advantage wheel" activity and ask students to tell their own advantages and strengths after thinking.

Students share their strengths and strengths one by one in the team, and team members sincerely praise each student for their sharing. Students are inspired by mutual learning and find more ways to recognize their own strengths and strengths.

3) Self-control

Teachers teach strategies and techniques of self-control, mainly including emotion management and interpersonal communication.

Students practice self-control through situational simulation.

4.4 Meaning

1) Self-cognition

Teachers teach the importance of finding meaning in life and ask students to think about their own values and meaning.

Students think and share their values and meanings within the group.

2) Self-experience

Teachers' organization to "test my career interest".

Students share their career interests and their professional significance.

3) Self control

Teachers explain professional interests, and teach how to plan career development according to their professional interests, advantages and talents, and realize the meaning of life.

Students think about their career goals, how to get there, and what kind of self-control they need to develop.

4.5 Accomplishment

1) Self-cognition

The teacher asked the students to tell about a satisfactory success experience they had achieved and think about the following two questions:

- Did I start out believing in the ability to succeed?
- When I encounter difficulties, do I still believe that I will always find the right way and method

Teachers summarize the positive impact of a sense of achievement in the process of self-knowledge: clarifying abilities and interests, stimulating motivation, and enhancing confidence in coping with setbacks.

2) Self-experience

The teacher encouraged the students to tell about their success stories

Students share their own successful experience and the answers to 2 questions raised by the teacher in the group, and experience a positive self-experience in the process.

3) Self control

The teacher asks the students to think: What role does self-control play in the path to success? If I had to do it again, what would I do in terms of self-control?

Students think about questions and share their answers in a group.

5. Learning resources

5.1 Teaching lesson plans and PPT

5.2 Activity materials: White paper, Pen

6. Evaluation

6.1 Observation Students performance about enhancing self-awareness

6.2 Observe Students performance about whether self-control is improved.

Lesson plans 2

Course name: Unit 2 Self planning

Section 1. Concept of Goals and Setting Goals

Section 2. Planning Goals

Time: 5 hours

1. Concept

Establishing goals is crucial for enhancing students' levels of hope. This involves understanding the concept and significance of goals, as well as setting goals that are suitable for oneself. Planning goals, specifically, involves breaking down the objectives into concrete action plans and steps.

2. Contents

Self planning

- Concept of Goals
- Significance of goals
- Setting Goals
- Planning Goals

3. Objective

- Students can explain the concept and significance of goals.
- Students can formulate goals aligned with their personal values and understand the impact of goal achievement on individual meaning.
- Students can break down goals into specific action plans and steps.

4. Learning processes

4.1 Positive emotion

1) Teacher taught about the concept of goals and the importance of goals for personal growth, and listed the positive emotional experiences that people can obtain through the achievement of goals, such as a sense of accomplishment, pleasure, satisfaction, and self-confidence.

2) Teachers organize students to complete the activity "Pizza of Time" when students are in a positive mood and good cooperative relationship. It is a process of improving self-knowledge and experiencing motivation and positive emotions from it.

-Teacher begins by telling students a story about time and prompts them to reflect on a question: How do they manage their own time?

-Students draw a time pie chart on a blank sheet, illustrating the distribution of their activities over the course of a week.

-Teacher asks students to answer the following questions about their time pie chart: How many activities are there in my time pie chart? Which activities

can be increased, decreased, or eliminated? If I were to redraw the chart, how would I like to rearrange my time?

-Students engage in group discussions and, after the discussion, redraw their time pie charts. Effective time management brings about a range of positive emotional experiences for students, such as a sense of accomplishment, relaxation, control, fulfillment, self-affirmation, and reduced anxiety.

-Students master the methods of time management, experience the pleasure in the process of achieving goals, and deepen the positive emotional cognition of goals.

3) Students share their positive emotional experiences during the activity.

4.2 Engagement

1) Teachers teach the content of personal values and goals, guide students to think seriously about personal values, and teach students to set goals according to personal values, so as to make the goals more meaningful and self-fulfilling satisfaction.

2) Teachers organize "Goal Search" activities to guide students to devote themselves to goal-setting tasks. *Detailed steps are shown as follows:*

-Students write on paper about five important things to do in the near future.

-Students think about the following questions item by item: If you want to erase two items now for some irresistible reasons, which one will you erase?

Question 1: If one more item had to be erased because of a special situation, which one would you erase?

Question 2: What choice would you make if you had to erase another one?

-Teacher asked the students to think: now only one last thing remains, this is what you want to do in the near future, the most important thing for you. It is related to your goals. Please discuss and answer the following questions:

Question 3: Do I have to achieve this goal? What does it mean to me?

Question 4: Do I have the conditions to achieve my goal? How can these conditions be used?

Question 5: What are the difficulties in achieving the goal? Can I overcome it?

3) Students share their personal goals in the group, stimulate their cognition of different goals through discussion, and provide Pathway Thinking for the formulation of personal goals.

4.3 Relationship

1) The teacher organizes ice-breaking activities before the start of the learning session to break down interpersonal barriers among students.

2) Students reacquaint themselves with each other and foster a harmonious interpersonal atmosphere, fostering collaboration and mutual assistance.

3) Teachers organize the "Hopeful Chat Session" to promote deep communication and understanding among students and deepen interpersonal connections.

4) Students participate in a "Hopeful Chat Session" where they take turns sharing some information about themselves, including personal interests, dreams, experiences, goals they have set for themselves and their plans to achieve them, gaining social support through sharing and listening, gaining empathy and understanding, and increasing their sense of acceptance and support.

4.4 Meaning

1) Students understand the significance of goals and the importance of setting them. They learn to establish reasonable learning objectives, possess the motivation to learn, and comprehend effective methods for achieving goals through the activity.

2) Students participate in "Steering for Myself", seriously think about what motivation to set goals, understand the goal and their realization to themselves, so as to improve the motivation to achieve the goal thinking.

4.5 Accomplishment

1) Teachers organized "My Career Goals" and "The Path to My Future" activities.

2) The teacher shared the story "Picking apples" to inspire students to understand that if one wants to be successful, one has to work hard to pick those apples that need to jump up to reach. Use this story to guide students to

understand that while setting goals, they should also set appropriately high goals and work towards them.

3) Students develop career goals and future plans, present and share them in the group, experience the sense of accomplishment of setting goals and planning the path to realization, and strengthen the confidence of hope for the future.

4) The teacher summarizes and affirms and encourages the positive changes observed in class.

5.Learning resources

5.1 PPT

5.2 Activity materials: Paper, Pen

6.Evaluation

6.1 Teachers observe students' performance in the classroom

6.2 Teachers evaluate the action plans

Lesson plans 3

Course name: Unit 3 Beyond the self

Section 1. Pathway thinking, Formulating Methods, and Strategies

Section 2. Recognize setbacks and enhance willpower

Time: 5 hours

1. Concept

pathway thinking are the cognitive element of hope, means and plans for achieving goals, the ability to develop plans and strategies at the psychological level of the individual to achieve goals. It component consists of beliefs regarding individuals' abilities to plan multiple routes to reach goals and to overcome barriers. The development pathway helps people to understand and respond to change, develop long-term development strategies, and make appropriate decisions at different stages. It is critical to achieving your goals, and it is an effective way to increase your sense of hope.

2. Contents

1) Pathway thinking, Formulating Methods, and Strategies

2) Recognize setbacks and enhance willpower

3. Objective

- Students can explain pathway thinking.
- Students can develop actionable methods and strategies to achieve their goals.
- Students can acknowledge and objectively approach setbacks.
- Students can enhance their willpower to achieve goals.

4. Learning processes

4.1 Positive emotion

1) Teacher organizes warm-up activities to break the ice and boost students' positive emotions.

2) Students participate in ice-breaking activities:

-In the "Chick Growth Journal", students engage in friendly competition following the rules. Depending on the outcome, they take on the roles of eggs, chicks, or hens, creating a relaxed and joyful atmosphere.

-In the "Chick Growth Journal" , students play the roles of squirrels and trees, collaborating to overcome obstacles and reach a destination, fostering a pleasant and cooperative atmosphere.

3) Teachers organize classroom activities and students cooperate to complete them. List of activities:"Rock Climbing," "My Resilience Growth Circle," "Dead Cat Bounce - Self-motivation," and "The Story of Two Grains of Sand".

4) Students work collaboratively to complete tasks in the activity and have a positive emotional experience: stimulating interest, self-breakthrough, happiness, interpersonal support, optimism, hope, confidence, sense of accomplishment, satisfaction, etc

4.2 Engagement

1) The teacher organizes a "Rock Climbing" activity in the school's outdoor facilities, explaining task requirements and precautions. Each student is required to complete the climb within 10 minutes and is allowed a maximum of 2 interruptions during the ascent.

2) The teacher demonstrates the proper wearing of safety equipment and instructs on protective measures. Individual safety checks and protective arrangements are conducted for each student engaging in climbing, with continuous safety monitoring throughout.

3) The teacher assigns student assistants to record the performance of each student.

4) Students set personal goals for the activity and report them to the teacher.

5) Students need to maintain a high level of focus and concentration during climbing due to the inherent difficulty and technical requirements. Encourage them to explore more paths to achieve their goals.

6) Students must remain highly focused during the climbing process, as they may encounter challenges such as fear of heights, hesitation, or physical fatigue. Overcoming these difficulties requires students to show higher agency thinking and accept challenges.

4.3 Relationship

1) Teachers organize ice-breaking activities before the start of learning to break the interpersonal barrier between students.

2) Students get familiar with each other again and get a harmonious interpersonal atmosphere, willing to cooperate and help each other.

3) Teachers organized and implemented the "My Resilience Growth Circle" activity.

4) Students draw three levels of adversity resistance and potential resources on a blank sheet of paper, with themselves as the center. The innermost circle, the first level of resources, is closest to them, representing the resources they immediately think of seeking help and utilizing when facing challenges. The second circle of resources is not their first choice but still provides essential assistance and support, perhaps more on a mental level. The outermost circle involves resources that are used less frequently but may still offer help. Beyond the concentric circles, in the blank space, students need to actively search for more distant resources that might be useful at certain times.

5) The teacher guides the students to think and answer the following questions:

- Are you happy with your resilience Growth Circle?
- Do you have ways to expand these resources?
- What is your greatest source of resilience?

6) Students share the importance of interpersonal relationships, such as how these relationships serve as crucial support systems. They may offer understanding, support, encouragement, and examples of problem-solving when we face challenges.

4.4 Meaning

1) Students, after completing "Rock Climbing," think about and answer the following questions:

- Have you encountered difficulties and challenges in climbing? How did you get over it?
- How did you feel when you overcame your inner fear to reach your goal?
- How do you feel when you push your limits to reach your goals?
- Have you learned anything from climbing that you can apply to your studies or life?

2) Students share the significance of finding Resilience Growth Circle for self-cognition, emotional adjustment, improving the ability to cope with adversity, promoting personal growth and enhancing their hope.

3) Students discuss and share today's gains and meaning for themselves.

4.5 Accomplishment

1) Teachers encourage students to share their success stories and feelings within their small groups at the completion of each activity. They also invite 1-2 students to speak on behalf of the entire class.

2) Students engage in sharing, focusing on the gains and achievements during today's learning.

3) The teacher concludes by affirming and encouraging the positive changes observed in students during the class.

5. Learning resources

5.1 PPT

5.2 Activity materials: White paper, Pen, Climbing Harness, Climbing Rope, Helmet, carabiner, figure-eight belay device, Climbing Gloves

6. Evaluation

6.1 Teachers observe students' performance about they chart more paths to reach their goals in the classroom.

6.2 Teachers observe students' performance regarding whether they can objectively handle adversity during discussions in the classroom.

6.3 Teachers observe students' performance in terms of whether they persist when encountering obstacles in the classroom.

Lesson plans 4

Course name: Unit 4 Achieve the self

Section 1. Enhance pathway thinking ,and enhance agency

Section 2. Builds confidence in achieving goals

Time: 5 hours

1. Concept

In the face of difficulties in achieving goals, individuals with high motivational awareness exhibit stronger resilience to overcome setbacks and challenges. The determination and confidence to achieve goals stem from motivational awareness. It is evident that to enhance students' hope levels, increasing their autonomy and proactiveness is crucial. Students need to recognize and appreciate their strengths, understand their psychological capital, foster positive self-belief in goal achievement, approach anticipated failures rationally, and learn to transform negative thoughts into positive ones. When necessary, they should be able to adjust the pathways to achieve their goals.

2. Contents

- 1) Enhance pathway thinking ,and enhance agency
- 2) Builds confidence in achieving goals

3. Objective

- Students can improve their agency thinking and Pathway thinking.
- Students have increased confidence and positive self-beliefs.

4. Learning processes

4.1 Positive emotion

1) Teacher taught the definition of frustration, the common setbacks of college students and their causes, the self-adjustment of coping with setbacks, the importance of positive emotions, and the help of students to cultivate positive emotions and optimistic cognition to cope with setbacks.

2) Teacher organizes classroom activities and requires students to cooperate to complete the activities list: "Turning Peaks and Bends", "Innate Talents Shine", "Psychological Capital", "Turning Dreams into Reality".

Example: Teacher organize an "Innate Talents Shine" event where students explore their interests and talents and create a small project to present to their classmates.

3) Students engage in learning and experience a range of positive emotions: stimulating interest, experiencing excitement, deepening cooperation and support, optimism, hope, confidence, sense of accomplishment, satisfaction, etc.

4.2 Engagement

1) Teacher organizes the activity "Turning Peaks and Bends". First, play an audio of the original sound of nature (5 minutes), and let the students immerse themselves in it and think about the question: Which aspect do you want to achieve in the future?

2) Students focus on the goal.

3) Students think about the conditions and paths to achieve the goal, and record on a piece of paper: What are the conditions needed to achieve this goal? What are your disadvantages among these requirements? Each student should list at least 6.

4) Students focus on discussing how to find more paths to reach the goal and how to face the shortcomings and setbacks to reach the goal. Increase self-confidence and confidence in achieving your goals through mutual support and encouragement.

4.3 Relationship

1) Teacher explains the close relationship between psychological capital and individual sense of hope, and guides students to realize that positive interpersonal relationship and psychological capital are mutually reinforcing.

2) Teacher organize "Psychological Capital" activities.

3) Students participate in the activity of "Psychological Capital", brainstorming and discussing a variety of positive psychological resources, including their own internal psychological resources and external resources. Discuss the significance of these psychological capital for achieving goals.

4.4 Meaning

1) Teacher organize "Turning Dreams into Reality" activity.

2) Students participate in this activity: make dream cards, write down their dreams and divide them into four dimensions: "most want to achieve", "least want to achieve", "most likely to achieve", "least likely to achieve". Think about what these dreams mean to you, and then share and discuss them in your group.

3) Students determine goals through discussion, clarify the meaning of goals, transfer successful experiences, and make practical plans.

4.5 Accomplishment

1) Teacher guide students to review their personal success experiences and think about the following questions:

Question 1: What is the significance of successful experience?

Question 2: How can I transfer my success to other situations?

Students discuss the questions raised by the teacher and get multiple answers.

3)Teacher encourage students to share their success stories and feelings within their small groups at the completion of each activity. They also invite 1-2 students to speak on behalf of the entire class.

4)Students engage in sharing, focusing on the gains and achievements during today's learning.

5)Teacher summarizes this unit, acknowledging and encouraging the positive changes observed in students during the class.

6)Teacher summarizes the course, affirming the achievements and positive changes in students' participation in the learning process.

5.Learning resources

5.1 PPT

5.2 Activity materials : White paper, Pen,An 5-minute natural audio recording

6.Evaluation

6.1 Teachers observe students' performance in the classroom about agency thinking and Pathway thinking confidence and positive self-beliefs

Assessment form for validity of Lesson Plan 1

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.

2.To Develop curriculum Based on the happiness theory.

3.To compare the hope of collage freshman before and after learning by curriculum .

Assessor:..... Position:.....

Workplace:.....

Directions:

Please assess the congruence between the lesson plan topics by puting √ in the box according to the following criteria.

Rating is +1. There is an opinion that "Corresponds to the lesson plan topics."

Rating is 0. There is an opinion that "Not sure it corresponds to the lesson plan topics."

Rating is-1. There is an opinion that "inconsistent with the lesson plan topics.

Course name: Unit 1 self-cognition

No.	Item	Assessment result			Remarks
		-1	0	+1	
1	Concept				
2	Contents				
3	Objective				
4	Learning processes 1.Positive emotion 2.Engagement 3.Relationship 4.Meaning 5.Accomplishment				
5	Learning resources				
6	Evaluation				

Assessment form for validity of Lesson Plan 2

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

- 1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
- 2.To Develop curriculum Based on the happiness theory.
- 3.To compare the hope of collage freshman before and after learning by curriculum .

Assessor :..... **Position** :.....

Workplace :.....

Directions:

Please assess the congruence between the lesson plan topics by puting √ in the box according to the following criteria.

Rating is +1. There is an opinion that "Corresponds to the lesson plan topics."

Rating is 0. There is an opinion that "Not sure it corresponds to the lesson plan topics."

Rating is -1. There is an opinion that "inconsistent with the lesson plan topics."

Course name: Unit 2 Self planningg

No.	Item	Assessment result			Remarks
		-1	0	+1	
1	Concept				
2	Contents				
3	Objective				
4	Learning processes 1.Positive emotion 2.Engagement 3.Relationship 4.Meaning 5.Accomplishment				
5	Learning resources				
6	Evaluation				

Assessment form for validity of Lesson Plan 3

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

- 1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
- 2.To Develop curriculum Based on the happiness theory.
- 3.To compare the hope of collage freshman before and after learning by curriculum .

Assessor:..... **Position:**.....

Workplace:.....

Directions:

Please assess the congruence between the lesson plan topics by puting \checkmark in the box according to the following criteria.

Rating is +1. There is an opinion that "Corresponds to the lesson plan topics."

Rating is 0. There is an opinion that "Not sure it corresponds to the lesson plan topics."

Rating is -1. There is an opinion that "inconsistent with the lesson plan topics."

Course name: Unit 3 Beyond the self

No.	Item	Assessment result			Remarks
		-1	0	+1	
1	Concept				
2	Contents				
3	Objective				
4	Learning processes 1.Positive emotion 2.Engagement 3.Relationship 4.Meaning 5.Accomplishment				
5	Learning resources				
6	Evaluation				

Assessment form for validity of Lesson Plan 4

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

- 1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
- 2.To Develop curriculum Based on the happiness theory.
- 3.To compare the hope of collage freshman before and after learning by curriculum

Assessor:..... **Position:**.....

Workplace:.....

Directions:

Please assess the congruence between the lesson plan topics by puting √ in the box according to the following criteria.

Rating is +1. There is an opinion that "Corresponds to the lesson plan topics."

Rating is 0. There is an opinion that "Not sure it corresponds to the lesson plan topics."

Rating is-1. There is an opinion that "inconsistent with the lesson plan topics."

Course name: Unit 4 Achieve the self

No.	Item	Assessment result			Remarks
		-1	0	+1	
1	Concept				
2	Contents				
3	Objective				
4	Learning processes 1.Positive emotion 2.Engagement 3.Relationship 4.Meaning 5.Accomplishment				
5	Learning resources				
6	Evaluation				

The Hope Scale

(Snyder,1991)

Directions:Read each item carefully.Using the scale shown below, please select the number that best describes YOU and out that number in the blank provided.

1=Definitely False, 2=Mostly False, 3=Mostly True, 4=Definitely True

1. I can think of many ways to get out of a jam.(pathways)
2. I energetically pursue my goals.(Agency)
3. I feel tired most of the time.(Filler)
4. There are lots of ways around any problem.(pathways)
5. I am easily downed in an argument.(Filler)
6. I can think of many ways to get the things in life that are most important to me.(pathways)
7. I worry about my health.(Filler)
8. Even when others get discouraged, I know I can find a way to solve the problem.(pathways)
9. My past experiences have prepared me well for my future.(Agency)
10. I've been pretty successful in life. (Agency)
11. I usually find myself worrying about something. (Filler)
12. I meet the goals that I set for myself. (Agency)

This questionnaire consists of a total of 12 questions and adopts a four-point scoring system, with four items (1, 4, 6, 8) measuring pathway thinking, four items (2, 9, 10, 12) measuring agency thinking, and another four items (3, 5, 7, 11) used to divert the attention of the subjects, which are not scored. The total score is 32 points. The higher the total score of the subjects, the higher their level of hope.

Assessment form for the Hope Scale

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

- 1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
- 2.To Develop curriculum Based on the happiness theory.
- 3.To compare the hope of collage freshman before and after learning by curriculum

Assessor:..... **Position:**.....

Workplace:.....

Directions:

In the hope scale, questions 1,4,6,8 measure pathway thinking, questions 2,9,10,12 measure agency thinking, and questions 3,5,7,11 are Filler.Please evaluate the consistency of the attached desired scale according to the following criteria and mark/in the box.

Rating is +1. There is an opinion that “Corresponds to definition.”

Rating is 0. There is an opinion that “Not sure it corresponds to definition.”

Rating is -1. There is an opinion that “Inconsistent with definition.”

Item	Assessment result			Remarks
	-1	0	+1	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Suggestions

.....
.....
.....

Sign.....Assessor
(.....)
Date...../...../.....

Observation form about Student behavior

Course Title: Instructor:

Duration: Classroom location:

Total number of students: Observer:

Unit 1: self-cognition

Learning process	Student behavior
1.Positive emotion	
2.Engagement	
3.Relationship	
4.Meaning	
5.Accomplishment	

Unit 2: Self planning

Learning process	Student behavior
1.Positive emotion	
2.Engagement	
3.Relationship	
4.Meaning	
5.Accomplishment	

Unit 3: Beyond the self

Learning process	Student behavior
1.Positive emotion	
2.Engagement	
3.Relationship	
4.Meaning	
5.Accomplishment	

Unit 4 :Achieve the self

Learning process	Student behavior
1.Positive emotion	
2.Engagement	
3.Relationship	
4.Meaning	
5.Accomplishment	

Assessment form for Observation form about Student behavior

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

- 1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
- 2.To Develop curriculum Based on the happiness theory.
- 3.To compare the hope of collage freshman before and after learning by curriculum

Assessor:..... **Position:**.....

Workplace:.....

Directions:

When using the observation table, please consider the consistency between the student behavior change and the research objectives, and consider whether each student's behavior change is correct and reasonable. After consideration, please check in the corresponding box. Consider this using the following criteria.

Rating is +1. There is an opinion that “Corresponds to your opinion.”

Rating is 0. There is an opinion that “Not sure it corresponds to your opinion.”

Rating is -1. There is an opinion that “Inconsistent with your opinion.”

Course Title: **Instructor:**

Duration: **Classroom location:**

Total number of students: **Observer:**

Unit 1 self-cognition

Learning Process	Learning Observation	Assessment Results			Remarks
		-1	0	+1	
1.Positive emotion					
2.Engagement					
3.Relationship					
4.Meaning					
5.Accomplishment					

Unit 2 Self planning

Learning Process	Learning Observation	Assessment Results			Remarks
		-1	0	+1	
1.Positive emotion					
2.Engagement					
3.Relationship					
4.Meaning					
5.Accomplishment					

Unit 3 Beyond the self

Learning Process	Learning Observation	Assessment Results			Remarks
		-1	0	+1	
1.Positive emotion					
2.Engagement					
3.Relationship					
4.Meaning					
5.Accomplishment					

Unit 4 Achieve the self

Learning Process	Learning Observation	Assessment Results			Remarks
		-1	0	+1	
1.Positive emotion					
2.Engagement					
3.Relationship					
4.Meaning					
5.Accomplishment					

Comments/Observations:

.....

Sign..... Observer

(.....)

Date...../...../.....

Interview form about opinions on teaching

Thank you for participating in this interview. Our Objective is to gather your insights into the hope education of college freshmen. Your opinions will contribute to enhancing the curriculum. Please respond to the following questions:

Part 1 Information on the identity of the interviewees

Name: Gender:

class: Interview time:

Part 2 Interview Content

Interview Question	Record of Discussion
1. Do you feel better in your sense of hope after taking the study course?	
2. Can you use the experience or method you learned in class?	
3. What are your goals right now? What are your paths to achieve these goals?	
4. After participating in the course, did it have any impact on and inspire your path to achieving goals?	
5. After participating in the course, what impact and inspiration did it have on overcoming obstacles in the process of achieving your goals?	
6. What part of the learning activity do you think inspires you on the best path to achieve your goals?	
7. Which part of the learning activity do you think will best boost your motivation to achieve your goals?	
8. Do you have any expectations and suggestions for conducting such courses in the future?	

Assessment form for Validity of opinions on the teaching interview form

Research Title:

The Development of Curriculum based on Happiness theory to improve the hopes of college students

Research Objectives:

- 1.To Study the the factors affecting the development of hope of collage freshman in Guangxi International Business Vocational College.
- 2.To Develop curriculum Based on the happiness theory.
- 3.To compare the hope of collage freshman before and after learning by curriculum

Assessor:..... **Position:**.....

Workplace:.....

Directions:

When using the interview form. please consider the consistency of the interview about whether each of Teaching opinions and Suggested Questions is correct. After considering it, please check in the corresponding box. Use the following criteria for consideration.

Rating is +1. There is an opinion that "Corresponds to your opinion."

Rating is 0. There is an opinion that "Not sure it corresponds to your opinion."

Rating is -1. There is an opinion that "Inconsistent with your opinion."

No.	Questions	Assessment result			Remarks
		-1	0	+1	
1	Do you feel better in your sense of hope after taking the study course?				
2	Can you use the experience or method you learned in class?				
3	What are your goals right now? What are your paths to achieve these goals?				
4	After participating in the course, did it have any impact on and inspire your path to achieving goals?				
5	After participating in the course, what impact and inspiration did it have on overcoming obstacles in the process of achieving your goals?				
6	What part of the learning activity do you think inspires you on the best path to achieve your goals?				
7	Which part of the learning activity do you think will best boost your motivation to achieve your goals?				
8	Do you have any expectations and suggestions for conducting such courses in the future?				

Suggestions

.....

Sign.....Assessor

(.....)

Date...../...../.....

Appendix D

The Results of the Quality Analysis of Research Instruments

Index of Objective Consistency (IOC) Statistics of Items about the Curriculum
based on Happiness Theory

No.	Contents	Experts					IOC	Validity
		No. 1	No. 2	No. 3	No. 4	No. 5		
1	Principle	1	1	1	1	1	1.00	Valid
2	Goal	1	1	1	1	1	1.00	Valid
3	Content	1	1	1	1	1	1.00	Valid
4	Learning processes	1	1	1	1	1	1.00	Valid
5	Learning resource	1	1	1	1	1	1.00	Valid
6	Evaluation	1	1	1	1	1	1.00	Valid

**Index of Item Objective Coherence (IOC) Statistical Tables on the Questionnaire
about the Factors Influencing the Development of Hope level**

Factors		Questions	Experts					IOC	Validity
			No. 1	No. 2	No. 3	No. 4	No. 5		
Environment	Family	1.1 College students with good family atmosphere, such as positive family members, tend to have a high sense of hope.	1	1	1	1	1	1.00	Valid
		1.2 College students with better family economic status tend to have a higher sense of hope.	1	1	1	1	1	1.00	Valid
		1.3 If college students communicate well with their parents and feel supported, they tend to have higher levels of hope.	1	1	1	1	1	1.00	Valid
		1.4 College students who receive more time from their parents at an early age tend to have a higher sense of hope.	1	1	1	1	1	1.00	Valid
	School	2.1 If the school has sufficient educational resources to provide students with more opportunities to learn and develop, the level of hope of college students can be improved, such as opening curriculum related to hope.	1	1	1	1	1	1.00	Valid
		2.2 The good social environment and positive campus culture of the school can promote the improvement of college students' hope level.	1	1	1	1	1	1.00	Valid
		2.3 Establishing positive relationships in the curriculum and guiding college students to cooperate on challenging tasks can help improve their level of hope.	1	1	1	1	1	1.00	Valid
		2.4 Having interesting, accepting and identifying interactions and sharing successful experiences can improve the hope level of college students.	1	1	1	1	1	1.00	Valid
	Society	3.1 The hope level of college students from economically prosperous areas is higher than that of those from economically backward areas.	1	1	1	1	1	1.00	Valid
		3.2 Creating an atmosphere of recognition, tolerance and friendliness in the society is conducive to improving the hope level of college students.	1	1	1	1	1	1.00	Valid

Factors		Questions	Experts					IOC	Validity
			No. 1	No. 2	No. 3	No. 4	No. 5		
		3.3 Social culture has an impact on college students' outlook on life and goal setting, so it also affects the hope level of college students.	1	1	1	1	1	1.00	Valid
		3.4 Social attention to mental health and high expectation of students' hope level are beneficial to improving the hope level of college students.	1	1	1	1	1	1.00	Valid
Personal factors	Personal goal	4.1 College students who often experience positive emotions related to their goals tend to have higher levels of hope.	1	1	1	1	1	1.00	Valid
		4.2 Positive relationships can provide support and encourage college students to set their goals.	1	1	1	1	1	1.00	Valid
		4.3 When college students understand their personal values and the meaning of their life, they will know better about how to design their goals.	1	1	1	1	1	1.00	Valid
		4.4 If college students recognize and are proud of their past achievements, then they are more willing to plan their future goals.	1	1	1	1	1	1.00	Valid
	Pathways thinking	5.1 College students who are highly focused on working to achieve their goals often find effective strategies to achieve them.	1	1	1	1	1	1.00	Valid
		5.2 College students with positive relationships tend to find more ways to achieve their goals.	1	1	1	1	1	1.00	Valid
		5.3 When college students identify with the sense of meaning of a goal, they will explore multiple ways to achieve the goal.	1	1	1	1	1	1.00	Valid
		5.4 College students with a high sense of achievement have more optimistic expectations about overcoming difficulties to find strategies to achieve their goals.	1	1	1	1	1	1.00	Valid
	Agency thinking	6.1 College students who often experience positive emotions are optimistic that they can overcome difficulties and achieve their goals.	1	1	1	1	1	1.00	Valid
		6.2 Having good relationships, such as being understood and supported, and getting help from others, enables college students to have stronger perseverance and believe that they can overcome difficulties when they achieve their goals.	1	1	1	1	1	1.00	Valid

Factors	Questions	Experts					IOC	Validity
		No. 1	No. 2	No. 3	No. 4	No. 5		
	6.3 When college students recognize the meaning of their goals, their motivation to achieve them increases.	1	1	1	1	1	1.00	Valid
	6.4 When college students agree that they have achieved something in the past, they will have more determination and confidence to achieve their goals.	1	1	1	1	1	1.00	Valid

**Index of Item Objective Consistency (IOC) Statistics on the Interview form on
influencing factors of hope level of college students**

No.	Questions	Experts					IOC	Validity	
		No. 1	No. 2	No. 3	No. 4	No. 5			
1	External influence factor	Do you think families affect college students' hopes? What are those and why?	1	1	1	1	1	1.00	Valid
2		Do you think that schools affect the hopes of college students? What are those and why?	1	1	1	1	1	1.00	Valid
3		Do you think that society influences the hopes of college students? What are those and why?	1	1	1	1	1	1.00	Valid
4		What other factors do you think affect the hopes of college students? Can you tell me what it is?	1	1	1	1	1	1.00	Valid
5	About goals setting	Does frequent positive emotional experience affect goal setting?why?	1	1	1	1	1	1.00	Valid
6		Do students' interests affect the goal setting?why?	1	1	1	1	1	1.00	Valid
7		Do students' relationships affect goal setting?why?	1	1	1	1	1	1.00	Valid
8		Do students' values and life meanings affect the setting of goals?why?	1	1	1	1	1	1.00	Valid
9		Does a student's past achievements affect his goal setting?why?	1	1	1	1	1	1.00	Valid
10	About the waypower to achieve the goal	Does positive emotional experience affect learning to find more ways to achieve their goals?why?	1	1	1	1	1	1.00	Valid
11		Does focusing on their work affect students to find more ways to achieve their goals?why?	1	1	1	1	1	1.00	Valid
12		Does a good relationship affect students to find more ways to achieve their goals?why?	1	1	1	1	1	1.00	Valid

No.	Questions	Experts					IOC	Validity
		No. 1	No. 2	No. 3	No. 4	No. 5		
13	Can students make more plans to achieve their goals when facing what they think is meaningful?why?	1	1	1	1	1	1.00	Valid
14	Do students' past achievements affect learning to find more ways to achieve their goals?why?	1	1	1	1	1	1.00	Valid
15	Can positive emotions help students to be more determined to face challenges when their goals are blocked?why?	1	1	1	1	1	1.00	Valid
16	If students can create a flow state, will they increase their motivation to achieve their goals?why?	1	1	1	1	1	1.00	Valid
17	About the willpower to achieve the goal Does a good relationship affect students' motivation to achieve their goals?why?	1	1	1	1	1	1.00	Valid
18	Will students have more perseverance in overcoming difficulties when facing what they think is meaningful work?why?	1	1	1	1	1	1.00	Valid
19	Do students' achievements in the past give them greater determination and confidence to achieve their goals?	1	1	1	1	1	1.00	Valid

Index of Objective Coherence (IOC) Statistic for Programs on Lesson Plans

No.	Contents	Experts					IOC	Validity
		No. 1	No. 2	No. 3	No. 4	No. 5		
	Lesson Plan 1							
1	Concept	1	1	1	1	1	1.00	Valid
2	Contents	1	1	1	1	1	1.00	Valid
3	Objective	1	1	1	1	1	1.00	Valid
4	Learning processes	1	1	1	1	1	1.00	Valid
5	Learning resources	1	1	1	1	1	1.00	Valid
6	Evaluation	1	1	1	1	1	1.00	Valid
	Lesson Plan 2							
1	Concept	1	1	1	1	1	1.00	Valid
2	Contents	1	1	1	1	1	1.00	Valid
3	Objective	1	1	1	1	1	1.00	Valid
4	Learning processes	1	1	1	1	1	1.00	Valid
5	Learning resources	1	1	1	1	1	1.00	Valid
6	Evaluation	1	1	1	1	1	1.00	Valid
	Lesson Plan 3							
1	Concept	1	1	1	1	1	1.00	Valid
2	Contents	1	1	1	1	1	1.00	Valid
3	Objective	1	1	1	1	1	1.00	Valid

No.	Contents	Experts					IOC	Validity
		No. 1	No. 2	No. 3	No. 4	No. 5		
4	Learning processes	1	1	1	1	1	1.00	Valid
5	Learning resources	1	1	1	1	1	1.00	Valid
6	Evaluation	1	1	1	1	1	1.00	Valid
	Lesson Plan 4							
1	Concept	1	1	1	1	1	1.00	Valid
2	Contents	1	1	1	1	1	1.00	Valid
3	Objective	1	1	1	1	1	1.00	Valid
4	Learning processes	1	1	1	1	1	1.00	Valid
5	Learning resources	1	1	1	1	1	1.00	Valid
6	Evaluation	1	1	1	1	1	1.00	Valid

Item Objective Consistency Index (IOC) Statistics on the Hope Scale

Item	Experts					IOC	Validity
	No. 1	No. 2	No. 3	No. 4	No. 5		
1	1	1	1	1	1	1.00	Valid
2	1	1	1	1	1	1.00	Valid
3	1	1	1	1	1	1.00	Valid
4	1	1	1	1	1	1.00	Valid
5	1	1	1	1	1	1.00	Valid
6	1	1	1	1	1	1.00	Valid
7	1	1	1	1	1	1.00	Valid
8	1	1	1	1	1	1.00	Valid
9	1	1	1	1	1	1.00	Valid
10	1	1	1	1	1	1.00	Valid
11	1	1	1	1	1	1.00	Valid
12	1	1	1	1	1	1.00	Valid

Index of Objective Consistency (IOC) Statistic for Items on the Student Behavior
Observation Schedule

No.	Contents	Experts					IOC	Validity
		No. 1	No. 2	No. 3	No. 4	No. 5		
	Unit 1: self-cognition							
1	Positive emotion	1	1	1	1	1	1. 00	Valid
2	Engagement	1	1	1	1	1	1. 00	Valid
3	Relationship	1	1	1	1	1	1. 00	Valid
4	Meaning	1	1	1	1	1	1. 00	Valid
5	Accomplishment	1	1	1	1	1	1. 00	Valid
	Unit 2: Self planning							
1	Positive emotion	1	1	1	1	1	1. 00	Valid
2	Engagement	1	1	1	1	1	1. 00	Valid
3	Relationship	1	1	1	1	1	1. 00	Valid
4	Meaning	1	1	1	1	1	1. 00	Valid
5	Accomplishment	1	1	1	1	1	1. 00	Valid
	Unit 3: Beyond the self							
1	Positive emotion	1	1	1	1	1	1. 00	Valid
2	Engagement	1	1	1	1	1	1. 00	Valid
3	Relationship	1	1	1	1	1	1. 00	Valid
4	Meaning	1	1	1	1	1	1. 00	Valid
5	Accomplishment	1	1	1	1	1	1. 00	Valid

No.	Contents	Experts					IOC	Validity
		No. 1	No. 2	No. 3	No. 4	No. 5		
	Unit 4 :Achieve the self							
1	Positive emotion	1	1	1	1	1	1. 00	Valid
2	Engagement	1	1	1	1	1	1. 00	Valid
3	Relationship	1	1	1	1	1	1. 00	Valid
4	Meaning	1	1	1	1	1	1. 00	Valid
5	Accomplishment	1	1	1	1	1	1. 00	Valid

Item Objective Consistency Index (IOC) Statistic on the Instructional Opinion Interview
Form

N o.	Questions	Experts					IOC	Validit y
		No. 1	No. 2	No. 3	No. 4	No. 5		
1	Do you feel better in your sense of hope after taking the study course?	1	1	1	1	1	1.00	Valid
2	Can you use the experience or method you learned in class?	1	1	1	1	1	1.00	Valid
3	What are your goals right now? What are your paths to achieve these goals?	1	1	1	1	1	1.00	Valid
4	After participating in the course, did it have any impact on and inspire your path to achieving goals?	1	1	1	1	1	1.00	Valid
5	After participating in the course, what impact and inspiration did it have on overcoming obstacles in the process of achieving your goals?	1	1	1	1	1	1.00	Valid
6	What part of the learning activity do you think inspires you on the best path to achieve your goals?	1	1	1	1	1	1.00	Valid
7	Which part of the learning activity do you think will best boost your motivation to achieve your goals?	1	1	1	1	1	1.00	Valid
8	Do you have any expectations and suggestions for conducting such courses in the future?	1	1	1	1	1	1.00	Valid

Appendix E
Certificate of English

BSRU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Wei Lin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 13th February 2022



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research

The Development of Curriculum Based on Happiness Theory to Improve the Hope of College Students

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Abstract

The research objectives were 1) to study the factors affecting the development of hope of college freshman students in Guangxi International Business Vocational College. 2) to develop curriculum based on the happiness theory. 3) to compare the hopes of college freshman students before and after learning by curriculum based on the happiness theory.

With a carefully selected sample of 35 students from the first-year Thai class at Guangxi International Business Vocational College, researchers conducted a thorough analysis of various factors affecting students' hope. A range of research tools was utilized, including 1) a questionnaire about the factors affecting the development of hope level. 2) interview form about influencing factors of hope level. 3) lesson plans. 4) the Hope Scale. 5) observation form about student behavior. (6) interview form about opinions on teaching. This study was conducted in 3 steps: 1) study the factors affecting the development of hope. 2) develop curriculum based on the happiness theory. 3) experiment and improvement of curriculum model.

The results of the study showed that: 1) factors that affect the development of college students' hopes include personal factors and environmental factors. Personal factors are related to goals thinking, pathways thinking and agency thinking, and environmental factors include family, school, and society. 2) The curriculum based on happiness theory includes 6 elements: principle, goal, contents, and time, learning process, learning resource, and Evaluation. The learning process in the curriculum includes 4 processes: positive emotion, engagement, relationship, meaning, accomplishment, and present. 3) students' hope is improved after the implementation of the curriculum based on happiness theory. This change was statistically significant, especially at the level of 0.1.

Keywords: curriculum, happiness theory, the PERMA model, improvement, hope

1. Introduction

1.1 Introduction

Mental health is a crucial pillar of national stability, social prosperity, and sustainable development, significantly impacting society's happiness index and productivity level. College students, playing a vital role in society as knowledge inheritors, innovators, and participants and promoters of social development, find themselves at a critical life growth stage. They navigate a complex social environment and face numerous difficulties and challenges amidst rapid societal evolution and heightened competition for talent.

Recent years have seen growing concerns over the mental health of Chinese university students. Research by Gao et al. (2020), involving a search across four electronic databases, revealed a 28.4% overall prevalence rate of depression among these students. Similarly, Wang et al. (2020) detected depression symptoms in 24.71% of students through a meta-analysis of cross-sectional studies from six databases. The "Psychological Health Blue Book" by the Chinese Academy of Sciences' Institute of Psychology (2021) found a 24.6% depression detection rate among

adolescents (Fu, 2021). Furthermore, the "2022 National Depression Blue Book," jointly released by the People's Daily and various research institutions and platforms, showed that 86.39% of individuals frequently experienced depression, highlighting an alarming trend towards younger onset ages. Among those with depression, 50% were students, with the 18-24 age group representing 35.32%. Yu (2022), employing a random-effects model to analyze university students' mental health issue detection rates, found the highest to lowest rates as follows: sleep problems (23.5%), depression (20.8%), self-harm (16.2%), anxiety (13.7%), suicidal ideation (10.8%), somatization (4.5%), and suicide attempts (2.7%). These findings underscore the concerning overall mental health status of Chinese university students and the need for society-wide heightened awareness.

Given the diversity and complexity of college students' mental health issues, education is instrumental in their growth and development. During their university years, students not only acquire knowledge and develop skills but also shape their personalities, increase social engagement, and further their career development. Consequently, teachers must fully appreciate the role of school education in mitigating negative psychological states and fostering and enhancing students' positive personality traits. To achieve this, teachers should study students' characteristics, tailor the curriculum to provide psychological health education that aligns with college students' developmental needs, cultivate positive psychological qualities, effectively mitigate depression and other psychological issues, and enhance students' mental health levels.

1.2 Rationale

In the process of providing psychological counseling to college students and engaging in in-depth communication with them, researchers have discovered that to enhance students' mental health, educators need to teach students how to accurately comprehend and address the psychological and behavioral challenges they encounter in their growth, academic pursuits, emotional life, and professional development. This includes imparting specific strategies and techniques, such as adjusting emotions and cultivating positive interpersonal relationships, encouraging students to maintain an optimistic outlook, appreciate themselves, embrace challenges, and seek their life values.

While mental health education curricula and initiatives have been implemented across various universities in China, many of these curricula primarily focus on addressing existing problems. The researchers advocate for the development of a new curriculum aimed at guiding students towards positive psychological experiences, through which they can discover a happier and more effective approach to maintaining mental health.

The curriculum developed based on Happiness Theory, utilizing the PERMA model, aims to elevate students' hope through goals, pathway thinking, and agency thinking. The curriculum design thoughtfully integrates the five elements of the PERMA model into the organization of the learning experience. This integration encourages student participation in the curriculum and deep, focused engagement in activities. Students are motivated to cultivate positive relationships through interpersonal interactions in group activities, enhance the efficiency of interpersonal communication, and access resources for pathway and motivational thinking to bolster their sense of hope. Classroom sharing, the exemplary role, and mutual guidance of team members foster a sense of meaning and accomplishment, contributing to a healthy outlook on life. This positive emotional experience permeates the students' learning journey, interpersonal interactions, achievements, and the pursuit of meaningful learning. Ultimately, through practical learning experiences, students are expected to increase their level of hope and boost self-confidence and happiness, thereby enhancing mental health.

1.3 Literature Review

The researchers reviewed studies of hope in the literature, summarized below:

Psychologist Snyder, who conducted a 15-year project on hope, has carried out the most in-depth and systematic study of hope. He posits that hope is the most crucial personality force and forms the foundation for other positive personality forces (Snyder, 2000). Numerous studies have demonstrated that hope serves as a vital psychological resource for individuals to prevent mental illness and cope with stress. It is also an important protective factor for mental health (Griggs, 2017; Ritschel, 2018). Furthermore, positive psychological interventions targeting hope levels can effectively help participants alleviate depressive symptoms (Hergenrather et al., 2013). An increase in hope aids participants in clarifying their goals, regaining confidence, and discovering ways to escape their current predicaments, thus significantly reducing depression symptoms among college students (Zhang, 2023).

Hope consists of goals, pathways thinking, and agency thinking. A goal is the outcome of individual mental activities, the pivot of people's mental activities, and also the cornerstone of Snyder's hope theory. The establishment of goals motivates individuals to engage in a series of behaviors and is closely linked to the efforts individuals make toward achieving those goals and their value assessment for achieving them (Liu & Huang, 2013). Individuals with high

hope traits tend to set more goals, and as each goal is achieved, the setting of subsequent goals becomes increasingly challenging and uncertain. Pathways thinking represents an inner plan or roadmap guiding an individual toward achieving a goal, consisting of a belief in one's ability to devise multiple routes to reach the goal and to overcome obstacles (Snyder, 2002). Typically, individuals with high hope traits have more concrete and feasible plans than those with low hope traits, including more alternative routes. Agency thinking, as interpreted by Snyder, is the mental will or drive, which is an individual's perception of their ability to engage in pathways thinking in the process of achieving a goal. When facing difficulties in achieving goals, individuals with a high sense of motivation possess stronger perseverance to overcome setbacks and challenges. The determination and confidence to achieve goals are the sources of this motivational consciousness. Positive agency beliefs (e.g., "I believe I can do it") motivate the pursuit of goals.

The "PERMA" model, an essential theory of happiness proposed by Seligman, has become a research focal point in positive psychology, which concentrates on individuals' experiences of happiness. Seligman, a leading figure in positive psychology, developed the initial version of the happiness theory, version 1.0, building upon previous studies. He posits that happiness comprises three elements: Positive Emotion, Engagement, and Meaning, suggesting that happiness largely stems from an individual's perspective and is primarily based on the subjective feeling of life quality. As research on happiness evolved, it acknowledged that achieving happiness encompasses not only the state of being happy but also engaging in and realizing an individual's inner potential. Consequently, Seligman introduced the PERMA 2.0 model in his book "Flourish," integrating various aspects of happiness to construct a comprehensive and multi-level happiness framework. This model sheds light on people's positive qualities across five factors: "Positive Emotion, Positive Engagement, Positive Relationships, Positive Meaning, and Positive Achievement." It aims to delve into the positive force within individuals, facilitating their interaction with one another to foster personal development, the integration of individuals with society, and ultimately enhancing the happiness of life (Seligman, 2011).

1.4 Research Questions

The research questions were formulated to address the following inquiries: 1) What are the factors affecting the development of hope of college freshman students in Guangxi International Business Vocational College? 2) How to develop a curriculum based on happiness Theory? 3) After the implementation of a curriculum based on the happiness theory, whether students' hope has improved?

1.5 Research Objectives

The research objectives were outlined as follows: 1) to study the factors affecting the development of hope of college freshman students in Guangxi International Business Vocational College. 2) to develop a curriculum based on the happiness theory. 3) to compare the hopes of college freshman students before and after learning by curriculum based on the happiness theory.

1.6 Research Hypothesis/Hypotheses

College freshman students' hope level will be improved after implementing the curriculum based on happiness theory.

1.7 The Variables

In the study, the variables were defined as follows: the independent variable was the curriculum based on happiness Theory, and the dependent variable was the students' hope.

2. Method

2.1 Population and Sample Group

2.1.1 The Population

942 freshmen from the School of Applied Foreign Languages, Guangxi International Business Vocational College.

2.1.2 The Sample Group:

Through the cluster random sampling method, students from the foreign language class of Grade 1 of the Applied Foreign Language School of Guangxi International Business Vocational College have been selected. There are 35 students in total.

2.2 Research – Instruments

The research employs a variety of instruments to explore the factors influencing the development of hope levels among college students, including 1) a questionnaire about the factors affecting the development of hope levels. 2) interview form about influencing factors of hope level. 3) lesson plans. 4) the Hope Scale. 5) observation form about student behavior. 6) interview form about opinions on teaching.

2.3 Research Process

This study was conducted in 3 steps: 1) study the factors affecting the development of hope. 2) develop a curriculum based on the happiness theory. 3) experiment and improvement of curriculum model.

2.3.1 Step 1 of the research was to study the factors affecting the development of hope of collage freshman students in Guangxi International Business Vocational College

This began with collecting data from ten academic experts on the factors influencing college students' hopes, utilizing 1) a questionnaire about the factors influencing the development of hope, and 2) an interview form on influencing factors of the hope level of college students. Following this, the data concerning the factors influencing the development of hope were analyzed.

2.3.2 Step 2 of the research was to develop a curriculum based on the happiness theory

Researchers carried out the development of the curriculum by following these steps in sequence: 1) studied about development of the curriculum process. And 2) determined the curriculum development components. 3) drafted the details of the curriculum development: principle, goal contents, learning process, learning resource, and evaluation. 4) verified the details of the curriculum by the 5 professional scholars and modified the curriculum according to suggestions. 5) modified the details of the curriculum according to suggestions

2.3.3 Experiment and Improvement of Curriculum

During the experiment and improvement phase of the curriculum, the first step involved conducting hope Scale measurements on 35 students to ascertain their initial hope levels. Next, the students participated in a structured experiment utilizing a lesson plan based on the curriculum, which consisted of 20 hours of instruction spread over 4 weeks, 300 minutes per week. After completing the lesson plan, the students were observed and interviewed to gather insights into their engagement with the activities and what they learned from the curriculum. The final step in this process was to conduct a second round of hope scale measurements on the same 35 students, assessing the changes in their hope levels after engaging with the curriculum. This sequential approach allowed for a comprehensive evaluation of the curriculum's effectiveness in influencing the students' hope.

2.4 Data Analysis

The data are analyzed as follows.

2.4.1 Qualitative data are analyzed through content analysis

2.4.2 Quantitative data are analyzed through descriptive statistics, frequency, percentage, means, and standard deviation, and the different scores of hope level before and after using the curriculum are analyzed through a paired-sample t-test.

2.5 Results on the Development of Curriculum Based on Happiness Theory

2.5.1 The factors affecting the development of hope of college freshman students in Guangxi International Business Vocational College.

The data about the opinions of 10 experts on the factors affecting the hope level of college freshman students are shown in Table 1.

From Table 1, It can be seen that 10 experts generally agree that both environmental and personal factors have a greater impact on the hope level of college students. In the realm of personal factors, the most influential factor on the hope of college freshman students is agency thinking. ($\bar{x}=4.92$, $SD.=0.184$), followed by pathways thinking ($\bar{x}=4.9$, $SD.=0.211$), At the bottom of the list are personal goal ($\bar{x}=4.82$, $SD.=0.432$). Among the environmental factors, the most influential is the school factor ($\bar{x}=4.82$, $SD.=0.395$), followed by the family factor ($\bar{x}=4.57$, $SD.=0.551$), and the last factor is the social factor ($\bar{x}=4.52$, $SD.=0.565$).

Table 1. Summary of Influencing Factors

	Factors	N	\bar{X}	SD.
Environment	Family	10	4.57	.551
	School	10	4.82	.395
	Society	10	4.52	.565
Total			4.64	.511
Personal factors	Personal goal	10	4.82	.432
	Pathways thinking	10	4.9	.211
	Agency thinking	10	4.92	.184
Total			4.88	.275

2.5.2 Curriculum Based on the Happiness Theory

The curriculum based on the happiness theory is presented as follows:

1) Principle

Happiness theory is an important focus of positive psychology and explores the factors that influence people's happiness. The Theory of Happiness 1.0, proposed by Seligman, a leading representative of positive psychology, identifies three elements: positive emotion, engagement, and meaning. As his research progressed, Seligman developed a theory of Happiness 2.0 that emphasized measurable elements, including positive emotions, engagement, relationships, meaning, and achievement. The first letters of these 5 factors make up the PERMA model, and it can be said that Happiness Theory 2.0 is also known as the PERMA model.

Hope is one of the core concepts of positive psychology and is an important research content of positive personality traits. Snyder (2000) believes that hope is the most important strength of personality and the basis of other positive personality forces. Hope is a kind of personal thinking formed through acquired learning. This kind of thinking includes motivation thinking that stimulates the motivation and belief system of individuals to continuously move forward towards the goal and the path thinking of the method and strategy to achieve the goal effectively. A large number of studies have shown that hope is an important psychological resource for individuals to prevent mental illness and combat stress, and an important protective factor for mental health (Griggs, 2017; Ritschel, 2018) and that positive psychological interventions on hope levels can effectively help participants alleviate depressive symptoms (Hergenrather et al., 2013). The promotion of hope can help participants clear their goals, regain confidence, and find ways to break the current predicament, thus significantly reducing the depressive symptoms of college students (Zhang, 2023). Based on Lazarus' research, there was a significant positive correlation between college students' sense of hope and their mental health status (Lazarus, 1999).

Hope elements include goals, pathways thinking, and agency thinking) Goals refer to the result of individual psychological activities, which is the fulcrum of people's mental activities and also the fulcrum of Snyder's hope theory. The establishment of goals encourages individuals to produce a series of behaviors and is closely related to the efforts made by individuals to achieve goals and their value evaluation for achieving goals (Liur et al., 2013). Individuals with high-hope traits tend to set more goals, and the setting of these goals becomes more challenging and uncertain as the previous goal is achieved. 2) Pathways thinking are the inner plans or pathway maps that guide individuals toward their goals. The pathways component consists of beliefs regarding individuals' abilities to plan multiple routes to reach goals and overcome barriers (Snyder, 2002). Generally, individuals with high hope traits have more concrete and feasible ways to plan than individuals with low hope traits, and there are more alternative ways. 3) Agency thoughts of motivational thinking are interpreted by Snycier as mental will or mental drive, which are the perception of individuals performing pathways thinking on themselves in the process of achieving goals. In the case of difficulties in achieving goals, individuals with high motivation consciousness have stronger perseverance to overcome setbacks and difficulties, and the determination and confidence to achieve goals is the source of motivation consciousness.

This Curriculum is based the latest happiness theory of Seligman, namely the PERMA model, and reasonably integrates the five factors of the PERMA model into the learning experience organization to improve the three dimensions of hope: goals, pathways thinking, and agency thinking.

2) Objective

Curriculum based on Happiness theory improves the hope of students: Goals, pathways thinking, and Agency thinking.

3) Contents and Time

The contents include 4 Units: Unit 1 Self-Cognition, Unit 2 Self-Planning, Unit 3 Beyond the Self, and Unit 4 Achieve the Self. Contents and Time present as follows:

Unit	Content	Time
Unit 1 Self-Cognition	1. Self-awareness: divided Self-cognition, Self-experience, Self-control 2. Self-understanding	5hours
Unit 2 Self Planning	1. Concept of goals and setting goals 2. Planning goals	5hours
Unit 3 Beyond the Self	1. Pathway thinking, Formulating methods, and Strategies 2. Recognize setbacks and enhance willpower	5hours
Unit 4 Achieve the Self	1. Pathway thinking, and enhance willpower 2. Builds confidence in achieving goals	5hours

4) Learning process

The learning process consists of positive emotion, engagement, relationship, meaning, and accomplishment, present as follows:

(1) Positive emotion: Stimulate students' positive emotions, and promote the improvement of hope.

The teacher conducts a group of ice-breaking warm-up activities to mobilize students' positive emotions.

The teacher completes 2-3 activity tasks with positive emotions and a good cooperative relationship with students.

The students share their positive emotional experiences, harvests, and achievements.

(2) Engagement: Improve the heart flow experience

Teachers design task scenarios, adapt to students' psychological development and skills, and arrange medium difficult activities.

The students enter the activity scene and participate in the activity.

The teacher guide students to interact, and provide immediate and continuous feedback.

The students talk freely about the activities.

The students discuss and explore various activities and the situation to experience flow

(3) Relationship: Attach great importance to the establishment and maintenance of relationships.

The teacher provides the path and motivational thinking resources for improving the sense of hope. Through classroom sharing exemplary roles and mutual guidance of other team members, find meaning and accomplishment and build a healthy attitude to life.

Students of all levels will be divided into 8 learning groups to participate in activities and tasks. Each teaching will start with the ice-breaking activity to establish a good relationship and learn to complete 2-3 tasks together in one lesson.

(4) Meaning: Organize students to share in the process of each group counseling

Students explore the meaning together and influence each other. Students discuss together and find ways to create flow experiences. Thinking about meaning and a sense of value enables students to have more enjoyable and fulfilling flow experiences.

Students discuss the activities and give meaning to them.

(5) Accomplishment: Encourage students to share their successful experiences and share their feelings.

The teacher encourages students to share their successful experiences and share their feelings.

2.5.3 Learning resources

The learning resources section includes a curriculum lesson plan, teaching PowerPoint presentations, and materials for activities, all designed to support and enhance the educational experience.

2.5.4 Evaluation

The evaluation process encompasses the Hope Scale to measure students' levels of hope, observation of students' behavior to assess changes and impacts, and interviews to gather students' opinions on the teaching methods and curriculum effectiveness.

3. Results

3.1 The Result of Improved Hope Among College Freshmen Students

The comparison of students' hope before and after the curriculum based on happiness theory is presented as follows

Table 2. Comparison of Students' Hope Level before and after the Curriculum Based on Happiness Theory

Test	Scores	\bar{x}	SD.	t	df	Sig. (2-tailed)
Pretest	32	18.03	4.67	13.922	34	< .001
Posttest	32	24.14	4.90			

(n=35)

From Table 2, it was clear that the students' post-test score ($\bar{x} = 24.142$, $SD = 4.90$) was significantly higher than the pre-test score ($\bar{x} = 18.03$, $SD = 4.67$), $t = 13.922$, $p < 0.001$, indicating that the curriculum based on happiness theory can improve students' hope level.

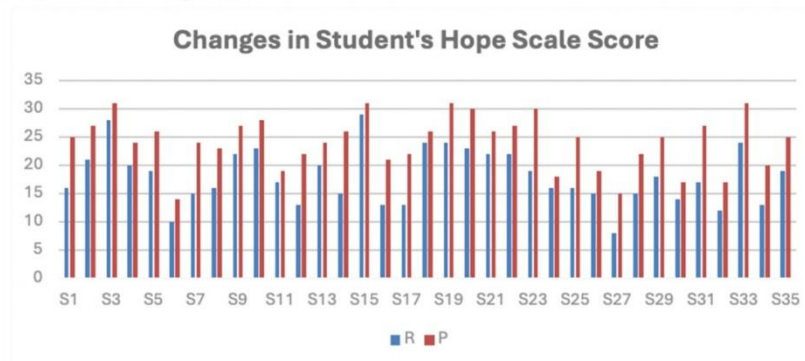


Figure 1. Changes in Student's Hope Scale Score

Figure 1 shows that 35 Students improved their hope level. This indicates that the curriculum based on happiness theory can effectively promote the improvement of students' hopes and achieve positive teaching effects.

4. Discussion

The analytical discussion of the study is divided into three parts, which are discussed in turn in this section:

4.1 Discussion of the Factors Affecting the Development of Hope of College Freshman Students at Guangxi International Business Vocational College

The research result shows that the factors affecting the development of hope of college freshman students include

two factors: personal factors and environmental factors. Personal factors are related to goals thinking, pathways thinking and agency thinking, and environmental factors include family, school, and society. Personal factors are more influential.

This observation is similar to the results of Xue et al. (2017) study on influencing factors of college students' hope, which all agree that the influencing factors of college students' hope include personal factors and environmental factors, and there are also some differences. For example, this study adds to the discussion on the influence of family environment factors on college students' hopes. In addition, the analysis of influencing factors on teenagers' sense of hope is also very similar to that of Wang (2017), but there are some differences in specific descriptions. The reason for this difference may be that the research focus and the description of influencing factors brought by the difference in research objectives are different. Through literature review, it is found that in recent years, there is no more literature on the influence factors of college students' hope.

During the COVID-19 pandemic, schools have adopted measures such as remote teaching, online teaching, and delaying the start of school to prevent and control the epidemic. Even when students return to school, all campuses are under closed management, which reduces the contact with classmates and friends, and increases the sense of loneliness and social isolation. On the other hand, campus psychological counseling services have also been affected to varying degrees, reducing, or suspending such services, or transforming into online or telephone counseling forms, which may not provide timely and effective psychological support, and may lead to an increase in depression or poor mental health of college students. Taking Guangxi International Business Vocational College as the observation objects, the researchers found that these are intuitively reflected in the increased incidence of psychological problems among students, the high diagnosis rate of depressed students, and the increasing demand for psychological counseling. The number of psychological service teachers in colleges and universities is far from meeting the needs of these students.

Therefore, the current mental health education curriculum should be based on the research results of positive psychology, combined with the new form of students' mental health status, and actively explore the effective curriculum, through teaching guidance and help the majority of students to improve their hope, cultivate positive psychological quality, to improve and maintain the level of mental health ultimately.

4.2 Discussion on the Development of the Curriculum

In this study, we first systematically comb the curriculum, the concept of happiness theory and hope, as well as its theory and measurement. On this basis, it creatively integrates Seligman's latest happiness theory, namely the PERMA model, with the curriculum model. and reasonably integrates the five factors of the PERMA model into the learning experience organization, A curriculum model for freshmen is constructed. to improve the three dimensions of hope: goals, pathway thinking, and agency thinking. The objective coherence index (IOC) was tested. The course consists of 4 units and a total of 20 hours. The contents include 4 Units: Unit 1 Self-cognition, Unit 2 Self-planning, Unit 3 Beyond the self, Unit 4 Achieve the self.

In The course teaching design, the five factors of The PERMA model were fully considered and reasonably integrated into the teaching experience organization to improve hope:

Positive emotion(P): Le Branc et al. (2012) carried out a 4-week study among 59 employees of a Dutch university and found that an individual's daily emotional state has a very significant impact on the level of hope. Subjects with persistent positive emotional states had higher levels of hope. Positive emotions help to have a more optimistic view of goals, and encouraging positive emotions can increase motivation to pursue and achieve goals. In this curriculum, the positive emotional experience will run through the learning process of students' involvement in learning, interpersonal interaction, feeling achievement, and clear meaning. Engagement(E): Students are encouraged to engage deeply and intently in the course of their studies. Fully engaged and focused on the activity helps to form clear and concrete actionable ideas, and students will be more likely to identify effective strategies and pathways to achieve their goals. Relationship(R): Positive interpersonal relationships can help college students gain a sense of support and develop agency thinking about their ability to achieve goals. The curriculum will encourage students to obtain good relationship experience through interpersonal interaction in group activities, enhance interpersonal effectiveness, and provide pathways and resources for motivating thinking to enhance the sense of hope. Meaning(M), Accomplishment(A): Meaning provides the foundation for setting and accomplishing goals. Accomplishment is often cited as evidence of the ability to succeed, the confidence to achieve goals, and the perseverance to overcome obstacles, and provides Pathways Thinking with inspiration and motivation. Through class sharing and other group members' exemplary roles and mutual guidance, we can find a sense of meaning and achievement, and establish a healthy attitude toward life.

The curriculum will improve the hope of students: Goals, pathways thinking, and agency thinking. It enhances students' self-confidence and happiness and thus promotes mental health.

4.3 Discuss the Implementation Effect of the Curriculum

After the teaching experiment, through the measurement of the hope scale, the 35 students who participated in the curriculum significantly improved their hopes. The results show that the curriculum can improve students' sense of hope. This is consistent with the project study of the Upliftment Hope course designed by Snyder (2005). This is because integrating The PERMA model into the curriculum conforms to the law and needs of the psychological development of college students.

In this study, through the implementation of curriculum, students' goal thinking, pathways thinking, and agency thinking are improved.

Through the implementation of the curriculum model, goals and thinking can be improved, which can be summarized as the enhancement of students' planning, the establishment of goal awareness to improve their life and study planning, and the formulation of scientific goals and plans. The number of targets increases.

The improvement of pathways thinking through the implementation of the curriculum can be summarized as "the number of pathways thinking of students to achieve goals has increased, and the ability to plan multiple routes to achieve goals has improved." This includes finding other ways to solve problems when goals are blocked, finding root causes, seeking multiple ways to help in relationships, drawing inspiration from past successes, and finding an alternative goal to solve problems."

Agency thinking is improved through the implementation of the curriculum, which can be summarized as helping students enhance their willpower and self-efficacy, acquire Positive agency beliefs, and adopt positive emotions when their goals are blocked. They face setbacks and challenges more positively and believe in the future."

5. Conclusion

The results are as follows:

Factors that affect the development of college students' hopes include personal factors and environmental factors. Personal factors are related to goals thinking, pathways thinking and agency thinking, and environmental factors include family, school, and society.

The curriculum based on happiness theory includes 6 elements: principle, goal, contents, time, learning process, learning resource, and evaluation. The learning process in the curriculum includes 4 processes: positive emotion, engagement, relationship, meaning, accomplishment, and present.

Students' hope is improved after the implementation of the curriculum model based on happiness theory. This change was statistically significant, especially at the level of 0.1.

6. Recommendations

Based on the findings, it is recommended that:

This study reveals that individual factors, particularly pride in past achievements, most significantly influence students' hope, affecting goal setting, pathway thoughts, and agency thinking. Positive emotions and a sense of purpose in goals or tasks also play a vital role. Environmental factors, with the school environment being paramount, followed by family and social factors, significantly impact students' hope. The provision of educational resources and opportunities, such as courses focused on hope, is essential.

Therefore, creating new, targeted courses is key to boosting students' hope. Schools are encouraged to prioritize the development and refinement of such courses, especially those grounded in happiness theory. By focusing on students' developmental needs and fostering a positive, optimistic environment with abundant learning resources and strong teacher-student interaction, schools can significantly enhance students' hope levels and support their mental health development.

This study finds that the happiness theory-based curriculum notably boosts college freshmen's hope levels, particularly enhancing their pathways and agency thinking. By focusing on positive psychological development, tailoring content to students' developmental stages, and designing engaging activities, this curriculum model successfully sparks students' learning interests and meets educational objectives.

Educators are encouraged to incorporate happiness theory into their teaching, considering the varied psychological growth patterns of students across disciplines. By employing diverse teaching strategies and assessment methods, teachers can deepen student engagement, stimulate interest and potential, and significantly elevate their hope levels.

This study revealed that while the happiness theory-based curriculum model generally significantly boosted most students' hope levels, those with pre-existing mental health issues saw less significant improvement. This outcome could stem from the multifaceted influences on hope, including personal growth experiences, family, and societal factors, which interplay with mental health development and maintenance. Given that long-standing mental states are challenging to ameliorate through short-term courses fully, it is recommended that educators consider these individual differences during instruction. They should offer tailored guidance and, if needed, psychological counseling to students requiring extra support.

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