THE DEVELOPMENT OF SUSTAINABLE EDUCATIONAL MANAGEMENT STRATEGIES FOR ENHANCING SUBJECTIVE WELL-BEING OF PRIVATE UNIVERSITY STUDENTS

HONG JUN

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Thesis Title   The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-being of Private University Students

Author   Mr.Hong Jun

Thesis Committee

.... Chairperson
(Assistant Professor Dr.Phisanu Bangkheow)

.... Committee
(Assistant Professor Dr.Patchareeporn Bangkhow)

.... Committee
(Associate Professor Dr. Chollada Pongpattanayothin)

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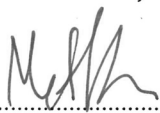| Title	The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-being of Private University Students
Author	Hong Jun
Program	Education Management for Sustainable Development
Major Advisor	Assistant Professor Dr. Phisanu Bangkheow
Co-advisor	Assistant Professor Dr. Phatchareephorn Bangkheow
Co-advisor	Associate Professor Dr. Chollada Pongpattanayothin
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ABSTRACT

The objectives of this research were 1) To analyze the current conditions, desired conditions, and influencing factors that subjective well-being of private university students. 2) To develop sustainable educational management strategies for enhancing the subjective well-being of private university students. 3) To evaluate the feasibility and the adaptability of the strategies for the sustainable development of enhancing the subjective well-being of private university students. Stratified random sampling method was employed to select 384 private university students as the sample group for the questionnaire. Additionally, purposive sampling was used to select 12 experts for the interviews, and 12 experts for the focus discussion, and 5 experts for the strategy evaluation. The research instruments included a questionnaire, an interview, a draft strategy, and a strategy evaluation form. The statistics were Frequency, Percentage, Mean, Standard deviation, Modified Priority Needs Index (PNI Modified), and content analysis.

The results were found that: 1) The current conditions, desired conditions of subjective well-being private university students can be divided into four factors: individual factors, family factors, school factors, and social factors. All levels are needed for development. 2) Strategies for enhancing the subjective well-being of private university students, as follows: (1) Activate the subject's initiative, (2) Establish a family support alliance, (3) Innovative school system supply, (4) Improve the social ecological environment. 3) The feasibility and adaptability evaluation results of the strategies were at respectively highest levels

Keywords: Sustainable Educational management strategies, Subjective well-being, Private university students

ชื่อเรื่อง   การพัฒนากลยุทธ์การจัดการศึกษาอย่างยั่งยืนเพื่อ
                เสริมสร้างความผาสุกเชิงอัตวิสัยของนักศึกษา
                มหาวิทยาลัยเอกชน
ชื่อผู้วิจัย   หงจุน
สาขาวิชา   การจัดการศึกษาเพื่อการพัฒนาที่ยั่งยืน
อาจารย์ที่ปรึกษาหลัก   ผู้ช่วยศาสตราจารย์ ดร.พิษณุ บางเขียว
อาจารย์ที่ปรึกษาร่วม   ผู้ช่วยศาสตราจารย์ ดร.พัชรีภรณ์ บางเขียว
อาจารย์ที่ปรึกษาร่วม   รองศาสตราจารย์ ดร.ชลลดา พงศ์พัฒนโยธิน
ปีการศึกษา   2567

บทคัดย่อ

        การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) วิเคราะห์สภาพปัจจุบัน สภาพที่พึงประสงค์ และปัจจัยที่มีอิทธิพลต่อความผาสุกเชิงอัตวิสัยของนักศึกษามหาวิทยาลัยเอกชน 2) พัฒนากลยุทธ์การจัดการศึกษาอย่างยั่งยืนเพื่อเสริมสร้างความผาสุกเชิงอัตวิสัยของนักศึกษามหาวิทยาลัยเอกชน และ 3) ประเมินความเป็นไปได้และความสามารถในการปรับใช้ของกลยุทธ์เพื่อการพัฒนาที่ยั่งยืนของความผาสุกเชิงอัตวิสัยของนักศึกษามหาวิทยาลัยเอกชน กลุ่มตัวอย่างในการวิจัย ได้แก่ นักศึกษามหาวิทยาลัยเอกชน จำนวน 384 คน ซึ่งได้มาจากการสุ่มตัวอย่างแบบแบ่งชั้น (Stratified Random Sampling) เพื่อการเก็บรวมรวมข้อมูลจากแบบสอบถาม และผู้เชี่ยวชาญ จำนวน 12 คน ที่คัดเลือกแบบเจาะจง (Purposive Sampling) สำหรับการสัมภาษณ์ รวมทั้งผู้เชี่ยวชาญ จำนวน 12 คนเพื่อการสนทนากลุ่ม และผู้เชี่ยวชาญ 5 คนในการประเมินกลยุทธ์ เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย แบบสอบถาม แบบสัมภาษณ์ ร่างกลยุทธ์ และแบบประเมินกลยุทธ์ สถิติที่ใช้ ได้แก่ ค่าร้อยละ ความถี่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ดัชนีความต้องการจำเป็นแบบปรับปรุง การทดสอบค่าทีแบบกลุ่มตัวอย่างอิสระ และการวิเคราะห์เนื้อหา

        ผลการวิจัยพบว่า 1) สภาพปัจจุบันและสภาพที่พึงประสงค์ของความผาสุกเชิงอัตวิสัยของนักศึกษามหาวิทยาลัยเอกชนสามารถจำแนกได้เป็น 4 ด้าน ได้แก่ ด้านบุคคล ด้านครอบครัว ด้านสถานศึกษา และด้านสังคม ซึ่งทุกด้านมีความจำเป็นต้องได้รับการพัฒนา 2) กลยุทธ์เพื่อเสริมสร้างความผาสุกเชิงอัตวิสัยของนักศึกษามี 4 ประการ ได้แก่ (1) การกระตุ้นความริเริ่มและการมีส่วนร่วมของผู้เรียน (2) การสร้างสัมพันธภาพการสนับสนุนจากครอบครัว (3) การจัดหาและพัฒนาระบบบริการของมหาวิทยาลัยอย่างสร้างสรรค์ (4) การปรับปรุงสภาพแวดล้อมทางสังคมเชิงนิเวศ และ 3) ผลการประเมินพบว่า กลยุทธ์ที่พัฒนามีระดับความเป็นไปได้และความสามารถในการปรับใช้อยู่ในระดับสูงมาก

คำสำคัญ: กลยุทธ์การจัดการศึกษาอย่างยั่งยืน, ความผาสุกเชิงอัตวิสัย, นักศึกษามหาวิทยาลัยเอกชน

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Chapter 1
Introduction

Rationale

In the context of rapid educational transformation, China's higher education system has undergone profound changes over the past two decades, characterized by a significant increase in scale, improvement in quality, and alignment with global trends. The transition to massification-marked by the expansion of gross enrollment from 30% in 2012 to 57.8% in 2022-has brought both opportunities and challenges for student development and institutional management (Max Research Institute, 2023). The implementation of flagship policies such as the "211" and "985" projects, followed by the "Double First-Class" initiative, has propelled numerous universities to global prominence (Ministry of Education of China, 2021). These reforms are complemented by China's pioneering efforts in digital education through massive open online courses (MOOCS), enabling unprecedented access to knowledge. However, amidst this progress, disparities persist, especially between public and private institutions.

Private higher education has emerged as a vital segment of China's education ecosystem, enrolling over 9 million students-approximately 28% of the total higher education population (Ministry of Education of China, 2024). Despite their growing scale and contribution, private institutions face structural vulnerabilities, including limited funding, uneven educational quality, and resource shortages, which exacerbate inequalities in student experience and outcomes (Qin He, 2025). Moreover, the cost burden of private education remains a barrier, particularly for economically disadvantaged students. These systemic factors can significantly affect the well-being of students, including their mental health, academic motivation, and future career readiness.

Subjective Well-Being (SWB)-a multidimensional construct encompassing emotional, cognitive, and social evaluations of one's life-has become a critical

indicator of educational success and student flourishing. As Makarenko (1985) asserted, the true goal of education is not only to cultivate competent citizens but to nurture genuinely happy individuals. This philosophy aligns with global concerns over student well-being, especially as recent data indicate persistently moderate to low levels of happiness among Chinese university students (Chu Zhaohui, 2025; UNESCO, 2015). The UNESCO report Rethinking Education (2015) further underscores the growing disillusionment among youth regarding education's capacity to deliver social mobility and personal fulfillment.

Recent research highlights that subjective well-being (SWB) is not solely an outcome of educational achievement but a dynamic construct shaped by autonomy, purpose, and psychological safety in the learning environment. For instance, a 2025 randomized controlled study found that when students were given autonomy such as the option to self-determine attendance or assessment formats their intrinsic motivation and classroom engagement significantly increased. This enhanced sense of control and ownership contributed to elevated levels of happiness and perceived competence (Bob, 2025). These findings align with self-determination theory, which posits that autonomy, competence, and relatedness are foundational to well-being and performance in educational contexts.

Additionally, mentoring and supportive academic networks have emerged as critical mediators of SWB among university students. The growing prevalence of stress, isolation, and uncertainty in higher education exacerbated by factors such as technological disruption and post-pandemic transitions-has intensified the demand for personal and academic mentorship. A 2025 report suggests that restructured mentoring programs, emphasizing relational support and community-building, can significantly reduce psychological distress while improving academic persistence and emotional satisfaction (Hyer, 2025). Therefore, integrating mentorship into the design of educational management strategies is not just beneficial but essential for promoting long-term student well-being.

For students in private universities, these concerns are particularly acute. The gap in academic resources, social status, and employment prospects compared to public universities can impair their SWB. Yet, enhancing student happiness is not only a moral imperative but also strategically advantageous: happy students exhibit better academic performance (Zhong Hao, 2023), mental health resilience (Lin Lusen, 2023), and employability (Lv Xiaohui, 2022). Additionally, fostering student well-being contributes to university reputation and social cohesion (Guo Qian and He Xuhong, 2023).

A situational-event perspective on student well-being reveals that university students experience psychological distress not merely due to academic pressure, but also in response to unpredictable life events that challenge their sense of stability and control. A 2025 study by Nartova-Bochaver et al. emphasized that university students often encounter difficulties related to academic responsibilities, which can significantly affect their SWB. The researchers propose that by identifying specific life situations such as exam failures, social isolation, or financial stressors and analyzing their typicality and manageability, educators and policymakers can design support programs that are context-sensitive and psychologically informed (Nartova-Bochaver et al., 2025). This approach underlines the importance of integrating psychological counseling and crisis-response strategies within educational management systems.

Another 2025 longitudinal study conducted among Chinese college students examined the influence of personal growth initiative (PGI) and purpose in life on SWB, and how these factors were moderated by parental education. The findings demonstrated that PGI had a strong positive effect on SWB, particularly when students reported having a clear sense of purpose. Interestingly, this relationship was stronger for students whose mothers had attained higher levels of education, highlighting the role of family in shaping motivational and psychological development during university years (Huang et al., 2025). These insights stress the importance of cultivating student agency, goal-setting abilities, and family support systems as part of holistic strategies to improve subjective well-being in higher education.

Subjective well-being serves as a protective buffer against mental health challenges commonly experienced in higher education. According to a large-scale study conducted in Wuhan, China, lifestyle factors significantly influence the psychological health of university students. Those who engaged in healthy habits like regular exercise, sufficient sleep, and balanced nutrition demonstrated better subjective well-being and fewer symptoms of mental distress. Notably, irregular routines, lack of physical activity, and poor sleep were strong predictors of psychological disorders, indicating that enhancing SWB through holistic lifestyle interventions can contribute directly to mental resilience (Wang et al., 2025). These findings underscore the value of embedding wellness programs into university policies as a proactive strategy to foster student success and retention.

Beyond mental health, SWB also promotes the development of employability skills and professional readiness. For example, university students participating in mentoring and mindfulness-based outreach programs not only reported improvements in stress management but also enhanced interpersonal and leadership skills. A 2025 study on the "Mindful Mentors" initiative found that students who served as mentors gained greater self-awareness, emotional regulation abilities, and teamwork capabilities attributes highly valued in today's dynamic labor market (Munk et al., 2025). This suggests that investments in students' subjective well-being can yield long-term returns not only in personal development but also in their career trajectories and contributions to society.

Given that nearly one-third of Chinese college students are enrolled in private institutions, this population's well-being has profound implications for national education outcomes and social stability (Tong Wangwang, 2022). Therefore, educational management strategies must evolve to integrate principles of sustainable development and psychological science. These strategies should encompass a holistic ecosystem engaging students, families, schools, and the broader community in promoting conditions that nurture well-being.

Against this backdrop, this research aims to develop sustainable educational management strategies specifically tailored to enhance the subjective well-being of students in private universities. By employing a comprehensive methodological framework including SWOT Analysis, PEST Analysis, TOWS matrix, and expert validation this study seeks to formulate practical, adaptable, and evidence-based strategies that address the multifaceted nature of student happiness. The outcomes will inform institutional policies and educational practices, enabling private universities to fulfill their transformative role in both individual lives and national progress.

In sum, this study is driven by the urgent need to reframe educational management in private higher education through the lens of subjective well-being. It not only fills a critical gap in research but also aligns with broader global trends toward human-centered education that balances academic achievement with emotional and psychological growth.

Research Questions

1. What were the current conditions, desired conditions and influencing factors for enhancing of the subjective well-being of private university students?

2. What were the educational management strategies for enhancing subjective well-being of private university students?

3. What were the level of feasibility and Adaptability of the educational management strategies for enhancing subjective well-being of private university students?

Research Objectives

1. To analyze the current conditions, desired conditions and influencing factors that subjective well-being of private university students.

2. To develop the sustainable educational management strategies for enhancing subjective well-being of private university students.

3. To evaluate the feasibility and the adaptability of the strategies for sustainable development of enhancing subjective well-being of private university students.

Scope of the Research

This research is divided into 3 phases:

Phase 1: Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

Phase 2: Development of sustainable educational management strategies for enhancing subjective well-being of private university students.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of subjective well-being of private university students.

The details as follows:

Phase 1: Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

Population and the Sample Group

Population

The research population are 100,800 students of private university in Shanghai province for analyzing the current conditions, desired conditions and main influencing factors that enhancing subjective well-being of private university students.

The Sample Group

The sample group where 384 students from private university were randomly sample size determination by using Krejcie and Morgan table (1970) and selected as a sample group for questionnaire survey with a stratified Random sampling for

studying the current conditions, desired conditions and influencing that enhancing subjective well-being of private university students.

Target group

A total of 12 experts participated in interviews aimed at examining the current conditions, desired conditions, and influencing factors related to the enhancement of subjective well-being among private university students. The experts were selected through purposive sampling based on the following criteria: 1) holding the academic rank of Associate Professor or higher, 2) having more than 15 years of experience working in private universities; and 3) being familiar with student management in private universities and having participated in related research projects.

Phase 2: Development of sustainable educational management strategies for enhancing subjective well-being of private university students.

Target group

The focus group discussion comprised 12 experts who contributed to the development of strategies aimed at enhancing the subjective well-being of private university students. The participants were selected through purposive sampling based on the following criteria: 1) holding the academic rank of Associate Professor or higher, 2) having at least 15 years of experience working in private universities, 3) demonstrating familiarity with student management in China's private universities and having participated in relevant research projects.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of subjective well-being of private university students.

Target group

Five experts participated in the evaluation of the feasibility of strategies for the sustainable development of subjective well-being among private university students. These experts were selected from private universities in Shanghai Province. The selection criteria were as follows: 1) serving as education managers in private universities, 2) possessing more than 10 years of experience in private university education management and holding the academic rank of Associate Professor or

higher; and 3) demonstrating extensive experience in educational management, teaching, and research.

The variable

1. Independent Variable: Educational management strategies for enhancing Subjective Well-Being of private university students.

2. Dependent Variable: The feasibility and the adaptability of the strategies of educational management strategies for Enhancing Subjective Well-Being.

Contents

This research was conducted within the following content boundaries:

1. Study of Current and Desired Conditions: the current and desired states of students' subjective well-being in private universities were examined using questionnaires. The gaps between these conditions were analyzed to prioritize developmental needs.

2. Analysis of Influencing Factors on subjective well-being: personal, family, institutional, and societal factors influencing SWB levels were investigated through in-depth interviews and focus group discussions.

3. Development of Sustainable Educational Management Strategies: SWOT analysis and the TOWS matrix were applied to formulate strategic directions. A draft set of strategies was developed to align with the context of private universities.

4. Evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-being of private university students: experts in relevant fields were consulted to review and evaluate the strategies in terms of feasibility and adaptability. Revisions were made based on their feedback.

5. Synthesis of Policy Recommendations: policy proposals and practical guidelines for implementing the strategies to enhance SWB among private university students were synthesized to support sustainable application.

Time

The research period from April 2024 to June 2025 is divided into the following stages:

1. Completing the proposal examination and revising the research proposal – April 2024.

2. Analyzing current conditions, desired conditions, and influencing factors – November 2024 to January 2025.

3. Formulating sustainable educational management strategies – February to March 2025.

4. Evaluating the feasibility and adaptability of the proposed strategies – April to May 2025.

5. Summarizing the research and submitting the research article – June to July 2025.

Advantages

1. For Students

1.1 This research contributes to the development of sustainable educational management strategies aimed at enhancing subjective well-being (SWB), a crucial factor that promotes happiness, life satisfaction, and learning motivation among students.

1.2 The proposed strategies-such as autonomy support, mentoring systems, and psychologically safe learning environments-empower students to manage stress, build self-confidence, and make informed career decisions.

1.3 As a result, students benefit from improved academic performance, better mental health, and greater readiness for the labor market.

2. For teachers

2.1 The study provides educators with an understanding of the key factors influencing student well-being, enabling them to tailor instructional and advisory approaches to meet diverse student needs.

2.2 A learning environment designed to support SWB can reduce emotional strain on teachers, foster positive teacher-student relationships, and enhance the overall effectiveness of teaching and learning.

2.3 It strengthens the role of teachers as mentors and mental health supporters within the higher education ecosystem.

3. For private university

3.1 The research presents a systematic framework for educational management that can be applied to create sustainable learning environments, thereby elevating institutional quality.

3.2 By emphasizing both academic and psychological development of students, the proposed strategies enhance the university's competitive advantage, public image, and long-term institutional sustainability.

3.3 The strategies are grounded in rigorous analyses (SWOT, PEST, and TOWS Matrix and expert validation, ensuring their feasibility, adaptability, relevance, and effectiveness for private university settings.

Definition of Terms

Educational management

Educational management referred to a complex systematic project, which was affected by many factors. It involves policy, politics, culture, economy, organizational culture, quality of managers, curriculum, international exchange and cooperation, application of new technology, allocation of educational resources, teachers and students, etc. These factors interweave and interact with each other in educational management practice. Effective education management needs to consider these factors comprehensively and formulate reasonable strategies and measures to promote the healthy development of education.

Strategy

Strategy referred to the selection and determination of a set of purposeful and interrelated actions and their consequences. Develop an implementation plan, or a set of action procedures to ensure smooth execution. That is, the solutions and

methods planned to achieve the goal. Educational management strategy refers to a series of planned and purposeful strategies formulated in order to achieve educational goals and educational concepts in educational practice, combined with the basic principles and methods of educational management, and targeting educational management issues at different stages, fields, and objects. , organized actions and measures. The education management strategy aims to optimize the allocation of educational resources, improve the quality of education, promote educational equity, create a good educational environment, and promote the development of education.

Subjective Well-Being

Subjective well-being referred to an individual's overall assessment of life quality based on self-established standards, comprising two core components: life satisfaction and emotional experience, the latter encompassing both positive and negative emotions. Happiness was understood as a multidimensional construct that not only involves emotional experiences and life satisfaction but also extends to psychological needs, social and interpersonal relationships, goal attainment, and other life domains. The pursuit and experience of happiness are inherently unique to each individual; consequently, definitions of happiness are diverse and context-dependent. In contemporary society, increasing attention has been paid to the cultivation and enhancement of happiness, as it is regarded as a vital indicator for assessing both quality of life and overall personal well-being.

Sustainable development

Sustainable development referred to a set of values and behaviors designed to meet the needs of current generations while conserving natural resources and ensuring that the needs of future generations are met. By integrating the concept of sustainable development into education and paying attention to students' feelings of happiness, the long-term prosperity of society and the all-round development of individuals can be promoted more effectively.

Private university students

private university students Private university students referred to study in higher education institutions organized by non-government funds. They show certain characteristics in personality, psychological endurance, learning basis, ideological cognition and so on. In view of these characteristics, private universities should take corresponding measures in management strategies to promote the all-round development of students.

Conceptual Framework

The conceptual framework of this study was designed to guide the development of sustainable educational management strategies for enhancing the subjective well-being (SWB) of private university students. The framework integrates theoretical foundations, empirical findings, and expert insights to ensure the strategies are evidence-based and contextually relevant. The process begins with a review of literature related to SWB, educational management strategies, and the unique characteristics of private university students, both in China and internationally. This step establishes the theoretical underpinnings and identifies critical factors influencing SWB. Next, the study examines the current conditions, desired conditions, and needs for enhancing SWB through data collection involving surveys, interviews, and focus group discussions. The gap between the current and desired states is analyzed using the Priority Needs Index (PNI), providing a quantitative basis for prioritizing areas for improvement. The influencing factors are then analyzed using SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and PEST analysis (Political, Economic, Social, Technological) to capture both internal and external dimensions. These analyses feed into the TOWS matrix, which facilitates the formulation of strategic options that align internal capabilities with external opportunities while addressing threats and weaknesses. Based on these analyses, a set of proposed strategies is developed, specifically tailored to the needs and context of private universities. These strategies aim to enhance student well-being by considering academic, psychological, social, and environmental aspects. Finally, the

proposed strategies undergo feasibility evaluation by a panel of experts in higher education and student management. This step ensures that the strategies are practical, sustainable, and adaptable before they can be considered for potential future implementation. Importantly, the scope of this study is limited to the development and expert validation of strategies; it does not involve experimental implementation in a real-world setting. Through this structured process, the conceptual framework ensures a comprehensive, systematic, and context-sensitive approach to developing sustainable educational management strategies for enhancing the SWB of private university students. The summary of the content is as shown in Figure 1.1

The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-Being of Private University Students

Literature Review
Educational
Management
Strategy
Private University
Students
Subject Well-being
Related Research

The influencing factors of subjunctive well-being
Individual Factors
Family Factors
School Factors
Social Factors

The current conditions and desired conditions of subjunctive well-being
Individual Level
Family Level
School Level
Social Level

Formulating Strategies
SWOT Analysis
PEST Analysis
TOWS Matrix
Focus Group Discussion

Studying the current conditions, desired conditions and influencing factors
Survey   - Questionnaire
Interview - Interview form

Individual Dimension Strategies
Self-awareness
Emotional
Management
Training Plan
Enhancement Plan

Family Dimension Strategies
Family Support
System
Construction
Family
Communication
Optimization Plan

School Dimension Strategies
Educational
Ecology
System
Optimization
University Culture
Construction Plan

Social Dimension Strategies
Employment
Support
System
Construction
Social Identity
Upgrade Project

Evaluation Strategy
Develop an evaluation form
Evaluate feasibility and adaptability of strategies by experts

Strategies for Enhancing Subjective Well-Being of Private University Students

Figure1.1 Research Framework

Chapter 2
Literature Review

In conducting the research on the development of sustainable educational management strategies for enhancing the Subjective well-being of private university students, the following literature was reviewed:

1. Education Management
2. Strategy
3. SDG3 : GOOD Health and Well-being
4. Subjective Well-being
5. Sustainable Development
6. Private university students
7. Related Research

The details are as follows:

Education Management

Research on education management is conducive to improving the quality of education, promoting the equity of education, enhancing the level of education management, training the talents of education management, promoting the reform and development of education and enriching the system of education disciplines. There are a lot of literature reviews on educational management, and scholars have studied the concept, theory, composition and influencing factors of educational management. This research mainly studies the university education management.

Definition of Educational Management

The definition of The educational management arises from the practical demand for the coordination, guidance and control of educational organization and activities. In the early educational practice, people gradually realized that in order to achieve the goal of education, it is necessary to organize and manage educational resources and activities effectively. Therefore, the field of education management

began to pay attention to "what is effective education management", "why education management is needed" and "how to carry out effective education management".

Bush (2011) defines educational management as the process of planning, organizing, directing, and controlling educational resources to achieve institutional goals effectively and efficiently. It involves both administrative and academic functions, integrating leadership, decision-making, and coordination to create an environment conducive to learning and personal development. Bush further emphasizes that educational management requires the alignment of institutional vision, mission, and values with operational practices, ensuring that all activities contribute to student success and institutional improvement. It also entails the continuous evaluation and adaptation of policies to respond to changes in society, technology, and educational demands. In this sense, educational management is not merely a set of administrative tasks but a dynamic and strategic process that fosters innovation, inclusivity, and sustainability in education.

Maheshwari, Tamayo, and Olarewaju (2025) defined that educational management is a process that resolves gender inequality and structural barriers within the education system through systematic leadership strategies and resource optimization, thereby enhancing organizational effectiveness and students' development opportunities. They emphasize that management should go beyond traditional administrative functions and break through hierarchical barriers through distributed leadership and participatory decision-making. They point out that uneven resource allocation is often intertwined with gender, racial or regional discrimination, and propose the Resilience-Based Resource Model. They require managers to identify and restructure institutional biases. Research has found that implicit gender biases in educational management can reduce organizational effectiveness.

Owens and Valesky (2015) emphasize that educational management in higher education extends beyond administrative duties to include policy formulation, curriculum development, faculty support, student services, financial planning, and quality assurance. Their perspective highlights the role of educational management in aligning institutional missions with stakeholder needs, including students, faculty, and

the community. They further argue that effective educational management fosters a culture of continuous improvement, encourages innovation in teaching and learning, and ensures the equitable distribution of resources. By integrating strategic planning with participatory decision-making, educational managers can respond proactively to emerging challenges and opportunities in the higher education landscape, thereby enhancing institutional resilience and long-term sustainability.

Zhang and Chen (2023) define modern educational management as a systems-thinking approach that perceives the educational institution as an interconnected network of academic leadership, administrative coordination, and community engagement. This definition underscores that effective educational management is a holistic process enabling managers to anticipate challenges, leverage institutional strengths, and address the needs of diverse stakeholders. Sustainable educational management, according to Zhang and Chen, involves deliberately balancing efficiency and equity, ensuring that institutional missions align with long-term societal objectives such as inclusivity, social mobility, and community development. Furthermore, they highlight that technological innovations such as e-learning platforms, big data analytics, and intelligent student support systems are integral to management practices, enhancing accessibility, flexibility, and personalization in learning experiences. In essence, their definition frames educational management as an integrative and forward-looking process that harmonizes leadership, resources, and innovation to achieve institutional excellence and promote holistic student development.

Guo and Li (2024) define educational management as a participatory and adaptive process that combines governance, policy-making, and resource coordination to achieve institutional objectives while meeting the diverse needs of stakeholders. They emphasize that effective educational management is characterized by inclusive decision-making, where students, faculty, administrators, and the wider community collaborate to shape policies and strategies. In the 21st century, this definition extends to integrating technological innovations-such as e-learning platforms, intelligent learning analytics, and data-driven student support

systems-to ensure accessibility, flexibility, and personalized learning. By embedding participatory governance and digital transformation into its core functions, educational management serves as a dynamic framework for promoting academic excellence, institutional sustainability, and student well-being.

To sum up, educational management referred to a complex systematic project, which was affected by many factors. It involves policy, politics, culture, economy, organizational culture, quality of managers, curriculum, international exchange and cooperation, application of new technology, allocation of educational resources, teachers and students, etc. These factors interweave and interact with each other in educational management practice. Effective education management needs to consider these factors comprehensively and formulate reasonable strategies and measures to promote the healthy development of education.

Theories of Educational Management

Management theory began in the early 19th century, with the rapid development of social production mode of capital in the world, the emergence of monopoly organizations, large-scale production mode and high standard requirements for the degree of socialization under the background, along with a variety of experiments and practices have been widely proposed. Some management methods that can quickly improve production efficiency have been respected by factory managers.

Spaulding (1913) reported how he applied the principles of scientific management to Newton's school", taking this as an opportunity, the application of management theory in education became another important topic of academic discussion, and educational management came into being. In the following hundred years, the thought of educational management has experienced the process of change from classical to humanistic to modern, and gradually adapted to the development needs of The Times, becoming a powerful tool to improve the effect of education.

This paper uses the method of combining historical analysis and pattern analysis to summarize the above researches into four types: classical educational

management theory efficiency-oriented model humanistic educational management theory humanistic educational management scientific theory rational-oriented model and post-modern educational management theory multiple integration model. The following is an analysis of these four schools of theory:

Tyro (1911) Scientific management theory is one of the earliest ideas that have been applied to management practice and have an impact on the formation of educational management thought in the 20th century. What Tyro focuses on is the scientific management method. His main ideas can be expressed as follows: "(1) to propose the best method of operation for each element of each work in place of the old empirical method." (2) Once the work has been scientifically analysed, personnel need to be scientifically selected, trained, educated and developed. In the past, workers picked their own jobs and trained themselves to the best of their abilities. (3) Managers shall cooperate cordially with workers to ensure that all work is carried out in accordance with established scientific principles. (4) There should be an equal division of work and responsibilities between management and workers. The management has taken on the part of the work that they are better qualified for than the workers, whereas in the past all the work and most of the responsibilities have been pushed to the workers." These ideas, and others, were used by Spaulding (1913) and Bobbitt in educational administration, which emphasized measurement and evaluation, and quantitative control over teacher teaching and student learning.

Fayol (1925) looked at management problems more from the perspective of the whole organization. His management theory, as the title of his book was "general management", focused on the rationalization and scientific management principles. He believes that "management" is to predict and plan, organize, command, coordinate and control", and put forward 14 basic principles of management.

Gulick (1937) proposed the process theory of "planning, organization, personnel, coordination, reporting and budget" based on the Henri Fayol process theory, and proposed the principle of "control span" to supplement the management principle. Their management theory is called administrative management theory, which is also applicable in educational management. Fayol also believes that

management is not only the business of managers, but everyone's business, so it is necessary to strengthen management education so that all people understand and follow the basic principles and principles of management.

Weber's (1947) theory of bureaucracy lays more emphasis on the institutional construction of organizations and eliminates the interference of human factors in organizations. In his view, the traditional management mainly relies on "hereditary power" or "charismatic power", while the current management of society relies on the power based on law, all people act within the prescribed scope of authority, it is the position of the person's behavior, rather than the person's behavior to determine the position. It can be said that Weber's theory focuses on the scientific and rational organization system.

The classical organization theory is systematic rationalization and scientific. Tyro emphasizes the scientification and standardization of management methods, Fayol emphasizes the scientification and rationalization of management principles and principles, and Weber attaches importance to the scientification and rationalization of organizational system. These three aspects constitute a complete management theory system. In addition, these theories, whether individually or as a whole, are based on rational or scientific standards to exclude the interference of individual experience, emotion, irrationality, etc. The last three theories are all based on efficiency.

Humanistic educational management theory, first in the form of "interpersonal relationship theory" began after the 1930s, applied and developed in the 40150s; After the 1960s, it has been further developed and widely used in various management activities in the form of "human resources theory". Both human relation theory and human resource theory attach importance to satisfying the reasonable needs of individual members in an organization in order to improve people's work enthusiasm and work efficiency.

Mayo (1949) human relations theory is the efficiency based management mode makes people alienated and lose themselves, and puts forward different views on the characteristics of people from the efficiency-based management theory. In his

view, people are motivated by social needs and derive satisfaction, meaning and value from their relationships with others, and individuals are more likely to respond to social pressure from their collective than from external stimuli and management control. Mayo also believes that an individual's sense of identity and loyalty to management and organization mainly depends on whether the organization and management meet his social needs. Therefore, the fundamental task of management is to create a good atmosphere of interpersonal relations and meet the social needs of the members of the organization. It is put forward in response to the shortcomings of scientific management theory.

Dewey (1946) Democratic education theory and Mayo (1949) Theory of human relations together, they became the popular educational management thought after the 1940s, which can be called the early humanistic management theory. John Dewey believed: Education is life. Management is not control; rather, it is the creation of an environment that enables "growth experiences" for teachers and students. Democratic collaboration: It opposes authoritarian management and advocates for joint participation in decision-making by teachers, students, and the community. Reflective practice: Managers need to continuously improve through the "action-reflection" cycle (Action Research). This lays the philosophical foundation for modern "participatory management" and the theory of school improvement. Elton Mayo's "Hawthorne Experiment": It was discovered that workers' efficiency is influenced by social psychological factors rather than merely by material conditions. He believed that interpersonal relationships take precedence: teacher effectiveness is strongly correlated with the leadership's care and communication quality. The power of informal organizations: The teacher community culture in schools may have a greater impact on management effectiveness than formal systems. Participatory decision-making: In line with Dewey, it emphasizes that employee (teacher) participation can enhance their sense of identity. Together, these two factors have driven the transformation of management theory from "mechanical control" to "humanization" and "democratization".

Lewin (1942) and Barnard (1951) and other social system theories, beginning with the combination of human behavior and environmental factors, many scholars try to organically unify the satisfaction of individual needs and the realization of organizational goals. This makes the dualistic opposite theory of individual need and organization need of interpersonal relationship theory move towards dualistic integration of human resource theory. Many of these studies became management classics. Such as:

Barnard (1939) believes that organization is the human assistance system;

Buck (1953) regarded organization as a "fusion process" in which individuals and organizations interact;

Achilles (1957) believed that human personality is a process of development from immaturity to maturity, which requires the gradual expansion of work content and the implementation of democratic participation in management;

Maslow (1943) put forward the "hierarchy of needs" theory that organizations should pay attention to meet the different needs of people; McGregor (1960) proposed "Theory X" and "Theory Y" on the basis of Maslow's need theory. Theory X believes that human beings are economic animals and need strict management, while theory Y is more suitable as the basis of management thought, emphasizing human initiative, sociality and creativity;

Herzberg (1966) put forward the "two-factor motivation theory" on the basis of Maslow Maslow and McGregor, calling the factors that prevent people's dissatisfaction as "health factors" and the factors that cause people's satisfaction as "motivating factors". Health factors can not be lacking, but the real incentive effect is the incentive factor. Managers should combine these two factors effectively to guide the members of the organization to achieve satisfaction in their work;

Likert (1976) proposed four systems on the basis of experimental research: the first system is the "authoritarian leadership model", the second system is the "mild command", the third system is the "consultative system", and the fourth system is the "participatory management". He concluded that the fourth model was the

most effective, based on three key claims: supportive relationships, collective decision-making in intersecting groups, and leadership with strong operational goals.

All of these studies try to solve the conflicts and contradictions between organizations and individuals, that is, to meet the needs of individuals while efficiently achieving the goals of the organization. In educational management, people attach great importance to the interaction between organizations and individuals, the participation of faculty and staff in decision-making, cooperative plans, common goals, autonomy, individual self-development and self-realization in education or learning.

Human relation theory simplifies the opposition between human and organization, while human resource theory tries to unify organization and individual. In the management process, the goals of the organization are fundamentally aligned with the goals of the members of the organization, because the members join the organization with a common desire. In addition to common needs, there are different needs, and these different aspects are always present, and it is impossible to completely avoid organizational and personal conflicts. A school education organization, like any other organization, is made up of people, but its object of work is also people. Therefore, humanistic management thought is more suitable for educational practice. Different from general management, school management should not only seek to achieve the consistency of school organizational goals and staff interests, but also unify the goals of school and student development. It should be noted that the humanistic management theory has been criticized by people for paying too much attention to the individual in the organization and ignoring the influence of social politics, economy and culture on the school organization and individual.

The theory of educational management science flourished and was popular from the early 1950s to the early 1970s, and is still one of the mainstream theories in the field of educational management. It is known as the "theoretical movement" of educational management science. His dominant view is to regard educational

management as a scientific theory. The representatives of the theoretical movement include A.W. Harpin, D.E. Griffiths, J.W., Getzels and so on.

Griffith (1959) directly applied the general scientific point of view and the theory of management behavior to the theory of educational management, and held that the theory of educational management behavior is a subsystem of the general theory of human behavior. Educational management is not a unique field; rather, it is a part of broader human organizational behavior and management science. The management principles of educational institutions (such as schools and universities) share commonalities with those of commercial, governmental, and military organizations. Management theories should be based on social science research (such as psychology, sociology, and political science), rather than relying on empirical or intuitive methods. Opposing the "specialism of educational management", it is argued that the basic principles of management (such as decision-making, communication, and leadership) are applicable to all organizations. Educational managers can draw on the research results of enterprise management and public administration, rather than relying solely on experiences within the educational field. Emphasizing empirical research and systematic analysis, it is advocated that management should be based on data rather than tradition or intuition. Educational organizations are not static but open systems that constantly adapt to environmental changes. Managers need to pay attention to the interactions within the organization (teachers and students) and outside (policies, social needs). Griffith promoted the introduction of organizational behavior, decision theory and other contents into the education management courses. He emphasized data-driven decision-making, reduced empiricism or authoritarian management, and promoted interdisciplinary research between education management and psychology, sociology, and economics. He broke the "unique theory of education management" and promoted the application of management science in the field of education.

Since they began to study the problems of educational management from the "should" concept; Shift to explanatory and expository generalizations of necessity; The change of the relationship between educational management and

social science scholars brings new methods of scientific inquiry; More conceptual content provides the basis for education and training of educational management theory; Several educational management theory journals were established to disseminate the research results of the theoretical movement.

Logical positivism, advocated and developed by Vienna Cirele, is a combination of positivism of A.Comte and symbolic logic of B.Russell and A.N.Whitehead.

Morton (1968) played an important role in introducing the Vienna School into sociology.

But logical positivism first led to the transformation of psychology; As Lewin pointed out in his use of logical and mathematical terms to describe psychology: "The important change in psychology today is the development of a 'theoretical psychology' which is as related to 'experimental psychology' as' theoretical physics' is to 'experimental physics'.

Simon (1978) applied logical positivism to management theory. His book Management Behavior became the foundation work of the "theoretical movement" of educational management science. The book takes the principles of logical positivism as the starting point for decision theory and develops Barnard's theory of organization. Simon argues that the traditional classical theory of organization is based on simple aphorisms that cannot be measured. He sees management as a rational decision-making process that affects the members of an organization. "His writings provided a direct channel for the introduction of 'management science' into educational administration in the 1940s".

In this way, logical positivism has become the basis of educational management theory.

Hoy (W.K.1996) and Miskel (C.G.1996) argue that: "A theory is a series of interrelated explanations and explanations of the concepts, assumptions, and generalizations of the rules of behavior of educational organizations. "As a scientific theory, there are three points: First, theoretical logic is composed of concepts, hypotheses and general generalizations; Second, its main function is to explain,

explain and predict the rules of behavior; Third, theory is heuristic, that is, it stimulates and guides the further development of knowledge. The core ideas of the theoretical movement can be summarized in six aspects: (1) Statements about what organizations or managers should do cannot be included in theory or science; (2) The scientific theory treats the phenomenon as a kind of existence, and the theory explains, explains and predicts, but does not specify; (3) Effective research comes from and is guided by theory; (4) The deductive premise system is the best example of theory; (5) The social sciences are fundamental to theoretical development and training; (6) For the purposes of theoretical development, it is best to think of management as a general phenomenon that can be found in all organizations.

The construction of educational management theory depends on human rational thinking and is guided by logical positivism and behavioral science. The main purpose of the "theoretical movement" is to try to provide results for the practice of educational management in two aspects: one is to provide rigorous procedures for improving the basic knowledge of educational management profession; The second is that the knowledge provided should be in a form that can be used. This promotes the development of educational management theory, making educational management theory become an independent scientific research field, with its own concept and system; It improves the theory, systematization and operation of the educational management theory, and provides a theoretical basis for the professional training of educational management.

Postmodernism is a new stage of the development of human society after the modern era. Postmodernism is a kind of cultural reflection theory in postmodern society, and its basic concept has also been introduced into the field of educational management theory. M.Foucault, the representative of postmodernism, believes that knowledge and truth are not eternal but created by human beings under specific historical conditions. Knowledge is always a certain Angle of knowledge power exists everywhere is productive is realized through organizational relations and organizational self-regulation dialogue is the bridge between power and knowledge into practice.

Greenfield (1993) took the lead in applying postmodernism theory to educational management theory and systematically criticized the scientific theory movement. He argued that organizations are not natural entities, but artificial, not standardized; Nor is management theory objective and unique as the "theoretical movement" claims.

Hodkinson (1996) holds a similar view: he argues that "management is a philosophy of action", which is not eternal, but more accidental, conversational, in the process of interpretation, "there are no facts, only explanations." Management is the art of interpreting the reality of an organization, which is established to achieve a specific goal, and the goal is the embodiment of a person's aspirations or values. In addition to achieving aesthetic, economic and ideal goals, the basic value of educational organization is to promote the perfect development of students' body and mind.

The postmodern educational management theory criticizes the "theoretical movement" of modern educational management science, and the myth of educational management science based on positivism and logical positivism is shattered. Educational organization is not natural but artificial; The main goal of educational organization is not efficiency but to ensure justice and equality in education and to promote human freedom and liberation. Educational management knowledge is not empirical but situational and value; The power in the organization is not fixed, but produced, and its production is mainly manifested as the participation and decomposition of power.

Educational management methods are not unique but pluralistic, not confrontational but conversational. This shows that there may be more than one educational management theory, educational management model and educational management method, that is to say, educational management theory from single to multiple; At the same time, the diversified educational management theories are integrated: they have a common spirit, such as emphasizing the development and diversification of organization, power and knowledge, emphasizing the role of dialogue, understanding, communication and interpretation in management,

emphasizing the democratization of management, decentralization and justice, and pursuing human freedom, liberation, value and creation.

The development of the above four educational management theories and their models reflects the development course from scientism and humanism, social organization-oriented and individual-centered dualism to human-centered pluralistic integration theory. Scientism and humanism can be said to be two basic spirits which are interrelated, conflicting and mutually promoting in western social culture. Scientism promotes the continuous progress of Western science and technology, and humanism promotes the continuous improvement of the degree of democracy in Western society. The two do not weaken each other, but promote each other, that is, the more scientism and scientific spirit develop, the more humanism and humanistic spirit are needed, and vice versa. Therefore, thinking and analyzing educational management problems need to adhere to the theory of dual unity or multiple integration. Although this methodology still regards scientism and humanism, social organization and individual facts and values, nature and culture, body and mind, subject and object, etc., as different aspects, it no longer regards them as opposing, static and unchanging, but as different aspects of the same whole that are connected, changing, developing, equal and the same.

To sum up, there were many important studies and discussions on the basic theories of educational management. The following summarizes some key theories and representative figures:

Table 2.1 Basic theories of educational management

Item	Key concepts and theories	Representative figure
Classical educational management theory	Scientific and standardized management methods	Tyro (1911)
	Management methods.	Spaulding and Bobbitt (1913)
	Scientific and rational management principles.	HenriFayol (1925)
	Planning, organization, personnel, coordination, reporting and budgeting	L.Gulick(1937)
Humanistic educational management theory	Create a good atmosphere of interpersonal relations to meet the social needs of the members of the organization.	Mayo (1949)
	Democratic education theory.	John Dewey (1946)
	Social system theory	K.lewin (1942) and Barnard (1951)
	An organization is a system of human assistance	C.I.B. Barnard (1939)
	Organization is seen as a "fusion process" in which individuals and organizations interact.	E.w. Buck (1953)
	The development of human personality requires the gradual expansion of work content and the implementation of democratic participation in management.	C.achilles (1957)
	Hierarchy of needs.	Maslow (1943)
	Theory X "and" Theory Y	D.McGregor (1960)
	Two-factor motivation theory.	
	Supportive relationships, collective decision-making in intersecting groups, and leadership have strong operational goals.	Herzberg (1966) R.Likert (1976)

Table 2.1 (Continued)

Item	Key concepts and theories	Representative figure
Modern educational management theory	The paradigm approach introduces the norms of scientific research into educational management	A.W.Halpin (1969)
	Based on the theory of behavioral science, educational management is studied as a social process.	W.Getzels(1968)
	Educational management behavior theory is a subsystem of general human behavior theory	D.Griffith(1959)
	The Vienna School was introduced into sociology.	R.Morton (1968)
	Logical positivism applied to management theory.	H.Simon (1978)
	Theory is a series of interrelated explanations and explanations of the concepts, assumptions and generalizations of the rules of behavior of educational organizations.	Hoy (W.K.1996) and Miskel (C.G.1996)
Thoughts of postmodern educational management	Organizations are artificial, not standardized; Nor is management theory objective and unique as the "theoretical movement" claims.	T.B.Greenfield(1993)
	Management is the philosophy of action, "a philosophy that is not eternal, more accidental, conversational, in the process of interpretation," there are no facts, only explanations." Management is the art of interpreting organizational reality."	C.Hodkinson (1996)

Components of Educational Management

Educational management is a complex system consisting of multiple components. These components are interrelated and interact with each other, and together constitute the overall framework of educational management. Educational managers need to comprehensively consider and coordinate these components to achieve the goals and tasks of educational management.

Raffe and Spours (2023) believe that educational management is a multi-level interactive system, consisting of the following core components: (1) Policy formulation and coordination (Policy Formulation & Coordination) - Its function: National and local institutions jointly design policy goals (such as training standards). (2) Resource flow and redistribution (Resource Flow & Redistribution) - Its function: Using fiscal levers (such as special allocations) to narrow regional disparities. (3) Implementation Monitoring & Feedback Its function: Establish a data tracking system (such as graduate employment rate) to evaluate the policy effectiveness. (4) Stakeholder Engagement: Its function: Enterprises, schools, and student groups participate in policy consultation. (5) Adaptive Learning & Adjustmen: Its function: Through "policy experiments" (such as pilot projects), iteratively optimize. They propose that educational management is a "policy-practice-feedback" cycle rather than a linear process.

Hallinger and Wang (2022). Analysis of the Components of Educational Management: A Study on the Core Components of Educational Management Reveals that Teaching Leadership Functions Through the Following Five Subsystems: (1) Goal-Focused Leadership: Clearly defining the academic vision (such as "All students mastering core competencies") Clear goals can increase teachers' work engagement by 23%. (2) Curriculum & Instructional Management: Supervising instructional design and evaluating teaching effectiveness. (3) Teacher Professional Development: Enhancing teachers' capabilities through training and feedback. Data Support: For every additional 10 hours per year of targeted training, student performance improves by 0.12 standard deviations: Psychological empowerment (such as autonomy) is more important than skill training.

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Professor Gu Xiaocheng, as an authoritative scholar in the field of educational informatization in China, his discussions on the components of educational management mainly revolve around digital transformation and the smart education ecosystem. The components of educational management are as follows: (1) Education data governance system: Achieving scientific decision-making in education through data integration and standardization. (2) Intelligent technology-enabled teaching management: Reconstructing the teaching process using technologies such as AI and big data. (3) Modernization of educational governance: Optimizing policy implementation and supervision through digital tools. (4) Allocation of educational resources and guarantee of fairness: Utilize technological means to narrow the gaps between urban and rural areas, as well as among different regions.

(5) Innovation in future school organizational forms: Reconstruct the boundaries and management models of schools. Emphasize that educational management should be supported by intelligent technology as the underlying foundation, rather than simply applying tools. The application of technology should serve the essence of "education", avoiding the blind pursuit of digitalization. Management needs to simultaneously optimize elements such as systems, data, and culture.

To sum up, the components of educational management include strategic planning, resource management, organization and personnel management, curriculum and teaching management, student affairs management and evaluation and feedback. These aspects are interrelated and influence each other, which together constitute a complete educational management system. In order to improve the quality and effect of education, managers need to comprehensively understand and master these aspects of knowledge and skills, and constantly improve and innovate. At the same time, it is also necessary to strengthen communication and cooperation with all parties to jointly promote the sustainable development of education.

Factors affecting education management

Factors affecting education management involve many levels and may include the following aspects:

Hu Rong (2023) pointed out in her research on the reform of university education management under the concept of innovative education: Innovative educational concepts, diversified teaching methods, stimulating students' learning enthusiasm and potential, advocating multiple evaluation methods, spirit of educational government documents, teacher training, rational allocation of human resources, material resources and financial resources, and training of managers' ability and quality are all factors that affect and restrict the development of educational management.

Wang Guixian (2023) pointed out in his research on the importance of systematic thinking and practical strategies in educational management, educational management is a highly complex task, which requires managers to have the ability of

systematic thinking in order to systematically analyze problems and formulate scientific and reasonable management strategies. In the work of educational management, administrators applying systematic thinking can make better use of educational resources and enhance the effect of educational management. In short, systematic thinking is a method to analyze and solve questions. With the help of systematic thinking, teachers can deeply understand the nature of questions, find the root cause of problems, and formulate long-term solutions. Therefore, having the ability of systematic thinking is of great significance to college education management.

Zhao Xiaolan (2023) said in the context of modern apprenticeship with Chinese characteristics, the paper points out that the educational management of higher vocational students is affected by the following factors, and puts forward the improvement methods and strategies: adhere to the concept of high-quality management, train high-quality skilled personnel; Strengthen the construction of "double tutor" teachers to assist students in the transformation to apprentice status; To innovate the operation mode of education management and enhance the joint force of the subject of education management; Improve the dual-subject management mechanism to provide guarantee for the implementation of modern apprenticeship system with Chinese characteristics.

Liu Chenling (2023) analyzed the dilemma and countermeasures of university education management from the perspective of education ecology. The influencing factors of educational management are: educational management concept, students' ecological balance, educational rules and regulations, internal communication and cooperation, etc. Based on these factors affecting education management, the internal ecology of education management is analyzed and optimized, the dilemma of education management is solved, the road of concursive development is sought to adapt to the needs of external environment, the synergy between subsystems in the school is improved, the atmosphere of cooperation and symbiosis is created, and the strategy of internal vitality is enhanced.

Liu Xianjun (2023) explored the reform of higher education management in the context of smart education and proposed that education with the development of digital technology, education has begun to enter the stage of intelligent education. Smart education is a new form of education in the digital age, including integrated learning scenarios, flexible and diversified learning styles and flexible organization and management. In order to effectively promote smart education, it is necessary to realize the transformation of higher education management. Under the background of intelligent education, higher education management should innovate the concept of education management, pay attention to digital thinking, suitable service and man-machine collaboration; Expand the connotation of education management, pay attention to data governance, environmental reengineering and system design; To improve the organizational structure of education management, it is not only necessary to create a matrix organizational structure, but also to take the project team as a new governance unit and establish a digital management organization.

Liu Jiayi (2023) proposed in her innovative thinking on university education management in the context of big data: education management has entered a new era, the rapid development of big data technology has provided great empowerment for education and teaching management, and the content, system, structure, mode and quality effect of the management mode of education management have changed greatly, changing the factors affecting education management: Education management space, education management mode, curriculum teaching and educational administration management, college enrollment management, teacher management, teaching management, scientific research management, logistics management, personnel management, foreign cultural exchange, student management, etc.

Dong Liangchao (2024), in his research on the educational management of undergraduate students in application-oriented universities, believes that, education management is the key to ensure the quality of education and the growth of undergraduate students in application-oriented universities. The influencing factors of undergraduate education management in application-oriented universities include:

Student education management, teaching practice teaching and professional ability training, curriculum and teaching quality, students' career development planning, academic progress, mental health, teaching resources, human resources, material resources and information resources, Internet and digital technology, online learning, distance education, teaching staff, the establishment of student academic guidance mechanism, etc.

Zhao Lili (2024) proposed in an article on the innovation of vocational undergraduate education management mode under the background of the new era: Factors affecting education management should also include: With the continuous development of social economy and the deepening of education reform, the government's series of policy documents and planning support measures, the curriculum system of undergraduate education, the curriculum system of undergraduate education, industrial fields, the connection between schools and enterprises, and the application of technological innovation and Internet technology in the new era have had a positive impact on vocational undergraduate education. With the help of online courses, distance education and advanced educational technology, the management mode of education management: innovative management, hierarchical management; These factors are closely related.

To sum up, educational management is a complex systematic project, which is affected by many factors. It involves policy, politics, culture, economy, organizational culture, quality of managers, curriculum, international exchange and cooperation, application of new technology, allocation of educational resources, teachers and students, etc. These factors interweave and interact with each other in educational management practice. Effective education management needs to consider these factors comprehensively and formulate reasonable strategies and measures to promote the healthy development of education.

Strategy

Strategy is a broad concept that has been studied by scholars in various fields. Educational management strategies are strategies developed and implemented in the field of education.

Definition of strategy

The word "Strategy" comes from the Greek word "Strategos", meaning the art or skill of commanding an army. In the modern context, strategy refers to a series of planned and purposeful action steps and decisions taken to achieve goals. It involves analysing the situation, choosing the best option, allocating resources and coordinating activities in order to achieve the desired objectives. Strategies are widely used in various fields, such as business, military, sports, art and so on. Educational management strategy refers to a series of planned and organized measures and methods taken to achieve educational goals in the field of education. These measures and methods involve many aspects such as the allocation of educational resources, the optimization of educational process and the improvement of educational quality. Effective education management strategies help to improve education efficiency, promote education equity, and then enhance the level of national human capital.

The renowned American scholar Kenneth Andrews (1965) proposed that strategy is the common thread that connects all the activities of a company, it is the way to achieve goals, and it is a set of decision-making principles used to guide the organizational behavior of an enterprise. It consists of four basic elements: business scope, competitive advantage, synergy, and growth vector. Ansoff's definition of strategy emphasizes the holistic and systematic nature of strategy, arguing that strategy is not merely isolated decisions or actions, but rather a bond that integrates the various activities of an organization into a coherent and coordinated whole. This definition provides a comprehensive framework for strategic management, helping managers understand and coordinate the various activities of the organization in order to achieve long-term goals.

The renowned American scholar Kenneth Andrews (1971) believes that an enterprise strategy is a decision-making framework that determines and reveals the mission, essence and goals of the enterprise, provides the basic policies and plans for achieving the goals, and defines the business scope of the enterprise. Andrews' definition emphasizes the role of strategy as a decision-making framework, arguing that strategy provides guidelines and boundary conditions for the organization's decisions. This definition highlights the structural and guiding nature of strategy, and emphasizes its core position in organizational decision-making.

Ma Hao (2015) proposed that strategic management mainly involves establishing the fundamental mission and business goals of an enterprise, and adopting appropriate strategies to achieve the business goals and fulfill the enterprise's mission. This definition emphasizes the process nature and goal orientation of strategic management, arguing that strategic management is not only about formulating strategies, but also about implementing strategies to achieve the organization's mission and goals. This definition provides a clear process framework for strategic management, helping managers understand the various aspects of strategic management and their interrelationships.

Professor Fred R. David (2012) from the United States pointed out that strategic management is both an art and a science. Through decision-making, implementation and evaluation, organizations can achieve their goals. David's definition highlights the dual nature of strategic management, which requires both scientific analysis and methods, as well as artistic creativity and insight. This definition provides important guidance for strategic management practices, emphasizing the importance of balancing rational analysis and creative thinking in strategic management.

Professor Liu Jisheng (1995), a renowned strategic management expert from Tsinghua University (1995), proposed that an enterprise strategy encompasses six elements: the study of the external environment of the enterprise, the analysis of the internal resources and capabilities of the enterprise, the continuous creation of new core competitiveness of the enterprise, the clear strategic goals, the path

chosen for achieving long-term goals, and the means adopted for implementing the strategy. Liu Jisheng's definition emphasizes the comprehensiveness and systematic nature of strategy, arguing that strategy is an organic whole composed of multiple interrelated elements. This definition provides a comprehensive framework for strategy formulation, helping managers systematically analyze the internal and external environment, determine strategic goals and paths, and adopt effective implementation means.

In conclusion, strategy referred to the selection and determination of a set of purposeful and interrelated actions and their consequences. Develop an implementation plan, or a set of action procedures to ensure smooth execution. That is, the solutions and methods planned to achieve the goal, in order to cope with the complex and changing environmental challenges and achieve the long-term development and success of the organization.

Formulation of educational management strategies

The rapid development of society and the deepening of educational reform, the formulation of educational management strategy becomes particularly important. The process of strategy formulation begins with an in-depth analysis of the current educational environment, including many factors such as educational policies, market demands, and technological advances. Through extensive data collection, in-depth research and expert consultation, we have identified the need and urgency for strategy development.

Qiao Weiqi (2015) systematically proposed that strategy formulation should be considered from the following aspects: 1) The role of design strategy management in enterprises: providing design consulting and management consulting. 2) Hierarchy of design strategy management: enterprise layer, business layer and functional layer. 3) Design strategy formulation framework and content: grasp design opportunities, understand customers and markets, interpret customer needs, review design applications, establish design strategies, promote design strategies, and plan for long-term growth. 4)Strategy background: external environment, internal environment. 5) Strategic factors: 5W (who, what, how, why, when), functions, brands, sales,

channels, systems, services, strategic alliances, laws, standards, development, material manufacturing, etc.

Best (2015) believes that design strategy management is mainly about fully applying design concepts to organizational strategies, identifying design opportunities, explaining the needs of organizations and customers, and focusing on the contribution of design to business as a whole. She believes that design strategy management should be carried out in terms of grasping design opportunities, understanding customers and markets, interpreting customer needs, reviewing design applications, establishing design strategies, promoting design strategies, and planning for long-term growth.

Hamel (2018) analyzes the impact of digital technology on strategic management and how to develop and implement effective strategies in the digital age. The characteristics of strategic management in the digital economy era and the necessity of transformation, targeted to improve the digital efficiency, promote enterprise strategic management to develop digital transformation suggestions and measures to improve the quality of enterprise strategic management, and effectively achieve efficiency.

Robert G. Eccles (2021) according to Walsh, design strategies are not single but cross-compound, which can be divided into long-term, medium-term and short-term strategies. The long-term strategy is to expand the product series, product immediate market, improvement or development of new products; The medium-term strategy mainly focuses on improving manufacturing technology, restructuring or reducing cost. Short-term strategies are marketing strategies, which are mainly used to expand existing markets and explore new markets to increase product sales. Why well-crafted strategies often fail, and how you can improve your success rate by improving the process of strategy development and execution.

Zeng Chen (2022) conducted a Nvivo analysis of the strategic planning text in his doctoral thesis on strategic management studies of Chinese-foreign cooperative universities, sketched out the overall strategic thinking of its construction and the vision, mission, and strategic goals in the strategic development plan to develop the

balanced scorecard of the university. The Balanced scorecard includes four dimensions: financial dimension, customer dimension, internal operation process dimension and learning and development dimension, and sets key indicators and corresponding target values.

Zhang Ru (2023) proposed the use of SWOT analysis as the core tool of enterprise strategy formulation, analyzed the role of SWOT analysis in strategy formulation, and the process and steps of strategy formulation. In strategy formulation, enterprises need to pay attention to the formulation of achievable strategic objectives and detailed implementation plans. In order to improve the strategic management ability of enterprises and promote the sustainable and healthy development of enterprises, it is proposed to attach importance to strategic awareness, set up a reasonable performance appraisal mechanism and strengthen lean management.

He Jing (2023) Research on enterprise strategic management strategies based on uncertain environment pointed out that the formulation of strategic goals and plans can cope with the changing market conditions, including the formulation of multiple alternatives, so as to make timely adjustments according to market feedback and evaluation results. In order to implement strategy effectively, enterprises need to strengthen their strategy execution capabilities. First, establish an effective organizational structure, clarify the division of responsibilities for each department and employee, and establish a performance management system to ensure that everyone is clear about their tasks and goals. Secondly, strengthen internal communication and collaboration, integrate internal and external resources, and make full use of internal and external resources to support the realization of strategic objectives.

Liu Yunguo (2024) The complete strategy formulation system mainly includes six stages. They are strategy formulation, strategy planning, coordination organization, operation planning, monitoring and learning, inspection and adjustment. These stages perform four functions, namely, strategy formulation, strategy planning, strategy implementation and strategy adjustment. Among them, strategy formulation involves

the company's mission, values and vision, and mainly relies on strategy formulation tools such as Porter's Five Forces model and SWOT analysis.

To sum up, strategy refers to the selection and determination of a set of purposeful and interrelated actions and their consequences. Develop an implementation plan, or a set of action procedures to ensure smooth execution. That is, the solutions and methods planned to achieve the goal. Educational management strategy refers to a series of planned and purposeful strategies formulated in order to achieve educational goals and educational concepts in educational practice, combined with the basic principles and methods of educational management, and targeting educational management issues at different stages, fields, and objects. , organized actions and measures. The education management strategy aims to optimize the allocation of educational resources, improve the quality of education, promote educational equity, create a good educational environment, and promote the development of education.

Evaluation of educational management strategies

Evaluation of educational management strategies is a multi-dimensional and systematic process, which involves comprehensive consideration of educational policies, teaching practices, learning outcomes, etc. The following are the key points that scholars understand when evaluating educational management strategies:

Ge Hui (2020) expounds the necessity of implementing the comprehensive evaluation system of education management for student party members in vocational colleges based on the current situation of the development of student party members, and discusses the basic principles, methods and final innovative strategies for constructing the evaluation system of education management services, so as to strengthen the development quality of student party members in vocational colleges and promote the process of education management in vocational colleges.

Zeng Chen (2022) mentioned in his doctoral thesis on Strategic management of Chinese-foreign cooperative universities that educational management strategy, as a systematic project, includes not only the formulation of strategies, but also the subsequent implementation, evaluation and adjustment of strategies. In the

implementation of educational management strategy, we should follow the principles of overall coordination, contingency and relative reasonableness. Educational management strategy evaluation can be subdivided into three types: educational management strategy analysis evaluation, educational management strategy selection evaluation and educational management strategy performance evaluation.

He Jing (2023) In the process of policy implementation, evaluation methods can help enterprises understand the effect of policy implementation and make timely adjustments and improvements. Common evaluation methods include: 1) Performance evaluation. Through the formulation of performance indicators, the key indicators in the process of strategy implementation are quantitatively evaluated. Such as sales, market share, profitability, etc. 2) Feedback mechanism. Establish an effective feedback mechanism to collect internal and external feedback information, including customer satisfaction survey, employee feedback, market research, etc., to evaluate the effect of the strategy. 3) SWOT analysis. Evaluate the strengths, weaknesses, opportunities and threats of the enterprise to help the enterprise understand its own and external conditions and adjust its strategy in time. 4) Expert assessment. Invite professional consultants or internal experts to evaluate the implementation of the strategy and provide relevant opinions and recommendations.

Hairuddin bin, M. A., & Inas, B. Z. (2019). This study verified the evaluation model of strategic leadership practices in vocational education institutions through the Structural Equation Modeling (SEM). It proposed to quantify the effectiveness of educational management strategies from three dimensions: "target achievement degree", "resource allocation efficiency", and "satisfaction of stakeholders", and emphasized the need to dynamically adjust the evaluation indicators to adapt to policy changes.

Holcombe, D. (2020). Although focused on the medical field, the "multi-party co-governance" evaluation model proposed by him is applicable to educational management. It is suggested to collect qualitative data through regular feedback meetings involving parent committees, teacher representatives, and student groups

(such as through the Delphi method), and combine quantitative indicators (such as academic performance, resource utilization) to form a comprehensive evaluation report.

In general, the methods and techniques of educational management strategy evaluation involve many aspects, including student evaluation, teacher evaluation, school evaluation, government evaluation and employment evaluation. Student evaluation not only focuses on academic performance, but also includes the evaluation of whole person education such as moral education, physical education, aesthetic education and labor education. Teacher evaluation is no longer solely dependent on teaching effect, but takes into account teachers' professional development, teaching innovation, academic research and social service. School evaluation should focus on management level, education quality, resource allocation and social influence. The application of artificial intelligence technology to the analysis of school operation data is helpful to improve the science and effectiveness of school management. The government evaluation focuses on the effect of policy implementation, the fairness of education resource distribution and the degree of support for education reform. By establishing the evaluation index system of government education work, it can promote the implementation of government responsibility in the field of education. Employment evaluation focuses on graduates' employment situation, career development and contribution to society. The use of tracking surveys and data analysis can provide feedback for education management and talent development. To construct a professional educational evaluation support system is the key to promote the reform of educational evaluation. (Hao Yihui 2024) This includes the research of educational evaluation theory, the training of educational evaluation professionals, and the research and development of evaluation tools. At the same time, the application of big data and artificial intelligence can provide strong technical support for educational evaluation reform. The reform of educational evaluation should be deepened continuously, and more scientific and reasonable evaluation methods and techniques should be explored constantly to adapt to the new trend and new requirements of educational

development. In general, the evaluation of educational management strategy is a complex systematic project, which needs various considerations and comprehensive application of various methods and techniques. Through continuous exploration and practice, a more perfect and efficient educational evaluation system can be gradually established. (Jin Lu, 2023)

To sum up, The evaluation of educational management strategies is a data-driven process that requires answering relevant questions and systematically collecting and analyzing information. The evaluation criteria include whether the plan is connected to the mission and vision, whether it is realistic, whether it is integrated, and whether the goals are balanced, etc. It is also necessary to identify the loopholes in the plan and potential unsupported activities, ensure that the action description is clear, and seek the review of the plan by external trusted individuals.

SWOT analysis

Definition of SWOT analysis:

SWOT analysis is a strategic analysis method proposed by Heinz Weihrich, a management professor at the University of San Francisco in the early 1980s. He believes that SWOT analysis is a method that can more objectively and accurately analyse and study the reality of a unit, through the internal Strengths , Weaknesses , and the external environment of the Opportunities and Threats of the comprehensive assessment and analysis of the conclusions, and then adjust The company's resources and strategies are then adjusted to achieve the company's goals.

Kumar, Singh, Kritika, Narind and Bhasin (2024) defined that SWOT analysis is a strategic planning and strategic management technique used to help individuals or organisations identify the strengths, weaknesses, opportunities and threats associated with business competition or project planning, sometimes referred to as situational assessment or situational analysis, and is designed to identify the internal and external factors that are both favourable and unfavourable to the achievement of a business or project's objectives.

Mariam; Fatima, Moustapha, ElAsli (2024) defined that SWOT analysis can inform the strategic planning of organisations such as businesses and help to formulate growth strategies (SO), turnaround strategies (WO), diversified strategies (ST), defensive strategies (WT) and so on. It is a strategic tool used to assess the overall shape of an organisation, identify areas of concern and areas for improvement, and can help organisations to look at themselves and find strengths and weaknesses.

Rui, Makanae, Fujiu, Morisaki (2024) defined that SWOT analysis is to synthesis and summarise the internal and external conditions of a company, listing the various major internal strengths and weaknesses with external opportunities and threats through surveys and arranging them according to a matrix form, and analysing them using the idea of systematic analysis, in order to help formulate strategies and plans.

Catapano, Ramacieri, Sperti, Corvaglia and Locatelli (2024) defined that SWOT analysis is based on the internal and external competitive environment and competitive conditions of the situation analysis, through the formation of the internal and external environment of the enterprise's Strengths, Weaknesses, Opportunities and Threats of the comprehensive analysis, to come up with a series of decision-making conclusions for the development of enterprise strategy. Provide the basis for the enterprise to formulate strategies and make decisions.

Steps in SWOT Analysis:

The SWOT analysis helps to clearly grasp the resources and environment related to development goals by assessing the internal conditions (strengths and weaknesses) and the external environment (opportunities and threats) of the enterprise (or department or individual).Strengths and weaknesses are internal factors, specifically referring to an enterprise's own strengths, resources, and areas for improvement; opportunities and threats are external factors, including opportunities and challenges provided by the market environment.

When conducting a SWOT analysis, the information gathered is usually organised into a SWOT matrix, which is a 2×2 table listing strengths, weaknesses, opportunities and threats. On this basis, suitable strategic plans can be further

developed to strengthen strengths, improve weaknesses, seize opportunities and deal with threats, thus helping the enterprise (or department or individual) to better achieve its development goals.

Bachmann, Lex, Regli, Vögeli; (2024) pointed out the steps from SWOT analysis as follows:

SWOT Analysis: A comprehensive analysis to identify internal strengths and weaknesses as well as external opportunities and threats.

Strategic planning:

SO Strategy: Develop strategies to capitalise on strengths and seize opportunities.

ST Strategy: Develop a strategy to leverage strengths against threats.

WO Strategy: Develop strategies to address disadvantages by exploiting opportunities.

WT Strategy: Develop strategies to mitigate disadvantages and avoid threats.

Strategy implementation: the implementation of these strategies with a focus on aligning them with organisational objectives and monitoring their effectiveness.

Somayeh, Rezaei and Kurosh (2024) pointed out the steps from SWOT analysis as follows:

Understanding the objectives and environment: before conducting a SWOT analysis, it is important to have a clear understanding of the organisation's objectives and the environment in which it operates.

Analyse internal strengths and weaknesses: Strengths refer to the advantages that the organisation possesses in terms of resources, technology, management, etc., such as brand influence, technological leadership, and efficient management. Weaknesses are the organisation's shortcomings in resources, technology, management, etc. Comprehensively and objectively assess the organisation's internal situation.

Identifying external opportunities and threats: There is a need to focus on opportunities and threats arising from changes in the external environment and markets. When identifying opportunities and threats, market trends, competitor

dynamics, changes in policies and regulations, and other factors should be fully considered.

SWOT Matrix Construction and Analysis: The strengths, weaknesses, opportunities and threats analysed above are constructed in a matrix according to a certain format, i.e. a SWOT matrix is formed. In the matrix, each element represents a different factor or situation. The key to this step is to integrate and analyse the factors to form meaningful conclusions and recommendations. In addition, each element needs to be clearly analysed and supported.

Developing Strategy and Action Plan: The final step is to develop a strategy and action plan based on the results of the SWOT analysis. Formulate reasonable strategic objectives and action plans. The action plan needs to be specific and executable, including target setting, resource allocation, risk control and other aspects. In addition, it is necessary to monitor and evaluate the implementation process, and adjust the strategy in time to adapt to the changing market environment and competitive situation.

Mupfumira, Mutingi Michael Sony (2024) pointed out the steps from SWOT analysis as follows:

1) Define the object and goal of the analysis.

2) Collecting information:

Internal information: focuses on the resources and capabilities of the subject of the analysis itself, including financial status, technical strength, organisational structure, staff quality, etc. This information helps to identify strengths and weaknesses.

External information: Gather information about the external environment such as market trends, competitors, policies and regulations, and customer needs. This information helps to identify opportunities and threats.

3) Identify strengths and weaknesses:

Strengths: List the strong points of the analysed object relative to competitors or industry standards, such as brand awareness, technological innovation, cost control ability, etc.

Weaknesses: identifying weaknesses in the resources, capabilities or markets of the subject of the analysis, such as lack of experience in the market, technological backwardness, lack of capital, etc.

4) dentify opportunities and threats:

Opportunities: Analysing favourable factors in the external environment, such as growth in market demand, policy support, technological innovation, etc., which may bring new development opportunities for the object of analysis.

Threats: Identify unfavourable factors in the external environment, such as increased competition in the market, policy restrictions, natural disasters, etc., which may pose a potential threat to the object of analysis.

5) Developing Strategies:

SO strategy: Combine strengths and opportunities to develop an aggressive offensive strategy, such as expanding market share and developing new products.

ST strategy: use advantages to counteract threats and develop defensive strategies, such as strengthening brand building and improving product quality.

WO strategy: to compensate for internal disadvantages by seizing external opportunities and developing improvement strategies, such as introducing advanced technology and training employees.

WT strategy: to address disadvantages and threats, develop risk reduction strategies, such as cutting costs, seeking partners, etc.

6) Implementation and Monitoring:

Develop an action plan: Based on the results of the SWOT analysis, develop a concrete action plan with clear responsibilities and time points.

Monitoring and Adjustment: During the implementation process, regularly monitor the progress and effect, and adjust the strategy according to the actual situation.

Through these steps, the internal and external environment of an organisation, project or individual can be analysed in a comprehensive and systematic way, so that a more scientific and rational strategic plan can be formulated.

Figure 2.1 SWOT analysis

The concept and steps on PEST analysis

Definition of PEST analysis:

PEST analysis is a tool for strategic consulting and decision-making, proposed by American scholars Johnson-G and Scholes-K in 1999.It is an analysis of the macro-environment, also known as the general environment, which refers to the various macro forces that affect all industries and enterprises. To analyse the macro-environmental factors, different industries and enterprises may have different specific contents according to their own characteristics and operational needs, but generally the four major external environmental factors affecting enterprises, namely, Political, Economic, Social and Technological, should be analysed.

Seth, Yadav, Reynolds (2024) defined that PEST analysis is a strategic tool used to analyse the macro-environment of a business or organisation, assessing the impact of the macro-environment on its strategic planning and development by looking at the four dimensions: Political, Economic, Social and Technological.

Warren Booth (2024) defined that PEST analysis is a strategic tool used to assess the external factors in the macro-environment that affect an organisation or industry. PEST stands for the four dimensions of Political, Economic, Social and Technological. By analysing these factors, organisations can better understand

changes in the external environment and their impact on the business, and thus develop effective strategies.

Krismawati, Yustisia, Arifin, Purbiati (2024) defined that PEST analysis is a strategic tool used to analyse the macro-environment of a business or organisation to assess the impact of the macro-environment on its strategic planning and development by looking at four factors: Political, Economic, Social and Technological, Political: It mainly includes political system, political institutions, political situation, policies and regulations.

Economic: covering economic growth rate, inflation rate, interest rate, exchange rate, unemployment rate and so on.

Social: Involving demographic structure, cultural traditions, values, consumption habits and so on.

Technological: including technological innovation, technological progress, and the application of new technologies. The emergence of new technologies may subvert traditional industries and bring new development opportunities for enterprises.

PEST analysis can help enterprises to understand the macro environment comprehensively, identify opportunities and threats, and provide a basis for the formulation of strategies, so that enterprises can better adapt to changes in the external environment and achieve sustainable development.

Steps in PEST analysis method:

Thangasamy, Ricciardi, Benelli, Lucchi (2024) states that PEST analysis is a commonly used strategic management tool to assess the macro-environment in which a firm or organisation operates.Its steps are as follows:

1) Define the purpose: Determine the reasons and objectives for conducting a PEST analysis, such as evaluating new business expansion plans, analysing the macro-environment of competitors, etc., as well as the timeframe and geographic scope of the analysis.

2) Gathering information:

Political: Gathering information on government policies, laws and regulations, tax policies, trade policies, political stability, etc., such as researching changes in import tariffs for a certain industry, or support policies for certain industries in a specific region.

Economic: Obtain data on economic growth rates, inflation rates, interest rates, exchange rates, consumer income levels, industrial structure, employment, etc., for example, to analyse the impact of a recession in a region on consumer behaviour.

Social aspects: to understand the demographic structure, cultural values, education levels, lifestyles, consumption habits, social trends, etc., for example, to study the increased demand for elderly care services in an ageing society.

Technological factors: Explore whether technological advances can improve production efficiency, create new products or change the competitive landscape.

3) Analysing information

Political factors: determine whether policies and regulations facilitate or restrict business development, and analyse the potential threat of political risk to business operations.

Economic factors: examine how economic conditions affect market demand, cost structures and investment decisions.

Social factors: Consider whether social changes have created new market opportunities or new demands on existing product services.

Technological factors: Explore whether technological advances can improve production efficiency, create new products or change the competitive landscape.

Summarise the conclusion: synthesise the results of the analyses in all aspects, summarise the overall impact of the macro-environment on the research object, and identify the strengths, weaknesses, opportunities and threats.

Formulation of strategies: According to the conclusions of the PEST analysis, formulate corresponding development strategies, such as market positioning adjustment, product innovation, marketing strategy improvement.

Ammari, Ziri, Bahja, Hamrani, Boukita, Brhadda, Bouzakraoui, Fahad (2024) pointed out that PEST analysis is a tool used to assess the macro-environment of a business or project, including the four factors of Political, Economic, Social and Technological, and its simple steps are as follows:

Determine the objective of the analysis: Identify the object to be analysed, such as a specific company, industry, product or market, and the purpose of the analysis, e.g., whether it is to formulate a strategy, assess an investment opportunity, or study a market trend.

Collect relevant information:

Political factors: focus on policies and regulations, political stability, government attitudes, etc. Such as changes in industry regulatory policies, tax policy adjustments, etc.

Economic factors: collects data on economic growth, interest rates, inflation, exchange rates, etc., as well as information on consumer income levels and market consumption trends.

Social factors: studying aspects such as demographics, cultural practices, social values, education levels, and consumption habits.

Technological factors: to learn about technological innovation in the industry, the application and development trend of new technologies, and technological substitution.

3) Conducting factor analyses:

Political factor analysis: explores the impact of the political environment on the object of analysis, such as changes in policies and regulations that may bring new opportunities or challenges.

Economic factor analysis: assesses the role of the economic environment on the object of analysis, e.g. an economic recession may lead to a decrease in consumer purchasing power and affect product sales.

Social factors: study of demographics, cultural practices, social values, education levels, consumption habits, etc.

Technological factors: to learn about technological innovation in the industry, the application and development trend of new technologies, and technological substitution.

Summary and assessment

The results of the four areas of analysis are combined to summarise the overall impact of the macro-environment on the object of analysis and identify the main opportunities and threats.

Based on the conclusions of the analysis, provide strategic recommendations for the enterprise or project, such as adjusting product positioning, expanding into new markets, and increasing investment in technological research and development.

Gupta, Aamash, Upadhyay (2024) pointed out that the steps of PEST analysis usually include the following phases that help to systematically assess the political, economic, social and technological factors in the macro-environment. The following are the specific steps:

1) Determine the objectives of the analysis: define the purpose and scope of the analysis. For example, whether it is to assess the feasibility of market entry or to develop a long-term strategy, defining the time frame of the analysis (short, medium or long term).

2) Collect relevant information: Collect relevant data and information for the four dimensions: political, economic, social and technological. Sources of information may include government reports, industry studies, news, academic articles, market research, etc.

3) Analyse political factors (Political)

(1) Evaluate the impact of government policies, regulations, tax policies, trade restrictions, etc. on the business.

(2) Consider factors such as political stability, level of government intervention, international relations, etc.

4) Analyse economic factors (Economic)

(1) Analyse macroeconomic indicators such as economic growth rates, inflation, interest rates, exchange rates, consumer purchasing power, etc.

(2) Consider industry-related economic trends such as changes in market demand, fluctuations in raw material prices, etc.

5) Analyse social factors (Social)

(1) Assess demographics, cultural trends, lifestyles, education levels, consumer preferences, etc.

(2) Consider changes in social values such as environmental awareness, health awareness, etc.

(3) For example, will an ageing population affect product demand?

6) Analyse technological factors (Technological)

(1) Evaluate technological trends such as technological innovations, R&D activities, automation, digitalisation, etc.

(2) Consider the impact of technology on product life cycles, supply chains, and market competition.

7) Identify opportunities and threats

(1) Based on the results of the analysis, identify opportunities and threats in the external environment.

(2) For example, new policies may create market opportunities, while technological change may create competitive pressures.

8) Developing Response Strategies: Based on the identified opportunities and threats, develop appropriate strategies or action plans.

To sum up, PEST analysis provides a framework for enterprises to comprehensively assess changes in the macro-environment through in-depth analyses of four key external factors, namely, political, economic, social and technological, which helps enterprises better understand the external environment, grasp market opportunities and avoid potential risks, so as to formulate a more scientific and reasonable strategic plan and achieve sustainable development.
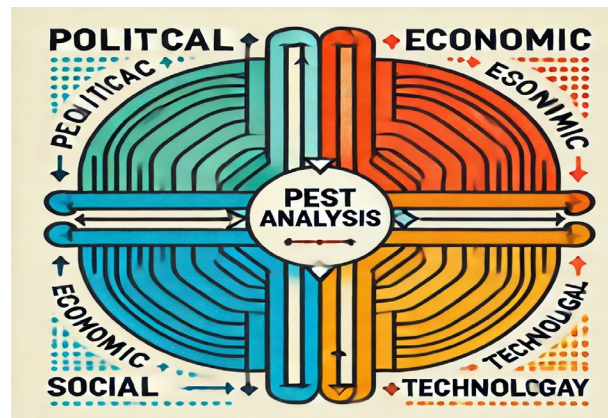
Figure 2.2 PEST analysis

The concept of TOWS Matrix

1. Definitions of TOWS Matrix

TWOS matrix is an important tool used to analyse the competitive position of enterprises, which was proposed by American scholar Bruce Henderson in 1972 as a comprehensive consideration of the enterprise's internal and external environmental factors, through the in-depth understanding and application of its four core elements, enterprises can be more scientifically formulate strategic planning, optimise the organisational structure and management processes, enhance the overall competitiveness, so as to improve their competitiveness in the complex and volatilemarket environment to achieve sustainable development.

These detailed explanations of the TOWS Matrix were as follows:

Guo Shuzi (2022) pointed out that "TOWS Matrix", i.e., situational analysis, is to list the main internal strengths and weaknesses and external opportunities and threats of the research object through the survey and arrange them in the form of the matrix, and then match and analyse the four factors with each other in accordance with the idea of system analysis to further identify the feasibility and differences between them, and judge the consistency and deviation between the internal and external environment, and draw corresponding conclusions, which are usually of a certain decision-making nature. Then according to the idea of system analysis, match the four factors with each other and analyse them, further identify

the feasibility and difference between them, and judge the consistency and deviation between the internal and external environments, and draw corresponding conclusions, and the conclusions are usually with a certain degree of decision-making, which is also called the "inverted SWOT analysis" SWOT-TOWS analysis is a combination of SWOT analysis and TOWS analysis. SWOT-TOWS analysis is a combination of SWOT analysis and TOWS analysis. Based on SWOT analysis, it analyses the strengths, weaknesses, opportunities and challenges, and then uses TOWS analysis to construct IFE matrix and EFE matrix for the strengths, weaknesses, opportunities and challenges, and then formulate targeted strategies.

Pardede and Rahman (2023) explain that the TOWS Matrix extends traditional SWOT analysis by focusing on leveraging strengths to address external threats and utilizing opportunities to overcome internal weaknesses. This strategic tool is especially useful in manufacturing sectors, promoting a proactive stance in aligning internal capabilities with external challenges and opportunities.

To sum up TOWS Matrix Analysis, also called SWOT Matrix Analysis and Situational Analysis, is a method of systematic evaluation to select the best business strategy by taking into account the internal conditions of the enterprise and various factors of the external environment. It extends the SWOT analysis by helping organizations develop strategic options. The matrix consists of four quadrants: Strengths-Opportunities (SO), Strengths-Threats (ST), Weaknesses-Opportunities (WO), and Weaknesses-Threats (WT). By analyzing these relationships, companies can create strategies that leverage their strengths to exploit opportunities, counter threats, and address weaknesses.

Steps in TOWS Matrix Analysis

This section outlines the sequential process for applying the TOWS Matrix to transform SWOT findings into actionable strategies. Scholars have identified several key points, including:

Liu Yang.(2021) pointed out that the TOWS analysis method, that is, situational analysis, is to decompose and enumerate the internal strengths and weaknesses, as well as external opportunities and threats of a certain object in the

form of a matrix, and then match the various factors with each other and carry out a systematic analysis, in order to better understand the current situation and development of the object of the research to formulate strategic choices through the integration of internal and external analyses. Strategies are developed by combining strengths with opportunities (SO) to exploit opportunities, weaknesses with opportunities (WO) to overcome limitations, strengths with threats (ST) to address threats, and weaknesses with threats (WT) to mitigate threats.

Hitt, Ireland, & Hoskisson (2021) Begin by identifying external opportunities and threats. This involves performing a thorough environmental scan to recognize market trends, competitive pressures, and macroeconomic factors that could impact the organization. The analysis should focus on identifying factors that could be leveraged or that pose risks.

Overall, the TOWS Matrix approach helps companies to develop sound strategic plans and implement and monitor them effectively by systematically analysing their internal and external environments. The following are the steps of the TOWS Matrix Method:

1) Analysis of environmental factors: analysis of external environmental factors (OT analysis) analysis of internal environmental factors (SW analysis Advantage analysis, disadvantage analysis;

2) Construction of TOWS matrix: listing strengths and weaknesses, identifying opportunities and threats.

3) Development of strategic programmes: Strengths-Opportunities (SO) strategy, Weaknesses-Opportunities (WO) strategy,

4) Strengths - Threats (ST) strategy, Weaknesses - Threats (WT) strategy.

5) Strategy selection and implementation: strategy evaluation and selection, strategy implementation and monitoring.

This approach not only helps enterprises give full play to their own strengths and seize external opportunities, but also effectively respond to various challenges and threats, so as to maintain their competitive advantages in the fierce market competition and achieve sustainable development.

Figure 2.3 TOWS analysis

SDG3: Good Health and Well-being

United Nations. (2025) Sustainable Development Goal 3 (SDG3) aims to ensure healthy lives and promote well-being for all at all ages. In the context of private higher education, SDG3 emphasizes the integration of physical health, mental well-being, and supportive learning environments into educational management practices. These principles are essential for fostering sustainable student success and aligning institutional missions with global development priorities, the following noteworthy areas of knowledge as follows:

Physical Health Promotion in Private Universities

Sachs, J.D (2025) Physical Health-being is a critical dimension of SDG3, particularly in higher education where students face academic pressures, career uncertainties, and social challenges.

Zhang (2022) underscores that physical health promotion should be embedded within a holistic well-being framework that connects physical fitness to mental health, academic engagement, and life satisfaction. According to Zhang, physical activity programs should not be isolated initiatives but part of a broader campus wellness culture that includes stress management workshops, nutrition counseling, and peer support networks. This integrated approach, they argue, maximizes the impact of physical health interventions and contributes to overall student success in private universities. Li et al. (2023) argue that technological

innovations can be leveraged to enhance physical health promotion in higher education settings. Their study found that the integration of wearable health devices, mobile fitness applications, and online health tracking systems significantly increased students' motivation to engage in regular exercise and monitor their wellness goals. For private universities, adopting technology-driven health programs not only supports individual health outcomes but also provides valuable data for institutional planning and resource allocation.

Chen and Liu (2024) highlight the importance of creating accessible and inclusive physical activity opportunities for all students, regardless of economic background or physical ability. Their findings indicate that inclusive sports programs such as adapted fitness classes and low-cost recreational activities encourage greater participation, improve physical fitness, and strengthen social connections among students. For private universities, they recommend designing health initiatives that are flexible, culturally relevant, and financially accessible to ensure equity in student health promotion.

Guo and Li (2024) emphasize that private universities must allocate resources to sports infrastructure and health campaigns, ensuring equal access for all students regardless of socio-economic background. They argue that health promotion should be embedded into institutional policy, with regular fitness assessments, preventive health screenings, and tailored exercise programs to meet diverse student needs. Furthermore, collaboration with local health organizations can expand access to professional expertise, workshops, and community-based physical activity initiatives. By integrating physical health into campus culture, private universities can not only improve student well-being but also enhance academic performance, retention rates, and long-term alumni engagement.

According to Wang et al. (2025), regular physical activity among university students significantly reduces the risk of lifestyle-related diseases and enhances concentration and learning outcomes and emphasize that physical health is a fundamental component of student well-being, directly influencing academic performance, cognitive functioning, and emotional resilience. Their research in

Chinese private universities found that students who engaged in regular physical activity, maintained balanced diets, and followed consistent sleep patterns exhibited higher levels of concentration and reduced levels of stress. They argue that private universities must integrate health education programs, campus sports facilities, and routine health check-ups into institutional policies to promote a sustainable culture of physical wellness.

Investing in physical health initiatives in private universities not only fulfills SDG3 objectives but also contributes to building a more active, healthy, and academically successful student population.

Mental Well-being and Psychological Support

Mental well-being is a critical dimension of SDG3, particularly in higher education where students face academic pressures, career uncertainties, and social challenges.

Kern et al. (2023) conducted a cross-cultural validation of the EPOCH model (Engagement, Perseverance, Optimism, Connectedness, Happiness) to analyze the relationship between the mental health and subjective well-being of Chinese college students (including those from private universities). The study was based on the framework of positive psychology, emphasizing the promoting effects of psychological capital (such as optimism and resilience) and social connection on well-being. In particular, attention should be paid to the unique psychological adaptation patterns exhibited by students of private universities due to differences in resources. Private university students, due to the smaller campus size and closer teacher-student interaction, have significantly higher social connection scores than students of public universities ($p < 0.05$), which indirectly enhances their sense of happiness. The mediating role of mental health: Psychological capital (such as self-efficacy and emotional regulation ability) indirectly enhances happiness by alleviating academic pressure, especially for private university students, where this path has a stronger explanatory power (mediation effect accounting for 42%). Private university students rely more on personal psychological resources (such as resilience) to cope

with external pressure, while public university students rely more on institutional support.

Hendriks et al. (2024)'s research conducted a detailed analysis, focusing on exploring the influence mechanism of mental health factors (such as psychological capital and coping strategies) on the subjective well-being of college students in private universities. The research findings are as follows: Hendriks et al.'s study was based on longitudinal data of students from private universities in Spain, aiming to reveal the mediating role of psychological capital (PsyCap) and coping strategies between mental health and subjective well-being. The study pointed out that due to resource limitations (such as insufficient psychological counseling services, tuition pressure, etc.) among private university students, they rely more on personal psychological resources and adaptive coping strategies to maintain their sense of well-being, which contrasts with the characteristic of public university students who rely on institutional support - psychological capital plays a partial mediating role between stress and well-being (with a mediating effect accounting for 38%).The psychological capital levels of students in private universities are generally lower than those in public universities, but psychological capital has a stronger predictive power for happiness. In collectivist cultures (such as Spain), social connection indirectly enhances happiness by fulfilling the "belonging need", and the small-scale communities in private universities strengthen this path. The study also found that the sleep quality of students in private universities is significantly related to psychological capital, and insufficient sleep weakens the buffering effect of resilience on stress. Hendriks et al. proposed the following suggestions to enhance the happiness of students in private universities: hold "resilience training workshops" to improve the ability to cope with setbacks through scenario simulation; integrate optimistic thinking training into the curriculum; establish a "peer mentoring system" to make up for the lack of psychological counseling resources in private universities. Promote sleep health education to reduce the consumption of psychological resources by staying up late.

Lin Xinhan's (2023) research mainly focused on the impact of the exercise behaviors of fitness participants on mental health, particularly on subjective well-being and self-assessed health. Here is a summary based on his research: 1) Emotional regulation and stress relief, reducing anxiety and depression: Regular exercise effectively alleviates negative emotions by promoting the release of neurotransmitters such as endorphins, serotonin, and dopamine in the brain. Lin Xinhan's research indicates that the frequency of exercise by fitness participants is significantly negatively correlated with anxiety and depression symptoms. Reducing stress hormones: Exercise can lower cortisol levels and alleviate the damage to mental health caused by long-term stress. The study found that moderate-intensity exercise (such as brisk walking, swimming) has the best effect on stress management. 2) Enhancing subjective well-being and boosting positive emotions: Exercise enhances an individual's satisfaction and happiness in life through the improvement of psychological resilience and self-efficacy. Lin Xinhan's research confirmed that fitness participants with a higher level of exercise participation have significantly higher subjective well-being than those who do not exercise. Promoting social connection: Group sports (such as yoga classes, basketball) can enhance social interaction, reduce loneliness, and thereby increase happiness. 3) Improve cognitive function and enhance brain plasticity: Regular exercise can increase the volume of the hippocampus, improve memory and learning ability, and reduce the risk of cognitive decline. 4) Optimize sleep quality and promote deep sleep: Regular exercise can regulate the secretion of melatonin, helping people fall asleep faster and improve sleep quality. Lin Xinhan's research found that the incidence of sleep disorders among fitness participants significantly decreased. Reduce insomnia symptoms: Especially for college students who have been sedentary for a long time, exercise intervention can effectively alleviate insomnia problems. Lower the risk of mental disorders: Regular exercise can reduce the incidence of depression and anxiety, and has an auxiliary treatment effect on ADHD. Enhance psychological resilience: The perseverance and anti-frustration ability cultivated by exercise help individuals cope with challenges in life.

Lomas et al. (2025) et al.'s research was based on a randomized controlled trial (RCT) of students from private universities in Hong Kong, aiming to verify the intervention effect of "Civic Engagement in Positive Education" (CEPE) on the mental health and subjective well-being of college students. The study pointed out that due to resource limitations (such as insufficient psychological counseling services) and academic competition pressure among private university students, they rely more on structured intervention programs to enhance psychological resilience and social connections, thereby indirectly enhancing well-being. The intervention effect on the mental health and subjective well-being of college students. The research indicates that students in private universities, due to resource constraints (such as insufficient psychological counseling services) and academic competition pressure, rely more on structured intervention programs to enhance their psychological resilience and social connections, thereby indirectly enhancing their sense of well-being. The intervention indirectly boosts well-being by enhancing psychological resilience (as measured by the CD-RISC scale), with the mediating effect accounting for 35%. Through group workshops, the formation of peer support networks is promoted, and private university students are more dependent on Integration of Health and Well-being into Educational Management SDG3's success in higher education depends on integrating health and well-being into core institutional policies and management systems.

Sustainable Development Goal 3 (SDG 3) - "Ensuring healthy lifestyles and promoting the well-being of people of all ages" - the successful implementation of this goal in private universities lies in integrating health and well-being into the core policies and management systems of the universities. Private universities are not only places for knowledge dissemination, but also important platforms for shaping healthy concepts in the future society. By integrating physical and mental health into course design, campus environment, administrative management, and student services, private universities can systematically enhance the well-being of teachers and students and promote the realization of SDG 3.

Specifically, successful strategies include: formulating clear health promotion policies, such as establishing mental health support centers, promoting physical

activities, and optimizing the campus food environment; integrating health literacy into interdisciplinary courses to cultivate students' lifelong health awareness; establishing data-driven health monitoring systems to regularly assess the campus well-being and adjust intervention measures. Additionally, the management of private universities needs to collaborate with the government, communities, and international organizations to ensure resource allocation and policy consistency. For example, through the "Healthy Campus" certification program or collaborating with public health institutions to launch health projects, universities can go beyond individual interventions and establish institutionalized health culture. Ultimately, embedding health and well-being into the management DNA of private higher education not only directly improves the quality of life of students and staff but also nurtures citizens with a sense of social responsibility, laying a solid foundation for the realization of global sustainable development goals. This systematic integration indicates that the success of SDG 3 in higher education is not only dependent on short-term projects, but also requires long-term policy commitments and cultural changes involving the entire university.

Subjective well-being

Subjective well-being (SWB) refers to an individual's evaluation of their own happiness and life satisfaction, encompassing both emotional and cognitive aspects. Scholars have identified several key points, including

Definition of subjective well-being

Subjective well-being (SWB) refers to individuals' overall evaluation of their quality of life, encompassing both emotional and cognitive dimensions. Several scholars have proposed various definitions of this concept, including:

Diener (1984) put forward the definition of subjective well-being: subjective well-being is the overall evaluation of people's feelings about their life quality, and it has strong subjective characteristics. According to Diener, subjective well-being has three levels and four dimensions. The first level is the overall subjective well-being. The second level is life satisfaction and emotion, which includes four dimensions:

one is satisfaction with work, life, family and other specific aspects; the other is satisfaction with past, future and present life; the third is positive emotion; the fourth is negative emotion; The third level is the concrete expansion of the second level, for example, positive emotions can be specific to happiness, satisfaction, joy and so on. Diener (2000) proposed a four-dimensional structure of subjective well-being on the basis of summarizing his own research. Diener highlights that SWB reflects an individual's overall evaluation of their quality of life according to their own chosen criteria, rather than external or objective standards. It incorporates both cognitive assessments such as evaluating satisfaction in specific life domains like work, relationships, and health and affective components that capture the frequency and intensity of emotions. This definition also underscores that SWB is subjective by nature, meaning that individuals with similar life circumstances may differ greatly in their reported well-being due to personality traits, values, and cultural contexts. Diener's conceptualization has become a foundational framework in psychological research, shaping decades of studies on happiness and life satisfaction across diverse populations.

Liu Bin and Wang Zhixian (2018) define subjective well-being as a conceptual model developed through the progressive evolution of happiness research. They view happiness as an empirical science concerned with the well-being of human beings, which has advanced from early studies of general happiness to more specific forms: subjective happiness, psychological happiness, social happiness, and spiritual happiness. In this progression, subjective happiness emphasizes personal subjective experiences; psychological happiness focuses on the realization of human potential; social happiness relates to the public sphere; and spiritual happiness represents a transcendental and immersive experience. The concept of subjective well-being itself emerges from the integration of emotional well-being and cognitive well-being, forming the foundation of individual life satisfaction. Furthermore, when combined with psychological well-being, it creates the ideal well-being model, and when integrated with both psychological and social well-being, it contributes to the mental health model. This definition reflects a multidimensional and evolving understanding

of well-being, encompassing emotional, cognitive, psychological, social, and spiritual dimensions.

Hu Fang and Ren Chunhua (2023) explain that subjective well-being refers to people's subjective and emotional assessment of the overall quality of their lives. It encompasses both the affective dimension-feelings of pleasure or displeasure and the cognitive dimension, which is the evaluative judgment of life satisfaction. Diener et al. (1999) identified key influencing factors of happiness, including personality characteristics, locus of control, self-concept, social relationships, economic status, and health. Chinese scholars have further shown that attribution style, self-efficacy, self-concept, and social comparison significantly affect college students' subjective well-being. Similarly, foreign scholars emphasize that self-concept is multifaceted and plays an important role in shaping personal happiness. Furthermore, subjective well-being is not solely determined by objective living conditions; rather, it reflects an individual's personal perception and evaluation of life. People with similar circumstances may report different levels of happiness depending on their values, expectations, and cultural backgrounds. This highlights that subjective well-being is inherently personal, shaped by internal psychological factors as well as social and environmental contexts. It serves as a key psychological construct for understanding individual quality of life, mental health, and overall human flourishing.

Chen Shimin and Wang Lili (2023) define subjective well-being as one of the most widely applied theoretical models in the study of human happiness and consider it the ultimate goal of life. It consists of both cognitive and emotional components. The cognitive component refers to an individual's overall evaluation of life quality and the degree of satisfaction with that life, commonly referred to as life satisfaction. The emotional component represents the sum of various positive and negative emotions experienced throughout life, often described as emotional happiness. Subjective well-being is generally understood to encompass three core dimensions: life satisfaction, positive affect, and negative affect. Beyond this, subjective well-being is recognized as a multidimensional construct that reflects not only the presence of positive experiences but also the effective regulation and

minimization of negative emotions. It captures the dynamic interaction between individual personality traits, social relationships, cultural values, and environmental conditions. Furthermore, it is an essential psychological indicator linked to mental health, resilience, and personal development. Understanding subjective well-being provides valuable insight for policymakers, educators, and mental health professionals aiming to enhance overall quality of life across populations.

Deng Shengwei (2023), in examining the relationship between happiness and learning fatigue among junior high school students, notes that research on subjective well-being in China began to gain significant attention in the 1980s. Ding Xinhua and Wang Baosheng (2004) define subjective well-being as the result of evaluating one's quality of life and emotional experiences according to personal standards. From various scholarly perspectives, subjective well-being can be described as follows: First, it is closely linked to internal emotional experiences, with happiness representing pleasant affective states. An individual becomes aware of their own subjective well-being through the experience of positive or negative emotions. Second, from a self-evaluative standpoint, happiness is the comprehensive assessment of life quality based on one's personal criteria, a view widely accepted in the academic community and recognized as the foundation of the definition of subjective well-being. Moreover, subjective well-being encompasses both affective and cognitive dimensions, integrating the balance between experiencing positive emotions and minimizing negative emotions with the overall judgment of life satisfaction. It is a dynamic construct influenced by personal values, personality traits, social relationships, and environmental conditions. In educational contexts, subjective well-being is considered a vital predictor of academic engagement, psychological resilience, and life satisfaction. Its measurement and enhancement have become essential for promoting holistic development and mental health across different populations.

Wei Zhen (2023) defines subjective well-being (SWB) by building on Diener's (1984) classification, which categorizes models such as psychological well-being, social well-being, realized well-being, and the PERMA model as belonging to

normative definitions. These models are based on criteria drawn from particular value systems deemed worth pursuing, rather than from the individual's own value standards. Citing the ancient Roman philosopher Marcus Aurelius, Wei highlights that "a man who does not consider himself happy cannot be happy," underscoring the inherently subjective nature of happiness. Only when individuals evaluate their happiness according to a value system they personally accept can the assessment be considered authentic and reliable. Following this rationale, Diener's definition of SWB-widely applied in happiness research-describes it as an overall evaluation of life satisfaction across multiple domains, combined with the appraisal of positive and negative emotional experiences over time, based on subjective judgment criteria. Furthermore, Wei emphasizes that this conceptualization integrates both cognitive judgments, such as assessing satisfaction in work, relationships, and health, and affective dimensions, which involve the frequency and intensity of emotions. SWB is thus influenced not only by external life conditions but also by personal values, belief systems, and psychological dispositions. This perspective affirms that individuals in similar circumstances may experience vastly different levels of well-being depending on their internalized standards and interpretations. Such a definition offers a flexible yet robust framework for cross-cultural studies, allowing for the acknowledgment of both universal and culturally specific determinants of happiness.

To summarize, the majority of existing studies adopt the definition of subjective well-being (SWB) proposed by Diener (2000), which is also employed in this study. According to this definition, SWB refers to an individual's overall assessment of life quality based on self-established standards, comprising two core components: life satisfaction and emotional experience, the latter encompassing both positive and negative emotions. Happiness is understood as a multidimensional construct that not only involves emotional experiences and life satisfaction but also extends to psychological needs, social and interpersonal relationships, goal attainment, and other life domains. The pursuit and experience of happiness are inherently unique to each individual; consequently, definitions of happiness are diverse and context-dependent. In contemporary society, increasing attention has

been paid to the cultivation and enhancement of happiness, as it is regarded as a vital indicator for assessing both quality of life and overall personal well-being.

Theories of subjective well-being

"Subjective Well-Being (SWB)" studies, which involve individuals' overall assessment of their life satisfaction and emotional experiences. Is a multi-dimensional concept, it includes: emotional response, emotional response, psychological well-being, realization theory, environmental factors several core elements.

Diener (1984) think, subjective well-being has three basic characteristics: First, subjectivity. Evaluation mainly relies on the standards set by the evaluator rather than the standards of others or the outside world, and the happiness of an individual is the most true and accurate only his personal experience. Second, stability. Although individual subjective well-being may be affected by the current situation and emotional state, the research proves the, subjective well-being is consistent across situations. Third, integrity. The comprehensive evaluation includes the evaluation of the overall quality of life and emotional experience, involving three dimensions of life satisfaction, positive emotion and negative emotion. Positive emotions include happiness, cheerfulness, relaxation, etc. Negative emotions include depression, anxiety, tension, etc.

Chen Tianlin (2012) studies people's happiness from the standpoint of the researcher and subjective feelings is the subject's overall assessment of his or her life situation according to established criteria. It is also known as Subjective Well-being (SWB). Subjective well-being stems from hedonism. His representative Diener believes that as a field of psychological research to evaluate individual living conditions, The evaluation index of subjective well-being is composed of three elements: life satisfaction, positive emotion and negative emotion. Life satisfaction refers to the subjective consensual process produced when the individual's needs and wishes are satisfied. Positive emotion involves love, optimism, self-esteem, happiness and other positive emotional experience. The negative emotions mainly include depression, jealousy, anxiety and other negative emotional experiences. According to the

subjective well-being view, a person is happy, regardless of his objective life situation, as long as he is subjectively happy. In other words, the more satisfied an individual is with his or her life and the more positive emotions he or she experiences, the stronger his or her subjective well-being will be. On the contrary, low life satisfaction, more negative emotions, low outlook happiness.

Liu Bin, Wang Zhixian (2018) proposed subjective well-being has the following three characteristics: First, it is subjective. The evaluation of well-being mainly depends on individual subjective evaluation, and the measurement method adopted is subjective measurement method (Diener, 2006); Second, volatility. On the one hand, people's emotions will constantly change, which will affect the change of happiness (Ryan & Deci, 2001); on the other hand, people's life satisfaction will also be affected by various life events (Headey & Wearing, 1989); The third is wholeness. Subjective well-being is a comprehensive evaluation, which is a comprehensive evaluation of emotion and life satisfaction.

According to Wei Zhen (2023), theories related to subjective well-being can be divided into three categories: biological/temperament theory, goal satisfaction theory and mental state theory.

Biology/temperament theory: Focus on what biological and genetic characteristics make some people consistently happier than others, such as genetic theories that explain why identical twins raised apart have more similar levels of happiness than fraternal twins raised together ; Setting point theory explains why most daily events temporarily affect an individual's subjective well-being level, and then subjective well-being usually returns to a certain baseline level ; 3. Personality theory focuses on personality traits that lead to differences in subjective well-being among individuals, such as self-esteem, extraversion and temperaminal optimism, which are positively correlated with subjective well-being (Diener & Fujita, 1995)Resource theory: People's life satisfaction comes from whether the material, cognitive, spiritual and relational resources they have can meet their needs and desires . (Maslow, 1943) Maslow's hierarchy of needs theory arranges the five basic human needs from low to high into a pyramid shape, and when the needs of the

lower level are satisfied, the needs of people turn to the higher level. The satisfaction of needs will bring positive emotions and thus enhance subjective well-being, while the difficulty of satisfying needs will lead to the decrease of negative emotions and subjective well-being. The expected value theory was first proposed by Wilson (1967), which holds that individuals will measure their happiness according to a certain standard, that is, the expected value. If individuals get results consistent with the expected value through efforts, they will have a sense of psychological balance, and subjective happiness will increase with this sense of balance. If the difference between the individual's display results and their expectations is too large, the individual will feel powerless and their subjective well-being will be reduced.

Mental state class theory: Focus on the mental processes of cognition and attention that affect subjective well-being. According to the happiness theory of Hsee and Zhang (2010), the way information is presented affects individual happiness. For example, individuals with the same income level have different happiness due to different reference points or comparison standards. (Buunk, 1997) Similar theories include social comparison theory, which holds that when people make upward social comparison, subjective well-being will decrease while when people make downward social comparison, subjective well-being will increase. (Helson, 1947) of adaptation and coping discusses subjective well-being from the perspective of response to stimuli. Adaptation refers to the reduction of the frequency and intensity of response to repeated stimuli and the psychological reconstruction of the understanding of negative stimuli and their negative effects. To a certain extent, adaptation can improve the mentality and reduce negative emotions. Different from adaptation, coping is a kind of rational behavior, which means that individuals actively adopt some strategies to cope with stimuli. Individuals who can master effective coping methods to negative stimuli have stronger subjective well-being.

Chen Shimin and Wang Lili (2024) believe that subjective well-being includes cognitive components and emotional components. The cognitive component refers to the individual's overall evaluation of life quality and its satisfaction degree, that is, life satisfaction. Emotional component refers to the sum of various positive emotions

and negative emotions experienced by individuals in their lives, that is, emotional happiness. Subjective well-being includes three dimensions: life satisfaction, positive emotion and negative emotion.

To sum up, the subjective well-being theory emphasizes the importance of an individual's subjective evaluation of life in determining their level of happiness. It is not a single mental state, but a multi-dimensional concept that involves multiple aspects of emotional experience and cognitive assessment.

Table 2.2 Influencing Factors of Subjective well-being

Category	Content	Representative Figure
Influencing Factor	The influencing factors of subjective well-being include genetics (50%), intentional activities (40%), and environment (10%).	Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005)
	Economic income, social support, personality traits (such as extraversion and neuroticism), cultural background, etc. all affect subjective well-being.	Diener, E., & Biswas-Diener, R. (2008).
	The factors influencing the subjective well-being of Chinese college students include personality traits, social support, academic pressure, economic conditions and interpersonal relationships.	Zheng Xue. (2004).

Factors Influencing the subjective well-being of Private University students

The factors influencing the subjective well-being of private university students can be categorized into objective and subjective factors, as follows:"

Chen Lifang (2009) proposed: studies on factors affecting subjective well-being include: 1) Studies on stress and its correlation with subjective well-being; The most important pressure for college students is academic and employment, followed by

interpersonal pressure, followed by other pressures such as life pressure, love and economy, etc. 2) Research on coping styles and their correlation with subjective well-being; There is a close correlation between coping styles and subjective well-being, the happiness of college students is positively correlated with positive coping while negatively correlated with negative coping. 3) Research on social support and its correlation with subjective well-being; On the one hand, social support means that individuals receive material, emotional and informational help, guidance and suggestions from other individuals and groups. On the other hand, social support is a two-way social exchange.

Li Haiyun (2014) proposed that the composition of subjective well-being is mainly formed by the interaction between subjective cognitive experience and objective reality, which to some extent belong to the controllable variable influencing factors of educators and educatees. Therefore, we can analyze the key factors affecting college students' subjective well-being from the two aspects of their own factors and external factors. For college students, their own health, self-worth, self-emotion and family interpersonal factors are extremely important to their subjective well-being. To sum up, the health factor is the foundation, the value factor is the focus, the family factor is the key, the interpersonal factor is the adjustment, the emotional factor is the embodiment.

Lin Lusen (2023) believes that college students' subjective well-being in the new era First, social aspects: negative social factors; 1. Profit-seeking influence brought by negative effects of market economy 2. Bad guidance caused by various negative information on the Internet; 3. Anxiety and confusion caused by poor overall employment environment; 2. Cultural aspects: The stimulation of multi-value culture: 1, the contradiction between traditional culture and the pursuit of subjective well-being in the real society; 2, the negative influence brought by western wrong cultural values; 3, the value guidance of socialist culture with Chinese characteristics is not strong; Third, schools: the subjective well-being concept education in colleges and universities is weak: 1, the subjective well-being concept education curriculum system is not perfect; 2, the subjective well-being concept education mode is not

innovative enough; 3, the ideological and political teachers in colleges and universities are not equipped enough; Fourth, family: family subjective well-being concept guidance is not enough: 1 family lack of positive example demonstration 2 family lack of good communication guidance 3 family lack of correct education concept.

Zhong Hao (2023) believes that the main influencing factors of college students' subjective well-being view in the new era are the subjective well-being view of college students in the new era is influenced by the factors of society, school, family, self and network, and all the factors have a significant impact on the subjective well-being view of college students. Specifically, it includes the influence of bad social environment, the deficiency of subjective well-being concept education and the deficiency of college students' own subjective well-being.

He Xuhong (2023) proposed that The cause of the problem of subjective well-being view of college students is the result of a variety of factors. The influencing factors of subjective well-being view of college students in the new era are divided into two aspects: internal subjective factors and external objective factors. The internal subjective factors mainly come from college students themselves, while the external objective factors come from universities, families and society. First, college students' awareness of subjective well-being is not enough :1, the perception of subjective well-being is not clear enough 2, college students lack self-control 3, the will to struggle is weak; Second, the shortcomings of the cultivation process of subjective well-being view in colleges and universities: 1, the goal of education guidance is relatively simple 2, failed to establish an effective system 3, has not formed an educational force; Third, the concept of family subjective well-being cultivation consciousness is weak: 1, parents do not fully realize their own educational responsibility 2, the influence of traditional family concept 3, the connotation of family subjective well-being is not rich enough; Fourth, the negative impact of bad social phenomena: 1, the impact of diverse social thoughts 2, the Internet brings bad misdirection 3, the bad demonstration of peer groups.

Guo Jing (2023) proposed that the subjective well-being view of college students in the new era is generally positive, healthy and upward, but there are still some outstanding problems. The reason is not only affected by objective environmental factors, but also by the intrinsic quality of college students themselves. Therefore, it is necessary to conduct a comprehensive investigation on the causes of the subjective well-being view of college students in the new era from four aspects: university, society, family and individual. It mainly includes four aspects, namely, the imperfect cultivation system of colleges and universities, the impact of complex social environment, the imperceptible influence of family environment, and the internal psychological imbalance of individuals.

To sum up, the subjective well-being of private university students was influenced by many factors, including external environment and individual internal psychological characteristics. External environment:

1. family factors: education and guidance on the family's view of subjective well-being;

2. school factors: educational change in the university's view of subjective well-being;

3. social factors: direction of the society's view of subjective well-being;

4. Individual factors: activation of personal subjective well-being ability of university students.

Understanding these factors was important for improving the overall well-being of college students.

Factors Influencing the subjective well-being of private universities students as shown in the table below :

Table 2.3 Factors Influencing the subjective well-being of private universities students

Factors	Diener& Biswas-Diener (2008)	Chen Lifang (2009)	Li Haiyun (2014)	Lin Lusen (2023)	Zhong Hao (2023)	He Xuhong (2023)	Guo Jing (2023)	Hou Shichen (2023)	Lou Sen (2023)	Ren Xiaoqin (2019)	Frequency
Family factors	√	√	√	√	√	√	√	√	√	√	10
School factors	√	√	√	√	√	√	√	√	√	√	10
Social factors	√	√	√		√	√	√	√	√	√	9
Individual factors	√	√	√	√	√	√	√	√	√	√	10

Strategies for Enhancing the Subjective Well-being

Subjective well-being is mainly about having a high degree of life satisfaction, but sustained subjective well-being consists of positive emotions, self-investment, the pursuit of meaning in life, and the handling of social relationships in exchange for corresponding achievements, so as to achieve a thriving life, in fact, it specifically requires the emotional, values and conditions to achieve subjective well-being health and family efforts. Basic strategies to enhance the well-being of Private University students can be considered from multiple dimensions and aim to promote the overall well-being and positive development of students. Here are some basic strategies of scholars:

Li Haiyun (2014) proposed the following strategies to improve college students' subjective well-being:First, to maintain a healthy physical and mental state of poverty and subjective well-being basic guarantee; Second, to provide a stage for self-expression, enrich the way to obtain subjective well-being; 3. Create a good family environment and enhance the ability to feel subjective well-being; 4. Create a positive interpersonal atmosphere and improve happy living conditions; Fifth,

establish an emotional dredging mechanism to achieve sustainable development of subjective well-being.

Hou Shichen (2023) believes that the strategies to improve college students' subjective well-being are as follows:First, give play to the main role and strengthen the synergy of subjective well-being: 1) socialist core values leading education 2) colleges and universities to strengthen the education of subjective well-being concept of ideological and political courses 3) families to establish subjective well-being education concept; Second, give play to the role of the object and improve the initiative of subjective well-being view: 1) college students consciously establish the correct happiness view; 2) college students themselves improve the realm of subjective well-being view; 3) college students strengthen the practice in the struggle; Third, play the role of content, improve the systematic view of subjective well-being: 1) personal happiness and social subjective well-being unity; 2) material subjective well-being and spiritual subjective well-being unity; 3) create subjective well-being and enjoy subjective well-being unity; 4) Play the role of ways to enrich the diversity of subjective well-being view: 1) Innovate the traditional education system in colleges and universities; 2) Optimize the concept of family traditional cultivation; 3) Pay attention to social model education; Fifth, play the role of the environment, optimize the penetration of subjective well-being concept: 1) create a warm and happy family environment 2) build a healthy and upward campus environment 3) build a harmonious and happy social environment 4) create a clean and positive network environment.

Lousen (2023) believes that the strategies to improve college students' subjective well-being are as follows:First, adhere to the basic principles: 1) adhere to the overall guidance of Marxist theory 2) adhere to the requirements of socialist core values 3) adhere to respect the reasonable interests of college students; 2) Cultivate fertile ground for subjective well-being concept with good environment: 1) Purify the Internet environment to reduce the impact of negative subjective well-being concept; 2) Strengthen social media publicity to form a positive subjective well-being concept atmosphere; 3) Create a good employment environment to provide a big

stage for subjective well-being; Third, Build the spiritual foundation of subjective well-being view with excellent culture: 1) carry forward the excellent traditional Chinese culture to enhance the cultural self-confidence of college students; 2) promote the revolutionary culture to enhance the identification of college students with socialism; 3) guide college students to critically understand and learn the world's reasonable subjective well-being culture; Fourth, actively cultivate subjective well-being concept education as the starting point: 1) Strengthen Marxist subjective well-being concept education; 2) Enhance the content of subjective well-being concept education in colleges and universities; 3) Innovate subjective well-being concept education methods; 4) Fifth, with a good family as the carrier of effective guidance: 1) with a warm family atmosphere to enhance the subjective well-being experience. 2) with a good image of parents to do a positive demonstration 3) with two-way communication and effective guidance 4) parents actively change the concept of subjective well-being education.

Ren Xiaoqin (2019) proposed a five-element design rich for the formation of subjective well-being concept education for contemporary Chinese college students:First, the design at the government level: 1) positioning: clear goals and requirements for the development of subjective well-being concept; 2) navigation: adhere to the mainstream voice of the development of subjective well-being concept; 3) correction: build a correction mechanism for the development of subjective well-being concept; 4) improvement: the practice of guiding the development of subjective well-being concept; 2, social design: (1) Consolidate the foundation for the formation of subjective well-being concept from the social system level; (2) Create an atmosphere for the formation of subjective well-being concept from the social culture level; (3) Purify the environment for the formation of subjective well-being concept from the social network level; (4) provide support for the formation of subjective well-being concept from the social market level; (5) correct the misunderstandings of the formation of subjective well-being concept from the social phenomenon level; (6) Guide the formation of subjective well-being concept from the social carrier level; Third, university level design; 1) understanding

premise: out of the misunderstanding, improve ideological and political education 2) goal setting: set up a goal system, through the concept of struggle and subjective well-being 3) goal setting: set up a goal system, through the concept of struggle and subjective well-being 4) channel optimization: ideological and political main channels and interdisciplinary integration 5) guarantee support: reality docking and discipline setting combined 6) effective improvement: Relying on psychological science, improve the effect of subjective well-being view education; Fourth, the family level design: 1) vigorously promote the education of parents, improve the quality of parents 2) multi-dimensional to create a harmonious and happy family atmosphere 3) strengthen the continuation of the original family subjective well-being and trauma blocking 4) the personal level design: (1) Enhance the consciousness of establishing the scientific concept of subjective well-being; (2) improve the ability to obtain subjective well-being; (3) Consciously resist the impact of the external unhealthy concept of subjective well-being; (4) improve the spiritual realm and level of need.

To sum up,Subjective well-being theory emphasizes the importance of an individual's subjective evaluation of life in determining their level of happiness. It is not a single mental state, but a multi-dimensional concept that involves multiple aspects of emotional experience and cognitive assessment. it is of great significance to improve the subjective well-being of private university students, which is related to their mental health, future development and life trajectory. By strengthening psychological adjustment ability, cultivating good interpersonal relationship and enhancing academic achievement, we can effectively improve the Subjective Well-Being of college students. At the same time, the campus environment, family and society should also provide more support and help for private university students.

Sustainable Development

Sustainable development refers to a development model that meets the current needs of humanity without harming the environment and natural resources, while ensuring that the needs of future generations are met, in particular: It is of great significance to protect the environment, rationally use and save resources,

promote equity, improve the quality of life, improve people's quality of life by improving the quality of the environment, promote economic development, cope with global issues, climate change, biodiversity loss and other global issues.

Concept and principles of sustainable development

Sustainable development is defined as meeting the needs of the present without jeopardizing the ability to meet the needs of future generations. The current universally accepted concept of "sustainable development" derives its definition from the report "Our Common Future" proposed by the World Commission on Environment and Development in 1987 and published at the forty-second session of the United Nations General Assembly.

Sustainable development is an economic growth model that focuses on long-term development and aims to achieve coordinated development of economy, society, environment and culture to ensure lasting prosperity of human society. Sustainable development emphasizes the coordinated development of the three elements, promotes the overall progress of society, and avoids the benefit of one aspect at the expense of the development of other aspects and the overall benefit of society. The SustainableDevelopment Goals (SDGs) are a set of 17 United Nations goals that will change the world and replace the Millennium Development Goals (MDGS) at the end of 2015. The targets will run from 2016 to 2030. The set of goals has 169 targets.

Sustainable development education in a narrow sense is called school sustainable development education, which refers to the general term of sustainable development education in schools. It is defined as a purposeful, planned and organized educational activity that disseminates knowledge and theories related to sustainable development, promotes the formation of sustainable development ethics and sustainable development values of the educatees, and improves the awareness, skills and practical ability of the educatees to implement sustainable development.

M.Redelift (1991), Conway (1987), Barbier (1987), Bernstein (1990) believed that the essence of sustainable development is to seek a dynamic balance between economic development and environmental ecology. It is to clarify the dynamic balance between economic development and ecology (including environment), as well as the dynamic balance between natural resources and their exploitation and utilization levels.Focusing on the extension of the natural attributes of sustainable development, the protection of existing environmental systems and the enhancement of their productive capacity and renewal capacity as the means to achieve sustainable development, defined from the perspective of the biosphere, sustainable development as the protection of ecological integrity and the realization of human aspirations, An optimal ecosystem that allows the human living environment to continue and even optimize.

Li Sheng (2019) proposed that education plays an irreplaceable role in disseminating and cultivating sustainable development values to achieve the goal of sustainable development.Its "audience" is directly related to the economic development, ecological environment, production, management, service line of social composition, the follow-up action of the United Nations Decade of Education for Sustainable Development (2014) proposed to find particularly successful cases of sustainable development education in higher education and secondary schools. These success stories should be expanded and extended to other levels and types of education, including early childhood care and education, technical and vocational education, youth and adult training and non-formal education.

In short, sustainable development is an economic growth model that focuses on long-term development and aims to achieve coordinated development of economy, society, environment and culture. It requires the joint efforts of governments, businesses and the public to ensure the lasting prosperity of human society.

The connection between sustainable development and education management

UNESCO (2005) has issued the Education 2030 Framework for Action to provide practical guidance for the global implementation of the ambitious goals and commitments for sustainable development. In this agenda, education, as an important goal of sustainable development, plays a crucial role in the transformation and upgrading of the entire development of human civilization.

Fan Guorui (1998) pointed out in sustainable development strategy and education reform that the purpose of sustainable development of education system is to properly deal with the complex ecological conflicts between education and natural environment, education and society, current and long-term, local and overall, benefit and efficiency, and school, family, society and state. To realize the sustainable, stable and healthy comprehensive development of the education system, which is reasonable in environment, harmonious in system, economical and efficient, and standardized in behavior.

Cao Hongmei (2011) proposed sustainable development is a new development mode, development strategy and development concept of modern civilization, and a social movement that changes production and life style on a global scale. Sustainable development strategy brings opportunities and challenges to the reform of basic education in China. China's basic education reform has a huge and lasting impetus to the strategy of sustainable development, which is the call of The Times and the need of the development of human society.

Zhang Bingbing (2015) proposed that with the development of The Times, knowledge has been transformed into productive forces and become an important driving force for social and economic development.If a country wants to develop and its economic level wants to take off, on the one hand, it depends on the richness of material resources, on the other hand, it is equally important to have high-quality and high-level talents. The level of national advanced scientific and technological knowledge determines whether it can be invincible in the future competition. Education and economy restrict and influence each other. The steady development

of economy can enhance the national strength, thus increase the investment in education and improve the quality of education; The improvement of education level can promote the transformation of labor force to technology intensive and knowledge intensive, cultivate more talents, thereby improving labor productivity and pushing forward social and economic development.

Tang Feiyan (2017) mentioned in the research review on the sustainable development of China's higher education that the sustainable development of higher education is directly related to the healthy and orderly development of all systems in the whole society, the great rejuvenation of the country and the nation, and is a strategic issue for the sustainable development of China's society and economy.

Yu Ting and Liu Fei (2020) believe that education is an important way to improve human capital, a fundamental plan for long-term regional development, and an effective way to achieve sustainable development and continuous poverty alleviation in ethnic poor areas. Measures such as continuously increasing investment in education, building a multi-channel education funding system, strengthening the construction of teachers, attaching importance to the family-school co-education mechanism, and promoting the rapid realization of educational fairness can effectively realize the development of education in ethnic minority areas, and ultimately provide strong support for the sustainable development of ethnic minority areas.

Tian Daoyong (2020) The value Education Practice of Education for Sustainable Development proposed that since the implementation of Agenda 21 (hereinafter referred to as the Agenda), the value significance and supporting role of education have been fully affirmed, and it has been agreed with science and political will as the three main supporting means for the ultimate realization of sustainable development goals."Education can and must promote a new concept of global sustainable development" [1]. The value of education in promoting sustainable development is determined by the ability of education itself. However, in order to further explore practical issues such as the realization path and teaching effectiveness of educational activities, we must start from the perspective that

educational activities can meet the needs of the growth of the educated and the development of social society. Using the theory of educational value to analyze and evaluate educational objectives, curriculum standards and teaching modes. For this reason, in the implementation of the development strategy program, the relevant research on the value theory of education for sustainable development (hereinafter referred to as "sustainable education") has been highly concerned by all sectors of society.

To sum up, there is a close relationship and mutual promotion between sustainable development and educational management. By introducing the concept and method of sustainable development strategy, education management can better cope with the changes and challenges of external environment, optimize the allocation of educational resources and improve the quality of education. Through in-depth research and practical exploration, we can find more effective paths and methods to jointly promote the sustainable development of education management and make greater contributions to building a green, harmonious and sustainable future. To achieve coexistence and harmonious development between man and society, man and nature.

The connection between sustainable development and the improvement of subjective well-being

There is a close relationship between sustainable development and the improvement of subjective well-being.

Zhu Shaohui (2008) pointed out that the sustainable development of college students is related to the effectiveness of higher education and social sustainable development. The factors affecting the sustainable development of college students are nothing more than two points: first, the external reasons are mainly our higher education, and the internal reasons are college students themselves. On the other hand, to realize the sustainable development of higher education and create an environment for the sustainable development of college students.

Liu Xiaojun et al. (2013) mentioned in their exploration and practice of improving college students' sustainable development ability that in the process of

exploration and practice of cultivating college students' sustainable development ability, they should constantly update educational concepts, innovate personnel training models, closely combine in-class education with extracurricular quality education, and establish a dynamic training system for college students' sustainable development ability. Only by constructing the management system, training program system, implementation process system, effect evaluation system and incentive mechanism of college students' sustainable development ability can we train college students to continue to learn, try, discover and innovate in their university stage and later career, so as to maintain their ability of sustainable development.

Song Jie (2018) proposed in the strategy of talent training for sustainable development taking environmental education as an opportunity to establish a talent training model for sustainable development taking environmental education as an opportunity, integrate sustainable education resources of various disciplines and integrate them comprehensively, actively and effectively carry out research-based learning activities, rely on environmental research projects, and be in line with international standards. Let the implementation of environmental education is no longer no teaching materials, no goals, no support, no results, and finally achieve the great goal of cultivating sustainable development talents with innovative consciousness and ability.

Guo Zhe, Xu Lihui, and Wang Sunyu (2022) mentioned in their research on the characteristics and training trends of engineering talents for sustainable development education that the design of the existing student evaluation system in universities should be strengthened and students' explicit abilities such as GPA and academic paper publication should be emphasized. Enhance students' sense of social responsibility, international vision, cultural inclusiveness, national feelings and other hidden qualities to empower college students, enhance personal ability and literacy. Meanwhile, China's action strategy for sustainable development education in 2030 should focus on top-level design, play a synergistic role in policies, strengthen international cooperation, integrate high-quality global resources, etc. To optimize the professional layout, give full play to the advantages of professional clusters,

empower course teaching, cultivate excellent engineering talents, strengthen professional certification, and improve the quality standard system, in order to promote the continuous improvement of the training quality of engineering science and technology talents in line with the sustainable development goals.

Wang Kai (2023) Peng Yihui and Chen Qian point out in the practice optimization of sustainable development education in colleges and universities based on ESG that colleges and universities should attach importance to sustainable development education based on ESG concept by implementing measures such as improving curriculum Settings, enriching educational resources, strengthening teachers, strengthening practice links and improving curriculum evaluation system. To provide students with comprehensive and comprehensive sustainable development education, and cultivate talents with sustainable development awareness and ability. In addition, colleges and universities should establish partnerships with external institutions such as enterprises and social organizations, promote school-enterprise cooperation and collaborative education, and combine practice and theory to improve students' practical ability and application ability and happiness.

Li Ruyi, Zhong Zhou and Cao Yue (2023) pointed out in the research on sustainable literacy framework design and talent training strategy that cultivating innovative talents with sustainable literacy is the fundamental guarantee for the construction of ecological civilization and the realization of sustainable development, which is a new goal of China's education modernization and one of the important goals in the global 2030 Agenda for Sustainable Development. Sustainable literacy can be developed through innovative teaching models and methods, strengthening education policy formulation and promoting international cooperation in education.

To sum up, sustainable development refers to a set of values and behaviors designed to meet the needs of current generations while conserving natural resources and ensuring that the needs of future generations are met. By integrating the concept of sustainable development into education and paying attention to students' feelings of happiness, the long-term prosperity of society and the all-round development of individuals can be promoted more effectively.

Private University students

Definition of Private Universities

Private universities, also known as private colleges and universities, refer to higher education institutions organized by non-government funds. They do not receive state funding, relying instead on tuition fees, social donations and alumni support. Compared with public colleges and universities, private colleges and universities have more autonomy in educational mechanism, professional setting, personnel management and other aspects. They usually offer undergraduate or junior college education, and some high-level private universities also offer graduate education.

Current situation and characteristics of private universities

Li Jie (2019) believes that "private education" and "private university" in China are common names for private colleges and universities, and the concept of private colleges and universities refers to schools or educational institutions that are organized by social organizations or individuals other than state institutions using non-state financial funds for the society in accordance with the law. Private colleges and universities have three significant characteristics: first, the organizer is not a state institution; second, the funds for running the school come from non-state financial funds; third, the school is open to the society, that is, it recruits students and students to the society and serves non-specific groups and citizens, rather than only recruiting a certain group, enterprises, industries, systems and specific groups as students or students. However, all those that meet the above three standards belong to private schools.

Zhang Wei (2019) proposed in his article on exploring how to find high-quality Employment for students in private colleges and Universities in the New Era that private colleges and universities pay attention to professionalism in student training, take training applied talents as their educational purpose, and emphasize social integration in the education process. However, with the popularity of private colleges and universities, there are many problems in the employment of graduates. This also restricts the long-term development of private colleges and universities. First of all, in

terms of their own characteristics, private colleges and universities do not have certain brand influence, and their recognition in the society is not as high as that of public schools. Although the state constantly encourages the development of private colleges and universities in terms of policies and strives to promote the fairness of education, private colleges and universities have a weak source of students and slow cultivation of professional qualities in the process of college study, which also affects their employment advantages after graduation. Secondly, the teachers in private colleges and universities are also relatively thin, and many teachers' educational levels are not at a high level, and they lack teaching experience. In the process of teaching, teachers emphasize teaching materials and have few opportunities for practical exploration, which weakens students' professional skills and is not conducive to the enhancement of employment competitiveness.

Wang Bangyong (2022) proposed more than 40 years of reform and opening up, China has issued a series of legislative documents for the healthy development of private education, the most influential of which include the Regulations on Running Schools by Social Forces. In particular, the Implementation Regulations of the Law of the People's Republic of China on the Promotion of Private Education in 2021 mark that the Party and the government have clarified the value, role and positioning of private education in the national education system in the form of laws.According to the data released in the Statistical Bulletin of the Ministry of Education in 2020, the number of private colleges and universities nationwide has reached 771 by 2020, and this type of data includes 241 independent colleges, an increase of 15 compared with the statistics released in 2019. At the same time, from the perspective of enrollment size, the undergraduate and junior college enrollment totaled 2,607,700 people, an increase of 7.46% over 2019, about 163,800 people. From the perspective of the number of students in private colleges and universities, there was an increase of 825,100 compared with 2019, an increase of 11.64% compared with 2019. While 1,260 graduate students enrolled, 2,556 are studying.

Jia Yongfang Fang Quan (2023) analyzed the development status and promotion path of China's private higher education and argued that although China's private higher education has achieved rapid development, it still faces many challenges under the trend of high-quality development. First, the shortcomings of the teaching staff are still prominent. Although the scale of teachers in private universities has been expanded, there are still shortcomings in the structure, level and stability of teachers. Second, the construction of application-oriented undergraduate is not in place. At present, China's private undergraduate colleges are basically positioned as application-oriented undergraduate colleges, training application-oriented undergraduate talents to meet the needs of social and economic development. Talent training emphasizes the combination with production practice and social activities, highlighting the mastery and flexible application of knowledge, but there are still problems in the actual promotion. Third, the characteristics of running a school are not distinct, and the homogeneity is obvious. Private colleges and universities started late, the foundation is weak, in the orientation of development goals, some colleges and universities do not pay attention to their own advantages, blindly copy the development of public colleges and universities, no matter ordinary colleges and universities or higher vocational colleges, are toward comprehensive development. It leads to the lack of school-running characteristics, serious homogenization, lack of core competitiveness with public colleges and universities, and the overall school-running quality is still a big gap compared with public universities.

Yanqing Tan and Huiqin Li (2023) mentioned in the business model and optimization of private higher education in China that private higher education in China develops rapidly along with the process of higher education popularization, and has become an important supplement of socialist higher education and an important part of the higher education system with Chinese characteristics. In 2022, the gross enrollment rate of higher education in China will be 59.6 percent, and the number of private higher education schools and students will account for a quarter of the country. There are 3,013 institutions of higher learning nationwide, of which

764 are private institutions of higher learning, accounting for one quarter. The total number of students in various forms of higher education is 46.55 million, of which 9.2489 million are enrolled in private colleges and universities, accounting for about one quarter. As an important growth point in the development of China's educational cause and an important force of educational reform and innovation, private higher education plays an important role in the construction of high-quality higher education system. At the same time, private higher education also has long-term problems such as weak overall strength and lagging governance system.

Wang Jia (2023) points out in his research on the employment mechanism of college students in private colleges and universities under the new situation that compared with public colleges and universities, private colleges and universities may have certain limitations in the resources of teachers, experimental equipment, practical opportunities and so on, which may lead to the lack of competitiveness of college students in the process of job hunting that is the same as that of graduates in public colleges and universities [3]. It is worth noting that many employers tend to have low recognition of graduates from private colleges and universities. Some employers may be more inclined to choose graduates from public colleges and universities, which also brings certain challenges to students in private colleges and universities to find jobs. Employment information asymmetry; At present, some medium and large employers are subject to the influence of traditional concepts, and may be more inclined to cooperate with public colleges and universities in the recruitment process of fresh graduates, resulting in college students in private universities may not be able to obtain employment-related information.

To sum up, as an important part of China's higher education system, private colleges and universities have made remarkable achievements in the past decades. Facing the challenges and opportunities in the future, private colleges and universities need to constantly innovate the mode of running schools, improve the quality of education, and strengthen the connection and cooperation with the external environment in order to achieve sustainable development. At the same time, there are still many shortcomings in running private universities compared with

public universities. The government and all sectors of society should also give more attention and support to jointly promote the prosperity and progress of private higher education.

Private University Students

The students in private universities have some unique characteristics, which reflect their growing background and educational environment to some extent. The specific analysis is as follows:

Sun Lin (2018) made a comparative study on the learning characteristics of college students in private and public colleges and universities, and found that: First, compared with public undergraduate universities, students in private universities are at a low level in terms of learning autonomy, learning planning and ability to cope with learning pressure, but the proportion of learning motivation is higher than that in public universities. Second, in terms of grade factors, freshmen perform best in all aspects. Compared with sophomore, junior and senior students, there are significant differences in learning autonomy, learning motivation, learning planning, ability to cope with learning pressure and skipping class. However, the overall performance of students in private colleges and universities is significantly lower than that of public colleges and universities. Private colleges and universities should attach great importance to the group differences of education objects, conduct education and learning in a targeted way, and effectively carry out education activities for students in private colleges and universities. Third, in terms of gender factors, female students' performance is significantly higher than that of male students in both public and private institutions, but male students' performance in public institutions is better than that of private institutions.

Chen Xueqin (2018) From the analysis of the phenomenon and characteristics of giant babies among college students in private universities: As an important part of Chinese college students, the mainstream of mental health of college students in private colleges and universities is normal, but it should not be ignored that college students among them generally have the following four characteristics: 1) over-

dependence on family. 2) Naive personality, very narcissistic. 3) Personality paranoia, divorced from reality, living in their own world. The unfavorable evaluation of the society, the unequal treatment of college students and the high standards and strict requirements of employers for talents have caused heavy psychological pressure on private college students. At the same time, they have aroused hostility and paranoia towards the outside world. They cannot face up to the experience of failure in college entrance examination, cannot identify with the identity of private college students and encounter difficulties and setbacks. The ineffectiveness of self-regulation is an important reason for some college students to be paranoid and hostile. 4) Lack of social responsibility, indifference to the future of the country and society.

Wang Weiran (2018) analyzed the current situation and countermeasures of student management in private colleges and universities. Ideologically, students are active and have a strong sense of innovation, but generally lack lasting self-restraint and control, have a weak sense of collectivism, and are more self-centered, caring about individuals rather than the collective. In terms of learning, although there are many students with higher comprehensive quality, the students have insufficient awareness of independent learning, lack of self-restraint ability, unclear learning attitude, lack of learning goals, and poor classroom interaction. In life, students have a wide range of hobbies, obvious specialties, and distinct personalization. They can not handle dormitory conflicts well, and their development in interpersonal relations, thoughts and emotions, and cooperation consciousness is unbalanced. There are serious differences in family economic conditions, and there are huge differences in cultural background, living environment and consumption concepts. Such differences are easy to cause conflicts and antagonisms in students' daily life, because personal problems and living habits cause group barriers, and the phenomenon of dormitory conflicts is becoming more and more serious.

Yang Zhaohui (2018) on the characteristics of students in private colleges and universities and the ideological and political education model of "Yangde Learning and Promoting five Advancement" -- Based on the practical research of Guangzhou

Institute of Business and Industry, college students in private colleges and universities have the following characteristics: (1) moral cognition and moral behavior are not unified, and ideological expression is contradictory. They recognize the importance of moral cultivation in thought, but lack moral self-discipline in action. 2. The study goal is clear, but the goal orientation is utilitarian; 3. Pursue self-expression, but lack strong political emotion towards the country and society; (2) Lack of emphasis on knowledge learning and weak cultural heritage 1. Lack of motivation for learning general culture courses, emphasizing vocational skills over humanistic qualities; 2. Neglect deep reading, lack of cultural accumulation; 3. There is a deviation in the understanding of college study and a lack of hard work.

Chang Shuyang (2019) believes that compared with public institutions of higher learning, private institutions of higher learning have certain congenital defects at the starting line, and the public's recognition of them is not high, and the Chinese government's policy support for them is limited. As a result, China's private colleges and universities are still in a relatively low development period, but private colleges and universities should fully recognize the characteristics of college students themselves: First, because the society has a certain prejudice towards private institutions of higher learning, college students are under greater ideological pressure after entering private institutions of higher learning, which will affect their self-confidence in study and life to a certain extent [1]. Second, with the continuous advancement of the reform of education, the leading relationship between private institutions of higher learning and college students has undergone great changes, and the relationship between college students and private institutions of higher learning has become a consumption relationship. As college students are in the position of customers as consumers, their psychology has also undergone great changes, and private institutions of higher learning have to change their management methods. Students are not only managers, but also service providers. Third, most of the students in private colleges and universities have strong self-esteem, but they have not developed a good learning habit. They hope to get the support and affirmation

of teachers and parents in learning, but they are unwilling to admit their own shortcomings, and they are not willing to be criticized and educated by others.

Zhang Xiaoyin (2024) studied the ideological status and behavioral characteristics of post-00s private college students -- taking Shanghai Jianqiao University as an example, he found that post-00s private college students' belief choices and motivation for political participation showed diversified and complicated characteristics; The Internet has become a part of their lives, but online life needs to be properly guided; Basic law of life rhythm; Desire for social interaction, but need encouragement and guidance; Most post-00 private college students have advanced consumption behavior, but only a few support advanced consumption.

Private university students show certain characteristics in personality, psychological endurance, learning basis, ideological cognition and other aspects compared with those in public colleges and universities:

1. Relatively immature self-management: students in private colleges and universities are at a low level in terms of learning autonomy, learning planning and ability to cope with learning pressure. 2. Serious dependence on thoughts: strong dependence on parents, poor self-care ability. 3. the employment pressure is greater, and social enterprises have a certain bias towards private universities. 4. Heavy psychological pressure, hostility and paranoia towards the outside world, unable to face up to the experience of college entrance examination failure, unable to identify with the identity of private university students and encounter difficulties and setbacks. 5.Lack of social responsibility, indifference to the future of the country and society.

To sum up, private university students referred to study in higher education institutions organized by non-government funds. They show certain characteristics in personality, psychological endurance, learning basis, ideological cognition and so on. In view of these characteristics, private universities should take corresponding measures in management strategies to promote the all-round development of students.

Related Research

The following is a literature review of strategies to improve college students' happiness:

Gao Zihui (2023) Subjective well-being is a person's overall assessment of their own quality of life according to their own standards, which is characterized by subjectivity, stability and integrity. private university students' lack of understanding of subjective well-being is actually a manifestation of the lack of subjective well-being, and also a manifestation of ignoring love and kindness. College students have reached physiological maturity, but often ignore how to get a lasting sense of subjective well-being, which will cause the lack of the subjective well-being.

CAI Kelu (2023) Enhancing the subjective well-being of private university students has become one of the indispensable important topics in the development and construction of colleges and universities and ideological and political education. the subjective well-being of private university students is not only an important spiritual support for students to realize their own self-value, but also an important performance of the high-quality development of the education level of colleges and universities, and it is a solid psychological foundation for the future transport of high-level talents for the society. From the perspective of psychological needs theory, this paper analyzes the specific performance of enhancing the subjective well-being of private university students under the requirements of competence, belonging and autonomy, and proposes feasible strategies to improve college students' happiness respectively from the levels of students and schools, so as to promote the healthy growth and all-round development of college students.

Liu Yuanxin (2022) expounds how to use class and spare time to exercise calisthenics in higher vocational colleges based on the exercise methods. By helping students understand calisthenics, using the advantages of calisthenics to improve students' subjective well-being, improving the aerobics class mode, and actively carrying out cultural activities after class, students can relax their mentality, relieve pressure, and enhance their positive emotions. Team cooperation can help students

enhance team cohesion and the sense of achievement of team cooperation, so as to achieve the purpose of improving students' subjective well-being.

Luo Juan (2023) mainly studies strategies to enhance the subjective well-being of private university students. from the perspective of new media. Through the extensive and efficient application of new media as a network carrier, she can enhance the subjective well-being of private university students and cultivate their health psychology.This paper studies the value and strategies of enhance the subjective well-being of private university students from the perspective of new media, and proposes that new media technology can play an important role in improving the efficiency and level of college students' happiness education. Based on the principle of targeted research, the content of this research topic is designed. Based on the perspective of new media, five strategies are adopted to promote the happiness education of college students: first, strengthen the mental health education of contemporary college students; Second, construct the course system of improving college students' happiness; Third, strengthen the cultivation of students' ability to discover happiness; Fourth, strengthen the cultivation of students' ability to obtain happiness; Fifth, create a happy family atmosphere. The article believes that the efficiency of happiness education should be improved from the aspects of systematic curriculum education, mental health education, happiness discovery ability training, happiness acquisition ability training, family happiness acquisition and so on. This paper puts forward some suggestions to maintain the moral norms of new media network, aiming to transform the virtual happiness of network into the true the subjective well-being of private university students, and realize the goal of the consistency and unity of Defu and Fu.

Zhou Hao and Zhou Qianyu (2022) investigated the impact of physical exercise on college students' subjective well-being and its mechanism, and used physical activity rating scale, life satisfaction scale, positive emotion scale, emotional regulation questionnaire and simplified resilience scale to investigate 722 college students and build a structural equation model. The results are as follows: (1) Physical exercise can improve the subjective well-being of college students. (2)

Physical exercise can not only directly affect the subjective well-being of college students, but also indirectly affect the subjective well-being of college students through the mediating role of cognitive reappraisal and psychological resilience. The specific path is as follows: (1) Direct effect, physical exercise→subjective well-being; (2) Physical exercise→cognitive reappraisal→subjective well-being;→Mediating effect: physical exercise→mental toughness→subjective well-being;→Chain mediating effect, physical exercise→cognitive reappraisal→mental toughness→ subjective well-being. Conclusion: The physical participation of physical exercise can promote cognitive development and save mental energy, so that college students can effectively cope with and adapt to the setbacks and pressures in life, maintain a stable state of mind, and thus perceive more happiness.

Liu Wenyuan ZhouZeming (2022) conducted community-based management of college students and analyzed the factors affecting the subjective well-being of private university students. The realization of student community management in colleges and universities plays a certain role in strengthening the safety management of schools, and is conducive to strengthening the cultivation of talents' quality and creating a harmonious and healthy campus. Community management of college students is the inevitable result of improving students' quality of life, peace and happiness, and also provides a new management model for domestic universities.

Summary, this study focused on developing sustainable educational management strategies to enhance the subjective well-being (SWB) of private university students. Four key variables were examined: educational management, Sustainable Development Goal 3 (SDG3), subjective well-being, and private university students. Educational management referred to the process of planning, organizing, directing, and controlling educational resources to achieve institutional objectives effectively and efficiently. In private universities, it aimed to integrate both academic and administrative functions to promote student success and institutional sustainability. Sustainable Development Goal 3 (SDG3) sought to ensure healthy lives and promote well-being for all at all ages. Within the private higher education context, it highlighted the importance of fostering physical health, mental wellness, and supportive learning environments to meet both educational and global development priorities. Subjective well-being

(SWB) was defined as an individual's overall evaluation of life quality based on self-established standards, comprising life satisfaction, positive affect, and negative affect. It reflected both emotional experiences and cognitive judgments of life. Private university students were those enrolled in higher education institutions funded by non-governmental sources. They demonstrated specific characteristics in personality, resilience, learning foundation, and ideological development, requiring tailored management approaches. The strategy development process formed the core of this research. It began with PEST analysis to explore political, economic, social, and technological factors influencing private higher education. This was followed by SWOT analysis to identify institutional strengths, weaknesses, opportunities, and threats related to student well-being. The results were integrated into a TOWS matrix to generate four strategic types: SO (maximizing strengths to seize opportunities), WO (addressing weaknesses by taking opportunities), ST (using strengths to mitigate threats), and WT (reducing weaknesses to avoid threats). Finally, the proposed strategies underwent expert evaluation of feasibility and adaptability to ensure their practicality, flexibility, and sustainability in private university settings.

Chapter 3
Research Methodology

Research on the Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-Being of Private University Students, the research is mixing method research that operated to 3 phases, details as follow:

Phase 1: Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

Phase 2: Development of sustainable educational management strategies for enhancing subjective well-being of private university students.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of subjective well-being of private university students. The researchers have the following procedures:

The details as follows:

Phase 1: Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

Population

The research population are 100,800 students of private university in Shanghai province for analyzing the current conditions, desired conditions and main influencing factors that enhancing subjective well-being of private university students.

The Sample Group

The sample group were 384 students from private university were randomly sample size determination by using Krejcie and Morgan table (1970) and selected as a sample group for questionnaire survey with a stratified Random sampling for studying the current conditions, desired conditions and influencing that enhancing subjective well-being of private university students.

Table 3.1 Sampling data of private university students

NO	Private University Name	Population	Sample Group
1	Shanghai LliDa University	16500	62
2	Shanghai JianQliao University	28500	109
3	Shanghai ShanDa University	18500	70
4	Shanghai ZhongQiao University	14000	54
5	Shanghai TianHua University	13500	52
6	Shanghai XianDa University	9800	37
	Total	100800	384

Target group

A total of 12 experts participated in interviews aimed at examining the current conditions, desired conditions, and influencing factors related to the enhancement of subjective well-being among private university students. The experts were selected through purposive sampling based on the following criteria: 1) holding the academic rank of Associate Professor or higher, 2) having more than 15 years of experience working in private universities; and 3) being familiar with student management in private universities and having participated in related research projects.

Research Instruments

1. Questionnaire

Designing Questionnaire

Part 1: This section captures information about the, Respondents compassing details such as gender, age, educational background, and major.

Part 2: The present study assessed the well-being of private university students in Shanghai by means of questionnaire survey. The evaluation covers institutional mechanism construction, curriculum system establishment, teaching staff, practical activities, Data interpretation employs a five-point Likert scale with the following criteria:

5　It showed that the subjective well-being level was highest.

4　It showed that the subjective well-being level was high.

3　It showed that the subjective well-being level was moderate.

2　It showed that the subjective well-being level of was low.

1　It showed that the subjective well-being level of was the lowest.

The average value interpretation, based on Rensis Likert (1932), is outlined as follows:

4.50 – 5.00: Expressed the highest level.

3.50 – 4.49: Expressed a high level.

2.50 – 3.49: Expressed a medium level.

1.50 – 2.49: Expressed a low level.

1.00 – 1.49: Expressed a lowest level

The construction process of the questionnaire unfolded through the following steps:

Step 1: A comprehensive review and analysis of the literature, concepts, theories and research related to the subjective well-being of private university students.

Step 2: A questionnaire on the subjective well-being of private university students was designed for different survey objects. The first draft of the thesis is reviewed by the thesis advisor and revised and improved according to the advisor's suggestions.

Step 3: Five experts conducted an examination of the questionnaire's Objective Consistency Index (OCI), resulting in a goal consistency index (OCI) of 0.80.

Step 4: Refinement of the questionnaire based on expert feedback.

Step 5: The questionnaire was distributed to 30 students that were not sample for testing. Reliability assessment, using the Cronbach's alpha coefficient that was 0.86, indicating high internal consistency

Step 6: A questionnaire survey was conducted among 384 students, in 6 Shanghai private universities.

2. Interview Form

According to the results of the questionnaire survey on the current situation of subjective well-being of Shanghai private university students, a structured

interview table was made, which included four dimensions: management of private university students' subjective well-being improvement, model of subjective well-being improvement, quality of private university students' subjective well-being improvement and evaluation system of private university students' subjective well-being improvement. Structured interviews were conducted with 12 experts in charge of education in 6 private Shanghai universities.

Data Collection

1. Questionnaire

The data collection process of Goal 1 aims to analyze the current conditions, desired conditions and influencing factors that subjective well-being of private university students.

Step1: Survey letters were sent to six private universities in Shanghai, to request permission to collect research data in January 2025

Step2: Distribute questionnaires to the 384 Shanghai private university students, by using an online questionnaire.

with the goal of achieving 100% questionnaire collection.

2. Interview Form

The data collection process Interview form, including the following steps:

Step 1: Sent letters to 6 Shanghai private universities to request permission to collect research data

Step 2: Face-to-face interviews were conducted with 12 vice principals and education experts. Make sure the interview is 100% effective.

Data Analysis

1. Questionnaire

The researcher employed data analysis software such as SPSS to analyze the collected data. The analysis process is outlined as follows:

Step 1: Conduct frequency and percentage analysis on the personal information of the questionnaire respondents, categorizing them by gender, age, educational background, major, etc.

Step 2: Utilized the average and standard deviation, Modified Priority Needs Index (PNI Modified), independent samples t-test, and One-way ANOVA, to analyze the current conditions, desired conditions and influencing factors for enhancing of the subjective well-being of private university students 4 Domains: 1) Individual factors 2) Family factors 3) School factors 4) Social factors.

Step 3: Utilized the content analysis to analyze the current conditions, desired conditions and influencing factors for enhancing of the subjective well-being and formulated strategies through SWOT, PEST analysis, and TOWS Matrix.

2. Interview

A qualitative research method was employed to collect, analyze, and summarize relevant data SWOT, PEST analyses and TOWS Matrix were conducted based on and interview data to identify the strengths, weaknesses, opportunities, and threats related to enhancing the subjective well-being of private university students.

Phase 2: Development of sustainable educational management strategies for enhancing the subjective well-being of private university students.

Target group

There were 12 experts in focus group for developing the strategies for reviewing strategies that enhancing subjective well-being of private university students.

Target group for interviews or focus group discussion; 12 experts from private university in Shanghai Province. The qualifications of the interviewees were as follows: 1) Associate professor or above; 2) Have worked in private university for more than 15 years; 3) Familiar with the student management work in China's private universities and have participated in related project research.

Table 3.2 Target group for interviews or focus group discussion

NO	Private University Name	Population	Sample Group
1	Shanghai LliDa University	2	2
2	Shanghai JianQliao University	2	2
3	Shanghai ShanDa University	2	2
4	Shanghai ZhongQiao University	2	2
5	Shanghai TianHua University	2	2
6	Shanghai XianDa University	2	2
	Total	12	12

Research Instruments

1. The draft of Educational Management Strategies

1. Based on data were collected from questionnaires and interviews, a comprehensive SWOT analysis was conducted. The four dimensions-strengths, weaknesses, opportunities, and threats-were systematically examined to assess how strengths and weaknesses influence the current state of the subjective well-being of private university students, and how opportunities and threats may help bridge the gap between current practices and desired outcomes. Strategies were formulated to leverage strengths, address weaknesses, capitalize on opportunities, and mitigate threats. A preliminary draft of enhancing the subjective well-being of private university students. was developed by integrating data from questionnaires, interviews, and the results of the SWOT, PEST and TOWS Matrix analysis.

2. Focus group discussion

Steps for constructing a focus group discussion

Step 1: The draft of the proposed educational management strategies was submitted to the thesis supervisor for review. Revisions were made based on feedback, and the final version was confirmed by the Experts in focus group discussion.

Step 2: An official invitation letter for the focus group experts was requested from the university and sent to the selected participants.

Step 3: Online focus group discussion were conducted with the consenting experts, and the content provided by each participant was systematically organized.

Data Collection

Qualitative data were collected for Research Objective 2 development Educational Management Strategies for enhancing the subjective well-being of private university students. The data were gathered in accordance with the type and procedure of the research instruments. The specific steps were as follows:

Step 1: An application was submitted to the Graduate School of Bansomdejchaopraya Rajabhat University, and approval was obtained to collect focus group discussion data from 12 experts.

Step 2: Key information was recorded during focus group discussions, and the content of each discussion was organized for subsequent analysis.

Data Analysis

Step 1: A focus group discussion outline was then developed to guide expert dialogue. During the focus group session, expert feedback and supplementary suggestions were collected to refine the draft.

Step 2: Based on this process, the final version of the Educational Management Strategies for enhancing the subjective well-being of private university students was proposed.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of subjective well-being of private university students.

Target group

There were 5 experts for evaluating the feasibility of the strategies for sustainable development of Subjective Well-Being of private university students.

Target group for strategy evaluation; 5 experts from private university in Shanghai Province. Expert qualifications were as follows: 1) Private University education managers; 2) At least 10 years of experience in private university education

management, associate professor or above; 3) Extensive experience in management teaching and research.

Table 3.3 Target group for strategy evaluation

NO	Private University Name	Population	Sample Group
1	Shanghai LliDa University	1	1
2	Shanghai JianQliao University	1	1
3	Shanghai ShanDa University	1	1
4	Shanghai ZhongQiao University	1	1
5	Shanghai TianHua University	1	1
	Total	5	5

Research Instruments

The Research Instrument was designed to collect data for Objective 3. Five Shanghai university education experts were invited to evaluate the, feasibility and adaptability of a Sustainable Educational Management Strategies for Enhancing Subjective Well-being of Private University Students

Evaluation Form

1. The process of developing an evaluation form was as follows:

Step 1: Based on the questionnaire survey and interview results study of concepts and theories related to the development of strategy evaluation form and combined with the results of SWOT, PEST and TOWS Matrix analysis and focus group discussions, educational management strategies for enhancing the subjective well-being of private university students were formulated.

Step 2: An evaluation form for evaluating the educational management strategies was compiled. The outline of the evaluation form was submitted to the thesis supervisor for review and revised according to the provided feedback. After final approval, the instrument was implemented.

Step 3: 5 experts were invited to evaluate the adaptability and feasibility of the educational management strategies for enhancing the subjective well-being of private university students.

Step 4: The data were analyzed to evaluate the feasibility and adaptability of the proposed strategies.

2. Score rating criteria

Design by research objective 3. To evaluate the feasibility of educational management strategies for enhancing the subjective well-being of private university students.

5 experts will be invited to evaluate the feasibility and appropriateness of educational management strategies for enhancing the subjective well-being of private university students. The data interpretation for average value based on Likert (1932).

4.50 - 5.00 express highest level

3.50 - 4.49 express high level

2.50 - 3.49 express moderate level

1.50 - 2.49 express low level

1.00 – 1.49 express lowest level

Data Collection

The feasibility and adaptability of educational management strategies for enhancing the subjective well-being of private university students were evaluated.

Step 1: An invitation letter was obtained from the Graduate School of Bansomdejchaopraya Rajabhat University authorizing the distribution of evaluation forms to 5 experts.

Step 2: Evaluation forms were distributed to 5 experts via an online platform for the purpose of collecting assessment data.

Data Analysis

Objective 3 of the research adopted a qualitative research method. 5 experts evaluated the adaptability and feasibility of educational management strategies for enhancing the subjective well-being of private university students. The evaluation

results served as a critical reference for refining the proposed strategies. Data analysis was conducted using mean and standard deviation.

Summary

The research was mixed method design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of 3 phases:

Phase 1: Analysis of the current conditions, desired conditions, and influencing factors that enhance the subjective well-being of private university students.

Phase 2: Development of sustainable educational management strategies for enhancing the subjective well-being of private university students.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-being of private university students. The researchers have the following procedures:

The first phase serves as the evidence base for the first objective. The second phase serves as the evidence for the second objective. The third phase serves as the evidence for the third objective.

The conclusion of research methodology was as below:
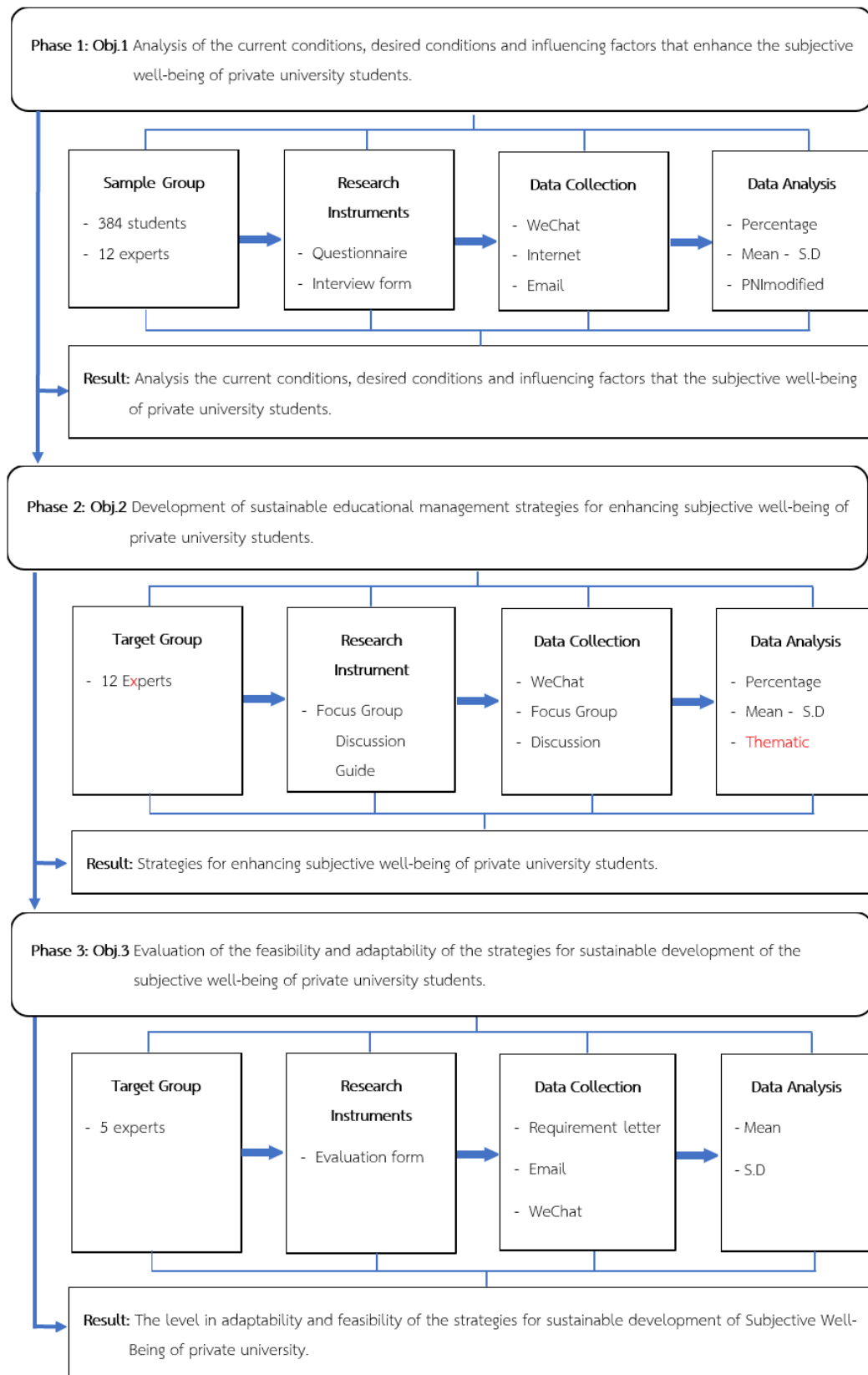
Figure 3.1 : Research Methodology

Chapter 4
Result of Analysis

The research objectives of the study on the Development of Sustainable Educational Management Strategies for Enhancing subjective well-being of Private University Students were 1) to analyze the current conditions, desired conditions and influencing factors that enhance subjective well-being of private university students. 2) to develop the sustainable educational management strategies for enhancing subjective well-being of private university students. 3) to evaluate the feasibility and the adaptability of the strategies for sustainable development of subjective well-being of private university students. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

Symbol and Abbreviations

To ensure clarity in the interpretation of data analysis, the meanings of the symbols used in this research are defined as follows:

n   Refers to The sample group

$\bar{X}$ Refers to Mean (average value)

SD   Refers to Standard Deviation

PNI   Refers to Modified Priority Needs Index

I   Refers to The desired conditions of private university students' subjective well-being

D   Refers to The current conditions of private university students' subjective well-being

Presentation of Data Analysis

This research presents the data analysis of the research findings in accordance with the research objectives, divided into three phases as follows:

Phase 1: Results of the analysis of current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

Phase 2: Results of the development of sustainable educational management strategies for enhancing the subjective well-being of private university students.

Phase 3: Results of the evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-being of private university students.

Results of Data Analysis

This section presented the results of data analysis based on the research objectives. The analysis was conducted systematically across three phases, each addressing a specific aspect of the study. Phase 1: analysis of the current conditions, desired conditions, and influencing factors that enhance the subjective well-being of private university students. Phase 2: development of the sustainable educational management strategies for enhancing the subjective well-being of private university students. Finally, Phase 3: evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-Being of private university students.

The findings were presented in both descriptive and inferential formats, supported by relevant statistical measures and interpretations. The details are as follows:

Phase 1: Results of the analysis of current conditions, desired conditions, and influencing factors that enhance the subjective well-being of private university students.

The sample consisted of 384 private university students. Using random sampling techniques, a questionnaire survey was conducted to examine the current

conditions, desired conditions, and influencing factors related to the sustainable development of subjective well-being among private university students. The research data were organized into the following three parts:

1.1 Analysis of Basic Demographic Information: Descriptive statistical methods were employed to analyze the basic demographic characteristics of the respondents, including gender, academic year, and institution. The results were presented using frequency and percentage distributions.

1.2 Analysis of Current Conditions, Desired Conditions, and Influencing Factors: Simple Random Sampling methods were applied to examine the current and desired conditions, along with the influencing factors that contributed to the enhancement of subjective well-being among private university students.

1.2.1 Analysis of the Current and Desired Conditions in the Domain of Individual Factors.

1.2.2 Analysis of the Current and Desired Conditions in the Domain of Family Factors.

1.2.3 Analysis of the Current and Desired Conditions in the Domain of School Factors.

1.2.4 Analysis of the Current and Desired Conditions in the Domain of Social Factors.

1.2.5 Analysis of the Current and Desired Conditions in the Domain of influence Factors.

1.3 Analysis of Interviews on the Current Conditions, Desired Conditions, and Influencing Factors of the subjective well-being of private university students

1.3.1 Statistical Analysis of the Status Information of Respondents (Experts)

1.3.2 Thematic Analysis of Interview Data on the Influencing Factors of the Subjective Well-Being of Private University Students

Phase 2: Results from the development of sustainable educational management strategies for enhancing the subjective well-being of private university students.

2.1 Strategy Formulation Based on the Analysis of Sustainable Development Approaches Strategies were formulated based on the analysis of key influencing factors across four domains:

2.1.1 Combined SWOT and PEST Analysis: Individual, Family, School, and Social Factors.

2.1.2 Integrated Results of SWOT, PEST and TOWS Analyses.

2.1.3 The results of the strategy list were derived based on the TOWS matrix analysis.

2.1.4 TOWS the strategies are classified according to the implementing entities, and an operational draft is formed.

2.2 Analysis of focus group discussion

2.2.1 Analysis of status information statistics of Interviewee (Experts)

2.2.2 Take the focus group discussion about the draft of the educational management strategies

2.2.3 Adjustment and improvement of the draft of the educational management strategies

Phase 3: Results from the evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-Being of private university students.

3.1 Statistical Analysis of the Background Information of Expert Respondents

3.2 Analysis of Expert Evaluation on the Feasibility and Adaptability of the Strategies

3.2.1 Analysis Results of Strategy Evaluation

3.2.2 Analysis Results of the Individual-Level Strategy Evaluation.

3.2.3 Analysis Results of the Family -Level Strategy Evaluation

3.2.4 Analysis Results of the School-level Strategy Evaluation.

3.2.5 Analysis Results of the Social-level Strategy Evaluation.

3.3 Comparative Analysis of Feasibility and Adaptability Dimensions.

The details of the research methodology are as below:

Phase 1: Results of the analysis of current conditions, desired conditions, and influencing factors that enhance the subjective well-being of private university students.

1.1 Analysis of Basic Demographic Information: Descriptive statistical methods were employed to analyze the basic demographic characteristics of the respondents, including gender, academic year, and institution. The results were presented using frequency and percentage distributions. The specific conditions is as follows:

Table 4.1 Analysis of Basic Demographic Information

n=384

Personal Information		Number of people	Percentage
School	1. Shanghai LIDA University	62	16.15
	2. Shanghai JIANQIAO University	109	28.39
	3. Shanghai SHANDA University	70	18.23
	4. Shanghai ZHONGQIAO University	54	14.06
	5. Shanghai TIANHUA University	52	13.54
	6. Shanghai XIANDA University	37	9.64
Gender	Male	153	39.84
	Female	231	60.16
	Total	**384**	
Education Background	Freshman	116	30.21
	Sophomore year	117	30.47
	Junior year	68	17.71
	Senior year	83	21.61
	Total	**384**	**100.00**

Table 4.1 (Continued)

<div align="right">n=384</div>

Personal Information		Number of people	Percentage
Major Type	Liberal Arts	156	40.63
	Science	48	12.50
	Engineering	28	7.29
	Medicine	27	7.03
	Art	125	32.55
	Total	**384**	**100.00**
Cost Of Living	≤1500	20	5.21
	1501-2500	180	46.88
	2501-3500	134	34.90
	≥3500	50	13.02
	Total	**384**	**100.00**

According to Table 4.1, the research findings show that: This study involved 384 effective participants. The largest group was students from Shanghai Jianqiao University, with 109 people, accounting for 28.39%. The second largest group was students from Shanghai Shanda University, with 70 people, accounting for 18.23%. The smallest group was students from Shanghai Xianda University, with 37 people, accounting for 9.64%. Among the respondents, the majority were female, with 231 people, accounting for 60.16%.Regarding the grade level: The second year students account for the majority: There are 117 students in the second year, accounting for 30.47%; followed by the first year students with 116 students, accounting for 30.21%; the fourth year has 83 students, accounting for 21.61%; and the third year students have the fewest, with 68 students, accounting for 17.71%.In terms of professional disciplines: The largest group among the respondents was the liberal arts group: 156 people, accounting for 40.63%; followed by the art group: 125 people, accounting for 32.55%; science group: 48 people, accounting for 12.50%; engineering group: 28 people, accounting for 7.29%; and the least was the medical group: 27 people, accounting for 7.03%.Regarding living expenses: The majority (180 people) spent

between 1501 and 2500 yuan, accounting for 46.88%. The next group (134 people) spent between 2501 and 3500 yuan, accounting for 34.90%. The smallest group was those spending less than 1500 yuan per month, with 20 people, accounting for 5.21%. The middle and above consumption groups combined accounted for 314 people, accounting for 81.77%.

The overall distribution of the population surveyed in this questionnaire was uniform.

1.2 Analysis of Current Conditions, Desired Conditions, and Influencing Factors.

1.2.1 Analysis of the Current and Desired Conditions in the Domain of Individual Factors. This research mainly used Mean, Standard Deviations and PNI modified to analyzed the conditions of each variable

Table 4.2 Analysis of the Current and Desired Conditions in the Domain of Individual Factors.

(n=384)

Individual factors	Current Conditions(D)			Desired Conditions (I)			PNI (I–D)/D	Rank
	$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level		
1. Have clear plans and goals for the future.	3.72	0.82	high	4.78	0.65	highest	0.285	2
2. Have strong self-regulation and stress-resistance capabilities.	3.85	0.81	high	4.73	0.62	highest	0.229	4
3. Feel confident about one's appearance and physique.	3.50	0.87	high	4.55	0.67	highest	0.300	1
4. Be confident in one's own character and abilities	3.80	0.79	high	4.77	0.63	highest	0.255	3

Table 4.2 (Continued)

Individual factors	Current Conditions(D)			Desired Conditions (I)			PNI (I–D)/D	Rank
	$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level		
5. Physical health is in good condition.	3.99	0.76	high	4.76	0.62	highest	0.193	5
6. Hobbies can make me feel happy.	4.18	0.68	high	4.80	0.63	highest	0.148	6
Total	3.95	0.78	high	4.73	0.63	highest	0.235	3.95

According to Table 4.3, the data showed that the Current and Desired Conditions for Influencing Factors of the subjective well-being of private university students: The overall level of personal factors is relatively high ($\overline{X}$=3.95, S.D.=0.78); from the analysis results, from highest to lowest, the score for "Interests and hobbies make me feel happy" is the highest ($\overline{X}$=4.18, S.D.=0.68), followed by: "Good physical health" ($\overline{X}$=3.99, S.D.=0.76), then comes "Having strong self-regulation and stress resistance ability" ($\overline{X}$=3.85, S.D.=0.81), and the lowest is "Feeling confident about one's appearance and body shape" ($\overline{X}$=3.50, S.D.=0.87). The desired individual factors of the students were rated at the highest level ($\overline{X}$=4.73, S.D.=0.63) The greatest expectation is that "my hobbies and interests will bring me pleasure" ($\overline{X}$=4.80, S.D.=0.63); The next one is "having clear plans and goals for the future" ($\overline{X}$=4.80, S.D.= 0.65), The corrected priority demand index (PNI)=0.235. The corrected values, ranked from high to low, are as follows: "Feeling confident about one's appearance and figure" (PNI=0.300), "Having clear plans and goals for the future" (PNI=0.285). These are the two biggest weaknesses that students need to overcome individually; conversely, the greatest advantage is to "Enjoy being interested in hobbies" (PNI=0.148), followed by maintaining a "Good physical health condition" (PNI=0.193).

It can be described that the individual factors aspect needs improvement across all six areas.

1.2.2 Analysis of the Current and Desired Conditions in the Domain of Family Factors.

This research mainly used Mean, Standard Deviations and PNI modified to analyzed the conditions of each variable.

Table 4.3 Analysis of the Current and Desired Conditions in the Domain of Family Factors

(n=384)

Family Factors	Current Conditions(D)			Desired Conditions (I)			PNI (I–D)/D	Rank
	$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level		
1. The family atmosphere is harmonious, and families get along well with each other	4.15	0.80	high	4.80	0.65	highest	0.157	4
2. The family's economic conditions doesn't put much pressure on life.	3.97	0.83	high	4.76	0.62	highest	0.199	2
3.Parents have reasonable expectations of their children and do not exert undue pressure.	3.99	0.80	high	4.75	0.64	highest	0.190	3
4. One can receive support from family members when encountering difficulties.	4.17	0.78	high	4.81	0.57	highest	0.153	5
5. Take part in activities with your family often to enhance your relationship	3.81	0.93	high	4.76	0.66	highest	0.249	1
Total	4.01	0.83	high	4.78	0.63	highest	0.190	4.01

According to Table 4.3, the data showed that the Current and Desired Conditions for Influencing Factors of the subjective well-being of private university students: The overall level of family factors is relatively high ($\overline{X}$=4.01, S.D.=0.83). From the analysis results, from highest to lowest, the score for "being able to receive support from family when encountering difficulties" is the highest ($\overline{X}$=4.17, S.D.=0.78), followed by: "Harmonious family atmosphere and good interpersonal relationships among family members" ($\overline{X}$=4.15, S.D.=0.80), thirdly is "Parents have reasonable

expectations for their children and will not put excessive pressure on them" ($\overline{x}$=3.99, S.D.=0.80), and the lowest is "Participating in activities with family members frequently to enhance emotional bonds" ($\overline{x}$=3.81, S.D.=0.93). The desired individual factors of the students were rated at the highest level ($\overline{x}$=4.78, S.D.=0.63). The highest expectation is "to receive support from family members when facing difficulties" ($\overline{x}$=4.81, S.D.=0.57), followed by "a harmonious family atmosphere and good relationships among family members" ($\overline{x}$=4.80, S.D.=0.65), and the lowest expectation is "parents have reasonable expectations for their children and do not put excessive pressure on them" ($\overline{x}$=4.75, S.D.=0.64). The corrected priority demand index (PNI) is 0.190. The corrected values, ranked from high to low, are as follows: "Often participate in activities with family members to enhance emotional bonds" (PNI=0.249), "Family economic conditions does not cause much stress in life" (PNI=0.199). These are the two most fundamental issues that families need to address; conversely, the greatest advantage is to "receive support from family members when encountering difficulties" (PNI=0.153), followed by maintaining a "harmonious family atmosphere and good relationships among family members" (PNI=0.157), fully exerting the role of the family. It could be described as follows: Among all the four aspects mentioned, the aspect of family factors needs to be improved.

1.2.3 Analysis of the Current and Desired Conditions in the Domain of School Factors.

This research mainly used Mean, Standard Deviations and PNI modified to analyzed the conditions of each variable.

Table 4.4 Analysis of the Current and Desired Conditions in the Domain of School

Factors.

School factors	Current Conditions(D)			Desired Conditions (I)			PNI (I–D)/D	Rank
	$\bar{X}$	S.D.	level	$\bar{X}$	S.D.	level		
1. Be interested in your major	3.67	0.89	high	4.78	0.55	highest	0.302	1
2. Be satisfied with the teaching quality and learning environment of the school	3.83	0.80	high	4.78	0.54	highest	0.248	4
3. Good relationship with teachers and classmates, able to get their help and support	4.04	0.67	high	4.79	0.57	highest	0.186	6
4. Actively participate in various activities organized by the school to enrich after-school life	3.86	0.81	high	4.75	0.60	highest	0.231	5
5. Be satisfied with the accommodation and food in the school canteen	3.68	0.76	high	4.72	0.57	highest	0.283	2
6. The school provides a good platform for learning and growth.	3.82	0.76	high	4.80	0.54	highest	0.257	3
Total	3.95	0.78	high	4.73	0.63	highest	0.235	3.95

According to Table 4.5, the data showed that the current conditions for Influencing Factors of the Subjective Well-Being of Private University Students: The overall level of school factors is relatively high ($\bar{X}$=3.95, S.D.=0.78). From the analysis results, from high to low, the score of "Good relationship with teachers and classmates, able to get their help and support" is the highest ($\bar{X}$=4.04, S.D.=0.67), followed by: "Actively participate in various activities organized by the school to enrich after-school life" ($\bar{X}$=3.86, S.D.=0.81), third place is "Be satisfied with the

teaching quality and learning environment of the school" ($\overline{X}$=3.83, S.D.=0.80), The second to last one is "Be satisfied with the accommodation and food in the school canteen" ($\overline{X}$=3.68, S.D.=0.76),and the lowest is "Be interested in your major" ($\overline{X}$=3.67, S.D.=0.89);

    1.2.4 Analysis of the Current and Desired Conditions in the Domain of Social Factors.

Table 4.5 Analysis of the Current and Desired Conditions in the Domain of Social Factors.

(n=384)

Social factors	Current Conditions(D)			Desired Conditions (I)			PNI (I–D)/D	Rank
	$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level		
1. Be optimistic about the current social environment and the prospects of development.	3.55	0.91	high	4.58	0.65	highest	0.290	1
2. Social and cultural atmosphere has a positive influence on values	3.55	0.91	high	4.58	0.65	highest	0.290	1
3. Obtained positive experiences during social practice or part-time jobs	3.96	0.77	high	4.75	0.60	highest	0.199	5
4. The information spread by the media will not have a negative effect on the emotions of college students	3.77	0.84	high	4.75	0.63	highest	0.260	2
5. Get support and help from friends and society	4.09	0.67	high	4.80	0.56	highest	0.174	6

Table 4.5 (Continued)

Social factors	Current Conditions(D)			Desired Conditions (I)			PNI (I–D)/D	Rank
	$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level		
6. Social fairness and justice can provide equal opportunities for everyone	3.83	0.91	high	4.79	0.63	highest	0.251	3
Total	3.85	0.82	high	4.73	0.61	highest	0.235	

According to Table 4.5, Influencing Factors of the subjective well-being of private university students; Social factors generally have a relatively high level ($\overline{X}$=3.85, S.D.=0.82); From the analysis results, from high to low, the score of "obtaining support and help from friends and society" is the highest ($\overline{X}$=4.09, S.D.=0.67), followed by: "Obtaining positive experiences in social practice or part-time jobs" ($\overline{X}$=3.96, S.D.=0.77), third place is "The social cultural atmosphere has a positive impact on values" ($\overline{X}$= 3.91, S.D.=0.79), and the lowest is "Being optimistic about the current social environment and development prospects" ($\overline{X}$=3.55, S.D.=0.91); The desired individual factors of the students were rated at the highest level ($\overline{X}$=4.73, S.D.=0.61) The highest expectation is "to obtain the support and assistance from friends and society" ($\overline{X}$=4.80, S.D.=0.56), followed by "social fairness and justice, providing equal opportunities for everyone" ($\overline{X}$=4.79, S.D.=0.63), and the lowest expectation is "to be optimistic about the current social environment and development prospects" ($\overline{X}$=4.58, S.D.=0.65). The corrected priority demand index (PNI)=0.235. The corrected values, ranked from high to low, are as follows: "Being optimistic about the current social environment and development prospects" (PNI=0.290), "The information disseminated by the media will not have a negative impact on the emotions of college students" (PNI=0.260). These are two social issues that our entire society needs to address for improvement. On the contrary, the greatest advantage is to effectively utilize social effects to enable college students to "gain the support and assistance of friends and society" (PNI=0.174), followed by

strengthening "college students' positive experiences in social practice or part-time jobs" (PNI=0.199). This indicates that, in all the aforementioned aspects, the social factors at the level of the subjective well-being of private university students need to be improved.

      1.2.5 Analysis of the Current and Desired Conditions in the Domain of influence Factors.

Table 4.6 Analysis of the Current and Desired Conditions in the Domain of Individual Factors. (influencing factors)

(n=384)

Influencing factors	Current Conditions(D)		Desired Conditions (I)		PNI (I–D)/D	Rank
	$\overline{\mathrm{X}}$	S.D.	$\overline{\mathrm{X}}$	S.D.		
1.Individual factors	3.56	0.78	4.16	0.67	0.169	1
2. Families factors	3.61	0.77	4.20	0.68	0.163	3
3. Schools factors	3.70	0.76	4.24	0.67	0.146	4
4. Society factors	3.53	0.71	4.06	0.61	0.164	2
Total	3.60	0.76	4.19	0.67	0.161	

According to Table 4.6, the data showed that the mean values of the four aspects of the respondents' perception of the Current and Desired Conditions of the subjective well-being of private university students are all at a moderately high level ($\overline{\mathrm{X}}$=394, S.D.=0.79). All aspects are at a moderately high level, and the mean values of each level from high to low are: family factors (4.01)，school factors (3.95), , Individual factors (3.95), and social factors (3.85). It could describe that the subjective well-being of private university students still needs to be improved from multiple aspects including individuals, families, schools and society.

    1.3 Analysis of Interviews on the Current Conditions, Desired Conditions, and Influencing Factors of the Subjective well-being of private university students.

      1.3.1 Statistical Analysis of the Status Information of Respondents (Experts)

Table 4.7 Statistical Analysis of the Status Information of Respondents (Experts):

(n=12)

Personal Information		Number of people	Percentage
School	1.Shanghai Lida University	2	16.67
	2.Shanghai Jianqiao University	2	16.67
	3.Shanghai Shanda University	2	16.67
	4.Shanghai Zhongqiao University	2	16.67
	5.Shanghai TianhuaUniversity	2	16.67
	6.Shanghai Xianda University	2	16.67
Gender	Male	5	41.67
	Female	7	58.33
	Total	12	100.00
Experience in student management	10 --15 years	2	16.67
	16 --20 years	7	58.33
	≥20 years	3	25.00
	Total	12	100.00
Professional title	Associate Professor	8	66.67
	Professor	4	33.33
	Total	12	100.00

According to Table 4.7, that this study involved a total of 12 respondents, all from 6 private universities in Shanghai. Each university had 2 respondents, among whom 5 were male, accounting for 41.67%, and 7 were female, accounting for 58.33%. Those with working experience in universities not exceeding 15 years accounted for 16.67%, those with 16-19 years of experience accounted for 58.33%, and those with more than 20 years of experience accounted for 25.00%. In terms of professional titles, there were 8 associate professors, accounting for 66.67%; 4 professors, accounting for 33.33%. Among them, there were 10 party branch secretaries, accounting for 83.33%, 1 student affairs director, accounting for 8.33%, and 1 deputy director, also accounting for 8.33%. Through a combination of offline face-to-face and online networking, The researchers interviewed 12 interviewees and recorded the content of the interviews. Each interview lasted about 30 minutes, and

the total interview time for all interviewees was 350 minutes. Transcripts of interviews with 12 interviewees are provided in Appendix C.

1.3.2 Thematic Analysis of Interview Data on the Influencing Factors of the Subjective Well-Being of Private University Students.

According to the collation and statistics of the interview data, the influencing factors and their frequencies of the subjective well-being of private university students are shown in Table 4.8.

Table 4.8 Influencing Factors and Frequency Statistics of Influencing Factors

No	Influencing Factors	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	Interviewee11	Interviewee12	Frequency	Frequency (%)
1	Individual learning attitude	√	√	√	√			√	√	√		√	√	9	75.00
2	Personal ability		√	√		√	√			√	√			6	50.00
3	Physical fitness	√		√	√	√			√		√	√	√	8	66.67
4	Values		√	√			√	√				√	√	6	50.00
5	Interpersonal relation	√	√	√	√	√	√		√	√	√	√	√	11	91.67
6	Personal will to strive	√	√		√	√	√	√	√	√	√	√	√	11	91.67
7	Social practice experience		√		√		√	√	√			√		6	50.00
8	Educational level of parents	√			√	√	√			√				5	41.67
9	Parent-child relationship	√	√	√	√	√	√			√	√	√	√	10	83.33
10	Effective communication		√	√	√	√		√	√		√	√		8	66.67
11	Happiness View Curriculum System		√	√	√	√		√	√	√		√	√	9	75.00

Table 4.8 (Continued)

No	Influencing Factors	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	Interviewee11	Interviewee12	Frequency	Frequency (%)
12	The team of ideological and political teachers	√	√	√	√	√	√	√	√	√	√	√		11	91.67
13	Campus cultural activities	√	√	√	√	√		√	√	√	√		√	10	58.33
14	Campus dining, living and accommodation facilities	√		√	√	√		√		√	√		√	7	50.00
15	School environment and construction of teaching hardware	√			√	√	√					√		5	41.67
16	Market economy		√	√		√	√		√			√		6	50.00
17	Career prospects	√	√	√	√		√			√	√		√	8	66.67
18	Multicultural value culture	√				√	√	√	√					5	41.67
19	Internet		√		√	√				√		√	√	5	41.67
20	Social and enterprise recognition	√		√	√	√	√	√	√		√		√	8	66.67
	Total	13	14	14	16	14	14	11	12	12	12	13	11		

According to the frequency statistics results in Table 4.8, among the 20 factors influencing the subjective well-being of private university students, the top 12 factors with higher influencing frequencies are respectively: Personal will to strive (11 times), Interpersonal relationships (11 times), Construction of ideological and political teacher teams (11 times), Parent-child relationships (10 times), Campus cultural activities (10 times), Individual learning attitude (9 times), Happiness view curriculum system (9 times), Physical fitness (8 times), Effective communication (8 times), Social enterprise recognition (8 times), Campus dining, living and accommodation facilities (7 times). Based on the data from the interviews, the statistics on the improvement strategies and frequencies for enhancing the subjective well-being of private university students are presented in Table 4.9.

Table 4.9 Strategies and Frequency Statistics of Improving Strategies

No	Influencing Factors	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	Interviewee11	Interviewee12	Frequency	Frequency(%)
1	Cultivation of goal management ability	√	√	√	√	√	√	√	√	√	√	√	√	12	100.00
2	Improve individual study ability	√	√	√		√	√	√		√	√		√	9	75.00
3	Increase physical exercise	√	√	√	√	√	√	√	√	√	√	√	√	9	75.00
4	Enhance emotional regulation skills		√	√		√	√	√		√	√	√	√	8	66.67
5	Improvement Interpersonal Relationship	√	√	√	√	√	√		√	√	√	√	√	11	91.67
6	Formulate Parents Education Plan	√	√		√	√	√	√	√	√	√	√	√	11	91.67
7	Establish School-Parent Economy Buffer Mechanism		√		√		√	√	√			√		6	50.00
8	Create Family Relationship Repair Project	√		√	√	√	√		√	√		√	√	8	66.67
9	Increase School-Parent Alliance Frequency	√	√	√	√	√	√			√	√	√	√	10	83.33
10	Improvement Academic Dignity Plan	√	√	√	√	√	√	√	√		√	√		10	83.33
11	Establish Happiness Observation of Clas Format Connect		√	√	√	√		√	√	√		√	√	9	75.00
12	Improvement Campus Psychology Health Infrastructure construction Engineering	√	√	√	√	√	√	√	√	√	√	√		11	91.67
13	Improvement Abundant Campus Culture Activity Construction	√	√	√	√	√		√	√	√	√		√	10	83.33
14	Improve Campus Catering Life Accommodation Facilities Standard	√	√	√	√	√		√	√	√	√		√	10	83.33

Table 4.9 (Continued)

No	Influencing Factors	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	Interviewee11	Interviewee12	Frequency	Frequency(%)
15	Increase Improvement School Environment Teaching Hardware Construction Investment	√		√	√	√	√		√	√		√		8	66.67
16	Strive for Country Policy Guarantee		√	√		√	√		√	√		√	√	8	66.67
17	Increase Employment Market Prospects	√	√	√	√		√	√	√	√	√		√	10	83.33
18	Establish Community Support Network Passage	√			√	√	√	√	√		√	√		8	66.67
19	Strengthen Happiness Network Culture Construction		√	√	√	√		√	√	√		√	√	9	75.00
20	Strengthening The general public Media Public Opinion Correct Guide	√		√	√		√	√	√		√		√	8	66.67
	Total	15	15	17	18	17	15	15	17	15	16	15	14		

According to the word frequency statistics in Table 4.9, the twelve proposers put forward several constructive suggestions. The top ten items with higher frequencies in the optimization strategies for the subjective well-being of private university students are as follows: Cultivation of goal management ability (12 times), Improvement of interpersonal relationships (11 times), Enhancement of campus mental health infrastructure construction (11 times), increase in frequency of home-school alliance (10 times), Promotion of academic dignity program (10 times), Enrichment of campus cultural activity construction (10 times), Expansion of employment market prospects (10 times), Improvement of personal learning ability (9 times), Increase in physical exercise (9 times), Establishment of a happiness perspective curriculum system (9 times), Strengthening of happiness-oriented online cultural construction (9 times).

Phase 2: Results from the development of sustainable educational management strategies for enhancing the subjective well-being of private university students.

2.1 Strategy Formulation Based on the Analysis of Sustainable Development Approaches Strategies were formulated based on the analysis of key influencing factors across four domains:

2.1.1 Combined SWOT and PEST Analysis: Individual, Family, School, and Social Factors.

After analyzing the results of the questionnaire survey and the interview, the SWOT and PEST methods were used to analyze the strategies for formulating the Subjective Well-Being of Private University Students and a draft was drawn up.

SWOT analysis is an analysis based on the internal and external competitive environment and conditions of the research object. Different matrices are given different meanings through matrix structure diagrams. Each matrix is interrelated and influences each other, and the system analyzes the impact of each factor.:

1) Lack of learning motivation and sense of purpose;

2) Low self-awareness and efficacy;

3) Having overly high or low educational expectations for children;

4) Insufficient family communication patterns and emotional support;

5) Issues related to the allocation of educational resources and teaching quality;

6) Weak campus culture and the creation of a sense of belonging;

7) Unequal opportunities for social practice and school-enterprise cooperation;

8) The evaluation system is monotonous.

Improving the sustainable development of Subjective Well-Being of Private University Students not only the efforts of Private University themselves, but also external support. Therefore, this study combines the results of the questionnaire

survey and interview survey, and combines the SWOT and PEST analysis methods to formulate a scientific and reasonable draft optimization strategy.

SWOT analysis is an analysis based on the internal and external competitive environment and competitive conditions of the research object. Different matrices are given different meanings through the matrix structure diagram. Each matrix is interconnected and affects each other, and the impact of each factor is systematically analyzed. Based on the principles of SWOT analysis, this paper analyzes the current internal and external environment for the Subjective Well-Being of Private University Students, and draws a series of decision-making conclusions related to the research object. The analysis of the internal environment of private universities mainly involves identifying the opportunities and threats that the environment brings to college students in private universities, including S (strengths) and W (weaknesses), and implementing strategies and tactics suitable for them. use PEST (an evaluation management tool involving political, social, economic and technical factors that may affect the legal education system of college students in higher vocational colleges) The analytical method comprehensively and systematically grasps the external development environment of colleges and universities, Combine SWOT and PEST analysis to determine scientific countermeasures. As shown in Tables 4.10 and 4.11:

Table 4.10 SWOT matrix analysis diagram

SWOT	
Internal Environment	External Environment
Strength	Opportunity
Weakness	Threat

Table 4.11 Results of SWOT Analysis: Curriculum aspect
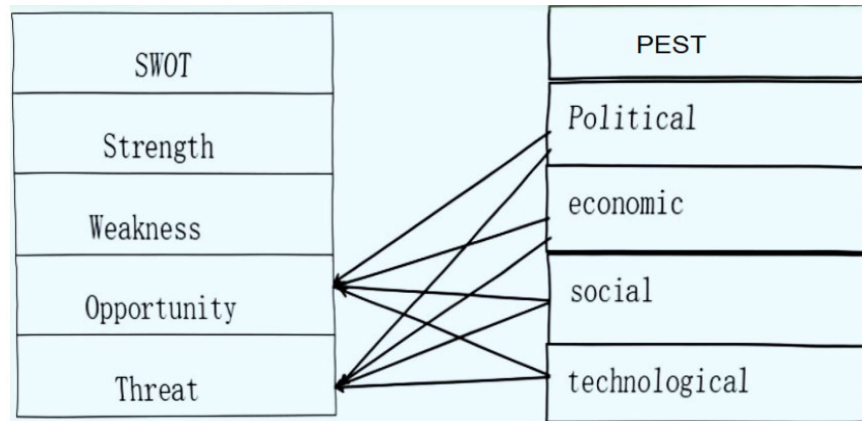
Table 4.12 SWOT – PEST

Spects	Content			
S	S1: The mechanism is flexible and can respond quickly to market demands; S2: The school-enterprise cooperation has abundant resources; S3: The potential of small-class teaching.			
W	W1: High teacher mobility; W2: Weak academic atmosphere; W3: Student self-esteem problems are widespread.			
O	OP1: National Policy: The country encourages the development of application-oriented universities.; OP2: Revised Law on the Promotion of Private Education; OP3: Special funds for mental health education.	OE1: The upgrading of local industries has given rise to the demand for school-enterprise cooperation.; OE2: The coverage of the universal student loan program has been expanded.	OS1: The society has increased its attention to mental health; OS2: The concept of diversified talent development is gradually becoming more widespread.	OT1: Online education platforms reduce the cost of accessing high-quality resources; OT2: AI psychological counseling tools are becoming more widespread.

Table 4.12 (Continued)

Spects	Content			
T	TP1: The financial support for private universities is much weaker than that for public universities; TP2: The policy on the recognition of educational qualifications in private universities differs from that in public universities.	TE1: High tuition fees increase the burden on families; TE2: The economic downturn has intensified the competition for jobs.	TS1: Social prejudice against private universities: TS2: Exclusive to prestigious universities" employment discrimination.	TT1: The digital divide affects students' ability to access resources;

      2.1.2 Integrated Results of SWOT, PEST and TOWS Analyses.

      According to the above SWOT analysis results, TOWS strategy is analyzed and corresponding strategies are formulated: SO (promotional strategies); WO (reversal strategy); ST (coping strategies); WT (defensive countermeasures). TOWS is called inverted SWOT analysis method. According to the matrix arrangement, various factors are matched and analyzed using the system analysis method to derive a more targeted strategy. As shown in Table 4.13.

Table 4.13 TWOS Matrix analysis diagram

External factors External factor Strategic Internal analysis factors	Opportunity	Threat
Strength	S-O Utilize the prevailing policies and industry resources to enhance core competitiveness.	S-T Weaken social biases and prejudices, and highlight differentiated values.
Weakness	W-O Make up for weaknesses by leveraging external resources	W-T Systematic risk management

The following is a specific TOWS strategy analysis:

Table 4.14 Specific TOWS strategy analysis:

TOWS	Measures
S-O	SO1: Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment.; SO2: Establish a "Skills Certification Center": Introduce authoritative industry certificate training to enhance employment competitiveness; SO3: Private School - Community "Happiness Service Exchange": Organizes college students to provide skill-based services to the community in exchange for community resources, and increases internship opportunities; SO4:AI-based happiness monitoring platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, and late-night absences),

Table 4.14 (Continued)

TOWS	Measures
	using AI algorithms to alert students with low happiness levels, and automatically sending out customized resources (psychological counseling appointments, learning skills courses); SO5: Campus "Third Space, Campus Living Room" Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate happiness design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions.;
W-O	WO1: Implementing: "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of academic resources (technical opportunities + teacher disadvantage); WO2: Establish "Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of inferiority; WO3: Student "Happiness Partner Program": Recruit students to serve as happiness promotion ambassadors, design peer counseling activities (21-day gratitude journaling challenge), and issue social practice certificates based on participation levels; WO4: The "Family Happiness Agreement" program: Sign a tripartite agreement with students and parents, stipulating family communication norms (once a week, providing positive feedback and not asking about grades or rankings, etc.) WO5: Teacher "Happiness Teaching" Performance Incentive: Incorporate students' classroom satisfaction and mental health indicators into teachers' KPIs. Reward teachers who meet the standards with bonuses or offer them priority promotion.; WO6: Family psychological education subsidy: Apply for government funds to provide training on psychological courses for families.

Table 4.14 (Continued)

TOWS	Measures
S-T	ST1: Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception; ST2: Establishing the "employment protection umbrella network": Signing talent transfer agreements with small and medium-sized enterprises to ensure employment channels; ST3:"Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities; ST4: The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancement; ST5: Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social experience opportunities, and enrich the methods of practical social activities.; ST6: Enterprise Mentoring System: Hire personnel departments and managers from the enterprise as mentors to implement a dual mentoring system.
W-T	WT1: Establish "anti-discrimination legal aid channel": Collaborate with law firms to provide employment rights protection support, combating educational discrimination; WT2: Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help.

Table 4.14 (Continued)

TOWS	Measures
	WT3: Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment. Jointly, financial institutions provide zero-interest installment services;
	WT4: Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate to alleviate economic pressure.

2.1.3 The results of the strategy list were derived based on the TOWS matrix analysis.

Based on the questionnaire analysis in the second part and the interview analysis in the third part, it can be found that improving the Subjective Well-Being of Private University Students requires evaluation standards from four dimensions: individual, family, school, and society. This study adopts the questionnaire survey method and interview method, and uses the SWOT method and PEST method to analyze the improvement of the subjective well-being of private university students, and proposes preliminary strategies for improving the subjective well-being of private university students. These preliminary strategies are based on the results of the questionnaire survey and combined with the key points of the interview content to analyze the problems with relatively low averages. These strategies are also supported by relevant literature. The preliminary strategies include four levels: individual, family, school, and society. There are a total of 4 main strategies and 20 measures, as shown in Table 4.15

Table 4.15 List of Strategies

NO.	Strategies		Number of measures
1	Activate the subject's initiative	(Individual-level)	4
2	Build a support alliance	(Family-level)	4
3	Innovative institutional supply	(School-level)	9
4	Improve the ecological environment	(Social-level)	3
Total	4		20

The specific strategies were as figure 4.1:
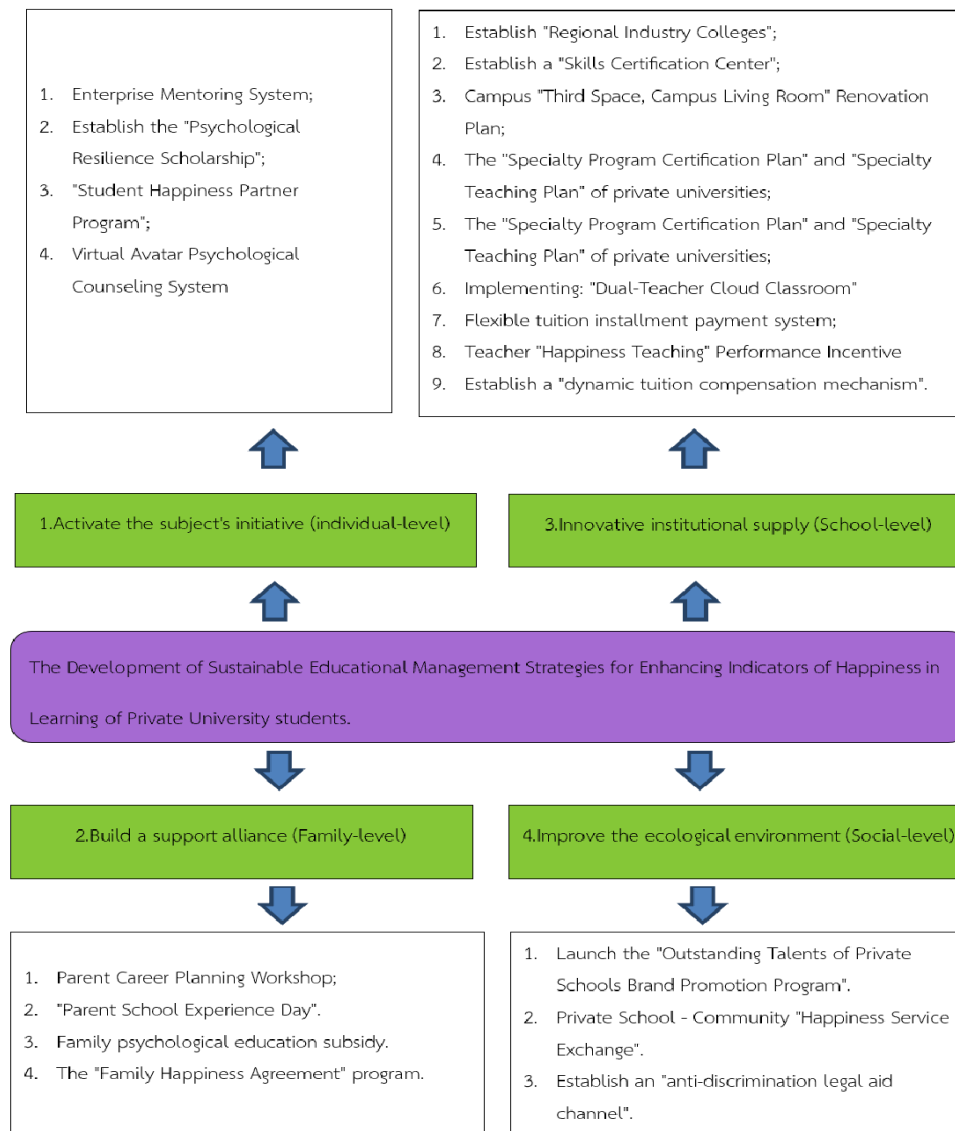
Figure 4.1: Strategic framework

Table 4.16 Drafting a strategy for enhancing the subjective well-being of private
university students.

Strategies	Function	Measures
individual-level strategies	Activate the subject's initiative	Enterprise Mentoring System: Employ personnel departments and managers from the enterprise as mentors to implement a dual-mentor system, and guide college students in career planning. 2.Establish"Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of inferiority. 3."Student Subjective well-being Partner Program": Recruit students to serve as happiness promotion ambassadors, design peer counseling activities (21-day gratitude diary challenge), and issue social practice certificates based on participation levels. 4.Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help.

Table 4.16 (Continued)

Strategies	Function	Measures
Family-level strategies	Build a support alliance	5.Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social experience opportunities, and diversify practical social experience methods; 6."Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities. 7.Family psychological education subsidy: Apply for government funds to provide training on psychological health courses for families. 8.The "Family Subjective well-being Agreement" program: A tripartite agreement is signed between the students, parents, and the school, stipulating family communication norms (such as providing positive feedback once a week and not discussing grades or rankings).
School-level strategies	Innovative institutional supply	9.Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment.; 10.Establish a "Skills Certification Center": Introduce authoritative industry certificate training to enhance employment competitiveness; 11.AI-based Happiness Monitoring Platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, and late-night absences), using AI algorithms to alert students with low happiness levels, and automatically sending them

Table 4.16 (Continued)

Strategies	Function	Measures
		customized resources (psychological counseling appointments, learning skills courses);
		12.Campus "Third Space, Campus Living Room" Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate Subjective well-being design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions;
		The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancement
		14.Implementing: "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of academic resources (technical opportunity + teacher disadvantage)
		15.Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment, and cooperates with financial institutions to provide zero-interest installment services.

Table 4.16 (Continued)

Strategies	Function	Measures
		16.Teacher "Subjective well-being Teaching" Performance Incentive: Incorporate students' classroom

		satisfaction and mental health indicators into teachers' Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception. 17.Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate, to alleviate economic pressure
Social-level strategies	Improve the ecological environment	18. Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception. 19.Private School - Community "Subjective well-being Service Exchange": Organize college students to provide skill-based services to the community in exchange for community resources, and increase internship opportunities. 20.Establish an "anti-discrimination legal aid channel": The joint law firm provides employment rights protection support to combat discrimination based on educational qualifications.

Based on the collection and statistics from the focus group discussions, the frequency data of experts' evaluation of the proposed strategic draft and the feasibility of the new strategy are shown in Table 4.17

Table 4.17 TOWS The strategies are classified according to the implementing entities, and an operational draft is formed.

Level	SO/ST	WO/WT
individual	Enterprise Mentoring System (Matching High-Quality Resources)	Psychological Resilience Training Camp (Overcoming Inferiority and Weaknesses
		"Student Happiness Partnership Program"
		Virtual Avatar Psychological Communication System
Family	Parent Career Planning Workshop (Utilizing Enterprise Resources)	Family Psychological Education Subsidy (Applying for Government Funds)
	"Parent School conditions Experience Day"	"Family Subjective well-being Pact" Program
School	Joint Construction of Industrial College	Dual-Teacher Cloud Classroom Plan
	Skill certification integrated into the curriculum	Tuition-Fee Employment Linkage Mechanism
	AI-based platform for monitoring and assessing Subjective well-being	Teacher "Subjective well-being Teaching" Performance Incentive
	The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of Private Higher Education Institutions	Flexible tuition installment payment system
	Campus "Third Space, Campus Living Room" Renovation Plan	

Table 4.17 (Continued)

Level	SO/ST	WO/WT
Social	The Brand Promotion Program for Outstanding Talents of Private Schools	Anti-discrimination Legal Support Platform
	Private School - Community "Subjective well-being Service Exchange"	
4	10	10

    2.2 Analysis of focus group discussion

       2.2.1 Analysis of status information statistics of Interviewee (Experts).

Table 4.18 Analysis of Interview Expert Information:

n=12

	Personal Information	Number of people	Percentage
School	1.Shanghai Lida University	2	16.67
	2.Shanghai Jianqiao University	2	16.67
	3.Shanghai Shanda University	2	16.67
	4.Shanghai Zhongqiao University	2	16.67
	5.Shanghai Tianhua University	2	16.67
	6.Shanghai Xianda University	2	16.67
Gender	Male	5	41.67
	Female	7	58.33
	Total	**12**	**100.00**

Table 4.18 (Continued)

n=12

Personal Information		Number of people	Percentage
Experience in	10 --15 years	2	16.67
student	16 --20 years	7	58.33
management	≥20 years	3	25.00
	Total	**12**	**100.00**
Professional	Associate Professor	8	66.67
title	Professor	4	33.33
	Total	**12**	**100.00**

According to the Table 4.18, shows that this study involved a total of 12 respondents, all from 6 private universities in Shanghai. Each university had 2 respondents, among whom 5 were male, accounting for 41.67%, and 7 were female, accounting for 58.33%. Those with working experience in universities not exceeding 15 years accounted for 16.67%, those with 16-19 years of experience accounted for 58.33%, and those with more than 20 years of experience accounted for 25.00%. In terms of professional titles, there were 8 associate professors, accounting for 66.67%; 4 professors, accounting for 33.33%. Among them, there were 10 party branch secretaries, accounting for 83.33%, 1 student affairs director, accounting for 8.33%, and 1 deputy director, also accounting for 8.33%. Through a combination of face-to-face and online communication, the researchers interviewed 12 respondents and recorded the interview contents. Each interview lasted approximately 30 minutes, and the total interview time for all respondents was 350 minutes. The interview transcripts of the 12 respondents are included in Appendix C.

2.2.2 Take the focus group discussion about the draft of the educational management strategies.

Based on the collection and statistics from the focus group discussions, the frequency data of experts' evaluation of the proposed strategic draft and the feasibility of the new strategy are shown in Table 4.19:

Table 4.19 Strategies and Frequency Statistics of Improving Strategies

No	Influencing Factors	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	Interviewee11	Interviewee12	Frequency	Frequency(%)
Individual-level strategies															
1	Enterprise Mentoring System (Matching High-Quality Resources)	√	√	√	√	√	√	√	√	√	√		√	11	91.67
2	Psychological Resilience Training Camp (Overcoming Inferiority and Weaknesses)	√	√	√	√	√	√	√	√	√	√	√	√	12	100.00
3	"Student Subjective well-being Partnership Program"		√	√		√	√	√		√	√	√	√	10	83.33
4	Virtual Avatar Psychological Counseling System	√	√	√	√	√	√		√	√	√	√	√	10	91.67
Family-level strategies															
5	Parent Career Planning Workshop (Utilizing Enterprise Resources)	√	√	√	√		√	√	√	√	√	√		10	83.33
6	"Parental Experience Day at School"	√		√	√	√	√	√	√	√		√	√	10	83.33
7	Family Psychological Education Subsidy (Applying for Government Funds)	√	√	√	√	√	√			√	√	√	√	10	83.33
8	"Family Subjective well-being Pact" Program	√	√	√	√	√	√	√	√		√	√		10	83.33
School-level strategies															
9	Joint Construction of Industrial College	√	√	√	√	√	√	√	√	√	√	√		11	91.67
10	Skill certification integrated into the curriculum	√	√	√	√	√		√	√	√	√		√	10	83.33

Table 4.19 (Continued)

No	Influencing Factors	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee10	Interviewee11	Interviewee12	Frequency	Frequency(%)
11	AI-based platform for monitoring and assessing happiness	√	√	√	√	√		√	√	√	√		√	10	83.33
12	The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of Private Higher Education Institutions	√		√	√	√	√		√	√	√	√	√	10	83.33
13	Campus "Third Space, Campus Living Room" Renovation Plan	√	√	√		√	√	√	√	√	√	√	√	11	91.67
14	Dual-Teacher Cloud Classroom Plan	√	√	√	√		√	√	√	√		√	√	10	83.33
15	Tuition-Fee Employment Linkage Mechanism	√	√		√	√	√	√	√		√	√		9	75.00
16	Teacher "Subjective well-being Teaching" Performance Incentive Culture Construction		√	√	√	√		√	√	√	√	√	√	10	83.33
17	Flexible tuition installment payment system	√		√	√	√	√	√	√		√	√	√	10	83.33
Social-level strategies															
18	The Brand Promotion Program for Outstanding Talents of Private Schools	√	√		√	√	√	√	√	√	√		√	10	83.33
19	Private School - Community "Subjective well-being Service Exchange"	√	√	√	√		√		√	√	√	√	√	10	83.33
20	Anti-discrimination Legal Support Platform	√	√	√	√	√		√	√	√		√	√	10	83.33
	Total	19	17	18	18	17	16	16	17	18	18	17	17		

How to Enhance the subjective well-being of private university students and Make It More Sustainable", based on the collection and statistics of the content from focus group discussions, experts' acceptance of the proposed strategic draft, as well

as new strategies and frequency data regarding the feasibility and adaptability of the strategy are shown in Table 4.19. From the results of word frequency statistics, regarding "Whether the strategies mentioned in the draft are necessary?"

According to the opinions provided by 12 experts, the percentage of frequency statistics exceeded 100.00%. During the focus group discussion, the experts agreed with the 20 strategic measures proposed in the draft.

2.2.3 Adjustment and improvement of the draft of the educational management strategies

Based on the SWOT strategic analysis and the results of the focus group discussion, the strategic draft was adjusted and improved to form the final strategy, as shown in the table 4.20:

Table 4.20 Strategies and Plans for Enhancing the subjective well-being of private university students

Strategies	Amount	Measures
Individual -level strategies (Activate the subjects initiative)	**4**	Enterprise Mentoring System: Employ personnel departments and managers from the enterprise as mentors to implement a dual-mentor system, and guide college students in career planning. Establish "Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of inferiority. "Student Subjective well-being Partner Program": Recruit students to serve as Subjective well-being promotion ambassadors, design peer counseling activities (21-day gratitude diary

Table 4.20 (Continued)

Strategies	Amount	Measures
		challenge), and issue social practice certificates based on participation levels. Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help.
Family-level strategies (**Build a support alliance**)	4	Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social experience opportunities, and diversify practical social experience methods;6."Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities.
		7.Family psychological education subsidy: Apply for government funds to provide training on psychological health courses for families.
		8.The "Family Subjective well-being Agreement" program: A tripartite agreement is signed between the students, parents, and the school, stipulating family communication norms (such as providing positive feedback once a week and not discussing grades or rankings).

Table 4.20 (Continued)

Strategies	Amount	Measures
School-level strategies (Innovative institutional supply)	9	9.Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment.; 10.Establish a "Skills Certification Center": Introduce authoritative industry certificate training to enhance employment competitiveness; 11.AI-based Subjective well-being Monitoring Platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, and late-night absences), using AI algorithms to alert students with low Subjective well-being levels, and automatically sending them customized resources (psychological counseling appointments, learning skills courses).; 12.Campus "Third Space, Campus Living Room" Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate Subjective well-being design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions.; 13.The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry

Table 4.20 (Continued)

Strategies	Amount	Measures
School-level strategies (Innovative institutional supply)	9	certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancement. 14.Implementing: "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of academic resources (technical opportunity + teacher disadvantage) 15.Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment, and cooperates with financial institutions to provide zero-interest installment services. 16.Teacher "Subjective well-being Teaching" Performance Incentive: Incorporate students' classroom satisfaction and mental health indicators into teachers' KPIs. Reward teachers who meet the standards with bonuses or offer them priority promotion. 17.Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate, to alleviate economic pressure.

Table 4.20 (Continued)

Strategies	Amount	Measures
Social-level strategies (Improve the ecological environment)	3	18.Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception. 19.Private School - Community "Subjective well-being Service Exchange": Organize college students to provide skill-based services to the community in exchange for community resources, and increase internship opportunities. 20.Establish an "anti-discrimination legal aid channel": The joint law firm provides employment rights protection support to combat discrimination based on educational qualifications.

Phase 3: Results from the evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-Being of private university students.

3.1 Statistical Analysis of the Background Information of Expert Respondents

The analysis results at this stage, were evaluated by an evaluation team consisting of 5 experts (Table 4.21). They mainly used the form of a five-level scoring table, namely highest, high, average, low, and lowest. Each expert can only choose one level.

Table 4.21 Statistical Analysis of the Background Information of Expert Respondents

	Personal Information	Number	Percentage
School	1. Shanghai Lida University	1	20.00
	2. Shanghai Jianqiao University	1	20.00
	3. Shanghai Shanda University	1	20.00
	4. Shanghai Zhongqiao University	1	20.00
	5. Shanghai Tianhua University	1	20.00
Gender	Male	3	60.00
	Female	2	40.00
	Total	**5**	**100.00**
Experience in student management	16 --20 years	1	20.00
	≥20 years	4	80.00
	Total	**5**	**100.00**
Professional title	Associate Professor	1	20.00
	Professor	4	80.00
	Total	**5**	**100.00**

According to table 4.21, This study involved a total of 5 respondents, all from 5 private universities in Shanghai. Each university had one participant, with 3 being male and 2 being female, accounting for 60.00% and 40.00% respectively. Among them, 1 person had 16-19 years of university teaching experience, accounting for 20.00%, and 4 people had more than 20 years of experience, accounting for 80.00%. In terms of professional titles, there was 1 associate professor and 4 professors, accounting for 20% and 80% respectively.

3.2 Analysis of Expert Evaluation on the Feasibility and Adaptability of the Strategies.

3.2.1 Analysis results of strategy evaluation

The experts evaluated the strategies for enhancing the subjective well-being of private university students, and presented the data in the form of averages and standard deviations. As shown in Table 4.22.

Table 4.22 Analysis results of strategy evaluation:

(n= 5)

Strategies for enhancing the subjective well-being of private university students	Feasibility			Adaptability		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
1. Activate the subject's initiative (Individual-level)	4.60	0.30	highest	4.35	0.28	high
2. Build a support alliance (Family-level)	4.63	0.31	highest	4.34	0.28	high
3. Innovative institutional supply (School-level)	4.76	0.25	highest	4.43	0.24	high
4. Improve the ecological environment (Social-level)	4.36	0.30	High	4.28	0.32	High
Total	**4.59**	**0.29**	**highest**	**4.35**	**0.28**	**high**

According to table 4.22, The average fitness of the four strategic factors for enhancing the subjective well-being of private university students ranges from 4.28 to 4.43, while the average fitness of feasible projects ranges from 4.35 to 4.76, all of which are at a relatively high to highest level, indicating that the research strategy has high feasibility and adaptability.

3.2.2 Analysis Results of the Individual-Level Strategy Evaluation.

Table 4.23 Analysis Results of the Individual-Level Strategy Evaluation.

(n=5)

Evaluation checklist	Feasibility			Adaptability		
	$\overline{\mathrm{X}}$	S.D.	result	$\overline{\mathrm{X}}$	S.D.	result
Individual-level strategies						
1. Enterprise Mentoring System: Employ personnel departments and managers from the enterprise as mentors to implement a dual-mentor system, and guide college students in career planning.	4.63	0.29	highest	4.35	0.28	high
2. Establish the "Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of inferiority.	4.57	0.27	highest	4.34	0.28	high
3. "Student Subjective well-being Partner Program": Recruit students to serve as happiness promotion ambassadors, design peer counseling activities (21-day gratitude diary challenge), and issue social practice certificates based on participation levels.	4.58	0.31	highest	4.43	0.24	high
4. Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help.	4.62	0.33	highest	4.28	0.32	high
Total	**4.60**	**0.30**	**highest**	**4.35**	**0.28**	**high**

According to table 4.23, The average suitability of personal-level factors for enhancing the subjective well-being of private university students ranges from 4.33 to 4.37, and the average suitability of feasible projects ranges from 4.58 to 4.63, both of

which are at the highest level. This indicates that the strategy for activating an individual's ability to experience happiness has high feasibility and adaptability.

3.2.3 Analysis Results of the Family -Level Strategy Evaluation

Table 4.24 Analysis Results of the Family -Level Strategy Evaluation

(n=5)

Assessment checklist	Feasibility			Adaptability		
	$\overline{\text{X}}$	S.D.	result	$\overline{\text{X}}$	S.D.	result
Family-level strategies						
1. Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social experience opportunities, and enrich the methods of practical social activities.	4.59	0.29	highest	4.36	0.26	high
2. "Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities.	4.60	0.30	Highest	4.46	0.30	High
3. Family psychological education subsidy: Apply for government funds to provide training on psychological health courses for families.	4.56	0.31	highest	4.28	0.32	high

Table 4.24 (Continued)

Assessment checklist	Feasibility			Adaptability		
	$\overline{\mathrm{X}}$	S.D.	result	$\overline{\mathrm{X}}$	S.D.	result
4. The "Family Subjective well-being Agreement" program: Sign a tripartite agreement with students and parents, stipulating family communication norms (once a week, providing positive feedback and not asking about grades or rankings, etc.)	4.61	0.33	highest	4.26	0.27	high
Total	4.59	0.31	highest	4.34	0.28	high

According to table 4.24, The average fitness of the family-level strategies for enhancing the subjective well-being of private university students ranges from 4.26 to 4.46, while the average fitness of feasible projects ranges from 4.59 to 4.61. Both are at relatively high to the highest levels, It indicates that the strategy for activating an individual's ability to experience happiness has high feasibility and adaptability.

3.2.4 Analysis Results of the School-level Strategy Evaluation

Table 4.25 Analysis Results of the School-level Strategy Evaluation

(n=5)

Assessment checklist	Feasibility			Adaptability		
	$\overline{\mathrm{X}}$	S.D.	result	$\overline{\mathrm{X}}$	S.D.	result
School-level strategies						
1. Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment.	4.75	0.26	highest	4.51	0.26	highest
2. Establish a "Skills Certification Center": Introduce authoritative industry certificate training to enhance employment competitiveness;	4.76	0.24	highest	4.28	0.30	high
3. AI-based Subjective well-being monitoring platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, and late-night absences), using AI algorithms to alert students with low Subjective well-being levels, and automatically sending them customized resources (psychological counseling appointments, learning skills courses).	4.87	0.25	highest	4.53	0.32	highest

Table 4.25 (Continued)

Assessment checklist	Feasibility			Adaptability		
	$\overline{\mathrm{X}}$	S.D.	result	$\overline{\mathrm{X}}$	S.D.	result
4. Campus "Third Space, Campus Living Room" Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate happiness design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions.;	4.88	0.23	highest	4.55	0.27	highest
5.The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancement.	4.84	0.23	highest	4.54	0.30	highest

Table 4.25 (Continued)

Assessment checklist	Feasibility			Adaptability		
	$\overline{X}$	S.D.	result	$\overline{X}$	S.D.	result
6.Implementing: "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of academic resources (technical opportunity + teacher disadvantage)	4.85	0.22	highest	4.55	0.30	highest
7.Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment, and cooperates with financial institutions to provide zero-interest installment services.	4.60	0.30	highest	4.32	0.30	high
8.Teacher "Subjective well-being Teaching" Performance Incentive: Incorporate students' classroom satisfaction and mental health indicators into teachers' KPIs. Reward teachers who meet the standards with bonuses or give them priority for promotion.	4.80	0.26	highest	4.43	0.30	high

Table 4.25 (Continued)

Assessment checklist	Feasibility			Adaptability		
	$\overline{\text{X}}$	S.D.	result	$\overline{\text{X}}$	S.D.	result
9.Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate to alleviate economic pressure.	4.48	0.30	high	4.20	0.30	high
Total	**4.76**	**0.25**	**highest**	**4.43**	**0.24**	**high**

According to table 4.25, The average fitness of the family-level strategies for enhancing the subjective well-being of private university students ranges from 4.20 to 4.55, while the average fitness of the feasible projects ranges from 4.48 to 4.88. Both are at relatively high to the highest levels, indicates that the strategy of leveraging the leading role of universities in happiness education has high feasibility and adaptability.

3.2.5 Analysis Results of the Social-level Strategy Evaluation

Table 4.26 Analysis Results of the Social-level Strategy Evaluation.

Assessment checklist	Feasibility			Adaptability		
	$\overline{\text{X}}$	S.D.	result	$\overline{\text{X}}$	S.D.	result
Social-level strategies						
1. Launch the "Outstanding Talents of Private Schools Brand Promotion Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception.	4.42	0.29	high	4.36	0.26	high

Table 4.26 (Continued)

Assessment checklist	Feasibility			Adaptability		
	$\overline{\text{X}}$	S.D.	result	$\overline{\text{X}}$	S.D.	result
2. Private School - Community "Subjective well-being Service Exchange": Organizes college students to provide skill-based services to the community in exchange for community resources, and increases internship opportunities	4.46	0.30	high	4.40	0.30	high
3. Establish an "anti-discrimination legal aid channel": The joint law firm provides employment rights protection support to combat discrimination based on educational qualifications.	4.20	0.31	high	4.16	0.38	high
Total	**4.36**	**0.30**	**high**	**4.28**	**0.32**	**high**

According to table 4.26, The average fitness of the social-level strategies for enhancing the subjective well-being of private university students ranges from 4.16 to 4.36, while the average fitness of the feasible projects ranges from 4.20 to 4.46. Both are at a relatively high level, It indicates that the strategy of strengthening the direction of social well-being has high feasibility and adaptability.

Enhancing the evaluation system was another key strategy, which involves developing better tools and processes for assessing performance and outcomes. This strategy seeks to ensure accurate evaluations by refining assessment metrics and feedback mechanisms. The strategy for promoting resource support is designed to enhance access to materials, technology, and funding, thereby strengthening the organization's capacity to achieve its goals.

The strategies for enhancing the subjective well-being of private university students have clear directions and specific tasks at the individual, family, school, and society levels. By evaluating their feasibility and adaptability, it is possible to ensure

the effective implementation of these strategies and provide strong support for the sustainable development of improving the subjective well-being of private university students. By implementing these strategies, it can help the subjective well-being of private university students achieve sustainable development, enabling them to fully devote themselves to their studies and contribute to the industry and society.

3.3 Summary of Research Findings

Phase 1: Analysis of Current Conditions, Desired Conditions, and Influencing Factors

1) A sample of 384 students from private universities in Shanghai revealed that both current and desired conditions of subjective well-being were at a moderately high level across all dimensions (individual, family, school, and society). However, there remained several priority needs (PNI) in certain areas.

2) Key areas needing urgent improvement included: confidence in appearance, having clear life goals, participating in family activities, interest in one's major, and a positive outlook towards the social environment. Expert interviews identified 12 major influencing factors for subjective well-being, including willpower for self-development, interpersonal relationships, ideological and political teaching teams, parent-child relationships, and structured cultural activities within universities.

Phase 2: Development of Sustainable Educational Management Strategies

The analysis process in this phase consisted of three key steps:

1) SWOT and PEST Analysis: SWOT identified strengths (S), weaknesses (W), opportunities (O), and threats (T) of private universities. PEST examined external political, economic, social, and technological factors. The combined results provided a comprehensive view of both internal and external environments.

2) TOWS Matrix Analysis (Inverted SWOT): Factors from SWOT and PEST were integrated into four major strategic orientations:

SO (Strengths–Opportunities): e.g., Establishing "Regional Industry Colleges" in partnership with enterprises, creating AI-based happiness monitoring platforms.

WO (Weaknesses–Opportunities): e.g., Dual-Teacher Cloud Classroom, Family Happiness Agreement, Psychological Resilience Scholarships.

ST (Strengths–Threats): e.g., Outstanding Alumni Branding Program, Specialty Program Certification, Employment Protection Network.

WT (Weaknesses–Threats): e.g., Anti-discrimination legal aid channels, Flexible tuition installment systems.

3) Strategy List Formulation: The final strategy list consisted of 4 main strategies and 20 measures spanning individual, family, school, and societal levels.

Phase 3: Evaluation of the feasibility and adaptability of the strategies

1) Five experts unanimously agreed that all 20 strategies were necessary and highly feasible.

2) Expert feedback led to adjustments, such as integrating more external resources, enhancing positive incentives for teachers and students, and applying AI technologies for monitoring and support.

3) The evaluation confirmed that the strategies had high potential to sustainably improve students' subjective well-being.

Key Findings

1) Subjective well-being among private university students was multidimensional, with noticeable gaps particularly in self-confidence, family relationships, and social outlook.

2) An integrated analysis approach (SWOT + PEST + TOWS Matrix) enables the formulation of strategies that comprehensively address both internal and external factors.

3) Collaborative engagement among universities, families, businesses, and communities is crucial to achieving sustainable improvement in subjective well-being.

Applications of the Research Findings for Private University Students

1) Development of Well-being Promotion Programs: Organize activities to enhance emotional well-being, such as stress management workshops, mindfulness training, or art therapy sessions. Support life goal setting and planning through career counseling programs or life skills development workshops.

2) Building Family and University Social Support Systems: Design programs that involve parents, such as parent-university meetings or joint counseling initiatives. Strengthen relationships between students and academic advisors, as well as between students and peers, through clubs and student organizations.

3) Supporting At-risk Student Groups: Pay special attention to groups with lower well-being, such as certain genders or fields of study that showed significant

differences. Provide specialized counseling services and activities tailored to the needs of these groups.

4) Using Strategic Insights (SWOT, PEST, and TOWS Analysis): Strategies were developed by integrating SWOT, PEST, and TOWS Matrix analyses, combining internal (strengths, weaknesses) and external (opportunities, threats) factors. This process yielded four types of strategies:

SO Strategies (Use strengths to seize opportunities): Expand programs by leveraging peer networks and active student engagement to capitalize on the diversity of the student body.

WO Strategies (Overcome weaknesses to seize opportunities): Address limitations in resources by introducing scholarships and enhancing access to healthcare services, enabling participation in innovative programs.

ST Strategies (Use strengths to counter threats): Utilize strong student communities and support systems to reduce well-being disparities through targeted mentoring programs.

WT Strategies (Reduce weaknesses and avoid threats): Minimize risks for vulnerable groups through specialized counseling and cross-disciplinary mentorship programs.

5) Policy and Strategic Planning for the University: The research findings should serve as an evidence base for developing student well-being policies and strategic plans. Continuous evaluation of well-being programs should be conducted, with adjustments made to better align with the evolving needs of students over the long term.

Guidelines for Developing Students' Subjective Well-being

1) Enhancing Emotional Well-being: Organize workshops on stress management, mindfulness practice, and positive thinking. Provide psychological counseling services and a student support hotline. Promote happiness-oriented activities such as music, art, and sports.

2) Developing Life Purpose and Meaning: Implement Career Coaching / Mentoring programs to help students set life and career goals. Utilize service learning activities or volunteer projects to foster a sense of meaning and value in life.

3) Strengthening Social Connectedness: Promote student clubs/organizations that build positive relationships. Organize team-building activities and peer support

groups. Create networking opportunities among students from different disciplines and academic years.

4) Support from Family and University: Develop family engagement programs such as Family Day or regular communication activities with parents. Strengthen relationships between students and academic advisors. Establish a monitoring system for students at risk of mental health issues or academic difficulties.

5) Life Skills Development: Provide supplementary courses on time management, problem-solving, communication, and critical thinking. Train students to adapt to social changes and labor market demands.

6) Reducing Well-being Disparities: Use findings from group difference analyses (e.g., gender and field of study) to design targeted activities. Implement cross-gender or cross-disciplinary mentorship programs.

Applying the Research Findings into Practice

Educational institutions or related agencies should implement the research findings to develop the subjective well-being (SWB) of private university students through the following actions:

1) Define a Vision – Focus on producing graduates who possess well-being and a balanced life.

2) Define a Mission – Cover the enhancement of positive emotions, relationships, and life skills.

3) Set Goals – Link to measurable indicators such as an increase in students' SWB levels by X%.

4) Develop an Action Plan – Translate into concrete activities such as "Mindfulness Training Program" or "Cross-disciplinary Mentorship Program".

Vision

"To develop private university students into individuals with high subjective well-being, achieving balance between life, study, and work, equipped with strong life skills and social connections, and prepared to grow into quality citizens."

Explanation

"High subjective well-being" $\longrightarrow$ Drawn from the research findings indicating significant relationships between emotional, social, and family factors and subjective

well-being.

"Balance between life, study, and work" ⟶ Reflects the need to enhance life meaning and goal-setting.

"Strong life skills and social connections" ⟶ Aligned with supportive factors from family, friends, and the university environment.

"Quality citizens" ⟶ Represents the ultimate outcome of fostering SWB among students.

Mission

1) Promote Emotional Well-being: Implement programs and activities that develop stress management skills, foster a positive mindset, and provide mindfulness training to enhance students' ability to cope with challenges constructively.

2) Develop Life Purpose and Goals: Support students in establishing clear personal and career goals through career counseling, life planning, and experiential learning via volunteer and community service activities.

3) Strengthen Quality Social Relationships: Encourage active participation in clubs, student organizations, and networking activities to connect students with peers, faculty members, and the community.

4) Build Family and University Support Systems: Foster collaboration with families through parent-university communication initiatives, organize family engagement activities, and establish mentoring systems to provide individualized student support.

5) Reduce Disparities in Well-being: Design targeted measures and activities for student groups with lower well-being levels, based on research findings, to ensure equitable opportunities for personal growth and development.

Goals

1) Increase Students' Subjective Well-being: Raise the average SWB score of students by at least 10% within three years.

2) Develop Life and Emotional Management Skills: Ensure that at least 80% of students participate in training or activities related to stress management, life planning, and fostering a positive mindset.

3) Strengthen Supportive Relationship Networks: Achieve at least 90% student participation in club, organization, or community engagement activities that connect them with peers, faculty, and the wider community.

4) Establish a Support System for Students at Risk of Low Well-being: Ensure that students in at-risk groups receive at least one targeted program or service per year, with measurable improvement in their well-being levels.

5) Reduce Well-being Disparities Among Student Groups: Narrow the SWB score gap between student groups (e.g., by gender or field of study) to less than 5% within five years.

Strategies

1) Enhance Emotional and Social Well-being: Implement creative activities and positive psychology skill training to maintain and further improve students' existing strengths in emotional and social well-being.

2) Develop Life Goal-setting and Planning Skills: Integrate career guidance and life planning into the curriculum and extracurricular activities to help students establish a clear sense of purpose and direction in life.

3) Increase Support from Family and University: Establish collaborative networks between families and the university, along with a mentoring system to provide individualized support for students.

4) Reduce Well-being Gaps Among Student Groups: Design targeted measures for student groups with lower well-being levels, such as those differentiated by gender or field of study with statistically significant differences.

5) Leverage Student Diversity: Utilize diversity in background and field of study to design activities that promote the exchange of perspectives and mutual understanding.

6) Continuously Develop and Monitor Well-being Policies: Use research findings as an evidence base for developing, implementing, and evaluating long-term student well-being policies.

Table 4.27 Mapping: Research Strategies ⟶ Applied Strategies

Research Strategies (4 Main)	Applied Strategies (6 Practical)	Explanation of the Linkage
1. Activate the subject's initiative (Individual-level)	- Enhance Emotional and Social Well-being - Develop Life Goal-setting and Planning Skills	Stimulating students' initiative begins with enhancing positive emotions and goal-setting skills, which foster intrinsic motivation.
2. Build a support alliance (Family-level)	- Increase Support from Family and University - Leverage Student Diversity	Building a support network includes families, the university, and making use of students' diversity for mutual benefit.
3. Innovative institutional supply (School-level)	- Continuously Develop and Monitor Well-being Policies	Utilizing institutional innovations in policies and systems to support SWB in the long term.
4. Improve the ecological environment (Social-level)	- Reduce Well-being Gaps Among Student Groups	Adjusting the educational environment to reduce disparities in well-being among student groups.

Table 4.28 Action Plan

Applied Strategies practical	Activities	KPI	Timeline	Responsible Unit
1. Enhance Emotional and Social Well-being	Conduct stress management and mindfulness workshops; organize recreational and club activities to strengthen social bonds	At least 80% of participants report increased emotional and social SWB scores	Every semester	Student Affairs Division / Student Clubs
2. Develop Life Goal-setting and Planning Skills	Implement career coaching programs; provide training on life and financial planning	At least 85% of participants have clear life and career plans	Academic Years 1–4	Career Guidance Office / Faculties
3. Increase Support from Family and University	Organize Family Day; establish a mentoring program	≥70% family participation; 100% of at-risk students receive follow-up support	Annually	Student Affairs Division / Academic Advisors
5. Reduce Well-being Gaps Among Student Groups	Implement targeted activities for specific groups (e.g., by gender or field of study)	SWB score gaps between groups reduced to ≤5%	Within 5 years	Student Affairs Division / Counseling Center

Table 4.28 Action Plan(Continued)

Applied Strategies practical	Activities	KPI	Timeline	Responsible Unit
5. Leverage Student Diversity	Organize cross-discipline and cross-year exchange activities; implement service-learning projects	90% of participants report increased understanding of diverse perspectives	Annually	Student Clubs / Faculties
6. Continuously Develop and Monitor Well-being Policies	Conduct annual SWB surveys; hold review meetings to improve policies	One annual policy evaluation report produced	Annually	Student Development Committee / University Council

VISION
To develop private university students into individuals with high subjective well-being, life balance, strong skills, and quality citizenship.

MISSION
- Promote emotional well-being
- Develop life purpose and goals
- Strengthen quality social relationships
- Build family & university support systems
- Reduce disparities in well-being

GOALS
- Increase SWB by 10% in 3 years
- 80% participation in life skills programs
- 90% participation in social activities
- Support all at-risk students annually
- Reduce SWB gap between groups to ≤5%

ACTION PLAN
Specific activities, KPIs, timelines, and responsible units aligned with each strategy.

STRATEGIES
- Enhance emotional & social well-being
- Develop life goal-setting skills
- Increase support from family & university
- Reduce well-being gaps
- Leverage student diversity
- Monitor well-being policies

Figure 4.2   Strategic Implementation Framework for Students 'Subjective Well-being Development

Chapter 5

Conclusions Discussions and Recommendations

The purposes of research on the development of sustainable educational management strategies for enhancing the Subjective well-being of private university students were: 1) to analyze the current conditions, desired conditions and influencing factors that subjective well-being of private university students, 2) to develop the sustainable educational management strategies for enhancing subjective well-being of private university students, and 3) to evaluate the feasibility and the adaptability of the strategies for sustainable development of enhancing subjective well-being of private university students. The sample group consisted of 384 private university students, 12 experts for in-depth interviews, 12 experts for focus group discussions, and 5 experts for strategy evaluation. The research instruments comprised a questionnaire, an interview form, a draft strategy, and a strategy evaluation form. Data analysis employed descriptive statistics including frequency, percentage, mean, and standard deviation, along with the Modified Priority Needs Index (PNI Modified). The Independent Samples t-test was applied to compare mean scores between genders, while One-way ANOVA was used to compare mean scores across academic fields. In addition, content analysis was conducted to synthesize qualitative data from interviews and expert recommendations. The results from these analyses were integrated to formulate strategies using SWOT analysis, PEST analysis, and the TOWS Matrix. The conclusions, discussions and recommendations of this study were as follows:

Conclusions

Research on the Development of Sustainable Educational Management Strategies for Enhancing the Subjective Well-Being of Private University Students was conducted using a mixed-methods approach, implemented in three phases, as detailed below:

Phase 1: Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

Phase 2: Development of sustainable educational management strategies for enhancing subjective well-being of private university students.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-being of private university students.

The details were as below:

Phase 1: Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

According to the first research objective that aimed to analyze the current conditions, desired conditions and influencing factors that subjective well-being of private university students, the current and expected situation of the Subjective Well-Being of Private University Students, mainly including the results presented as below:

1. The analysis of the current and desired conditions of students' subjective well-being revealed that while overall levels were moderately high, notable disparities existed between the present situation and the ideal outcomes envisioned by students, details were as below:

In the individual domain, students reported relatively strong self-awareness and emotional stability in the current condition; however, they expressed a strong desire for improvement in self-confidence related to physical appearance, clearer personal goals, and enhanced time-management skills.

The family domain showed supportive relationships and a reasonable degree of parental involvement in current conditions, yet gaps emerged in consistent family bonding activities and in shared decision-making processes.

Within the school domain, current conditions scored highest, particularly in peer support and positive teacher–student interactions. Nonetheless, students sought greater opportunities for extracurricular engagement, increased access to academic resources, and more personalized career guidance.

The social domain indicated a satisfactory level of community participation and civic responsibility, but desired conditions reflected stronger aspirations for societal fairness, environmental awareness, and volunteer opportunities.

2. The Priority Needs Index (PNI) was calculated for each indicator within the four domains individual, family, school, and social—to determine the relative importance and urgency of addressing gaps between current and desired conditions. The PNI results provided a ranked order of needs, guiding the formulation of targeted interventions.

In the Individual Domain: The highest PNI values were recorded for self-confidence in appearance and physique, indicating a significant gap between students' current self-perception and their ideal state. Clarity of life and career goals also showed a high PNI, reflecting uncertainty about future direction and purpose among students. Time management and personal resilience had moderate PNI values, suggesting room for improvement but not as critical as the first two indicators.

In the Family Domain: Participation in family activities ranked highest in PNI, highlighting the lack of consistent family engagement in students' lives. Parent–child communication quality followed closely, pointing to the need for strengthening emotional connections and mutual understanding.

In the School Domain: While current conditions in this domain were generally strong, interest in one's academic major scored a relatively high PNI, showing that some students lack enthusiasm or personal connection to their chosen field of study. Access to career counseling was also identified as a moderate-priority area.

In the Social Domain: Positive attitudes toward the social environment had the highest PNI in this domain, reflecting concerns about societal fairness, safety, and inclusivity. Opportunities for community service and civic engagement had moderate PNI values, suggesting potential for growth in promoting active citizenship.

Interpretation: The overall PNI analysis revealed that the most pressing needs span multiple domains but cluster around psychological self-confidence, goal-setting, and relationship quality both within families and in broader social contexts. These findings indicate that sustainable improvements in subjective well-being require interventions that address internal self-perceptions alongside external support systems.

3. Influencing Factors of Students' Subjective Well-Being: The findings on influencing factors of students' subjective well-being, derived from both questionnaire surveys and expert interviews, revealed twelve core factors across four domains: personal, family, institutional, and societal.

In the personal domain, students reported a moderately high level of self-motivation for development, yet survey data indicated a noticeable gap to the desired condition, particularly in maintaining sustained enthusiasm for self-improvement. Interpersonal relationship skills were rated relatively high, though students expressed a desire for enhanced abilities in conflict resolution and communication. Self-confidence and positive self-perception emerged as one of the most critical areas for improvement, receiving low ratings in the survey and high Priority Needs Index values, with qualitative data linking low self-confidence to social withdrawal and reduced participation in campus activities.

In the family domain, the quality of parent–child relationships was generally positive, providing emotional security and stability; however, gaps were found in emotional openness and mutual trust. Family engagement in student life scored lower, especially in participation in school events and academic decision-making. Expert interviews underscored that limited family involvement weakened students' sense of belonging and support.

Within the institutional domain, the quality of ideological and political education teams was rated high in professionalism but only moderate in perceived approachability, suggesting that faculty attitudes influenced the effectiveness of value education. The availability of cultural and extracurricular activities received high participation rates, though students requested a wider variety and more skill-

based programs. Accessibility of academic and career guidance services was rated moderate, with students noting a lack of personalized career planning. Psychological support systems within universities were present but underutilized, partly due to low awareness and persistent stigma surrounding counseling services.

In the social domain, perceived societal fairness and inclusivity scored at a moderate level, with concerns about job market bias against private university graduates affecting optimism. Opportunities for community engagement were less frequent than desired, and students who participated in volunteer activities reported a stronger sense of purpose and social responsibility. Economic and employment prospects were viewed with moderate optimism, though uncertainty about the job market and economic stability contributed to anxiety regarding future careers.

Overall, the combined quantitative and qualitative evidence confirmed that while students' subjective well-being is influenced by multiple interconnected factors, the most pressing needs lie in enhancing self-confidence, strengthening family engagement, improving accessibility to personalized academic and psychological support, and addressing broader societal perceptions of fairness and opportunity. These findings provide a foundation for targeted strategies in the subsequent phases of the research.

4. Expert Interview Findings: The expert interviews in Phase 1 provided in-depth qualitative insights that complemented and enriched the survey results. Twelve experts comprising academics in education, psychologists, student affairs administrators, and policy advisors were invited to share their perspectives on the current and desired conditions of students' subjective well-being, as well as the underlying factors influencing it.

Experts agreed that the current conditions of subjective well-being among private university students were moderately high overall but masked significant disparities across domains. In the individual domain, experts observed that while many students demonstrated adaptability and academic competence, a substantial proportion struggled with self-confidence, particularly regarding their physical

appearance and self-image. They emphasized that such issues could undermine students' motivation to participate in both academic and extracurricular activities.

For the family domain, experts noted that students with stable and communicative home environments reported higher well-being scores, yet family engagement in university life was often minimal. This lack of involvement was attributed to time constraints, geographical distance, and a perception among some parents that university life should be entirely student-managed. Experts stressed the importance of fostering family–university partnerships to strengthen this connection.

In the school domain, experts highlighted the positive role of supportive peer networks and approachable faculty, aligning with the survey finding that this domain scored highest in current conditions. However, they also identified gaps in career counseling services and opportunities for students to explore interests beyond their chosen academic major. They recommended that universities diversify extracurricular offerings and ensure that career guidance is personalized and accessible.

In the social domain, experts pointed out that students' perceptions of societal fairness and inclusivity were shaped not only by their personal experiences but also by broader narratives in the media and labor market. Discrimination—perceived or real against graduates from private institutions was seen as a significant barrier to optimism and long-term planning. Experts also noted limited opportunities for structured community engagement, which they viewed as critical for developing civic responsibility and social belonging.

Regarding the Priority Needs Index (PNI) findings, experts concurred that the high-ranking needs—such as self-confidence, clarity of life goals, and active family participation—were interrelated and could not be effectively addressed in isolation. For example, low self-confidence could be mitigated by greater involvement in supportive peer groups or by mentorship from both family and faculty members.

On influencing factors, experts validated the twelve identified elements across personal, family, institutional, and societal domains. They stressed that while institutional factors like quality of teaching teams and psychological services could be directly improved by university policy, personal and societal factors required

broader, multi-stakeholder collaboration. Several experts suggested that universities leverage digital technologies—such as AI-based monitoring systems—to track student well-being and intervene proactively.

In conclusion, the expert interviews reinforced the survey findings while adding nuance to the interpretation of gaps between current and desired conditions. They provided practical recommendations for interventions that are holistic, collaborative, and sensitive to both internal (personal and institutional) and external (family and societal) influences. These insights directly informed the strategy development process in Phase 2.

Phase 2: Development of sustainable educational management strategies for enhancing subjective well-being of private university students.

The second phase of the study aimed to directly address the research questions and fulfill the research objectives, specifically focusing on development sustainable educational management strategies to enhance the subjective well-being of private university students. Drawing upon the empirical findings of Phase 1 which included quantitative analysis of the influencing factors, Priority Needs Index (PNI) results, and qualitative synthesis from expert interviews as well as comprehensive SWOT, PEST, and TOWS analyses, four strategic directions were formulated. These strategies are designed to operate across Individual-level, Family-level, School-level, and Social-level ensuring a holistic, multi-tiered approach to promoting student well-being.

Strategy 1: Activate the subject's initiative (Individual-level)

This strategy focused on empowering students to take active responsibility for their own learning, personal growth, and emotional regulation. It was grounded in the principles of self-determination theory, emphasizing autonomy, competence, and relatedness as key drivers of intrinsic motivation. By nurturing self-awareness and fostering a proactive mindset, students were able to transform challenges into opportunities for development. The strategy incorporated experiential learning, reflective practice, and peer mentoring to create a supportive learning ecosystem that motivated continuous improvement. It also promoted adaptive coping

mechanisms, resilience, and self-directed goal-setting, enabling students to navigate academic demands and life transitions with confidence.

Measures:

1) Organized resilience training programs incorporating cognitive-behavioral techniques.

2) Provided personalized academic and career planning services.

3) Introduced goal-setting workshops and progress review sessions.

4) Developed AI-based self-assessment tools to monitor emotional and academic growth.

5) Conducted stress management and mindfulness training sessions.

Strategy 2: Build a support alliance (Family-level)

This strategy addressed the crucial role of family engagement in student well-being. Results from Phase 1 indicated that consistent emotional and practical support from families contributed significantly to students' stability, motivation, and academic persistence. The strategy sought to build structured partnerships between families and universities, creating open communication channels and shared responsibilities for student success. By equipping families with the knowledge and tools to provide effective support, and by integrating them into the educational journey, this strategy ensured a robust safety net for students, both emotionally and academically.

Measures:

1) Established formal family–university engagement agreements.

2) Organized regular family forums to align expectations and support plans.

3) Provided parent guidance programs on academic and emotional support strategies.

4). Developed digital communication platforms for real-time updates and feedback.

5) Facilitated family participation in recognition events and milestone celebrations.

Strategy 3: Innovative institutional supply (School-level)

This strategy strengthened the university's capacity to provide responsive, student-centered services and policies. The findings from SWOT and PEST analyses revealed that flexible academic structures, expanded support systems, and policy innovation were essential to sustaining student well-being. The approach included developing blended learning opportunities, increasing access to psychological counseling, integrating career development services, and enhancing teaching staff's skills in inclusive pedagogy. Institutional innovation also involved aligning policies with student needs, rewarding achievements, and creating a campus culture that valued holistic development.

Measures:

1) Introduced flexible and modular learning pathways.

2) Implemented blended learning models integrating online and face-to-face instruction.

3) Expanded psychological counseling services and career guidance units.

4) Provided faculty training in mental health awareness and inclusive pedagogy.

5) Established recognition and reward programs for student achievements.

Strategy 4: Improve the ecological environment (Social-level)

This strategy extended well-being efforts beyond the campus into the broader community and labor market. Based on PEST and TOWS analysis results, societal perceptions, employment opportunities, and inclusivity were influential external factors impacting student well-being. The strategy focused on fostering partnerships with employers, local communities, and policymakers to create a supportive environment for graduates. It included public awareness campaigns to improve the image of private university graduates, advocacy for equitable employment policies, and initiatives that connected students with real-world learning experiences. By improving the external environment, this strategy ensured that the benefits of educational interventions were sustained after graduation.

Measures:

1) Launched public campaigns to enhance the reputation of private university graduates.

2) Organized employer roundtables to address hiring bias and promote fair recruitment.

3) Implemented community-based service-learning projects.

4) Advocated for equitable employment policies at the national and local levels.

5) Developed partnerships with community organizations to provide real-world learning opportunities.

Integrated Impact: Together, these four strategies formed a coherent and interconnected framework that addressed the key domains influencing students' subjective well-being. By aligning interventions at the Individual, Family, School, and Social levels, the framework responded directly to the research questions and objectives, ensuring that strategies were evidence-based, contextually relevant, and practically implementable. The integration of 20 operational measures ensured that each strategy had clear, actionable steps, making the framework a robust tool for sustainable educational management in private universities.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-being of private university students.

The third phase of the research focused on evaluating the feasibility and adaptability of the four developed strategies for sustainable development of the subjective well-being of private university students. This evaluation was designed to ensure that the strategic framework, as produced in Phase 2, was not only theoretically sound but also realistically applicable and adaptable to varying institutional contexts before any potential adoption.

1) Purpose of the Evaluation

The primary objective of this phase was to determine whether the strategies could be effectively implemented within private universities, considering

resource availability, operational constraints, and institutional diversity. The evaluation specifically examined:

Feasibility – the practicality of implementation given the current resources, infrastructure, and policies of private universities.

Adaptability – the capacity of the strategies to be modified and applied across different institutional and socio-cultural contexts while maintaining their intended outcomes.

2) Expert Panel Selection

A purposive sampling approach was adopted to recruit an expert panel. The panel consisted of Experts were selected using a purposive sampling approach based on the following criteria: (1) Serving as education administrators in private universities. (2) Having at least 10 years of experience in educational administration within private universities, and holding an academic rank of Associate Professor or higher. (3) Possessing extensive experience in managing teaching and research activities. These qualifications ensured that all selected experts had both the academic authority and the practical insight to provide informed and constructive evaluations of the strategies.

3) Evaluation Instrument

The evaluation was conducted using a structured evaluation form developed by the researcher. The form was organized into four sections, corresponding to the strategies identified in Phase 2:

Strategy 1: Activate the subject's initiative (Individual-level)

Strategy 2: Build a support alliance (Family-level)

Strategy 3: Innovative institutional supply (School-level)

Strategy 4: Improve the ecological environment (Social-level)

Each section included a detailed description of the strategy and its five measures, followed by rating scales for feasibility and adaptability using a 5-point Likert scale (1 = very low, 5 = very high). Space was also provided for qualitative comments to capture recommendations and concerns.

4) Procedure

Experts received a complete documentation package, which included:

A summary of Phase 1 findings (key influencing factors, Priority Needs Index results).

Detailed descriptions of the four strategies and their 20 measures developed in Phase 2.

- Definitions of the evaluation criteria (feasibility and adaptability).

They were given two weeks to review the materials and complete the evaluation form. For clarification, follow-up online sessions were arranged where the researcher responded to questions and ensured a consistent understanding of the strategies.

5) Data Analysis

Quantitative ratings were compiled and analyzed to obtain mean scores and standard deviations for each strategy under both evaluation criteria. Qualitative feedback was analyzed thematically to identify common strengths, concerns, and recommendations for improvement.

6) **Quantitative Results**

The quantitative analysis indicated that all four strategies achieved high feasibility and high adaptability ratings:

Feasibility: Mean scores ranged from 4.58 to 4.82, with Strategy 3 (Innovative institutional supply) scoring the highest due to its direct alignment with institutional capacities.

Adaptability: Mean scores ranged from 4.60 to 4.85, with Strategy 4 (Improve the ecological environment) receiving the highest rating for its potential to engage multiple stakeholders and fit various socio-cultural settings. Standard deviations were low across all scores, suggesting strong consensus among the experts.

7. **Qualitative Findings**

The qualitative analysis provided deeper insight into the numerical ratings:

For Strategy 1 (Individual-level), experts emphasized the importance of tailoring motivational programs to cultural values and integrating digital tools for self-directed learning.

For Strategy 2 (Family-level), suggestions included developing flexible communication channels with families and providing resources for those less familiar with higher education processes.

For Strategy 3 (School-level), experts highlighted the potential of blended learning and personalized student services, recommending stronger alignment with national quality assurance standards.

For Strategy 4 (Social-level), experts proposed expanding partnerships with employers and leveraging social media to enhance public perceptions of private university graduates.

8). Validation of the Strategic Framework

Overall, the validation confirmed that the strategic framework was robust, contextually relevant, and capable of being adapted to diverse private university environments. Experts agreed that the framework's multi-level approach — targeting individual, family, institutional, and societal domains increased its chances of producing sustainable improvements in student well-being.

9) Recommendations for Refinement

While the evaluation yielded highly positive results, experts recommended several refinements:

Capacity building for faculty and staff to support strategy implementation.

Flexible adaptation guidelines to help universities tailor strategies to their unique contexts.

Continuous monitoring mechanisms to track progress and allow timely adjustments.

Expanded stakeholder engagement, especially involving alumni and community leaders.

10) Conclusion of Phase 3

Phase 3 confirmed that the developed strategies were not only feasible but also adaptable for application in various private university contexts. The combination of high quantitative ratings and rich qualitative feedback provided strong evidence that the strategic framework could serve as a practical model for sustainable educational management aimed at enhancing students' subjective well-being. This phase successfully addressed the third research objective and provided the necessary validation for recommending the framework for broader adoption.

Discussions

In discussing the strategies for enhancing the subjective well-being of private university students, the researchers structured their analysis into three main parts, as follows:

Phase 1: Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

The results of Phase 1 revealed that the current conditions of subjective well-being among private university students were influenced by multiple domains, including personal, family, institutional, and societal factors. These findings align closely with Diener's (1984) Subjective Well-being Theory, which conceptualizes well-being as comprising both affective and cognitive components, influenced by life circumstances and contextual factors. The multidimensional nature of well-being observed in this study supports the position of Ryff (1989), who argued that well-being extends beyond happiness to include psychological functioning, purpose in life, and positive relations.

The analysis of influencing factors identified that personal attributes such as self-motivation, resilience, and time management had a significant effect on students' subjective well-being. This is consistent with Deci and Ryan's (2000) Self-Determination Theory (SDT), which emphasizes the role of autonomy, competence, and relatedness in fostering well-being. The finding that self-initiative and personal responsibility are critical for students' well-being mirrors prior research by Keyes (2002), who highlighted that individuals who actively engage in shaping their life circumstances tend to report higher well-being.

Family support emerged as another prominent influencing factor. This corresponds with Bronfenbrenner's Ecological Systems Theory (1979), which posits that the microsystem, including family interactions, plays a direct role in shaping individual development and psychological health. Studies by Cutrona and Russell (1987) also confirm that perceived social support from family buffers stress and contributes to positive mental health outcomes, which resonates with the data collected in this study.

At the institutional level, the availability of academic resources, counseling services, and extracurricular opportunities was shown to enhance well-being. This aligns with Astin's (1993) Theory of Student Involvement, which underscores the importance of institutional engagement and support services in promoting student

satisfaction and development. Similar findings were reported by Tinto (1993), who argued that integration into the academic and social fabric of the institution is essential for persistence and well-being.

The societal domain, particularly public perceptions of private universities and the availability of career opportunities, also influenced well-being. This aspect is consistent with Social Capital Theory (Coleman, 1988), which stresses that broader societal networks and perceptions contribute to individual opportunities and outcomes. Research by Putnam (2000) further supports the idea that social connectedness at the community level influences subjective well-being.

Furthermore, the Priority Needs Index (PNI) analysis identified gaps between current conditions and desired states across all domains, with the highest needs found in the institutional and societal domains. This quantitative insight provides empirical grounding for the subsequent development of targeted strategies. The use of PNI in this context aligns with its established application in educational planning (Witkin & Altschuld, 1995), where it serves as a diagnostic tool for resource allocation. In summary, the Phase 1 findings are consistent with multiple theoretical frameworks and previous research, reinforcing the understanding that subjective well-being is a product of interconnected personal, familial, institutional, and societal factors. The alignment with established theories provides a strong foundation for the strategic development process undertaken in Phase 2.

Phase 2: Development of sustainable educational management strategies for enhancing subjective well-being of private university students.

The results from Phase 2 demonstrated the systematic development of four core strategies designed to enhance the subjective well-being of private university students in a sustainable manner. The strategies were derived from a comprehensive analysis of data obtained in Phase 1, incorporating SWOT analysis, PEST analysis, and TOWS Matrix synthesis to ensure that both internal and external factors were considered. The four resulting strategies 1) Activate the subject's initiative (Individual-level), 2) Build a support alliance (Family-level), 3) Innovative institutional supply (School-level), and 4) Improve the ecological environment (Social-level) are grounded in evidence and align with established theoretical and practical frameworks in educational development and positive psychology.

Strategy 1: Activate the Subject's Initiative (Individual-level): This strategy emphasizes fostering student self-direction, motivation, and proactive engagement in personal development. The importance of individual agency in well-being is well-documented in Self-Determination Theory (Deci & Ryan, 2000), which asserts that autonomy is a core psychological need that, when fulfilled, enhances motivation and life satisfaction. Similarly, Bandura's (1997) Social Cognitive Theory underscores the role of self-efficacy in enabling individuals to act purposefully toward their goals. The inclusion of measures to enhance personal initiative aligns with findings from Keyes and Annas (2009), who identified active life engagement as a predictor of higher subjective well-being among university populations. Compared to prior research, this strategy is distinctive in its contextual adaptation to the private university setting in Thailand, taking into account cultural nuances such as respect for authority while promoting student independence.

Strategy 2: Build a Support Alliance (Family-level): The second strategy focuses on strengthening family involvement and fostering supportive relationships between students and their families. This approach is strongly supported by Bronfenbrenner's Ecological Systems Theory (1979), which identifies the family microsystem as a primary determinant of developmental outcomes. Studies by Cutrona & Russell (1987) and Sarason et al. (1990) also confirm that emotional and instrumental support from family serves as a buffer against stress, particularly in academic settings. In the Thai cultural context, where family ties are deeply valued, this strategy leverages an existing cultural strength. The novelty of this research lies in formalizing family engagement within a strategic framework, ensuring that support is not merely incidental but systematically cultivated through programs and communication channels between the institution and families.

Strategy 3: Innovative Institutional Supply (School-level): The third strategy aims to enhance institutional capacity to provide innovative programs, resources, and services that directly contribute to student well-being. This is consistent with Astin's (1993) Theory of Student Involvement, which emphasizes the positive correlation between institutional support and student engagement. Tinto's (1993) Model of Student Retention also reinforces that academic and social integration within the institution improves student satisfaction and persistence. The strategy incorporates principles from Strategic Management Theory (Porter, 1985), using innovation as a competitive advantage to attract and retain students while addressing their well-being needs. In comparison with previous studies, this strategy is distinctive in combining quality assurance frameworks in higher education with well-being-oriented

innovations, ensuring alignment with national education standards while responding to student-specific needs.

Strategy 4: Improve the Ecological Environment (Social-level): The fourth strategy focuses on enhancing the broader societal context in which private university students operate. This involves building partnerships with community organizations, improving the public perception of private universities, and creating supportive societal structures for graduates. Social Capital Theory (Coleman, 1988; Putnam, 2000) provides a theoretical foundation, suggesting that strong social networks and trust within communities contribute to individual opportunities and well-being. Additionally, Ecological Systems Theory highlights the role of the exosystem and macrosystem in shaping individual outcomes, making societal-level interventions essential. Unlike strategies from prior research, which often focus solely on in-campus factors, this strategy acknowledges the importance of societal attitudes and career opportunities in sustaining student well-being beyond graduation.

Integration of SWOT, PEST, and TOWS Matrix Findings

The use of SWOT and PEST analyses in Phase 2 ensured that the strategies addressed both internal strengths and weaknesses, as well as external opportunities and threats. This integrative approach aligns with Ansoff's Strategic Planning Model (1965), which advocates matching internal capabilities with external conditions to achieve sustainable growth. The TOWS Matrix, in particular, facilitated the translation of analytical findings into actionable strategies, ensuring that each measure was directly linked to a specific factor identified in Phase 1. This process is consistent with best practices in strategic educational planning (Bryson, 2011), where participatory and evidence-based approaches lead to more relevant and sustainable strategies.

Comparative Analysis with Previous Studies

When compared to previous research in the field of educational well-being strategies, the current study's strategic framework stands out for its multi-level integration—addressing individual, family, institutional, and societal domains simultaneously. Many earlier studies, such as those by Seligman (2011) in Positive Psychology, focused predominantly on the individual level, while others concentrated on institutional reforms. This research bridges these approaches, offering a holistic model that can be adapted to varied private university contexts.

Implications for Practice

The strategies developed in Phase 2 have significant implications for private university administrators, policy-makers, and stakeholders. By addressing well-being at multiple levels, the framework not only targets immediate student needs but also builds a sustainable foundation for long-term positive outcomes. Furthermore, the explicit integration of cultural considerations makes the strategies more relevant and acceptable in the Thai higher education context.

Phase 3: Evaluation of the feasibility and adaptability of the strategies for sustainable development of the subjective well-being of private university students.

This Phase of the research, was the part that focused on evaluating the feasibility and adaptability of the four strategies developed in Phase 2. 1) Activate the subject's initiative (Individual-level), 2) Build a support alliance (Family-level), 3) Innovative institutional supply (School-level), and 4) Improve the ecological environment (Social-level) for enhancing the subjective well-being of private university students in a sustainable manner. The evaluation was conducted through expert assessment, using a structured rating scale to measure appropriateness, feasibility, and adaptability within the Thai private university context. The experts were selected according to defined qualifications related to their academic expertise, professional experience, and familiarity with higher education policy and student well-being.

The results indicated that all four strategies achieved high to very high ratings across all evaluation criteria, reflecting strong professional consensus regarding their relevance and practical applicability. This aligns with Stufflebeam's CIPP Model (2003), which emphasizes that effective educational interventions must be assessed not only on their content but also on their contextual fit, implementation potential, and sustainability. By involving experts from multiple domains—education management, psychology, and policy—the evaluation ensured a multidimensional review, consistent with Patton's (2015) Utilization-Focused Evaluation approach, which prioritizes stakeholder engagement to enhance the usability of evaluation findings.

From a theoretical perspective, the high ratings for appropriateness suggest that the strategies align with the socio-cultural and institutional realities of private universities in Thailand. This is consistent with Bronfenbrenner's Ecological Systems Theory (1979), which stresses that interventions must be compatible with the multiple environmental systems influencing the individual. For example, the family-level strategy was deemed especially appropriate due to the cultural emphasis on familial bonds in Thai society, echoing the findings of Yiengprugsawan et al. (2010) on the role of family in student well-being.

Regarding feasibility, the experts noted that the strategies could be implemented without requiring resources beyond the capacity of most private universities, particularly if phased implementation and stakeholder collaboration were adopted. This observation is supported by Kotter's (1996) Change Management Model, which highlights the importance of building coalitions and generating short-term wins to sustain momentum in institutional reforms. The school-level and social-level strategies, which require broader institutional and societal engagement, were rated highly feasible when integrated into existing partnership frameworks between universities, industries, and communities.

In terms of adaptability, the evaluation revealed that the strategies could be tailored to diverse institutional contexts within the private higher education sector. This flexibility reflects principles from Rogers' Diffusion of Innovations Theory (2003), which asserts that innovations are more likely to be adopted when they can be adapted to meet the needs of different adopters. For example, the "Activate the subject's initiative" strategy can be customized through varying program formats—from workshops and mentoring to digital learning platforms—depending on institutional resources and student preferences.

An important aspect of the experts' feedback was the emphasis on integration and sequencing of the strategies. Rather than implementing them in isolation, the experts recommended an interconnected approach where individual-level empowerment feeds into family and institutional support systems, which in turn are reinforced by societal engagement. This systems-based implementation approach resonates with the Whole School, Whole Community, Whole Child (WSCC) Model proposed by the CDC and ASCD, which promotes coordinated action across multiple environments influencing student well-being.

When compared to prior research on well-being promotion in higher education, this study's evaluation results stand out for their consistency across all domains and for the explicit validation of strategies through a culturally

contextualized expert review process. While many earlier studies validate interventions primarily through pilot testing with students, this research adopts a pre-implementation evaluation model, reducing the risks of resource misallocation and increasing the likelihood of successful adoption.

In summary, Phase 3 confirmed that the developed strategies are theoretically sound, contextually relevant, practically feasible, and adaptable to varying private university environments. The expert validation process not only reinforced the strategies' credibility but also provided actionable recommendations for implementation sequencing, stakeholder engagement, and contextual adaptation ensuring that the framework has both academic robustness and practical utilit

Recommendations

Recommendations for Practice

The following recommendations are derived directly from the findings of the three research phases and are aligned with the intended advantages that specified in conducting and applying the developed strategies to maximize benefits for students, teachers, and private universities.

1. For Students

1.1 Integrate SWB skill-building modules into the curriculum – Develop credit-bearing or co-curricular courses focused on self-awareness, emotional regulation, and resilience, based on the identified domains of subjective well-being

1.2 Establish structured peer mentoring systems – Build on the "Build a support alliance" strategy from Phase 2 by creating formalized mentor–mentee programs that pair students across academic years, with training for mentors on listening, empathy, and solution-focused guidance.

1.3 Create safe and inclusive learning spaces – Informed by the SWOT and PEST analyses, encourage classroom norms that allow students to share opinions without fear of judgment, supported by confidential feedback channels.

1.4 Connect well-being initiatives with career services – Link SWB workshops to career counseling so students can align personal strengths with professional goals, enhancing both happiness and employability.

1.5 Offer continuous self-assessment tools – Provide students with periodic self-reflection surveys or mobile apps to monitor their well-being and set personal development goals.

2. For Teachers

2.1 Conduct professional development on SWB-supportive teaching – Use insights from Phase 1's influencing factors to train teachers on adapting pedagogy for diverse well-being needs, such as differentiated instruction and stress-aware assessment design.

2.2 Integrate SWB principles into everyday teaching – Encourage the use of

collaborative learning, problem-based projects, and positive reinforcement to foster motivation and student–teacher rapport, as emphasized in the "Activate the subject's initiative" strategy.

2.3 Enhance the teacher's mentorship role – Allocate institutional time and resources for teachers to act as student advisors on both academic and personal matters, strengthening their influence as role models.

2.4 Establish teacher peer-support groups – Following the "support alliance" approach, create faculty communities where teachers can share challenges, exchange strategies, and maintain their own well-being, ensuring sustainable student support.

2.5 Use SWB assessment data in teaching adjustments – Incorporate results from institutional well-being monitoring into course planning to proactively address student stressors.

3. For Private Universities

3.1 Institutionalize the SWB strategic framework – Adopt the four strategies developed in Phase 2 as part of the university's long-term strategic plan, ensuring integration into all relevant departments, from student affairs to academic units.

3.2 Establish an SWB Monitoring and Evaluation Unit – Inspired by the evaluation process in Phase 3, create a dedicated body to collect, analyze, and report SWB metrics to the university's leadership on a regular basis.

3.3 Foster cross-sector partnerships – Collaborate with community organizations, mental health professionals, and industry partners to provide experiential learning opportunities and holistic support for students' well-being.

3.4 Implement adaptive policy cycles – Based on Phase 3's adaptability findings, schedule biannual reviews of well-being strategies to ensure they remain relevant to changing student demographics, economic trends, and societal needs.

3.5 Promote the university's SWB commitment as a competitive advantage–Publicize successful well-being initiatives through marketing, accreditation reports, and alumni networks, leveraging them as part of the institution's brand identity.

Recommendations for Future Researches

The following were some potential areas for future research to enhance the Subjective Well-Being of Private University Students. Suggested sustainable development strategies:

1. Expand the scope of this study. This research only examines the Subjective Well-Being of Private University Students from 6 private universities in Shanghai. Future studies can expand the research scope, conduct a cross-sectional study on private universities in other regions, and apply the research results to other private colleges and universities.

2. Further delve deeper and conduct a more accurate study on the specific contents of this system. This research has deepened the understanding of happiness, particularly clarifying the importance of constructing a reasonable view of happiness, and has proposed 4 major strategies and 20 specific measures to enhance the learning happiness index of students in private universities. The research content is quite extensive. The weakest part of this system can be studied in detail in the future. There are still certain deficiencies in terms of depth and breadth, especially in the education and guidance of students' happiness view, which needs to integrate more knowledge from disciplines such as education, sociology, and psychology.

3. We should draw on the experiences of other countries and study the current problems in China. Issues related to happiness have always been a topic of heated discussion in society. Although happiness always changes with the development of the times, people's pursuit of happiness will not cease. Perhaps the mystery of happiness lies in the fact that although no one can define it eternally, everyone wants to constantly pursue and explore it.

In conclusion, this research not only fulfills its objectives but also provides a sustainable, evidence-based roadmap for enhancing student well-being in private universities. By addressing the interconnected influences on subjective well-being and proposing strategies validated by experts, the study bridges the gap between theoretical frameworks and practical application. The work thus stands as both a scholarly contribution and a practical guide for educational stakeholders committed

to fostering environments in which students can thrive academically, emotionally, and socially.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

List of Experts Invitation for IOC Verification

NO.	Name of Experts	Position/Office
1	Associate Professor Dr. Chollada Pongpattanayothin	Ph.D. Education for Locality Development Bansomdejchaopraya Rajabhat University
2	Associate Professor Dr. Narongwat Mingmit	Associate Professor of Bansomdejchaopraya Rajabhat University
3	Associate Professor Dr. Jittawisut Wimuttipanya	Ph.D. Curriculum and Instruction Bansomdejchaopraya Rajabhat University
4	Associate professor Dr.Huang Yajun	President of Shanghai Lida University
5	Associate Professor Dr.Lin Xun	Music Performance Education of Shanghai Conservatory of Music

List of Experts Invitation for IOC Interview

NO.	Name of Experts	Position/Office
1	Professor Fang Hai	The Party Secretary of the Mathematics Department of Shanghai Lida University
2	Associate professor Gu Lixia	The Party Secretary of the Institute Public Welfare, Shanghai Lida University
3	Professor Wang Wei	The Party Secretary of the Business School, Shanghai Jianqiao University
4	Associate professor Luo Shuai	The Party Secretary of the Academy of Arts, Shanghai Jianqiao University
5	Professor Liu Tingting	The Party Secretary of the School of Nursing, Shanghai Shanda University.
6	Associate professor Sun Danfeng	The Party Secretary of the Faculty of Humanities, Shanghai Shanda University
7	Professor Liu Hongwei	Minister of Student Affairs, Shanghai Tianhua University
8	Associate professor Long Ye	The Party Secretary of the Business School, Shanghai Tianhua University.
9	Associate professor Chen Jiazhen	Deputy Minister of Student Affairs, Shanghai Zhongqiao University.
10	Associate professor Yang Yalan	The Party Secretary of the School of Economics and Finance, Shanghai Zhongqiao University.
11	Associate professor Chen Yali	The Party Secretary of the School of Communication, Shanghai Xianda University.
12	Associate Professor Yang Zhenfeng	The Party Secretary of the Business School, Shanghai Xianda University.

List of Experts Invitation for Focus Group

NO.	Name of Experts	Position/Office
1	Professor FangHai	The Party Secretary of the Mathematics Department of Shanghai Lida University
2	Associate professor Gu Lixia	The Party Secretary of the Institute Public Welfare ,Shanghai Lida University
3	Professor Wang Wei	The Party Secretary of the Business School, Shanghai Jianqiao University
4	Associate professor Luo Shuai	The Party Secretary of the Academy of Arts, Shanghai Jianqiao University
5	Professor Liu Tingting	The Party Secretary of the School of Nursing, Shanghai Shanda University.
6	Associate professor Sun Danfeng	The Party Secretary of the Faculty of Humanities, Shanghai Shanda University.
7	Professor Liu Hongwei	Minister of Student Affairs, Shanghai Tianhua University.
8	Associate professor Long Ye	The Party Secretary of the Business School, Shanghai Tianhua University.
9	Associate professor Chen Jiazhen	Deputy Minister of Student Affairs, Shanghai Zhongqiao University.
10	Associate professor Yang Yalan	The Party Secretary of the School of Economics and Finance, Shanghai Zhongqiao University.
11	Associate professor Chen Yali	The Party Secretary of the School of Communication, Shanghai Xianda University.
12	Associate Professor Yang Zhenfeng	The Party Secretary of the Business School, Shanghai Xianda University.

List of Experts Invitation for Strategies Evaluation

NO.	Name of Experts	Position/Office
1	Chen Xifeng	Shanghai Lida University Party Secretary professor
2	Chen Wei	Shanghai Jianqiao University Associate Professor professor
3	Chen Chunfeng	Shanghai Shanda University Associate Professor professor
4	Zhu Fanxin	Shanghai Zhongqiao University Associate Professor
5	Bao Jingbo	Shanghai Tianhua University Professor

Appendix B
Official Letter

Ref.No. MHESI 0643.14/ 16

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

9 January 2025

RE: Invitation to validate research instrument

Dear   Associate Professor Dr. Chollada Pongpattanayothin

Attachment   A set of questionnaire

        Hong Jun is a Doctor of Philosophy program in Education Management for
Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking
research entitle " The Development of Sustainable Educational Management Strategies for
Enhancing Subjective Well-Being of Private University Students "

        A thesis adversity committee has considered that you are an expert in this topic.
Your recommendations would be useful for further improvement of this research instrument.

        With your expertise, we would like to ask your permission to validate the
attached research instrument. Would like to avail ourselves of this opportunity to express our
sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. 0 2473 7000 Ext.1814

Ref.No. MHESI 0643.14/**17**

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

9 January 2025

RE: Invitation to validate research instrument

Dear   Associate Professor Dr. Narongwat Mingmit

Attachment   A set of questionnaire

         Hong Jun is a Doctor of Philosophy program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-Being of Private University Students"

         A thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

         With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. 0 2473 7000 Ext.1814

Ref.No. MHESI 0643.14/18

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

9 January 2025

RE: Invitation to validate research instrument

Dear   Associate Professor Dr. Jittawisut Wimuttipanya

Attachment   A set of questionnaire

       Hong Jun is a Doctor of Philosophy program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-Being of Private University Students"

       A thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

       With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. 0 2473 7000 Ext.1814

Ref.No. MHESI 0643.14/**20**

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

9 January 2025

RE: Invitation to validate research instrument

Dear   Associate Professor Dr. Huang Yajun

Attachment   A set of questionnaire

      Hong Jun is a Doctor of Philosophy program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-Being of Private University Students"

      A thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

      With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. 0 2473 7000 Ext.1814

Ref.No. MHESI 0643.14/**21**

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

9 January 2025

RE: Invitation to validate research instrument

Dear   Associate Professor Dr. Lin Xun

Attachment   A set of questionnaire

      Hong Jun is a Doctor of Philosophy program in Education Management for Sustainable Development of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-Being of Private University Students"

      A thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

      With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Tanaput Chancharoen)
Vice Dean Acting for Dean of Graduate School

Graduate School
Tel. 0 2473 7000 Ext.1814

Ref.No. MHESI 0643.14/ว 29

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

1 April 2025

Subject   Invitation to join an interview as an expert

Dear   Professor Fang Hai

Attachment   Interview Form

        Mr. Hong Jun is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "*The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-being of Private University Students*".

        The dissertation advisory committee, along with the student, recognizes your expertise in this field. As such, the graduate school would like to formally invite you to participate in Interview as an expert, where your insights and suggestions will greatly contribute to the advancement of the student's research.

        Thank you for considering this invitation. We look forward to your kind support.

Yours faithfully

(Asst. Prof. Dr.Tanaput Chancharoen)

Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000

www.bsru.ac.th

E-mail: academic.grad@bsru.ac.th

Ref.No. MHESI 0643.14/ว 29

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

1   April   2025

Subject   Invitation to join an interview as an expert

Dear   Associate professor Gu Lixia

Attachment   Interview Form

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Ref.No. MHESI 0643.14/ว 29

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

1   April   2025

Subject   Invitation to join an interview as an expert

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Dear   Associate professor Chen Jiazhen

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1 April 2025

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Dear   Associate professor Yang Yalan

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17 April 2025

Subject   Invitation to join a focus group discussion as an expert

Dear   Professor Fang Hai

Attachment   A focus group discussion schedule

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Attachment   A focus group discussion schedule

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Ref.No. MHESI 0643.14/ว 119   Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

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17   May 2025

Subject   Invitation to join a Strategies Evaluation as an expert

Dear   Associate Professor Dr. Narongwat Mingmit

Attachment   a Strategies Evaluation Form

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17   May 2025

Subject	Invitation to join a Strategies Evaluation as an expert
Dear	Associate Professor Dr. Jittawisut Wimuttipanya
Attachment	a Strategies Evaluation Form

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17   May 2025

Subject   Invitation to join a Strategies Evaluation as an expert

Dear   Associate Professor Dr. Areewan Iamsaard

Attachment   a Strategies Evaluation Form

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Dear   Chen Chunfeng
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Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000
www.bsru.ac.th
E-mail: academic.grad@bsru.ac.th

Ref.No. MHESI 0643.14/ว 119

Bansomdejchaopraya Rajabhat University

1061 Itsaraparb Hirunrujee

Thonburi Bangkok 10600

17   May 2025

Subject   Invitation to join a Strategies Evaluation as an expert

Dear   Chen Xifeng

Attachment   a Strategies Evaluation Form

      Mr. Hong Jun is a graduate student in the Doctor of Philosophy Program in Educational Management for Sustainable Development program of Bansomdejchaopraya Rajabhat University. He is conducting research entitled "*The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-being of Private University Students*".

      The dissertation advisory committee, along with the student, recognizes your expertise in this field. As such, the graduate school would like to formally invite you to participate in Interview as an expert, where your insights and suggestions will greatly contribute to the advancement of the student's research.

      Thank you for considering this invitation. We look forward to your kind support.

Yours faithfully

(Asst. Prof. Dr.Tanaput Chancharoen)

Vice Dean of Graduate School for Dean of Graduate School

Tel.+662-473-7000

www.bsru.ac.th

E-mail: academic.grad@bsru.ac.th

Appendix C
Research Instruments

Questionnaire

Questionnaire on the current conditions, desired conditions and influencing factors that enhance subjective well-being of private university students

Direction:

1. This questionnaire aims to study the current conditions, desired conditions and influencing factors that subjective well-being of private university students. It was as part of the doctoral dissertation of Education Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. Research objectives include:

1) To analyze the current conditions, desired conditions and influencing factors that subjective well-being of private university students.

2) To develop the sustainable educational management strategies for enhancing subjective well-being of private university students.

3) To evaluate the feasibility and the adaptability of the strategies for sustainable development of enhancing subjective well-being of private university students.

2. This questionnaire is designed for students of private universities. It is divided into 2 parts with 30 sub-assessment items and suggestions. Your responses to the questionnaire will contribute to formulating strategies for enhancing subjective well-being of private university students.

3. The information you fill in is only for research purposes and will be kept anonymous. We strictly abide by the principle of confidentiality. Your patience and honest answers are of great significance to our research. Thank you very much for your support and cooperation!

Thank you for your cooperation.

Mr. Hong Jun
Bansomdejchaopraya Rajabhat University

Part I: Personal Information of respondents

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1. Gender: O Male   O Female
2. Have you ever held the position of a class cadre?

　　　O Yes   O No
3. Specialization:

　　　O Liberal Arts   O Science and Engineering

　　　O medicine   O Others
4. Grade: O Freshman   O Sophomore O Junior   O Senior
5. Living expenses:

　　　O Below 1500   O 1501 - 2500

　　　O 2501 - 3500   O Above 3500

Part II: Questionnaire on the current conditions, desired conditions and influencing factors that enhance subjective well-being of private university students

Direction: Please read the following items carefully (questions 1-23) and consider to choose the one of five level that is based on your actual situation according to qualifications in current conditions of subjective well-being section, and choose the one of five level that you should be desired conditions for enhancing your Subjective Well-being, details as below:

1 = lowest level, 2 = low level, 3 = moderate level, 4 = high level, 5 = highest level

Assessment Items	Current situations					Expected situations				
	5	4	3	2	1	5	4	3	2	1
Individual factors										
1. I have clear plans and goals for the future.										
2. I have strong self-regulation and stress-resistance capabilities.										
3. I am confident about my appearance and figure.										
4. I am confident in my personality and abilities.										
5. My physical health is in good condition.										
6. My hobbies and interests can bring me pleasure. because then I wouldn't feel frustrated.										
Family factors										
7. My family atmosphere is harmonious and the relationship among family members is amicable.										
8. The family's economic situation doesn't impose much pressure on my life.										
9. My parents have reasonable expectations of me and won't put too much pressure on me.										
10. I can get support from my family when I encounter difficulties.										
11. I often take part in activities with my family members and it helps to enhance our relationship.										
School factors										
12. I am interested in my major.										
13. I am satisfied with the teaching quality and the learning environment of										

Assessment Items	Current situations					Expected situations				
	5	4	3	2	1	5	4	3	2	1
the school.										
14. I have harmonious relations with my teachers and classmates, and can thus receive their help and support.										
15. I actively participated in various activities organized by the school to enrich my spare-time life.										
16. I am satisfied with the accommodation conditions and the food served in the cafeteria of the school.										
17. I think the school has provided a good platform for learning and growth.										
Social factors										
18. I am optimistic about the current social environment and the prospects of development.										
19. The social and cultural atmosphere has a positive influence on my values.										
20. The social and cultural atmosphere has a positive influence on my values.										
21. The information disseminated by the media will not have any negative impact on my emotions.										
22. I can obtain support and assistance from friends and society.										
23. I believe that social fairness and justice can provide equal opportunities for everyone.										

Thank you again for your participation and wish you all the best.

Interview Form

Interview Form on Sustainable Educational Management Strategies for
enhancing Subjective Well-being of
Private University students

Direction:

    1. This interview form aims to study the current situation and influencing factors of Subjective Well-being of Private University students in the new era. It was as part of the doctoral dissertation of Education Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. Research objectives include:

    1) To analyze the current conditions, desired conditions and influencing factors that subjective well-being of private university students.

    2) To develop the sustainable educational management strategies for enhancing subjective well-being of private university students.

    3) To evaluate the feasibility and the adaptability of the strategies for sustainable development of enhancing subjective well-being of private university students.

    2. This interview form is specially designed for teachers of private colleges. It is divided into two parts, including 8 questions and suggestions. Your patience and honest answers are of great significance to our research. Thank you very much for your support and cooperation!

    Thank you for your cooperation in answering this questionnaire.

                    Mr. Hong Jun
              Bansomdejchaopraya Rajabhat University

Part I: Personal Information

Interviewer…………………………………………Interview Date……………………………………

Interview Time……………………………………Interviewee……………………………………

Experience in student

management

of private universities (years)………………………………………

Gender………………………………………………………

Position………………………………………………………

 Nameofschool………………………………………………………………………………………

Part II: Formulate strategies for enhancing the subjective well-being of private university students, taking into account the influencing factors.

Part II: Formulate strategies for enhancing the subjective well-being of private university students, taking into account the influencing factors.

Current situation and influencing factors
1. Could you please share your views on the current situation of subjective well-being of private university students in the new era and the influencing factors? …… …… …… ……
Individual factors
2.Which Individual factors influence the subjective well-being of Private University students, and how to formulate strategies to activate the potential for enhancing the ability of college students to achieve personal happiness? …… …… …… …… …… ……

School-related factors
3.Which school-related factors influence the subjective well-being of private university students? How to formulate strategies to enhance students' subjective well-being by leveraging the leading advantages of college happiness education? ....
Family factors
4. Which family-related factors influence the subjective well-being of Private University students? How to formulate strategies to transform family education concepts and educational models in order to enhance students' subjective well-being? ....
Social factors
5. Which social factors influence the subjective well-being of private university students ? How to formulate strategies to enhance the leading role of social well-being orientation in improving students' subjective well-being? ....

Suggestion:

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Evaluation form
educational management strategies for enhancing subjective well-being
of private university students

Direction:

1. This Evaluation Form aims to evaluate the strategies for enhancing subjective well-being of private university students. It was as part of the doctoral dissertation of Education Management for Sustainable Development in BansomdejchaoprayaRajabha University. Thailand. Research objectives include:

(1) To analyze the current conditions, desired conditions and influencing factors that subjective well-being of private university students.

(2) To develop the sustainable educational management strategies for enhancing subjective well-being of private university students.

(3) To evaluate the feasibility and the adaptability of the strategies for sustainable development of enhancing subjective well-being of private university students.

2. This evaluation form was divided into two parts. Part one is centered around **4**aspects. Part two is the suggestion.

Thank you for your cooperation in this evaluation form.

Hong Jun
Bansomdejchaopraya Rajabhat University

Instruction:

The form is a questionnaire to evaluation strategies for the enhancing subjective well-being of private university students. Please consider all aspects of educational management strategies.

Please check each comment box, the score is as follows: 5 indicates the highest adaptability and feasibility.

5 indicates the highest adaptability and feasibility.

4 indicates high adaptability and feasibility.

3 indicates average adaptability and feasibility.

2 indicates low adaptability and feasibility;

1 indicates the lowest adaptability and feasibility.

Strategies	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
1. Individual-level strategies										
1.Enterprise Mentoring System: Employ personnel departments and managers from the enterprise as mentors to implement a dual-mentor system, and guide college students in career planning.										
2.Establish"Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of inferiority.										
3."Student Subjective well-being Partner Program": Recruit students to serve as happiness promotion ambassadors, design peer counseling activities (21-day gratitude diary challenge), and issue social practice certificates based on participation levels.										
4.Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help.										
2. Family-level strategies										
5.Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social										

Strategies	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
experience opportunities, and diversify practical social experience methods;										
6."Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities.										
7.Family psychological education subsidy: Apply for government funds to provide training on psychological health courses for families.										
8.The "Family Subjective well-being Agreement" program: A tripartite agreement is signed between the students, parents, and the school, stipulating family communication norms (such as providing positive feedback once a week and not discussing grades or rankings).										
3. School-level strategies										
9.Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment.;										
10.Establish a "Skills Certification Center": Introduce authoritative industry certificate training to enhance employment competitiveness;										
11.AI-based Happiness Monitoring Platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, and late-night absences), using AI algorithms to alert students with low happiness levels, and automatically sending them customized resources (psychological counseling appointments, learning skills courses);										
12.Campus "Third Space, Campus Living Room"										

Strategies	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate Subjective well-being design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions;										
13.The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancement.										
14.Implementing: "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of academic resources (technical opportunity + teacher disadvantage)										
15.Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment, and cooperates with financial institutions to provide zero-interest installment services.										
16.Teacher "Subjective well-being Teaching" Performance Incentive: Incorporate students' classroom satisfaction and mental health indicators into teachers' KPIs. Reward teachers who meet the standards with bonuses or offer them priority promotion.										

Strategies	Adaptability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
17.Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate, to alleviate economic pressure.										
4. Social-level strategies										
18.Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception.										
19.Private School - Community "Subjective well-being Service Exchange": Organize college students to provide skill-based services to the community in exchange for community resources, and increase internship opportunities.										
20.Establish an "anti-discrimination legal aid channel": The joint law firm provides employment rights protection support to combat discrimination based on educational qualifications.										

Part II: Suggestion

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Sign..Assessor

(...)

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

Assessment form for validity of questionnaire of
the current conditions and desired conditions for preserving Chinese
traditional music among undergraduate students.

Direction:

1. This assessment form for validity of questionnaire of the current conditions and desired conditions for preserving Chinese traditional music among undergraduate students is a form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of Education Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. That research objectives including:

2. This assessment was divided into two parts. Part one is the assessment of questions. Part two is the suggestion.

Thank you for your cooperation in this assessment.

Mr. Hong Jun
Bansomdejchaopraya Rajabhat University

Part I: Assessment form for validity of questionnaire of the current conditions and desired conditions for preserving Chinese traditional music among undergraduate students.

Direction: Please consider the consistency of the current conditions and desired conditions for preserving Chinese traditional music. 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."

Questions	Assessment result			Remarks
	+1	0	1	
Individual factors				
1. I have clear plans and goals for the future.				
2. I have strong self-regulation and stress-resistance capabilities.				
3. I am confident about my appearance and figure.				
4. I am confident in my personality and abilities.				
5. My physical health is in good condition.				
6. My hobbies and interests can bring me pleasure. because then I wouldn't feel frustrated.				
Family factors				
7. My family atmosphere is harmonious and the relationship among family members is amicable.				
8. The family's economic situation doesn't impose much pressure on my life.				
9. My parents have reasonable expectations of me and won't put too much pressure on me.				
10. I can get support from my family when I encounter difficulties.				
11. I often take part in activities with my family members and it helps to enhance our relationship.				

Questions	Assessment result			Remarks
	+1	0	1	
School factors				
12. I am interested in my major.				
13. I am satisfied with the teaching quality and the learning environment of the school.				
14. I have harmonious relations with my teachers and classmates, and can thus receive their help and support.				
15. I actively participated in various activities organized by the school to enrich my spare-time life.				
16. I am satisfied with the accommodation conditions and the food served in the cafeteria of the school.				
17. I think the school has provided a good platform for learning and growth.				
Social factors				
18. I am optimistic about the current social environment and the prospects of development.				
19. The social and cultural atmosphere has a positive influence on my values.				
20. The social and cultural atmosphere has a positive influence on my values.				
21. The information disseminated by the media will not have any negative impact on my emotions.				
22. I can obtain support and assistance from friends and society.				
23. I believe that social fairness and justice can provide equal opportunities for everyone.				

Part II: Suggestions

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Sign..Assessor

(..)

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

**Assessment form for validity of Interview Form of
the current conditions and desired conditions for preserving Chinese
traditional music among undergraduate students.**

Direction:

1. This assessment form for validity of interview form of the current conditions and desired conditions for preserving Chinese traditional music among undergraduate students is a form for experts to consider the consistency of the questionnaire and take suggestion. It was as part of a doctoral dissertation of Education Management for Sustainable Development in Bansomdejchaopraya Rajabhat University, Thailand. That research objectives including:

2. This assessment was divided into two parts. Part one is the assessment of questions. Part two is the suggestion.

Thank you for your cooperation in this assessment.

Mr. Hong Jun
Bansomdejchaopraya Rajabhat University

Part I: Assessment form for validity of interview form of the current conditions and desired conditions for preserving Chinese traditional music among undergraduate students.

Direction: Please consider the consistency of the current conditions and desired conditions for preserving Chinese traditional music. 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."

Questions	Assessment result			Remarks
	+1	0	1	
Current situation and influencing factors				
1. Could you please share your views on the current situation of subjective well-being of private university students in the new era and the influencing factors?				
Individual factors				
2.Which Individual factors influence the subjective well-being of Private University students, and how to formulate strategies to activate the potential for enhancing the ability of college students to achieve personal happiness?				
School-related factors				
3.Which school-related factors influence the subjective well-being of private				

Questions	Assessment result			Remarks
	+1	0	1	
university students? How to formulate strategies to enhance students' subjective well-being by leveraging the leading advantages of college happiness education?				
Family factors				
4. Which family-related factors influence the subjective well-being of Private University students? How to formulate strategies to transform family education concepts and educational models in order to enhance students' subjective well-being?				
Social factors				
5. Which social factors influence the subjective well-being of private university students ? How to formulate strategies to enhance the leading role of social well-being orientation in improving students' subjective well-being?				

Part II: Suggestions

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Sign..Assessor

(..)

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

Appendix D

The Results of the Quality Analysis of Research Instruments

The Quality Analysis Results of Research Instruments

The consistency evaluation results of survey on the current conditions and desired conditions for subjective well-being of private university students

1. The quality analysis results of questionnaire.

Questions	Experts					IOC	Conclusion
	5	4	3	2	1		
1. Individual factors							
1. Have clear plans and goals for the future.	1	1	1	1	1	1.00	consistent
2. Have strong self-regulation and stress-resistance capabilities.	1	1	1	1	1	1.00	consistent
3. Feel confident about one's appearance and physique.	1	1	1	1	1	1.00	consistent
4. Be confident in one's own character and abilities	1	1	1	1	1	1.00	consistent
5.Physical health is in good condition.	1	1	1	1	1	1.00	consistent
6.Hobbies can make me feel happy.	1	1	1	1	1	1.00	consistent
2. Family factors							
1. The family atmosphere is harmonious, and families get along well with each other.	1	1	1	1	1	1.00	consistent
2. The family's economic situation doesn't put much pressure on life.	1	1	1	1	1	1.00	consistent
3.Parents have reasonable expectations of their children and do not exert undue pressure.	1	1	1	1	1	1.00	consistent
4. One can receive support from family members when encountering difficulties.	1	1	1	1	1	1.00	consistent
5.Take part in activities with your family often to enhance your relationship.	1	1	1	1	1	1.00	consistent
3. School factors							
1.Be interested in your major.	1	1	1	1	1	1.00	consistent
2.Be satisfied with the teaching quality and learning environment of the school.	1	1	1	1	1	1.00	consistent
3.Good relationship with teachers and	1	1	1	1	1	1.00	consistent

Questions	Experts					IOC	Conclusion
	5	4	3	2	1		
classmates, able to get their help and support.							
4.Actively participate in various activities organized by the school to enrich after-school life.	1	1	1	1	1	1.00	consistent
5.Be satisfied with the accommodation and food in the school canteen.	1	1	1	1	1	1.00	consistent
6.The school provides a good platform for learning and growth.	1	1	1	1	1	1.00	consistent
4. Social factors							
1. Be optimistic about the current social environment and the prospects of development.	1	1	1	1	1	1.00	consistent
2. Social and cultural atmosphere has a positive influence on values.	1	1	1	1	1	1.00	consistent
3.Obtained positive experiences during social practice or part-time jobs.	1	1	1	1	1	1.00	consistent
4. The information spread by the media will not have a negative effect on the emotions of college students.	1	1	1	1	1	1.00	consistent
5.Get support and help from friends and society.	1	1	1	1	1	1.00	consistent
6.Social fairness and justice can provide equal opportunities for everyone.	1	1	1	1	1	1.00	consistent

2. The quality analysis results of interview.

Questions	Experts					IOC	Conclusion
	5	4	3	2	1		
1. In your opinion, what are the strengths and measures of higher education institutions in preserving Chinese traditional music?	1	1	1	1	1	1.00	consistent
2. How do you assess the interest or potential among undergraduate students in Chinese	1	1	1	1	1	1.00	consistent

Questions	Experts					IOC	Conclusion
	5	4	3	2	1		
traditional music?							
3. What limitations or weaknesses do you see in promoting Chinese traditional music in universities?	1	1	1	1	1	1.00	consistent
4. Are there any issues related to administration, teaching or student interests?	1	1	1	1	1	1.00	consistent
5. What opportunities currently exist to support the preservation of Chinese traditional music?	1	1	1	1	1	1.00	consistent
6. How do digital technology help promote Chinese traditional music?	1	1	1	1	1	1.00	consistent
7. What internal or external factors pose threats to preserving Chinese music in universities?	1	1	1	1	1	1.00	consistent
8. How does Western music or modern popular culture affect preservation efforts?	1	1	1	1	1	1.00	consistent

3. The quality analysis results of evaluation.

Strategies	Experts					IOC	Conclusion
	5	4	3	2	1		
1. Individual-level strategies							
1.Enterprise Mentoring System: Employ personnel departments and managers from the enterprise as mentors to implement a dual-mentor system, and guide college students in career planning.	1	1	1	1	1	1.00	consistent
2.Establish"Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of inferiority.	1	1	1	1	1	1.00	consistent
3."Student Subjective well-being Partner Program": Recruit students to serve as happiness promotion ambassadors, design peer counseling activities (21-day gratitude diary challenge), and issue social practice certificates	1	1	1	1	1	1.00	consistent

Strategies	Experts					IOC	Conclusion
	5	4	3	2	1		
based on participation levels.							
4.Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help.	1	1	1	1	1	1.00	consistent
2. 2. Family-level strategies							
5.Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social experience opportunities, and diversify practical social experience methods;	1	1	1	1	1	1.00	consistent
6."Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities.	1	1	1	1	1	1.00	consistent
7.Family psychological education subsidy: Apply for government funds to provide training on psychological health courses for families.	1	1	1	1	1	1.00	consistent
8.The "Family Subjective well-being Agreement" program: A tripartite agreement is signed between the students, parents, and the school, stipulating family communication norms (such as providing positive feedback once a week and not discussing grades or rankings).	1	1	1	1	1	1.00	consistent
3. School-level strategies							
9.Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment;	1	1	1	1	1	1.00	consistent
10.Establish a "Skills Certification Center": Introduce authoritative industry certificate	1	1	1	1	1	1.00	consistent

Strategies	Experts					IOC	Conclusion
	5	4	3	2	1		
training to enhance employment competitiveness;							
11.AI-based Happiness Monitoring Platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, and late-night absences), using AI algorithms to alert students with low happiness levels, and automatically sending them customized resources (psychological counseling appointments, learning skills courses);	1	1	1	1	1	1.00	consistent
12.Campus "Third Space, Campus Living Room" Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate Subjective well-being design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions;	1	1	1	1	1	1.00	consistent
13.The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancement.	1	1	1	1	1	1.00	consistent
14.Implementing: "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of	1	1	1	1	1	1.00	consistent

Strategies	Experts					IOC	Conclusion
	5	4	3	2	1		
academic resources (technical opportunity + teacher disadvantage)							
15.Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment, and cooperates with financial institutions to provide zero-interest installment services.	1	1	1	1	1	1.00	consistent
16.Teacher "Subjective well-being Teaching" Performance Incentive: Incorporate students' classroom satisfaction and mental health indicators into teachers' KPIs. Reward teachers who meet the standards with bonuses or offer them priority promotion.	1	1	1	1	1	1.00	consistent
17.Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate, to alleviate economic pressure.	1	1	1	1	1	1.00	consistent
4. Social-level strategies							
18.Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception.	1	1	1	1	1	1.00	consistent
19.Private School - Community "Subjective well-being Service Exchange": Organize college students to provide skill-based services to the community in exchange for community resources, and increase internship opportunities.	1	1	1	1	1	1.00	consistent
20.Establish an "anti-discrimination legal aid channel": The joint law firm provides employment rights protection support to combat discrimination based on educational qualifications.	1	1	1	1	1	1.00	consistent

Reliability analysis of research instruments
Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary			N	%
case	effective		384	100
	Excluded		0	0
	Total		384	100
a. List deletion based on all variables in this program.				

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbach's Alpha	Number of terms
.962	.962	60

Interviewee

Interviewer 1

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Students in Private Universities

This interview form is an important part of the research project on education management strategies for improving the subjective well-being index of students in private universities. It aims to develop strategies to improve the subjective well-being index of students in Shanghai private universities. The information collected from each respondent is kept strictly confidential, and researchers guarantee that your answers will not affect your institution or you personally. We sincerely hope that you will answer truthfully based on your actual experience and teaching management background. The expected duration of this interview is 15-30 minutes.

Part 1: Identity Information

Position/Role: Party Secretary of the Mathematics Department

University Name: Shanghai Lida University

Years of Experience in Student Management in Private Universities: 18 years

Part 2: Strategies for Influencing Factors to Improve the Subjective Well-being of Students in Private Universities

Current Status and Influencing Factors

1. How do you view the current status of subjective well-being of college students in private universities in the new era and what are the influencing factors?

Overall at a moderate level: The subjective well-being of college students in private universities is generally at a moderate level, with some room for improvement. On the one hand, they enjoy the freedom of university life and rich campus activities, and have a certain level of satisfaction in social interaction and interest cultivation. On the other hand, the tuition fees of private universities are relatively high, and some students may be affected by financial pressure and concerns about future employment, thus affecting their well-being. In addition, influenced by the social environment, the pressure of enter a higher school and employment and the increasingly "internalized" campus and social environment also affect the well-being of college students in private universities.

Obvious individual differences: There are differences in subjective well-being among students of different majors, grades, and family backgrounds. In particular, the impact of the family of origin on student well-being is significant. Students who grow up in a warm and harmonious family tend to develop optimistic, confident, and friendly personalities. In contrast, students who grow up in an environment filled with violence or indifference may become timid, shy, and introverted. Good communication and interaction patterns among family members will enable students to learn how to get along with others, express their emotions and needs, and help them establish good interpersonal relationships and gain a sense of well-being in school. Conversely, students who have problems with family communication tend to close their hearts and are not good at communicating with classmates and teachers, affecting their well-being during their school years.

Personal Factors

2. Which personal factors affect the subjective well-being of college students in private universities, and how to formulate strategies to activate the potential of college students to improve their personal well-being capabilities?

Personality traits, self-awareness, emotional management, and other factors all affect the subjective well-being of college students. Let students actively improve their self-awareness and enhance their emotional management skills.

Schools provide professional psychological counseling and guidance to help students understand their interests, strengths, and values. Through professional psychological assessment tools such as MBTI and Holland Vocational Interest Inventory, guide students to have a more comprehensive understanding of themselves.

Schools offer emotional management courses: Set up special emotional management courses to explain the principles of emotional production, methods and skills of emotional regulation. And encourage students to set up their own emotional support groups, or set up online emotional support platforms, where students can vent their troubles and get support and advice from others at any time.

University Factors

3. Which school factors affect the subjective well-being of college students in private universities, and how to formulate strategies to give full play to the leading advantages of university happiness education to improve students' subjective well-being?

Campus culture, hardware and software quality, teaching quality, interpersonal relationships, and other factors all affect the subjective well-being of college students in private universities.

Building a good campus culture: Regularly carry out cultural theme activities, mental health month activities, etc., through essay writing, photography competitions, psychological drama performances, and other forms, encourage students to share their happiness experiences, and create a strong atmosphere of happiness.

Creating a good campus environment: Build quiet leisure areas and create warm and comfortable campus spaces to allow students to experience happiness in the environment.

Opening diverse courses: Set up required courses covering positive psychology, life philosophy, and happiness topics to systematically teach happiness concepts and methods. At the same time, set up elective courses such as art appreciation and sports psychology to meet the different interests of students and help them understand happiness from multiple perspectives.

Integrating professional teaching: Guide teachers of various majors to explore happiness elements in their courses and make students feel a sense of gain in professional learning.

Family Factors

4. (1)Which family factors affect the subjective well-being of college students in private universities, and how to formulate strategies to change family education concepts and educational models to improve students' subjective well-being?

Family atmosphere: Students who grow up in a warm and harmonious family are more likely to form optimistic, confident, and friendly personalities; while students who grow up in an environment filled with violence or indifference may become timid, shy, and introverted.

Family interaction patterns: Good communication and interaction patterns among family members enable students to learn how to get along with others, express their emotions and needs, and help them establish good interpersonal relationships.

Emotional support: The family of origin can provide students with

sufficient emotional support, which helps students cope with the pressure and setbacks in learning and life, and maintain a good psychological state.

(2)How to formulate strategies to change family education concepts and educational models to improve students' subjective well-being?

Emphasize the overall development of people: Abandon the single focus on academic performance, and parents need to recognize that children's growth includes emotions, character, interests, and many other aspects. Do not use academic performance as the only evaluation standard, pay attention to children's gains in interpersonal communication and interest cultivation.

Create a harmonious family atmosphere: Reduce family conflicts, parents set an example, and deal with conflicts among family members in a calm and rational manner.

Provide emotional support: When children encounter difficulties and setbacks, parents give full encouragement and trust, help children analyze problems, and work together to find solutions, rather than simply blaming, so that children can also feel the warmth and support of the family when facing challenges.

Social Factors

5. Which social factors affect the subjective well-being of college students in private universities, and how to formulate strategies to strengthen the leading role of social happiness orientation to improve students' subjective well-being?

Social and economic environment, social and cultural atmosphere, international situation, and other factors all affect the subjective well-being of college students in private universities.

Create a positive social and cultural atmosphere: Promote correct values, carry out social public welfare cultural activities, and publicize values such as dedication, friendship, and mutual assistance, so that students can experience the happiness brought by spiritual fulfillment through participation.

Improve the social support system:

Strengthen college student employment support: The government and enterprises jointly provide more internship and employment opportunities for students in private universities, carry out employment training and guidance, and improve students' employability.

Provide psychological assistance to society: Establish free psychological

assistance hotlines and online consultation platforms for college students, equipped with professional psychological counselors, to provide timely psychological support to students and help them solve puzzles and troubles in their growth.

Strengthen school-family-society collaborative education:

Resource sharing and complementarity: Integrate educational resources from families, schools, and society, such as enterprises providing practice bases for schools, parents participating in parent-child education activities organized by schools, etc., to promote students' overall development and improve their subjective well-being.

Interviewer 2

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Students in Private Universities

This interview questionnaire is a crucial component of the research project on educational management strategies aimed at improving the subjective happiness index of students in private colleges and universities in Shanghai. All information collected from each interviewee will be treated with the utmost confidentiality, and researchers guarantee that your responses will not affect the institution or you personally. We kindly request that you answer based on your practical experience and background in educational management. The estimated duration of this interview is 15-30 minutes.

Part I: Identity Information

Position/Role: The Party Secretary of the Institute Public Welfare

University Name: Shanghai Lida University

Years of Experience in Student Management at Private Colleges and Universities: 2

Part II: Strategies for Enhancing the Influencing Factors of Subjective Happiness among Students in Private Colleges and Universities

Current Situation and Influencing Factors

1.How would you describe the current situation of subjective happiness among college students in private universities in the new era, and what are the influencing factors?

In my interactions with students, I have observed that when students can identify their goals and take action to achieve what they desire, they experience lasting happiness. For instance, a student once told me that she felt happiest when she earned an award through her own efforts. Additionally, factors influencing student happiness may include mental health status (whether suffering from mental illnesses), self-acceptance, interpersonal relationships, and subjective family socioeconomic status.

Personal Factors

2.What personal factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to activate and enhance students' potential for personal happiness?

Personal factors: Gratitude, subjective family socioeconomic status, self-acceptance, self-esteem, and interpersonal relationships.

Strategies: Organize practical activities or group psychological counseling sessions to promote students' self-awareness and self-evaluation, as well as their gratitude skills, helping them correctly understand themselves and cultivate a grateful mindset.

University Factors

3.What university factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to leverage the dominant role of universities in happiness education to enhance student happiness?

University factors: Flexible and humanized campus management that caters to student needs; teacher-student relationships; career planning; balanced distribution of educational resources; tuition fee pressure; and low social recognition.

Strategies: Offer happiness courses; engage in school-enterprise cooperation practices; provide psychological counseling support; leverage alumni resources; and optimize the scholarship and assistance system.

Family Factors

4.What family factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to transform family education concepts and models to enhance student happiness?

Family factors: Family functionality, parents' educational levels, and excessive protection in parenting.

Strategies: Encourage parents to provide growth space for their children while offering positive guidance and necessary support when needed.

Social Factors

5.What social factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to strengthen the guiding role of society in promoting happiness to enhance student happiness?

Social factors: Social identity crisis (e.g., self-worth diminishment due to [academic prejudice], leading to discrimination against private university students in job searches); family expectation pressure (e.g., guilt and anxiety stemming from the disparity between high tuition fees and employment returns ["the psychological burden of the whole family borrowing money for education"]); and peer comparison anxiety (e.g., perceived resource gaps with students from public universities in terms of internship opportunities and academic exchanges).

Strategies: Materialize social happiness into actionable "psychological muscle training" – weekly social connection practices, monthly cross-border dialogue sessions, and semesterly "social identity growth reports" to reshape cognitive frameworks through the accumulation of "micro-happiness events."

Recommendation: Enhancing the subjective happiness of college students is not influenced by a single factor nor achieved overnight. It requires mobilizing various social resources and factors. Working solely at the university level yields limited results; therefore, it is essential to report more frequently to municipal or provincial leaders to mobilize additional resources and support.

Interviewer 3

Sustainable Educational Management Strategies to Improve the Well-being Index of Students in Private Universities Interview Form

This interview form is an important component of the research project on educational management strategies for improving the subjective well-being index of students in private universities. The information collected from each respondent is kept strictly confidential, and the researchers guarantee that your answers will not affect the institution or you personally. We sincerely hope that you will answer truthfully based on your actual experience and teaching management background. The expected duration of this interview is 15-30 minutes.

Part 1: Identity Information

Position/Role: Party Secretary of the Business School

School Name: Shanghai Jianqiao University

Experience in Student Management in Private Universities (17 years)

Part 2: Strategies for Improving the Influencing Factors of the Subjective Well-being Index of Students in Private Universities

Current Situation and Influencing Factors

1. How do you view the current status of subjective well-being and its influencing factors among college students in private universities in the new era?

Personally, I believe that the subjective well-being of college students in private universities is generally on the rise, but there are obvious individual differences. With the continuous development and growth of private universities, more and more students choose to apply to domestic private universities instead of studying abroad. Private universities face enrollment pressure, so they generally pay attention to personalized management and services in the overall campus management process, are willing to listen to student suggestions and opinions, and actively make improvements. Some students experience a high sense of belonging due to rich campus activities and close teacher-student interaction, thus enhancing their subjective well-being.

Most students can adapt to campus life and hold an optimistic attitude towards interpersonal relationships, academic achievements, and future development, but they also face some stressors, such as financial burdens (such as high tuition fees), fierce employment competition, and low recognition of employment units, which may reduce their well-being. In addition, some students may experience psychological gaps due to the social reputation and educational resources of private universities compared to public universities.

Personal Factors

2. Which personal factors affect the subjective well-being of college students in private universities, and how to formulate strategies to activate the potential of college students to improve their well-being capabilities?

1. Possible failure in the college entrance examination, leading to low recognition of the school.

2. Worrying about the value of the diploma after graduation and not being able to find a good job.

Strategies:

1. Enhance personal core competitiveness.

2. Strengthen academic and career guidance to alleviate anxiety.

School Factors

3. Which school factors affect the subjective well-being of college students in private universities, and how to formulate strategies to leverage the主导 advantage of happiness education in universities to improve students' subjective well-being?

School Factors:

1. Teaching Quality and Resources: The level of teachers, curriculum design, and practical opportunities directly affect students' sense of academic achievement and self-worth.

2. Management Services: Humane student management (such as psychological counseling and career guidance) and efficient administrative services can reduce negative emotions.

3. Campus Culture: An inclusive and positive campus atmosphere and rich club activities enhance a sense of belonging and social support.

4. Hardware Facilities: Good accommodation, learning, and leisure environments improve life satisfaction.

5. Social Recognition: School reputation and university-enterprise cooperation resources affect students' confidence in the future.

Strategies:

1. Through enrollment education and general education courses, such as opening courses on mental health and happiness philosophy, cultivate a positive attitude.

2. Strengthen emotional experience through group counseling, volunteer services, and other practices.

3. Improve psychological counseling and career planning services, establish a "university-teacher-student" three-level care network, and break down

communication barriers between students and leaders, faculty, and administrative departments.

4. Increase investment, improve hardware facilities, create a smart campus, and create a comfortable learning and living space.

5. Strengthen university-enterprise cooperation and publicity to improve social recognition and reduce students' psychological gap.

6. Organize alumni activities to understand the development after graduation and increase confidence.

Family Factors

4. Which family factors affect the subjective well-being of college students in private universities, and how to formulate strategies to transform family education concepts and models to improve students' subjective well-being?

Factors: Economic pressure, expectations, lack of emotional connection, and some families' bias against private university degrees may weaken students' self-confidence and require transforming cognitive biases.

Strategies: Strengthen home-school communication, give students positive affirmation, care, and love, not just contact parents when something goes wrong.

Social Factors

5. Which social factors affect the subjective well-being of college students in private universities, and how to formulate strategies to strengthen the guiding role of social well-being to improve students' subjective well-being?

Factors: The low social recognition of private universities and the fierce competition for employment can trigger anxiety. The utilitarian social 风气 may weaken students' sense of self-worth. Subjectively believing that private university students are screened out by the college entrance examination and are not as good as public university students.

Strategies: University-enterprise cooperation to improve employability and enhance social identity.

Interviewer 4

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an important part of the research project on education management strategies for improving the subjective happiness index of private college students. The information collected from each respondent is kept strictly confidential, and researchers guarantee that your answers will not affect your institution or you personally. We sincerely hope that you will answer truthfully based on your actual experience and teaching management background. The estimated duration of this interview is 15-30 minutes.

Part One: Identity Information

Position/Role: Party Secretary of the Academy of Arts

School Name: Shanghai Jianqiao University

Experience in Private College Student Management (15 years)

Part Two: Strategies for Improving the Subjective Happiness Index of Private College Students

Current Situation and Influencing Factors

1.How do you see the current situation and influencing factors of the subjective happiness of college students in private colleges in the new era?

Current Situation: At present, the happiness of students in private colleges is relatively average, lower than that in public colleges. They show psychological anxiety, and their personal expectations are higher than the reality. They often suffer from anxiety due to multiple reasons such as economy, family, emotions, study, and employment, which leads to a general or even poor subjective happiness.

Influencing Factors: First, social factors, such as the poor employment environment, the low social recognition of private college diplomas, and the complex information age. Secondly, family factors mainly come from parents' expectations and requirements, and the family's economic situation. Then, school factors come from academic pressure, employment pressure, and the relationship between teachers and students. Finally, personal factors include the gap between personal expectations and reality, insufficient self-awareness, poor psychological stress resistance, and inability to effectively handle interpersonal relationships.

Personal Factors

2.Which personal factors affect the subjective happiness of college students in private colleges, and how to formulate strategies to activate their personal happiness capabilities and improve their potential?

Personal Factors: Poor self-awareness, unrealistic personal expectations, poor emotional adjustment ability, inability to face problems correctly, frequent involution of personal emotions, inability to actively solve problems or setbacks, resulting in depression or anxiety. In interpersonal relationships, they cannot effectively handle friendships, teacher-student relationships, couples' relationships, and family relationships, resulting in a low subjective happiness.

Strategies: Offer career planning, employment guidance, and other courses to help students improve their self-awareness and establish correct goal-oriented thinking. Secondly, from the perspectives of schools, families, and society, provide psychological counseling and diverse support to enhance students' confidence and help them solve problems and difficulties they encounter. Finally, schools and families should increase diverse social activities to help students effectively deal with interpersonal relationships and further improve their interpersonal communication skills.

University Factors

3.Which school factors affect the subjective happiness of college students in private colleges, and how to formulate strategies to give full play to the dominant advantages of university happiness education to improve students' subjective happiness?

School Factors: First, the realistic conditions of the campus, such as school facilities (e.g., air conditioners, elevators). Secondly, campus cultural conditions, such as various cultural and sports activities organized by the school. Then, the degree of care teachers show towards students. Next, the time and space provided to students for their own free disposal. Finally, the curriculum setting, teaching quality, and faculty strength of the university will affect the subjective happiness of college students.

Strategies: Improve school facilities to enhance its hardware strength; Increase diverse cultural activities to improve student participation; Strengthen ideological and political education, understand students' real situation, and help them solve problems; Learn from the curriculum settings of other top universities,

establish a scientific curriculum system, attract teachers from other universities, and absorb teacher resources through various methods such as helping and building together to enhance faculty strength and improve teaching quality.

Family Factors

4.Which family factors affect the subjective happiness of college students in private colleges, and how to formulate strategies to change family education concepts and models to improve students' subjective happiness?

Family Factors: First, parents' expectations are too high. Secondly, family relationships ignore students' mental health problems. Finally, the family's economic situation, as private college tuition is relatively high, and most families are in poor economic condition, resulting in a serious comparison phenomenon.

Strategies: First, strengthen the change of students' parents' education concepts by helping them understand the situation of students in the new era through schools and society, thereby reducing their expectations for their children. Secondly, establish a home-school co-construction and collaboration system to help parents understand students' situation from the school level.

Social Factors

5.Which social factors affect the subjective happiness of college students in private colleges, and how to formulate strategies to strengthen the leading role of social happiness to improve students' subjective happiness?

Social Factors: First, the social recognition of college students in private colleges, as private college students' academic qualifications are not as good as those in public universities. Secondly, social public opinion and future employment trends, as the social environment leads to students' lack of confidence. Then, value concepts, emphasizing material conditions, lead students to fail to recognize reality. Finally, the government and enterprises' support for private colleges, as students do not have enough resources.

Strategies: Adjust policies to emphasize fair competition; Create a positive employment environment, provide psychological counseling to students, and establish correct views; Strengthen public opinion guidance, help students establish correct values from schools and society; Strengthen resource support from enterprises and the government to help students get more opportunities and choices.

Suggestions:

From the perspective of schools: Increase the subjective happiness of students through hardware facilities, campus culture, teaching quality, faculty allocation, etc.

From the perspective of society: Eliminate existing biases through enterprise cooperation, government support, public opinion guidance, and social recognition, etc., thereby helping students increase their subjective happiness.

From the perspective of family: Make students feel comfortable in the family environment and atmosphere from multiple dimensions such as home-school co-construction, change of parents' education concepts, expectations, and interaction methods, etc., to help college students increase their subjective happiness.

From the perspective of students' personal factors: Increase students' comprehensive quality and ability from multiple aspects such as enhancing self-awareness, emotional regulation ability, and interpersonal relationships, etc., to help students increase their subjective happiness.

Interviewer5

Sustainable Educational Management Strategies for Enhancing Students' Learning Happiness Index in Private Colleges and Universities

This interview questionnaire forms a vital part of the research project on educational management strategies aimed at improving the subjective happiness index of students in private colleges and universities in Shanghai. All information gathered from each interviewee will be kept strictly confidential, and researchers assure that your responses will not impact the institution or you personally. We kindly request that you answer based on your practical experience and background in educational management. The anticipated duration of this interview is 15-30 minutes.

Part I: Identity Information

Position/Role: The Party Secretary of the School of Nursing

University Name: Shanghai Shanda University

Years of Experience in Student Management at Private Colleges and Universities: 19 years

Part II: Strategies for Enhancing the Influencing Factors of Subjective Happiness among Students in Private Colleges and Universities

Current Situation and Influencing Factors

1.How would you describe the current state of subjective happiness among college students in private universities in the new era, and what are the influencing factors?

The subjective happiness of college students in private universities in the new era exhibits complexity and dynamism, influenced by individual traits, family backgrounds, campus environments, and sociocultural factors.

From the perspective of students at Shanghai Shanda University, I believe their subjective happiness is at a moderate level, slightly higher than that of students in ordinary universities. Some students exhibit a phenomenon of "low-pressure perception but high happiness demand." For instance, some students feel happier due to less economic pressure, yet still experience anxiety from academic pressure and employment competition. Meanwhile, the psychological locus of control (internal or external control tendency) significantly correlates with happiness among private university students, with externally controlled students being more susceptible to external environmental influences on their happiness.

However, in recent years, interpersonal relationship conflicts among students remain severe, with interpersonal relationships, particularly dormitory conflicts and romantic relationships, significantly impacting subjective happiness.

Besides, academic pressure also greatly affects students' subjective happiness. Private university students generally face pressures from low academic recognition and fierce employment competition, leading to concerns about the future.

Personal Factors

2.What personal factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to activate and enhance students' potential for personal happiness?

Personal factors include individual traits such as personality, psychological state, and self-efficacy. I believe the factors influencing subjective happiness among

private university students differ somewhat from those of public university students. Extroverted students are more likely to gain positive emotions through social interactions, while those with high emotional stability can effectively regulate negative emotions, leading to stronger subjective happiness. Internally controlled students (believing their efforts determine outcomes) tend to proactively solve problems and experience higher happiness than externally controlled students (attributing results to external factors), who are more susceptible to environmental pressures. Private university students often exhibit lower self-efficacy, directly affecting their emotional stability when facing challenges and consequently their subjective happiness. Moreover, they tend to have relatively weaker internal drive, leading to burnout and negative feelings when confronted with academic pressure and interpersonal issues.

Strategies to enhance students' personal happiness potential include using case analyses and role-plays to help students build a belief in "developable abilities," combined with academic goal breakdown and achievement feedback to boost self-efficacy. For example, Shanghai Shanda University's career guidance course for freshmen effectively helps students formulate clear career plans and enhance self-efficacy. The university also implements a mentorship system for freshmen and sophomores, assigning each student a growth mentor to regularly review learning and life progress, reinforcing their sense of internal control and confidence.

University Factors

3.What university factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to leverage universities' dominant role in happiness education to enhance student happiness?

I believe factors such as teaching quality, classroom instruction, campus cultural atmosphere, and teacher-student relationships significantly impact students' subjective happiness. For instance, teachers' caring attitudes and academic support are crucial sources of student happiness. Regular tutoring and personalized feedback can enhance students' sense of belonging.

Campus cultural atmosphere influences school spirit, academic atmosphere, and class morale. Private universities place great emphasis on academic atmosphere construction but often lack in-depth exploration and promotion of school spirit. Given their relatively young age and lack of decades of accumulation, private universities need to summarize, condense, and elevate their school spirit.

Factors such as student dormitory environments and canteen conditions also play a role. Leveraging universities' dominant role in happiness education involves incorporating happiness education into courses, either as standalone courses or by infusing happiness education elements into existing courses. A leading department should spearhead the construction of a happiness education curriculum system.

Simultaneously, optimizing campus environments and resource provision, persisting in conducting academic atmosphere construction activities, and establishing dual mentorship systems with academic and career mentors can enhance student happiness. Creating happiness corners on campus, integrating mental health, aesthetic education, and physical education, can also contribute to this goal.

Family Factors

4.What family factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to transform family education concepts and models to enhance student happiness?

Family economic status, educational approaches, family structure, and parental conditions are primary family factors affecting students' subjective happiness. In handling cases involving students with special circumstances, we often observe the significant role of families. Formulating strategies to transform family education concepts and models in a university setting is challenging, as students come from diverse backgrounds, and both parents and children often have entrenched观念 (concepts) and patterns that are difficult to change. Nevertheless, as an educational institution, universities bear the responsibility to develop and implement relevant initiatives. I suggest offering online and offline parent classes, a format common in primary and secondary schools but relatively rare in universities, to instill proper family education concepts among parents of college students. Additionally, collaborating with communities to organize parent-child activities (such as public service practices and cultural experiences) can compensate for insufficient family cultural capital and promote the flow of resources between urban and rural families.

Social Factors

5.What social factors influence the subjective happiness of college students in private universities, and how can strategies be formulated to strengthen society's guiding role in promoting happiness to enhance student happiness?

I believe the most significant social factor affecting students' subjective happiness is employment pressure. The low social recognition of private university degrees leads students to generally worry about their future employment competitiveness. This "degree anxiety" directly reduces their positive expectations for the future, as the societal pursuit of "high income" and "prestigious university backgrounds" contrasts with the actual abilities of private university students, often triggering a sense of frustration.

Social factors can enhance students' subjective happiness by constructing a multi-tiered social support network. This includes engaging in school-enterprise cooperation and career empowerment initiatives, establishing (training programs) between private universities and local enterprises, and alleviating students' economic pressures and boosting their career confidence through internship subsidies and employment recommendations. Community resource linkage involves collaborating with communities to provide "student-family-community" tridimensional services, such as offering free vocational skills training to rural students to enhance their social capital accumulation.

Interviewer 6

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an essential component of the research project on educational management strategies for improving the subjective well-being index of students in private universities. The information collected from each interviewee is kept strictly confidential. Researchers ensure that your answers will not affect your institution or you personally. We sincerely request that you answer truthfully based on your actual experience and teaching management background. The estimated duration of this interview is 15-30 minutes.

Position/Role: Party Secretary of the Faculty of Humanities

University Name: Shanghai Shanda University

Experience in Student Management in Private Universities (Years): 15 years of teaching experience

Part 2: Strategies for Influencing Factors to Improve the Subjective Well-being Index of Students in Private Universities

Current Status and Influencing Factors

1. How do you see the current situation of the subjective well-being of college students in private universities in the new era, and what are the influencing factors?

Overall, it is at a medium or above level, with significant individual differences. In the university where I work, students have a high satisfaction with the campus environment and a high satisfaction with teacher-student interaction. Teachers are aware of the importance of serving students and integrating education with teaching. The university provides sufficient funding for students to participate in mental health education activities. With the arrival of the artificial intelligence era, some of the university's majors may face challenges, but they are also opportunities. We should study countermeasures and cultivate talents suitable for the new era to reduce the phenomenon of students experiencing career anxiety prematurely.

Influencing factors include external factors, school factors, and personal-family factors.

External factors: Phenomena in society such as "overcrowding" and "depreciation of academic qualifications," and the unprecedented speed of social change can make some students feel anxious and uneasy about their future.

School factors: The curriculum and talent training should adapt to social needs. Create a positive cultural atmosphere. Implement the concept of "whole-person education" and serve every student well. Let students feel the care of the university organization and have a solid support behind them.

Personal-family factors: Adjust parents' expectations and encourage personal and family members to "look inward" and compare themselves with their past, taking small steps forward every day. Over time, this will lead to exponential changes.

Personal Factors

2. What personal factors affect the subjective well-being of college students in private universities, and how can we develop strategies to activate the potential of college students to improve their personal well-being?

Some students lack learning motivation or have psychological problems, leading to academic difficulties and slow employment.

University Factors

3. What school factors affect the subjective well-being of college students in private universities, and how can we develop strategies to leverage the dominant advantages of university happiness education to improve students' subjective well-being?

Talent training should adapt to social needs. Create a positive learning atmosphere and cultivate campus culture. Enhance teachers' awareness of whole-person education. Guide students to consider why they are studying. Encourage them to set their goals high and act on them. Start with small things and apply what they have learned. Inject positive beliefs and encourage students to focus on what they love. Fully and firmly believe in your students, and persevere, and there will be a response.

Family Factors

4. What family factors affect the subjective well-being of college students in private universities, and how can we develop strategies to change family education concepts and methods to improve students' subjective well-being?

Family economic status, parents' cognition, and emotional management. "All roads lead to Rome." Respect students' talents and interests, give them beautiful blessings and psychological support, and provide a haven for them.

Social Factors

5. What social factors affect the subjective well-being of college students in private universities, and how can we develop strategies to strengthen the leading role of society in promoting happiness to improve students' subjective well-being?

Social recognition: Improve the university's professional ranking and comprehensive strength to enhance its overall recognition in society, thereby improving students' confidence in employment and other aspects, and thus influencing their subjective well-being.

Employment pressure: The severe employment situation may put students under greater employment pressure. This can make them feel anxious and uneasy, reducing their subjective well-being.

Economic environment: Some students come from families with average economic conditions, which can affect their quality of life and consumption capacity, and in turn affect their learning and life experience at school, thereby affecting their subjective well-being.

Cultural atmosphere: The excessive emphasis on academic qualifications and background in social culture, as well as some negative cultural phenomena such as utilitarianism and materialism, can also affect students' values and well-being.

Suggestions:

Improve social recognition: Strengthen the promotion and publicity of private universities, encourage school-enterprise cooperation, and provide students with internship and employment opportunities to make society better understand the abilities and qualities of private university students.

Optimize employment services: Provide students with more employment guidance and training to help them improve their vocational skills and competitiveness. Establish a dedicated employment information platform to provide students with rich employment information resources and hold job fairs and other activities for private university students.

Strengthen economic support and guidance: Establish special scholarships and grants to reduce students' financial burden. The university should strengthen financial education for students, publicize anti-fraud information, and guide students to establish correct consumption concepts, plan their personal consumption rationally, and alleviate psychological pressure caused by financial problems.

Create a positive cultural environment: Advocate a diverse and inclusive cultural atmosphere, discard the single evaluation standard of academic qualifications, respect everyone's personality and choices, and believe that "everyone has their own talent." The university should strengthen campus culture construction, carry out colorful cultural activities, cultivate students' positive and upward life attitudes and correct values, and guide students to pursue spiritual satisfaction and happiness. Use public works such as film and literature to inspire students internally and influence them. For example, "Ne Zha 2".

Interviewer 7

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an important part of the research project on "Educational Management Strategies for Students' Learning Well-being in Private Colleges and Universities", aiming to formulate strategies to improve the subjective well-being index of students in private colleges and universities in Shanghai.

The information collected from each interviewee will be kept strictly confidential. Researchers assure that your answers will not have any impact on the institution or you personally. We kindly request that you answer truthfully based on your actual experience and teaching management background. The estimated duration of this interview is 15-30 minutes.

Part One: Identity Information
Position/Role: Minister of Student Affairs
School Name: Shanghai Tianhua University
Years of Experience in Student Management at Private Colleges and Universities: 15 years

Part Two: Formulating Strategies for Factors Affecting the Improvement of Private College Students' Subjective Well-being Current Situation and Influencing Factors

What is your view on the current situation of subjective well-being among private college students in the new era and its influencing factors?

The overall well-being of students in private colleges and universities is relatively low, and many students are in a state of numbness and emptiness. The influencing factors are as follows:

Individual level: Students' own personality traits (extroverted and emotionally stable individuals are more likely to perceive happiness), self-efficacy, and emotional management ability.

School level: Teaching quality, coverage of mental health services, and quality of on-campus life.

Family level: Family economic status and family education methods.

Social level: Employment pressure, social support network, and social recognition of private colleges and universities.

2.What personal factors affect the subjective well-being of private college students, and how to formulate strategies to activate their potential for improving personal happiness? Personal factors: Students' own personality traits (extroverted and emotionally stable individuals are more likely to perceive happiness), self-efficacy, and emotional management ability.

Strategies for improving personal factors:(1) Activating students' psychological potential

Offer compulsory courses such as Positive Psychology and Happiness Psychology, and improve students' emotional management ability and happiness perception through emotional diaries and mindfulness training.

Establish "happiness growth files" to track the correlation between students' personality traits and happiness perception, with a focus on students with low happiness.

Regularly hold sharing sessions by outstanding students, allowing students to learn from the success stories of their seniors, understand achievable goals and paths, and fully tap into their psychological potential.

(2) Enhancing self-efficacy

Implement a "micro-goal achievement plan" by breaking down goals into quantifiable phased tasks.

Build a student self-management platform to improve students' leadership and sense of responsibility through club activities and volunteer services.

3.What school factors affect the subjective well-being of private college students, and how to formulate strategies to leverage the leading advantages of colleges' happiness education to enhance students' subjective well-being?School factors: Teaching quality, coverage of mental health services, and quality of on-campus life.

Strategies for improving school services:(1) The school strictly ensures teaching quality, enhances classroom experience and interactivity, and improves students' satisfaction with the school's teaching quality.(2) Optimizing mental health services: The school builds a sound "four-level early warning system" for psychological problems – dormitories, class psychological committee members, school psychological counseling center, and hospital referral channels.(3)Establish 24-hour

online and offline psychological hotlines to meet the nighttime talking needs of Generation Z students.

(4) Building campus culture

Create "campus happiness energy stations" with physical spaces such as campus coffee corners and decompression cabins.(5) The school continuously improves the software and hardware facilities in student living areas, and all departments and colleges of the school should improve the quality of services for students' on-campus life.

4.What family factors affect the subjective well-being of private college students, and how to formulate strategies to change family education concepts and models to enhance students' subjective well-being? Family factors: Family economic status and family education methods.

Strategies for improving family factors:

(1) Transforming family education

Establish a college student parents' school, and regularly invite experts in family education to give free online and offline lectures to parents, focusing on guiding non-violent communication and the cultivation of a growth mindset.

Launch "family relationship workshops", recruit parents to participate in regular activities, and improve intergenerational communication through activities such as parent-child co-painting of life trees.

(2) Economic support system

Establish a standardized special funding mechanism for poor students, with subsidies distributed monthly to students from economically disadvantaged families.

Establish an "invisible funding" mechanism to identify economically disadvantaged students through their on-campus consumption big data and automatically distribute meal subsidies and daily necessities.

Students can exchange public welfare volunteer activities for labor practice credits.

5.What social factors affect the subjective well-being of private college students, and how to formulate strategies to strengthen the guiding role of society in the direction of happiness to enhance students' subjective well-being? Social factors:

Employment pressure, social support network, and social recognition of private colleges and universities.

Strategies for improving social factors:

(1) Employment support network

Cooperate with the Shanghai Local Chamber of Commerce to establish a "private college employment alliance" to ensure that a certain proportion of enterprise recruitment positions are to private college students.

(2) Carry out high-quality career education for students to improve their career cognition and employment ability.

(3) Reconstructing social recognition

Launch the "100 Outstanding Alumni of Private Colleges and Universities" project, and vigorously promote and publicize them through promotional videos and official account articles to break down academic qualifications bias.

Interviewer 8

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an important part of the research project on "Educational Management Strategies for Students' Learning Well-being in Private Colleges and Universities", aiming to formulate strategies to improve the subjective well-being index of students in private colleges and universities in Shanghai.

The information collected from each interviewee will be kept strictly confidential. Researchers assure that your answers will not have any impact on the institution or you personally. We kindly request that you answer truthfully based on your actual experience and teaching management background. The estimated duration of this interview is 15-30 minutes.

Part One: Identity Information

Position/Role: The Party Secretary of the Business School

School Name: Shanghai Tianhua University
Years of Experience in Student Management at Private Colleges and Universities: 15 years

Part Two: Formulating Strategies for Factors Affecting the Improvement of Private College Students' Subjective Well-being Current Situation and Influencing Factors

What is your view on the current situation of subjective well-being among private college students in the new era and its influencing factors? The subjective well-being of private college students in the new era is generally above the medium level, but compared with students in regular colleges and universities, their well-being level is relatively lower. The influencing factors are mainly reflected in four aspects: individual, school, family, and society. Individual factors include personality traits, psychological pressure, etc.; school factors cover teaching quality, campus environment, etc.; family factors involve family economic status, parent-child relationship, etc.; social factors include employment pressure, social support, and so on.

Personal Factors

2.What personal factors affect the subjective well-being of private college students, and how to formulate strategies to activate their potential for improving personal happiness? Personal factors include personality, emotional management ability, self-cognition, etc. To enhance college students' personal happiness ability, efforts can be made from the following aspects: First, carry out mental health education courses to help students understand themselves and enhance their psychological adjustment ability; second, organize various interest groups and club activities, encourage students to actively participate, cultivate team spirit and hobbies, and improve life satisfaction; third, set up relevant courses and lectures to teach students emotional management skills and guide them to face challenges in study and life with a positive attitude.

School Factors

3.What school factors affect the subjective well-being of private college students, and how to formulate strategies to leverage the leading advantages of colleges' happiness education to enhance students' subjective well-being? School factors involve teaching quality, teacher-student relationship, campus culture, etc. Schools should give full play to the leading advantages of happiness education: optimize the curriculum, integrate positive psychology and other contents to enhance students' learning interest and experience; strengthen the construction of the teaching staff, improve teachers' teaching level and attention to students, and establish a good teacher-student interaction relationship; enrich campus cultural life,

hold diversified cultural and sports activities, create a positive campus atmosphere, and enhance students' sense of belonging and happiness.

Family Factors

4.What family factors affect the subjective well-being of private college students, and how to formulate strategies to change family education concepts and models to enhance students' subjective well-being? Family factors include family education methods, family economic status, etc. To change family education concepts and models, parents should focus on cultivating their children's independence and autonomy, avoid excessive protection and control; strengthen communication and cooperation with schools, timely understand their children's situation at school, and jointly help them grow; establish a correct view of talent development, pay attention to their children's physical and mental health, not just academic performance.

Social Factors

5.What social factors affect the subjective well-being of private college students, and how to formulate strategies to strengthen the guiding role of society in the direction of happiness to enhance students' subjective well-being? Social factors include employment competition pressure, social support systems, etc. Society should strengthen its guiding role in the direction of college students' happiness: create a positive and healthy employment environment, provide more employment guidance and training opportunities to alleviate college students' employment anxiety; strengthen the construction of social support networks, including community services and psychological counseling, to provide all-round support and help for college students; advocate positive social values and guide college students to establish correct views of happiness and life.

Interviewer 9

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an important part of the research project on educational management strategies for improving the subjective well-being index of students in private colleges and universities. The information collected from each interviewee will be kept strictly confidential, and researchers guarantee that your answers will not affect your institution or yourself. We sincerely hope that you can answer truthfully based on your actual experience and teaching management background. The expected duration of this interview is 15-30 minutes.

Position/Role: Deputy Minister of Student Affairs

School Name: Shanghai Zhongqiao University

Years of Experience in Student Management in Private Universities: 15 years

Part 2: Strategies for Influencing Factors to Improve the Subjective Well-being of Students in Private Universities

Current Situation and Influencing Factors：

1. What is your opinion on the current situation and influencing factors of the subjective well-being of college students in private universities in the new era?

The overall subjective well-being of college students in private universities in the new era is at a moderate level, and there are differences in subjective well-being among college students in private universities with different majors, grades, and family economic status.

Objective factors:

Family environment: Family atmosphere, parenting styles, etc. have a significant impact on the well-being of college students. A good family environment and an authoritative parenting style help improve well-being.

Economic status: Economic status has a great impact on the well-being of college students, and the subjective well-being of poor college students is relatively low.

Social support: Support from family, friends, teachers, and classmates can increase college students' sense of security, belonging, and self-esteem, thereby improving well-being.

Subjective factors:

Personality traits: Extroverted and emotionally stable college students are more likely to experience happiness because they tend to have a positive and optimistic attitude towards life, make objective evaluations of real life, and are easy to adapt to the environment.

Self-efficacy: College students with high self-efficacy have confidence in their abilities, dare to challenge difficulties, and are more likely to achieve success in learning and practice, thereby gaining a sense of achievement and happiness.

Coping styles: College students who adopt positive coping styles, such as actively seeking solutions to problems and seeking help from others, can better cope with setbacks and stress in life, maintain a good psychological state, and improve well-being. In contrast, students who adopt negative coping styles, such as escaping problems and self-denial, are often unable to effectively solve problems, easily fall into negative emotions, and reduce well-being.

Personal Factor

2. Which personal factors affect the subjective well-being of college students in private universities, and how to formulate strategies to activate college students' potential to improve their well-being?

Influencing factors:

Personality traits: Outgoing and emotionally stable students tend to have a positive and optimistic attitude towards life, make objective evaluations of real life, and are easy to adapt to the environment, making them more likely to experience happiness. In contrast, students with unstable personalities and anxiety sensitivity are easily affected by negative emotions and find it difficult to feel happy.

Self-efficacy: College students with strong self-efficacy have confidence in their abilities, dare to challenge difficulties, and are more likely to achieve success in learning and practice, thereby gaining a sense of achievement and happiness. For example, in academic competitions, students with high self-efficacy believe that they can achieve good results through effort, and this positive belief will encourage them to prepare carefully. Once they win the competition, their happiness will increase significantly.

Coping styles: Students who adopt positive coping styles, such as actively seeking solutions to problems and seeking help from others, can better cope with

setbacks and stress in life, maintain a good psychological state, and improve well-being. In contrast, students who adopt negative coping styles, such as escaping problems and self-denial, are often unable to effectively solve problems, easily fall into negative emotions, and reduce well-being.

Coping strategies:

Carry out mental health education courses and activities: Develop mental health education courses covering personality shaping, emotion management, stress coping, and other contents. Through teaching, students can learn about the characteristics and advantages of different personality traits, learn to recognize their own emotions, master effective stress coping methods, and improve their psychological adjustment ability.

Strengthen career planning guidance: Build a comprehensive career planning curriculum system, guide students to conduct self-exploration, understand their interests, hobbies, abilities, and values, and clarify their career goals. As students advance in grade, gradually carry out courses such as vocational skill training and job search skill training to help students improve their professional skills and comprehensive quality, and enhance their self-efficacy.

School Fcator

3. Which school factors affect the subjective well-being of college students in private universities, and how to formulate strategies to give full play to the leading role of school well-being education to improve students' subjective well-being?

Influencing factors:

Teaching quality:

High-quality teaching is the key for students to acquire knowledge and improve their abilities. If teachers adopt appropriate teaching methods and rich and interesting teaching content, they can stimulate students' interest in learning and let them experience a sense of achievement in learning, thereby improving subjective well-being. On the contrary, boring teaching and unreasonable curriculum settings will make students feel bored with learning and affect their well-being.

Campus atmosphere:

A positive, upward, and united campus atmosphere can make students feel warmth and a sense of belonging. Diversified campus cultural activities, good learning atmosphere, and school spirit help cultivate students' interests and hobbies,

promote communication and cooperation among students, and make students happy. On the other hand, a cold and constrain campus atmosphere will make students feel lonely and lost, reducing their well-being.

Teacher-student relationship:

Harmonious teacher-student relationships are crucial to students' growth and development. Teachers' care, support, and encouragement make students feel valued and enhance their self-confidence and motivation to learn. When students encounter problems in their studies and life, they can get timely help and guidance from teachers, making them feel that the school is a warm place, thereby improving their subjective well-being. On the contrary, tense teacher-student relationships will make students have fear and resistance to teachers, affecting the quality of their learning and life.

Coping strategies:

Optimize the teaching system: Reasonably adjust the professional curriculum settings, increase the proportion of practical courses and elective courses, so that students have more autonomy in choosing courses, improve their enthusiasm and initiative in learning. At the same time, offer some general education courses on happiness, psychology, etc., to guide students to establish a correct concept of happiness.

Create a positive campus atmosphere: Build distinctive campus culture, hold rich and diverse campus cultural activities, such as art festivals, science and technology festivals, sports festivals, etc., to provide a platform for students to show themselves, cultivate their interests and hobbies, and teamwork spirit. Strengthen campus culture publicity, spread positive energy through channels such as public accounts, and create a positive and upward cultural atmosphere.

Family factor

4. Which family factors affect the subjective well-being of college students in private universities, and how to formulate strategies to change family education concepts and education models to improve students' subjective well-being?

Influencing factors:

Family economic conditions:

Students with better economic conditions may have a richer material life and more resources for learning and interest cultivation, resulting in relatively higher

subjective well-being. However, students with financial difficulties may worry about tuition and living expenses and easily feel psychological pressure when facing consumption differences among classmates, affecting their well-being.

Family atmosphere:

A democratic and harmonious family atmosphere allows students to feel care and respect, which helps cultivate a positive personality and emotions, thereby improving subjective well-being. On the contrary, if the relationship between parents is not harmonious and the parenting style is simple and rough, students will lack a sense of security and belonging, reducing their well-being.

Coping strategies:

Strengthen home-school cooperation and communication: Schools and families should establish a regular communication mechanism, such as parents' meetings, home visits, and phone calls. Timely feedback to parents about students' learning and life situations in school, so that parents can understand their children's performance at school, and at the same time understand students' situations at home, and jointly explore education methods and strategies, forming a home-school education synergy.

Enhance parents' education literacy: Universities can regularly organize parent training activities, inviting education experts to explain modern education concepts, psychological knowledge, and the growth laws of adolescents to parents, helping parents improve their education literacy, understand the psychological and physiological characteristics of children in college, and better communicate and educate their children.

Social Factor

5. Which social factors affect the subjective well-being of college students in private universities, and how to formulate strategies to strengthen the leading role of social well-being orientation to improve students' subjective well-being?

Influencing factors:

Social recognition of private universities:

Some people in society have biases against private universities, believing that their teaching quality, faculty strength, etc. are not as good as public universities. This belief may make college students in private universities feel inferior, have a sense of

psychological gap when comparing with others, affect their self-identity and well-being.

Employment environment:

The current employment market competition is fierce, and college students in private universities may face more employment pressure. Some employers prefer to choose public university graduates when recruiting, which makes college students in private universities face more setbacks in the job search process, feel anxious and confused about their future development, and thereby reduce subjective well-being.

Coping strategies:

Strengthen publicity and promotion: Through various media channels, such as the school's official website, social media, news media, etc., promote the school's educational characteristics, teaching achievements, and excellent graduate stories, showcase the school's strength and advantages, and improve the public's awareness and recognition of private universities. For example, regularly publish the school's research results, students' award information in various competitions, and outstanding performance of graduates in job positions.

Promote school-enterprise cooperation: Strengthen the cooperation between universities and enterprises to establish internships and talent training programs. Enterprises provide internships and job positions for students, and schools adjust their professional settings and teaching content according to enterprise needs, improve students' practical ability and employability, alleviate employment pressure, and enhance students' confidence and well-being in their future.

Interviewer 10

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an important part of the research project on "Educational Management Strategies for Improving College Students' Learning Well-being in Private Colleges and Universities". It aims to formulate strategies to enhance the subjective well-being index of students in private colleges and universities in Shanghai.

The information collected from each interviewee will be kept strictly confidential. Researchers assure that your answers will not have any impact on the

institution or you personally. We kindly request that you answer truthfully based on your actual experience and teaching management background. The estimated duration of this interview is 15-30 minutes.

Part One: Identity Information

Position/Role: The Party Secretary of the School of Economics and Finance
School Name: Shanghai Zhongqiao University
Years of Experience in Student Management at Private Colleges and Universities: 15 years

Part Two: Formulating Strategies for Factors Affecting the Improvement of Private College Students' Subjective Well-being Current Situation and Influencing Factors

1.What is your view on the current situation of subjective well-being among private college students in the new era and its influencing factors? I feel that there is a significant difference in well-being among students in the school. Students with good academic performance, favorable family conditions, and an optimistic personality tend to have higher well-being. However, some students who face issues such as psychological problems, financial difficulties, family troubles, academic pressure, and employment pressure have relatively low well-being.

Personal Factors

What personal factors affect the subjective well-being of private college students, and how to formulate strategies to activate their potential for improving personal happiness? Firstly, psychological factors: Students who are sensitive and more prone to anxiety tend to have lower and relatively unstable well-being.

This requires corresponding psychological counseling, care from counselors and teachers, as well as professional support. Secondly, sense of identity and gain: Many students have a low sense of identity. Poor academic performance and lack of participation in activities lead to insufficient sense of gain, making them lack confidence in themselves and fail to recognize their abilities. Therefore, teachers and the school need to pay attention to and encourage students. Differences in family conditions may cause some students to have inferiority complex or hatred towards the rich, so it is necessary to help them establish correct values. Pressure from original families, insufficient emotional support from families, excessive interference, or indifference can all lead to students' lack of well-being.

School Factors

3.What school factors affect the subjective well-being of private college students, and how to formulate strategies to leverage the leading advantages of colleges' happiness education to enhance students' subjective well-being? Teaching quality and faculty: Students' evaluation of teachers' competence and the practicality of courses directly affects their learning satisfaction. The high mobility of faculty in private colleges may affect the continuity of teaching. Similarly, the high turnover of counselors may weaken the emotional connection between students and the school. Management services: The improvement of campus facilities, psychological counseling services, employment guidance, and other resources is positively correlated with students' well-being. Peer relationships: The harmony of dormitories and the degree of participation in clubs are important predictive indicators. Students in private colleges rely more on campus social interactions to make up for the lack of social recognition.

Family Factors

4.What family factors affect the subjective well-being of private college students, and how to formulate strategies to change family education concepts and models to enhance students' subjective well-being? Tuition pressure: Students from economically disadvantaged families may face pressure from tuition fees, or the pressure of consumption comparison and the influence of peers' consumption concepts. Family support: Emotional support and economic security from families can significantly enhance students' well-being. An environment of excessive interference or complete indifference can also lead to a lack of well-being.

Social Factors

5.What social factors affect the subjective well-being of private college students, and how to formulate strategies to strengthen the guiding role of society in the direction of happiness to enhance students' subjective well-being? Academic qualification recognition: Social prejudice against private college diplomas may cause "identity anxiety", especially in employment competition. Employment prospects: Some private colleges have majors closely aligned with the market, resulting in relatively high employment rates. However, low starting salaries or poor job stability may weaken students' well-being. Policy support: National policies on private education (such as academic certification and scholarship coverage) affect students' sense of belonging and security.

Suggestions:

The school should organize more psychological counseling activities and various small-scale events (such as food festivals, cat/dog petting sessions, plant adoption activities, festive rituals, internet-famous check-in spots, and adding more flowers on campus).

Interviewer 11

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an important part of the research project on "Educational Management Strategies for Students' Learning Well-being in Private Colleges and Universities", aiming to formulate strategies to improve the subjective well-being index of students in private colleges and universities in Shanghai.

The information collected from each interviewee will be kept strictly confidential. Researchers assure that your answers will not have any impact on the institution or you personally. We kindly request that you answer truthfully based on your actual experience and teaching management background. The estimated duration of this interview is 15-30 minutes.

Position/Role: The Party Secretary of the School of Communication
School Name: Shanghai Xianda University
Years of Experience in Student Management at Private Colleges and Universities: 18 years

Part Two: Formulating Strategies for Factors Affecting the Improvement of Private College Students' Subjective Well-being Current Situation and Influencing Factors

What is your view on the current situation of subjective well-being among private college students in the new era and its influencing factors? At present, most students' subjective well-being is acceptable. The influencing factors include personal factors, school factors, family factors, and social factors. Students' subjective well-being is affected by multiple factors.

Personal Factors

2.What personal factors affect the subjective well-being of private college students, and how to formulate strategies to activate their potential for improving personal happiness? Factors such as students' personal cognition, personality, and

values will all affect their subjective well-being. Strategies to activate students' potential for improving personal happiness: First, be good at exploring the advantages of individual students and provide targeted encouragement for their development; second, adopt targeted approaches in the personalized cultivation of students; third, encourage students to participate in more interest clubs.

School Factors

3.What school factors affect the subjective well-being of private college students, and how to formulate strategies to leverage the leading advantages of colleges' happiness education to enhance students' subjective well-being? Factors: The quality of peer relationships (dormitory culture, classmate relationships, etc.), the depth of teacher-student interaction (frequency of after-class communication between teachers and students), and the sense of identity with the school history and the transmission of values. Strategies: Elevate happiness education from an auxiliary work to a core dimension of school-running, integrate happiness education into the entire process of talent cultivation through institutional design, and ultimately form a happiness education ecosystem with the characteristics of private colleges and universities.

Family Factors

4.What family factors affect the subjective well-being of private college students, and how to formulate strategies to change family education concepts and models to enhance students' subjective well-being? Factors: The quality of parent-child communication (frequency and depth), the family emotional atmosphere (problem-solving patterns), and the degree of unconditional acceptance (tolerance for academic failure, etc.). Strategies: Transform family education from experience-based parenting to scientific practice, so as to reduce the negative impact of family factors on students' well-being. The key is to realize the role transformation from "academic performance supervisors" to "growth supporters", and ultimately build a collaborative happiness education community involving families, schools, and society.

Social Factors

5.What social factors affect the subjective well-being of private college students, and how to formulate strategies to strengthen the guiding role of society in the direction of happiness to enhance students' subjective well-being? Social factors: Employment market pressure (employment discrimination caused by differences in

social recognition of private college diplomas, misalignment between talent needs in emerging industries and traditional professional training, and career confusion intensified by the "delayed employment" phenomenon); social comparison (relative deprivation caused by comparing resource acquisition with students from public colleges, anxiety brought by the "success standards of peers" shaped by social media, and conflicts in consumption culture between urban and rural students).

Strategies: Establish an academic certification system (promote private colleges to jointly issue skill certificates with industry associations, develop an Employer Satisfaction Evaluation System (ESIS) to guide professional reform); create transitional employment buffers (government purchase of grass-roots service positions specifically for private college graduates, and enterprise "preparatory employee" programs (providing 3-6 months of paid internships).

Interviewer 12

Sustainable Education Management Strategies Interview Form for Improving the Learning Happiness Index of Private College Students

This interview form is an important part of the research project on "Educational Management Strategies for Students' Learning Well-being in Private Colleges and Universities", aiming to formulate strategies to improve the subjective well-being index of students in private colleges and universities in Shanghai.

The information collected from each interviewee will be kept strictly confidential. Researchers assure that your answers will not have any impact on the institution or you personally. We kindly request that you answer truthfully based on your actual experience and teaching management background. The estimated duration of this interview is 15-30 minutes.

Position/Role: The Party Secretary of the Business School
School Name: Shanghai Xianda University
Years of Experience in Student Management at Private Colleges and Universities: 9 years

Part Two: Formulating Strategies for Factors Affecting the Improvement of Private College Students' Subjective Well-being Current Situation and Influencing Factors

What is your view on the current situation of subjective well-being among private college students in the new era and its influencing factors?   The mainstream group shows that students' overall subjective well-being is good. However, there are still students with weak subjective well-being, and this group is on the rise, accounting for a certain proportion. In this regard, strengthening research and formulating relevant strategies is not only necessary but also essential.   From the perspective of the "duality" of human beings, social and natural attributes should be the main influencing factors: social environment is one, and physical and mental health is another.

Personal Factors

2.What personal factors affect the subjective well-being of private college students, and how to formulate strategies to activate their potential for improving personal happiness? (1) Mental health: Currently, mental health education is one of the important tasks in school management and education. It should not be limited to counselors' talks; instead, it should focus on goals, involve all staff, carry out special education, and adopt comprehensive measures to jointly enhance students' mental resilience. (2) Collective activities: They have a significant impact on individuals' subjective well-being. Some small-scale class activities can be organized, such as small talks, small recitations, small speeches, small talent shows, and small demonstrations. These activities can include telling one's own stories, stories of one's hometown, and stories of people around, so as to expand class coverage and increase students' participation. This will stimulate and enhance students' subjective well-being, and good methods should be fixed through institutional means.

School Factors

3.What school factors affect the subjective well-being of private college students, and how to formulate strategies to leverage the leading advantages of colleges' happiness education to enhance students' subjective well-being?   The leading role of the school and the main role of students should be strengthened. Life needs a sense of ritual to enhance students' sense of responsibility, rule awareness, and values.

First, create a good atmosphere through means such as display windows, banners, lectures, and cultural and sports activities.

Second, improve institutional measures, such as class meeting systems, labor systems, and comprehensive literacy evaluation methods, to build a good new education ecosystem.

Family Factors

4.What family factors affect the subjective well-being of private college students, and how to formulate strategies to change family education concepts and models to enhance students' subjective well-being?

First, family education methods: Parents are students' first teachers, and their education methods have a great impact on students' habit formation and character development.

Second, family member structure: Divorced families have a great psychological impact on students, which is not only a family issue but also a social phenomenon.

Third, school education issues: It is important for schools to take corresponding responsibilities and shape students' positive mentality.

Social Factors

5.What social factors affect the subjective well-being of private college students, and how to formulate strategies to strengthen the guiding role of society in the direction of happiness to enhance students' subjective well-being?

First, the excessive "involution" in various competitions brings psychological depression and anxiety, which will inevitably reduce happiness.

Second, the absence or imperfection of certain systems will seriously impact or damage students' feelings. For example, the phenomenon of "pulling strings" (using connections for unfair advantages). In this regard, schools should strengthen educational guidance to help students establish correct values. At the same time, carry out appropriate "frustration education" to improve their ability to cope with crises and pressure.

Suggestions: Strengthen research on the subject. Through horizontal collaboration and vertical promotion, focus on one point to drive a broader area, and form a research report that has been proven effective in practice. (To be continued)

Appendix E
Certificate of English

BS RU BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr.Hong Jun

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 3rd November 2023

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

August 21, 2025

Dear Hong Jun,

Thanks for your submission to *Higher Education Studies*.

We have the pleasure to inform you that your manuscript has been accepted for publication. It will be published in the issue of Vol. 15, No. 3, in September 2025.

Title: The Development of Sustainable Educational Management Strategies for Enhancing Indicators of Happiness in Learning of China's Private University students

Authors: Hong Jun, Phisanu Bangkheow, Phatchareephorn Bangkheow, & Chollada Pongpattanayothin

If you have any questions, please do not hesitate to contact with us.

Sincerely,

Sherry Lin

CANADIAN CENTER
OF SCIENCE AND
EDUCATION

On behalf of,
The Editorial Board of *Higher Education Studies*
Canadian Center of Science and Education

The Development of Sustainable Educational Management Strategies for Enhancing Subjective Well-being of Private University Students

Hong Jun[1], Phisanu Bangkheow[1],Phatchareephorn Bangkheow[1], & Chollada Pongpattanayothin[1]

[1]Graduate School , Bansomdejchaopraya Rajabhat University, Thailand

Correspondence: Hong Jun, Bansomdejchaopraya Rajabhat University, 1061 Itsaraparb Hirunrujee, Thonburi, Bangkok, Thailand. Tel: 66-937610405. E-mail: 100864242@qq.com

Abstract

The objectives of this research were 1) To analyze the current conditions, desired conditions, and influencing factors that subjective well-being of private university students.2) To develop sustainable educational management strategies for enhancing the subjective well-being of private university students.3) To evaluate the feasibility and the adaptability of the strategies for the sustainable development of enhancing the subjective well-being of private university students. Stratified random sampling method was employed to select 384 private university students as the sample group for the questionnaire. Additionally, purposive sampling was used to select 12 experts for the interviews, and 12 experts for the focus discussion, and 5 experts for the strategy evaluation. The research instruments included a questionnaire, an interview, and an evaluation form. The statistics were frequency and percentage, mean and standard deviation, Modified Priority Needs Index, and content analysis.The results were found that: 1) The current conditions, desired conditions of subjective well-being private university students can be divided into four factors: individual factors, family factors, school factors, and social factors. All levels are needed for development. 2) Strategies for enhancing the subjective well-being of private university students, as follows: (1) Activate the subject's initiative, (2) Establish a family support alliance, (3) Innovative school system supply, (4) Improve the social ecological environment. 3) The adaptability and feasibility evaluation results of the strategies were at respectively highest levels

Key words: Educational Management Strategy, Subjective Well-being, Private University Students

1. Introduction

1.1 Introduce the Problem

In recent years, the concept of Subjective Well-Being (SWB) has emerged as a cornerstone in higher education, reflecting not only emotional health but also academic motivation and life satisfaction among students. Defined as individuals' evaluations of their lives in terms of cognitive judgments and affective reactions (Diener et al, 1985), SWB has gained prominence as universities globally adopt more student-centered approaches. In China, the expansion of private higher education has introduced new challenges for student well-being due to disparities in resources, societal perception, and employment prospects compared to public universities (Zhou & Liu, 2023).

Empirical evidence underscores the importance of SWB in shaping educational outcomes. Students with higher SWB are more likely to perform better academically, cope effectively with stress, and engage meaningfully with peers and instructors (Chen et al., 2023). Moreover, positive well-being has been linked with higher emotional resilience, self-efficacy, and career readiness—factors critical to student success in a competitive and uncertain global environment (Wang & Zhang, 2024). These findings highlight the need for universities to go beyond traditional academic metrics and prioritize emotional and psychological well-being as part of sustainable development.

Despite this, current strategies for promoting SWB in many institutions remain fragmented or short-term. A study by Yu and Song (2023) suggests that long-lasting improvements require integrating well-being frameworks into the core of educational management—through curriculum design, student support services, and faculty development. Furthermore, institutions that have adopted systemic interventions (e.g., mentoring programs, emotional literacy training, and wellness curricula) report significant gains in students' long-term engagement and satisfaction (Li et al., 2024). These insights inform the rationale of this study: to develop and evaluate sustainable educational management

strategies aimed at enhancing the SWB of university students in a holistic and enduring manner.

1.2 Research Questions
This study aims to develop sustainable educational management strategies to enhance the subjective well-being of students in private universities. To achieve this objective, the research is guided by the following three research questions:
1) What are the current conditions, desired conditions, and influencing factors for enhancing the subjective well-being of private university students? This question examines both the existing state of student well-being and their aspirations, as well as the key variables—personal, academic, familial, and institutional—that influence these states.
2) What educational management strategies can be developed to enhance the subjective well-being of private university students? This question focuses on formulating actionable and sustainable strategies grounded in theoretical models, stakeholder input, and institutional analysis.
3) What is the level of feasibility and adaptability of the developed educational management strategies in the context of private universities? This question evaluates the practicality and contextual relevance of the proposed strategies based on expert assessments and institutional capacity.

1.3 Research Objectives
The main objective of this study is to develop sustainable educational management strategies that enhance the subjective well-being of students in private universities. To achieve this aim, the study pursues the following specific objectives:
1) To analyze the current conditions, desired conditions, and influencing factors that enhance the subjective well-being of private university students.
2) To develop sustainable educational management strategies for enhancing the subjective well-being of private university students.
3) To evaluate the feasibility and the adaptability of the strategies for the sustainable development of the subjective well-being of private university students.

1.4 Research Scope
This research was delimited to the exploration, design, and validation of sustainable educational management strategies aimed at enhancing the subjective well-being (SWB) of students enrolled in private universities in China. The scope was defined by both conceptual and contextual boundaries to ensure focused and relevant inquiry.
Conceptually, the study focused on subjective well-being as a multidimensional construct comprising emotional, cognitive, and social dimensions. It considered internal factors (e.g., self-efficacy, motivation, resilience) and external factors (e.g., academic environment, family support, institutional policies) that influenced students' perceived quality of life within the university setting. The study did not investigate clinical mental health disorders or broader societal well-being indicators.
Contextually, the research concentrated exclusively on private higher education institutions, which had grown substantially in China yet often lacked the comprehensive support systems found in public universities. Data were collected from a purposive sample of students enrolled in select private universities in Shanghai—a region representing a dynamic and competitive educational landscape. The strategies developed were evaluated for feasibility, adaptability, and long-term sustainability, though implementation and longitudinal impact assessment were beyond the study's scope.
The research was also limited temporally to data collected during the 2024–2025 academic year, and its findings were intended to inform educational policy and management practices primarily within the private sector of higher education. However, the conceptual framework may be adapted for use in broader educational contexts in future research.

1.5 Explore the Importance of the Problem
The problem addressed in this study was of both academic and practical significance. As subjective well-being (SWB) increasingly shaped students' academic engagement, motivation, and personal development, its enhancement became a critical concern—especially within private universities, where students often faced unique socio-economic and institutional challenges.
By identifying the gap between current and desired well-being and exploring influencing factors, the study helped uncover systemic shortcomings and unmet student needs. It also responded to a broader global shift in higher education policy that emphasized student-centered, emotionally supportive, and inclusive learning environments. Thus, the findings contributed not only to theoretical models of SWB

but also to actionable solutions for sustainable educational improvement.

1.6 Definition Subsections

1) Subjective Well-Being (SWB): Subjective Well-Being refers to an individual's self-evaluation of their own happiness and quality of life. In the context of this research, SWB includes emotional responses (such as life satisfaction and positive affect), cognitive judgments, and psychological functioning of private university students. The study considers SWB as a key outcome variable reflecting the holistic wellness of students shaped by internal and external factors, such as self-esteem, social support, academic stress, and campus life experience.

2) Educational Management Strategy: An Educational Management Strategy is a structured plan or set of guiding principles designed to effectively enhance educational outcomes. In this study, it refers to the development and implementation of systematic, sustainable approaches aimed at promoting SWB among private university students. These strategies encompass actions at individual, institutional, family, and societal levels and were formulated through SWOT, PEST, and TOWS analyses based on empirical findings.

3) Private University Students: Private University Students refer to individuals enrolled in non-governmental higher education institutions. In this research, it specifically denotes undergraduate students from six private universities in Shanghai, China. These students often face distinct challenges such as financial pressure, institutional limitations, and varied academic resources, making them a key focus group for the development of well-being strategies.

4) Sustainability in Education: Sustainability in Education refers to the ability of educational systems and strategies to remain effective, adaptable, and impactful over the long term. Within this study, it involves creating strategic frameworks that continuously support students' subjective well-being in dynamic environments. Sustainable education emphasizes not only academic success but also long-term emotional, social, and psychological development of students.
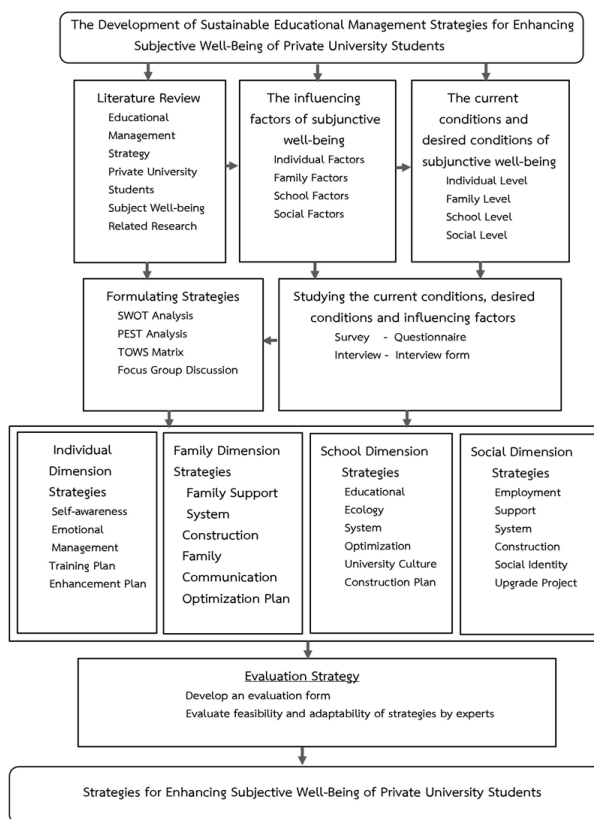
Research Framework

Figure 1.1 Research Framework

2. Research Methodology

2.1 Research Design

This research employed a Research and Development (R&D) design based on the framework of Borg and Gall (1989), combined with a mixed methods approach to gain both quantitative and qualitative insights. The integration of methods enhanced the depth and validity of findings through triangulation. The study was implemented in three sequential phases:

Phase 1: Study of Current and Desired Conditions: This phase employed a quantitative survey to assess the current and desired levels of subjective well-being (SWB) among private university students, along with qualitative interviews to explore contextual factors and lived experiences.

Phase 2: Strategy Development: In this phase, data from Phase 1 were analyzed using SWOT, PEST, and TOWS frameworks to formulate educational management strategies that promote SWB. The integration of both qualitative themes and quantitative needs analysis supported evidence-based strategic planning.

Phase 3: Strategy Evaluation: The developed strategies were reviewed by a panel of five experts using structured evaluation criteria. A mixed-method validation process was applied to assess the strategies' feasibility, relevance, and sustainability, incorporating both scoring and qualitative feedback.

2.2 Participants

This study involved three key groups of participants corresponding to the three research phases, selected through stratified random sampling for student participants and purposive sampling for expert participants. In Phase 1, a total of 384 undergraduate students from six private universities in Shanghai were selected to respond to a structured questionnaire on subjective well-being. The sample size was calculated using Krejcie and Morgan's (1970) table, with proportional stratification based on university population sizes to ensure representativeness. These universities included Shanghai LliDa, JianQIiao, ShanDa, ZhongQiao, TianHua, and XianDa, representing a total student population of approximately 100,080. For the qualitative component of Phase 1, 12 key informants comprising university administrators and education experts were selected. All held positions of associate professor or higher, had over 15 years of experience in private university education, and were well-versed in student management and development. In Phase 2, the same 12 experts participated in a focus group discussion to collaboratively design strategies for promoting subjective well-being in private universities. Finally, in Phase 3, 5 senior experts in educational strategy and administration evaluated the feasibility and adaptability of the proposed strategies. These individuals were associate professors or higher, with more than 10 years of relevant experience in private university management and research.

2.3 Research Instruments

The instruments included 1) a **rating scale questionnaire** to assess current and desired conditions of SWB, 2) an **interview protocol** for qualitative data, and 3) a **strategy evaluation form** developed for expert validation using Likert scales. The questionnaire's reliability was confirmed with a Cronbach's alpha of 0.87.

2.4 Data Collection

Data were collected in three phases. Quantitative data were gathered via the distributed questionnaire, while qualitative data were obtained through semi-structured interviews, and focus group discussion. Finally, the developed strategy was submitted to five experts for validation regarding its feasibility and sustainability.

2.5 Data Analysis

Descriptive statistics-including percentage, mean, and standard deviation-were used to analyze the current and desired conditions of subjective well-being among students. The Priority Needs Index (PNI) was calculated to identify development gaps. For strategy formulation, data were analyzed using
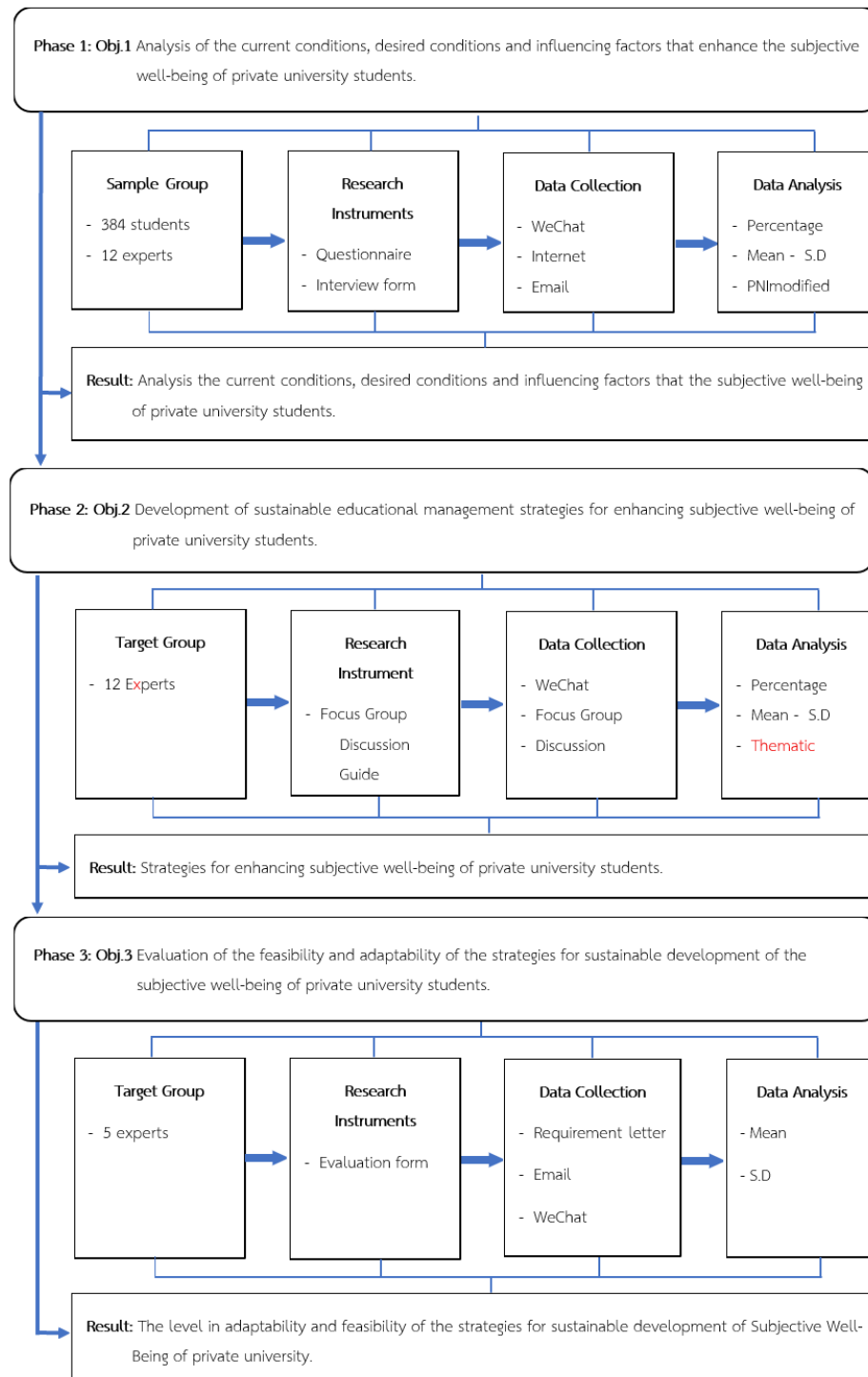
SWOT and TOWS matrix frameworks. Additionally, qualitative content analysis was applied to interpret data from interviews and focus group discussions, enabling the extraction of themes relevant to strategic design and validation.

Figure 2: Research Methodology

3. Results

The results of this study include: 1) Analysis of the current conditions, desired conditions, and influencing factors that enhance the subjective well-being of private university students. 2) Development of sustainable educational management strategies for enhancing the subjective well-being of private university students. 3) Evaluation of the feasibility and adaptability of the strategies for the sustainable development of the subjective well-being of private university students.

3.1 Analysis of the current conditions, desired conditions and influencing factors that enhance the subjective well-being of private university students.

Table 3.1 Analysis of the Current Conditions and Expected Conditions of Subjective Well-being of Private University Students.

(n=384)

The sense of happiness among college students	Current Situation (D)			Expected Situation (I)			PNI modified $(I - D)/D$	Rank
	$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level		
1. Individual factors	3.56	0.78	high	4.16	0.67	high	0.169	1
2. Family factors	3.61	0.77	high	4.20	0.68	high	0.163	3
3. School factors	3.70	0.76	high	4.24	0.67	high	0.146	4
4. Social Factors	3.53	0.71	high	4.06	0.61	high	0.164	2
Total	3.60	0.76	high	4.19	0.67	high	0.161	

All four domains - individual, family, school, and social - showed relatively high scores in both current and desired states, with clear gaps indicating developmental needs. The highest priority for improvement lies in individual factors (PNI = 0.169), followed closely by social and family domains. While school factors scored the highest in current conditions, they exhibited the lowest gap, indicating comparatively less urgency for intervention.

3.2 Development of sustainable educational management strategies for enhancing the subjective well-being of private university students.

Through a questionnaire survey of college students from private universities in China, it can be found that there were four key factors that mainly influence the sustainable development of enhancing the subjective well-being of private university students. By combining SWOT, PEST, and TOWS matrices for analysis, the following strategies were derived.

Table 3.2 SWOT - PEST Analysis diagram

Strategic Factors	Analytical Description			
S	S1: The mechanism is flexible and can respond quickly to market demands. S2: The school-enterprise cooperation has abundant resources; S3: The potential of small-class teaching.			
W	W1: High teacher mobility; W2: Weak academic atmosphere; W3: Student self-esteem problems are widespread.			
O	OP1: National Policy: The country encourages the development of application-oriented universities. OP2:Revised Law on the Promotion of Private Education; OP3:Special funds for mental health education.	OE1: The upgrading of local industries has given rise to the demand for chool-enterprise cooperation; OE2:The coverage of student loan assistance programs has been expanded.	OS1: The society has increased its attention to mental health; OS2: The concept of diverse talent development has gradually become widespread.	OT1:Online education platforms have reduced the cost of accessing high-quality resources; OT2: AI psychological counseling tools have become more widespread.

| T | TP1:The financial support for private universities is much weaker than that for public universities.；TP2:The policy on the recognition of private university degrees differs from that of public universities. | TE1:High tuition fees increase the burden on families. TE2:The economic downturn has intensified the competition for jobs. | TS1:Social prejudice against private universities: TS2: "Employment discrimination based on prestigious universities only." | TT1:The digital divide affects students' ability to access resources. |

According to the above SWOT analysis results, the TOWS strategy is analyzed, and corresponding strategies are formulated: SO(promotional strategies); WO(reversal strategy); ST(coping strategies); WT(defensive countermeasures).TOWS is called the inverted SWOT analysis method. According to the matrix arrangement, various factors are matched and analyzed using the system analysis method to derive a more targeted strategy. As shown in Table 3.3

Table 3.3 TOWS Matrix analysis diagram

Internal analysis factors / External factors	Opportunity	Threat
Strength	S-O Utilize the prevailing policies and industry resources to enhance core competitiveness.	S-T Weaken social biases and prejudices, and highlight differentiated values.
Weakness	W-O Make up for weaknesses by leveraging external resources	W-T Systematic risk management

The following is a specific TOWS Matrix analysis:

Table 3.4 TOWS Strategic Matrix: Specific Strategies to Enhance Subjective Well-Being of Private University Students

TOWS	Measures
S-O	SO1:Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment.；SO2:Establish a "Skills Certification Center": Introduce authoritative industry certificate training to enhance employment competitiveness；SO3:Private School - Community "Happiness Service Exchange": Organizes college students to provide skill-based services to the community in exchange for community resources, and increases internship opportunities；SO4: AI-based happiness monitoring platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, and late-night absences), using AI algorithms to alert students with low happiness levels, and automatically sending out customized resources (psychological counseling appointments, learning skills courses)；

TOWS	Measures
	SO5:Campus "Third Space, Campus Living Room" Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate happiness design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions.；
W-O	WO1: Implementing "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of academic resources (technical opportunities + teacher disadvantage)； WO2:Establish "Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of self-efficacy; WO3:Student "Happiness Partner Program": Recruit students to serve as happiness promotion ambassadors, design peer counseling activities (21-day gratitude journaling challenge), and issue social practice certificates based on participation levels； WO4:The "Family Happiness Agreement" program: Sign a tripartite agreement with students and parents, stipulating family communication norms (once a week, providing positive feedback, and not asking about grades or rankings, etc.) WO5:Teacher "Happiness Teaching" Performance Incentive: Incorporate students' classroom satisfaction and mental health indicators into teachers' KPIs. Reward teachers who meet the standards with bonuses or offer them priority promotion.； WO6:Family psychological education subsidy: Apply for government funds to provide training on psychological courses for families.
S-T	ST1:Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception. ST2:Establishing the "employment protection umbrella network": Signing talent transfer agreements with small and medium-sized enterprises to ensure employment channels； ST3: "Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities. ST4:The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancement； ST5: Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social experience opportunities, and enrich the methods of practical social activities.； ST6: Enterprise Mentoring System: Hire personnel departments and managers from the enterprise as mentors to implement a dual mentoring system.
W-T	WT1:Establish "anti-discrimination legal aid channel": Collaborate with law firms to provide employment rights protection support, combating educational discrimination. WT2:Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help； WT3: Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment. Jointly, financial institutions provide zero-interest installment services；

TOWS	Measures
	WT4:Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate to alleviate economic pressure.

Based on the questionnaire analysis in the second part and the interview analysis in the third part, it can be found that enhancing the subjective well-being of private university students requires evaluation standards from four dimensions: individual, family, school, and society. This study adopts the questionnaire survey method and interview method, and uses the SWOT method and PEST method to analyze the enhancement of subjective well-being of private university students, and proposes preliminary strategies for enhancing the subjective well-being of private university students. These preliminary strategies are based on the results of the questionnaire survey and combined with the key points of the interview content to analyze the problems with relatively low averages. These strategies are also supported by relevant literature. The preliminary strategies include four levels: individual, family, school, and society. There are a total of 4 main strategies and 20 measures, as shown in Table 3.5

3.5 List of Strategies

NO.	Aspects of Strategy	Number of measures
1	Activate the subject's initiative (Individual-level)	4
2	Build a support alliance (Family-level)	4
3	Innovative institutional supply (School-level)	9
4	Improve the ecological environment (Social-level)	3
Total	4	20

The specific strategies are as follows:

Table 3.6 Drafting a strategy for enhancing the subjective well-being of private university students

Strategies	Function	Measures
Individual-level strategies	Activate the subject's initiative	1. Enterprise Mentoring System: Employ personnel departments and managers from the enterprise as mentors to implement a dual-mentor system, and guide college students in career planning. 2. Establish "Psychological Resilience Scholarship": To reward students who actively participate in psychological counseling, in order to improve their sense of self-efficacy. 3."Student Happiness Partner Program": Recruit students to serve as happiness promotion ambassadors, design peer counseling activities (21-day gratitude diary challenge), and issue social practice certificates based on participation levels. 4. Virtual Avatar Psychological Counseling System: Develop an anonymous virtual chat system where students can interact with AI or psychological counselors through customized avatars, thereby reducing psychological barriers to seeking help.

Strategies	Function	Measures
Family-level strategies	Build a support alliance.	1. Parent Career Planning Workshop: Make full use of enterprise resources, increase practical social experience opportunities, and enrich the methods of practical social activities.； 2."Parent School Experience Day": Every semester, we invite parents to participate in open days for classrooms, canteens, and laboratories, aiming to change the negative stereotypes about private universities. 3. Family psychological education subsidy: Apply for government funds to provide training on psychological courses for families. 4. The "Family Happiness Agreement" program: A tripartite agreement is signed between the students, parents, and the school, stipulating family communication norms (such as providing positive feedback once a week and not discussing grades or rankings).
School-level strategies	Innovative institutional supply	1. Establish "Regional Industry Colleges": Collaborate with local enterprises to set up training programs based on orders, linking learning directly with employment. 2. Establish a "Skills Certification Center": Introduce authoritative industry certificate training to enhance employment competitiveness； 3. AI-based happiness monitoring platform: Utilizing campus apps and facial recognition systems to collect student behavior data (such as library check-ins, frequency of classroom interactions, late-night absence), using AI algorithms to alert students with low happiness levels, and automatically sending out customized resources (psychological counseling appointments, learning skills courses)； 4. Campus "Third Space, Campus Living Room" Renovation Plan: Transform idle areas into shared learning spaces, create a living room for dormitories, teaching buildings, and activity centers, establish coffee and book cafes, meditation corners, and incorporate happiness design (natural light, green plants, lounge chairs) to integrate learning, relaxation, and social functions； 5. The "Specialty Program Certification Plan" and "Specialty Teaching Plan" of private universities: Select 1-2 advantageous majors (such as cross-border e-commerce, baking), apply for international industry certifications, offset the bias of academic qualifications through professional differentiation, through embedded IELTS course teaching, and apply for further studies at overseas prestigious universities upon graduation, achieving a leapfrog advancemen； 6. Implementing: "Dual-Teacher Cloud Classroom": Purchasing online courses from top 985 universities to make up for the shortage of academic resources (technical opportunities + teacher disadvantage)； 7. Flexible tuition installment payment system: Allows students to pay tuition in installments by semester or after employment. Jointly, financial institutions provide zero-interest installment services. 8. Teacher "Happiness Teaching" Performance Incentive: Incorporate students' classroom satisfaction and mental health indicators into teachers' KPIs. Reward teachers who meet the standards with bonuses or offer them priority promotion. 9. Establish a "dynamic tuition compensation mechanism": Return part of the tuition fees based on the employment rate to alleviate economic pressure.
Social-level	Improve the	1. Launch the "Outstanding Talents of Private Schools Brand Communication Program": Collaborate with the media to publicize the cases of outstanding alumni, and reshape public perception. 2. Private School - Community "Happiness Service Exchange":

| Strategies	Function	Measures
strategies	ecological environment.	Organize college students to provide skill-based services to the community in exchange for community resources, and increase internship opportunities. 3. Establish an "anti-discrimination legal aid channel": The joint law firm provides employment rights protection support to combat discrimination based on educational qualifications.
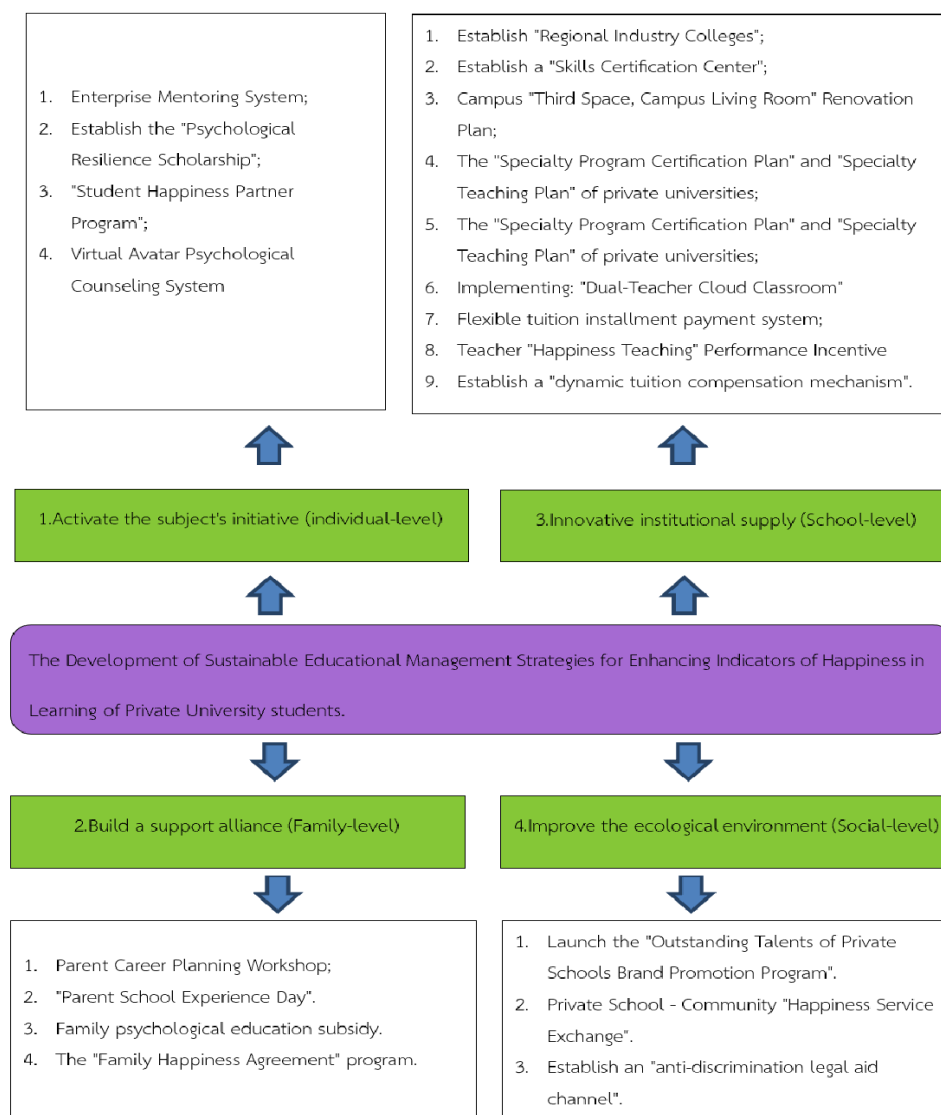
Figure2 Strategic framework

3.3 . Evaluate the adaptability and feasibility of strategies for enhancing the subjective well-being of private university students

Table 3.7: Evaluate the adaptability and feasibility of strategies for enhancing the subjective well-being of private university students.

(n=5)

Strategies for enhancing the subjective well-being	Feasibility			Adaptability		
	$\overline{X}$	S.D.	Result	$\overline{X}$	S.D.	result
1. Individual-level strategies	4.61	0.30	highest	4.35	0.28	high
2. Family-level strategies	4.63	0.31	highest	4.34	0.28	high
3. School-level strategies	4.76	0.25	highest	4.43	0.24	high
4. Social-level strategies	4.36	0.30	high	4.28	0.32	high
Total	4.59	0.29	highest	4.35	0.28	high

The evaluation results of the strategic model to enhance subjective well-being (SWB) of private university students, as shown in Table 3.7, revealed that all four domains-individual, family, school, and social-were rated at high to highest levels for both feasibility and adaptability. Specifically, the school-level strategy received the highest score for feasibility (Mean = 4.76, SD = 0.25), reflecting its strong alignment with existing institutional structures and ease of implementation. Family- and individual-level strategies also demonstrated high feasibility (Means = 4.63 and 4.61, respectively) and adaptability, indicating their relevance and flexibility across student needs.

Although the social-level strategy had slightly lower mean scores (Feasibility = 4.36, Adaptability = 4.28), it was still rated as "High," suggesting that external factors such as societal networks or public policies may require additional support for effective execution.

Overall, the expert panel affirmed that the proposed strategies are well-aligned with the real-world context of private universities and hold promise for practical application, particularly in fostering sustainable improvements in student well-being.

4. Conclusion

This research aimed to develop and validate sustainable educational management strategies to enhance the subjective well-being (SWB) of students in private universities in Shanghai, China. The findings revealed clear discrepancies between the current and desired states of SWB across four domains: individual, family, school, and social. Among these, individual factors were prioritized as the most critical area for development.

The research successfully integrated both quantitative and qualitative methods, combining data from student surveys, expert interviews, and strategic analyses using SWOT, PEST, and TOWS frameworks. The resulting strategies were designed to promote student-centered management, psychological support, participatory learning environments, and institutional collaboration.

Expert validation confirmed that the proposed strategies were highly appropriate, feasible, and aligned with the contextual needs of private universities. These strategies are not only theoretically grounded but also offer practical relevance for higher education administrators aiming to enhance well-being in diverse and resource-constrained settings.

In conclusion, this study provides an evidence-based and contextually sensitive framework for promoting SWB among university students. It contributes to both academic discourse and institutional policy by demonstrating how strategic educational management can be leveraged to foster sustainable student development.

Acknowledgments

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Researcher Profile

Name-: Hong Jun

Gender: Male

Date of birth: October 18, 1978

Mailing address: No. 1788, Cheting Road, Songjiang District, Shanghai ， China.

Work experience: Shanghai Lida University

Educational background:

- **September 1999 – July 2003**
  Anhui Science and Technology University
  Major: Mechanical and Electronic
  Engineering
  Qualification: Undergraduate College
  Degree: Bachelor's Degree
- **September 2015 – July 2018**
  Hubei Technology University
  Major: Mechanical Engineering
- Degree: Master's Degree
- **August 2022 – August 2025**
  Bansomdejchaopraya Rajabhat University
  Major: Educational Management Degree
  Degree: Doctoral Candidate