

Positive Student Satisfaction And University Education System Welfare Policy In Cambodia

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Abstract

The goal of this study is Positive student satisfaction and university education system welfare policy in Cambodia (2019~2023). Considering the positive welfare of students as a national education management policy, to what extent is it actually effective? Is student satisfaction positive? can be a measure. An empirical study was conducted from this perspective. In fact, the significance of the study is to understand progress in the direction of positive welfare policies in Cambodia by conducting a survey in which students participate in universities. The content of the study was structured as a positive student welfare policy variable. Independent variables included the university's facilities, operations, and teachers' knowledge. The dependent variable was borrowed from PERMA, which has already been widely studied in student welfare in developed countries, and students' satisfaction and peace of mind as the dependent variable. This is an empirical study based on empirical research, involving actual participants of students, teachers, and facility operators. The standard for a positive student welfare policy is the establishment of social infrastructure. However, application was limited. The university's facilities, operations, and students' satisfaction, confidence, self-esteem, pride, gratitude, and sense of accomplishment. To achieve this, the direction of education policy was applied: positive social attitude, participation, career choice, and positive attitude towards lifelong education. Research results show that, firstly, students' satisfaction with welfare policy is positive in terms of sense of belonging and career choice. Second, the need for improvement in the university system and the need for learning in class are affirmed. Third, although there were some aspects of university operation and welfare education policy, satisfaction, self-efficacy, self-esteem, and sense of accomplishment were

somewhat lacking. Fourth, it was not only the university system that determined whether students were happy, but also the justification in terms of educational operation had low reliability. In summary, there was a somewhat positive response overall, but it was somewhat insufficient in terms of educational welfare policy.

Keywords: Educational policy operation, university system, PERMA. satisfaction and students' mindset'

Introduction

There is a recent switch of focus and concerns in education in the world as well as in Cambodia's schools and universities from academic achievement to students' academic well-being. Student's well-being is composed of different factors such as school satisfaction, school engagement, happiness, relationship with teachers and mates, school environment, physical, school burnout, and physical & mental health. Niclasen et. al. (2018) identified the following five dimensions of well-being: mental and physical well-being; experience of personal and academic competences; experience of support and inspiration from surroundings; psychosocial learning environment; learning environment – order and quietness. The latest trends in academic research not only focus on school effectiveness and in students' acquisition of knowledge and skills, but also on the other aspect of well-being in the academic context. Students' well-being has become an important factor in the quality of the teaching-learning process. And it is considered a prerequisite for learning. (Niclasen, Keilow, & Obel, 2018). Kern, Waters, Adler, & White, (2015) also stressed the importance of student well-being in education. They recognized that there is a need to practice positive education in order to develop students' positive psychological characteristics that contribute to the well-being of students.

Shoshani and Steinmetz (2014) have also recommended including positive psychological intervention programs into school curriculum for the attainment of student well-being. They have also identified six major factors that bring about the well-being of students: positive emotions, gratitude, goals fulfillment, optimism, character strengths, and positive relationships. Positive Psychological Models measuring well-being and Over the last two decades, numerous positive psychological models that could be adopted have been developed by scholars to measure students' well-being: Kern, Benson, Steinberg, & Steinberg, (2016), (Lyubomirsky, Sheldon, & Schkade, 2005), Wong's (2010), Soutter, O'Steen, & Gilmore, (2014).

Besides the positive psychological models that are linked to students' well-being, models that consider various factors external to positive psychology have also sprouted in search of alternatives in bringing out student well-being: Social infrastructure model: Davern, Gunn, Whitzman, Higgs, Giles-Corti, Simons,... & Badland, (2017) have introduced a comprehensive model to establish the link between social infrastructure development of a geographical space and the health and well-being of its inhabitants. Social infrastructure is important to health, wellbeing and the livability of a community. Social infrastructure is defined as life-long social service needs related to health,

education, early childhood, community support, community development, culture, sport and recreation, parks and emergency services which are needed to promote health and wellbeing. Institution System Model: Ekundayo (2012) has confirmed positive correlations between school facilities and the affective and psychomotor aspects of students' well-being.

It could be seen in previous studies. The studies that positively affect students' well-being are as follows. In which were shone Chile 23.4% & 16.4, (2007). China 35.8% & 23.7% (2016). Malaysian, 37.2% & 23.7%,(2013). Turkish 27.1% & 47.3% (2008). Another global phenomenon shows that in USA, three in five (60%) of college students reported being diagnosed with a mental health issue. According to (HEC,2022), research conducted in Cambodian Students in public schools (56.4%), private schools (43.6%), and 130 higher educational institutes showed the following results: 37.5% of students feeling stressed, 54.2% reported anxiety, and 44.6% suffered from depression. Through another study of 15,000 Cambodian students, 58% of the students reported experiencing at least one mental health issue.

On the other hand, looking at the international trend, the positive welfare of students is being known. A comparison with Chile, China, Malaysia, and Turkey showed that Cambodian students reported higher levels of depression & anxiety than students in those countries. Therefore, this study was intended to conduct an empirical study focusing on the positive welfare level of Cambodian students. In this study, it is the content to be studied, and for the positive welfare of students, it was intended to study the factors that affect students' mentality and satisfaction. The scope of this study borrowed the FREMA model as an independent variable. And, based on the university's facilities and social education infrastructure as parameters, I tried to study the positive student well-being fare of Cambodian students.

1. Pre-study

1.1 The University system

The schools/universities environment can support or undermine student mental wellbeing by magnifying or mitigating stressors and psychological resources associated with mental wellbeing. Mental wellbeing – Why are so many students experiencing poor mental health? Do students' high levels of psychological distress have anything to do with schools/universities education? What is the role of universities in supporting student mental health and wellbeing, (M Csikszentmihalyi, IS Csikszentmihalyi, 2006.; Huppert, & Johnson (2010); M Slade, 2010.; LG Oades, P Robinson, S Green,2011.; MB Frisch , 2005.; E Diener, RE Lucas, S Oishi, 2020). FR Goodman, DJ Disabato, TB Kashdan, 2018.; JP Doyle, K Filo, D Lock, DC Funk,2016.; Á Kun, P Balogh, KG Krasz, 2017.; D Khaw, M Kern, 2014.; SH Merritt, S Heshmati, Z Oravec, SI Donaldson,2022, PERMA's research has already proved a lot. Therefore, in this study, it was borrowed from the literature review. Social Education Infrastructure, (VN Borkar, 2016.; A Alam,2022.; L Bolier, M Haverman,2013.; Y Chida, A Steptoe,2008.; JB Avey, F Luthans, RM Smith,2010; M Pluess,

2015). The fact that social infrastructure also affects many parts of previous studies was referred to through a reference literature search. PISA, (E Govorova, I Benítez, J Muñiz ,2020,; YS Wibowo, FA Setiawati, SR Qodriah, 2021, ; C Cefai, V Cavioni,2015,; S Gostoli, V Cerini, A Piolanti, 2017,; KL Chue, A Yeo, 2022,; D Tessier, C Ginoux, R Shankland , 2022). Through this literature review, the research contents of educational infrastructure were borrowed. Academic teachers and leaders and others – how and why specific curriculum choices or pedagogies drive innovation in teaching and learning in universities. The approach is to support the psychological needs and academic outcomes of school/university students (A Alam, 2022, S Scoffham, J Barnes, 2011, RL Light, 2018. School is a training ground that helps shape individuals into the people they want to be. Positive school experiences are linked to positive long-term outcomes, such as less engagement in risk-taking behaviors (e.g., alcohol and drugs) and stronger preparedness for personal aspirations (Furlong, Gilman, & Huebner, 2014). Instead, it is a positive aspect that focuses on the development of strengths. Instead of focusing on the components of mental illness, the positive is the identity in a person's life (Peterson, 2008). These studies have shown that university facilities play a very important role in providing positive satisfaction to students. It can be considered that previous studies are closely related to positive welfare policies. Based on this, the contents were organized into the university system, including administrator support, university safety, library, internet environment, classroom cleanliness, and curriculum.

1.2 PERMA

According to Seligman (2012). “Becoming one with music.” This is consistent with Sikszenmihalyi's (1989) concept of “flow.” It is complete immersion in a positive activity. In other words, the present moment is what you are focusing on. The concepts of flow and participation must be in perfect combination. (Csikszenmihalyi & LeFevre, 1989). People experience flow when they use their best character strengths. Participation involves recognizing one's strengths in new ways every day and feeling superior after six months (Seligman, Steen, Park, & Peterson, 2005). Brunzel et al. (2016) argue that students' well-being depends on their participation in achieving goals. This can achieve educational goals by providing students with an approach. T.L.(A.). (2022). He has implemented positive applications to foster student engagement and classroom community during the COVID-19 pandemic and beyond. This study proved that the PERMA model can be used positively even in the Corona era. (Pfeifer & Stoddard, 2019) Research has math and technology skills positively reinforced through PERMA. For female students, positivity contributes to conflict management and organizational skills. (Broda et al., 2018 & Yeager et al., 2019) Influence student thinking and create a positive mindset and approach. (Davis et al., 2016 & (Oishi, Koo, Lim, & Suh, 2019) applied applications related to PERMA to determine how PERMA influences human gratitude and engage effectively, and the role of culture and personality. However, ICT processes did not. Researched in Cambodia Lea Waters, Sara B. Algoe, Jane Dutton, Robert Emmons, Barbara L. Fredrickson, Emily Heaphy, Judith T. Moskowitz, Kristin Neff, Ryan Niemiec, Cynthia Pury, and Michael Steger (2022) Ebrahim, A.H., Helmy, M., Engel, E., AlQoud, K., and AlShakoori, H., (2022) KHREIBI, R.A., (2022) Ramazani,

A., and Ahmadi, S., (2022). You can point out that although you've heard of positive aspects, there may be things that aren't expressed accurately in certain areas. Taking this into consideration, the content was adapted from this study. This is the content structure of PERMA. Positive emotions, engagement, relationship, meaning, and accomplishment

1.3 University Operation

There are many studies on the educational operation of universities. In this study, satisfaction is a perspective that can provide self-esteem, comfort, and joy by reducing social stress, anxiety, and depression. The process of data collection, planning, and strategy was defined as a method of satisfaction. It is said that consciousness exists in the process. It is one's experiences in historical situations that form one's sense of self (Crotty (1998)). In order to derive positive well-being, self-concept about communication provides a sense of positivity (Waterman, 2013), (Crotty, 1998). (Jorgensen & Nafstad, 2004). This framework appears to have strengths in solving positive problems based on participants' experiences. Therefore, discovering one's strengths and discovering one's self is an aspect of research that can contribute to deriving positive well-being in college. In order to effectively address well-being, both individuals and educational institutions must focus on subjects that allow them to experience creativity, positive emotions, and enrichment in order to effectively address well-being. Considering these aspects, according to, (Schreiner, 2015) pointed out that through developmental psychology education, students achieve optimal adaptation and most effective development, and cultivate innovative consciousness. Therefore, it was said that positive well-being should be improved to solve the various developmental problems that college students face during their development process (O'Sullivan, Gogan, Doyle, & Donohue 2021). Based on these mountain travel studies. In this study, it was constructed. It was composed by adding content to the infrastructure aspects of the education system and operation and positive education policy, focusing on the operation of the university. Textbook, class size, teacher's knowledge, teacher's personal ability, grading method, extra curriculum.

2.3 Cambodia Education reality

According to (HEC,2022), a research conducted in Cambodia on Cambodian Students in public schools (56.4%), private schools (43.6%), and 130 higher educational institutes showed the following results: 37.5% of students feeling stressed, 54.2% reported anxiety, and 44.6% suffered from depression. (Higher Education in Cambodia, 2022). In another study of 15,000 Cambodians students, 58% of the students reported experiencing at least one mental health issue. The research also shows a high dropout rate of 8.4% in primary schools and 19.8% in secondary schools. These two issues constitute the major obstacles for the Cambodian government to realize its national goal, (Cambodia Country Strategic Plan, 2019-2023). Another study found student well-being in "UC Students' Perspectives on Depression" by Rosland Najwa Nabil & Taing Pichnimol, Phnom Penh Campus, Cambodia: 34% of students, 6% of single parents, 18% of office workers, 10% of business people; Other 10% are more likely to suffer from depression.

The framework blueprints Healthy Universities in the UK and Mind matters. Stallman, H. (2010); Larcombe et al., (2015); Wierenga, Landstedt and Wyn (2013). A healthy university is defined as one that: ‘aspires to create a learning environment and organizational culture that enhances the health, wellbeing and sustainability of its community and enables people to achieve their full potential’ (Dooris, Cawoon, Doherty & Powell, 2010). The students suffer more from depression compare to single parent, worker, businessman and others. The contents to be studied in this study are framework of promoting student mental health and wellbeing demonstrate that the student’s wellbeing is a function of social infrastructure (community awareness, access to services, supportive environment); institution systems (engaging curriculum); and students’ mental health, knowledge, and skills.

2.4 Education Policy to oriented

The contents to be studied in this study are framework of promoting student mental health and wellbeing demonstrate that the student’s wellbeing is a function of social infrastructure (community awareness, access to services, supportive environment); institution systems (engaging curriculum); and students’ mental health, knowledge, and skills. The framework blueprints Healthy Universities in the UK and Mind matters. Stallman, H. (2010); Larcombe et al., (2015); Wierenga, Landstedt and Wyn (2013). A healthy university is defined as one that: ‘aspires to create a learning environment and organizational culture that enhances the health, wellbeing and sustainability of its community and enables people to achieve their full potential’ (Dooris, Cawoon, Doherty & Powell, 2010). Studies on student well-being in Cambodia: In a study conducted on “UC Students' Perspectives on Depression” by Rosland Najwa Nabilah, and Taing Pichnimol, The University of Cambodia, Phnom Penh, Cambodia.

We present a blueprint for Healthy Universities and Mind Matters in the UK. According to Stallman, H. (2010); Larcombe et al., (2015); Wierenga, Landstedt, and Wyn (2013). A healthy university pursues educational policies to help students reach their maximum potential. It defines the university's aspiration to 'enhance the health, positive wellbeing and sustainability of the community, and to create an environment and organizational culture that is conducive to learning' (Dooris, Cawoon, Doherty & Powell, 2010). We present a blueprint for Healthy Universities and Mind Matters in the UK.

2.5 Preliminary summary research content definition

To summarize the previous research, the abstract part is reality. In this study, we attempted to conduct an empirical investigation. In the past, due to poor economic conditions in Cambodia,

little attention was paid to the positive effects of education. The university sought to improve the lack of positive educational welfare effects that could provide students with a sense of satisfaction, confidence, and accomplishment due to a lack of academic achievement, system/university operation, teachers' knowledge capabilities, and individual teachers' abilities. The point is that by providing positive welfare policies to students, they become stable human resources for national development. Nonetheless, the policies of the process hindered this goal. It consists of the contents of this study. By providing a university management system for positive welfare policies that promote students' mental health and policy infrastructure through improvement of teachers and educational content. The purpose of the research is to improve the effectiveness of positive student welfare policies and promote university systems. To achieve this purpose, the content of the study was limited. The university system includes facilities, university stability, library, internet, class cleanliness, curriculum, etc. In terms of university operation, it includes textbooks, class size, teacher knowledge, teacher qualifications, learning methods, and extracurricular curriculum. In addition, in the direction of national education policy, PISA leads the way in terms of school values, participation in lifelong education, attractiveness of positive learning, and feasibility of implementable social learning. Based on PERMA, we would like to suggest the need for policies aimed at helping students find satisfaction and confidence and take responsibility for their jobs.

Although it was not completed to complement the neglect of previous research and take into account the fact that the education policy neglected the welfare of students, it could serve as a basis for future improvement of Cambodia's student education welfare policy by conducting a fact-finding survey of current students. This gives the research significance. The university system and operation details are presented. The university system is included as an independent variable. Staff helpfull, campus security, Liborary, access wifi, Claen class, and curriculum. University operation includes textbooks, classroom size, teacher knowledge, teacher quality, teaching methods, and extracurricular activities. The direction of education policy is inclusive. The value of PISA, participation in lifelong education, positive participation in school classes, and social education implementation relationship. Student welfare is a comprehensive combination of positive emotions, participation, relationship ship, meaning, achievement, student satisfaction and student comfort, Slef efficacy, Slef esteem, grating and accomplish, and PERMA, which are positive welfare factors for student welfare according to the Cambodian Education Welfare Policy.

Factor	Contents /	Scholars
University System	Campus Safety & Crime	(White, 2016), (Fava, & Ruini, 2014), (Tejada-Gallardo, Blasco-Belled, Torrelles-Nadal, & Alsinet, 2020). (Hollis, 2010), (Padilla & Thoroughgood, 2013). (Jackson, 2009). (Zuckerman, 2010).
	Staff helpfulness	(Schreiner, Pothoven, Nelson, & McIntosh, 2009), (Vázquez, Hervás, & Rahona, 2009), (Kubzansky, Huffman, & Boehm,



	2018), (Biswas-Diener, 2011), (Slade, 2010). (Swanbrow Becker, 2020), Crawford & Johns, 2018).
Education Infrastructure	(Kubzansky, Huffman, & Boehm, 2018), (Cohrs, Christie, White, & Das, 2013), (Matvienko-Sikar, & Dockray, 2017), (White, 2016).
University System	(White, 2016), (Williams, Horrell, & Edmiston, 2018), (Hoy, & Tarter, 2011), (Avey, Luthans, & Smith, 2010), (Shoshani & Slone, 2017).
Access WiFi	The Online Doctoral Theses repository (TDX), Oxford OX1 2JD, All CRAI libraries have access to Wifi. the University of Seville (ReInUS).
Clean Class	(Brault-Labbe and Dube 2010; Cassidy 2011; Liyanagamage, Glavas and Kodagoda 2019). (Cole, Feild, and Harris, 2004; Evans, Bira, Gastelum, Weiss, and Vanderford, 2018; Pedrelli, Nyer, Yeung, Zulauf, and Wilens, 2015; Tsui and Wing, 2009.
Curriculum	(Ashton,1998; Hughes & Spanner, 2019), ' (Hughes & Spanner, 2019), (Dooris & Doherty, 2010; Hughes & Spanner, 2019). (Houghton & Anderson, 2017).
Textbook	(Batt et al., 2021; van Assche et al., 2019), (K. M. Adams et al., 2014). (Kahn et al., 2019). Bryce, 2019 , . D'Agostini et al., 2022; Polychronopoulou et al., 2019).
Class size	(Glass & Smith, 1978; Robinson, 1990), e (Hanushek, 1986; Hoxby, 2000). (Guseman, 1985; Raimondo et al., 1990; Karakaya et al., 2001)
Education Operation	(Lee, & Kim, 2012), (Turner, Barling, & Zacharatos, 2002), (Sivanathan, Arnold, & Turner, 2004), (Guberina, & Wang, 2021),
Teacher Quality	Kubzansky, Huffman, & Boehm, 2018), (Slade, 2010), (Kim, & Miller, 2019), (Linley & Joseph,2004), (Iqbal & Khan, 2020).
Grading method	Robert Zaretsky's 2013. Aina Katsikas' 2015, Resolution dated 21st March 2016. Schinske & Tanner, 2014). Nilson, L.B. (2016, Jan).
Extra Curriculum	social skills, hobbies and personal interests, and languages with the most professional opportunities. how to work as a team. Including volunteer activities on your resume

	PISA	at grade 1 is 6. students in 7th grade are aged 12 years; 10th grade 15 years, PISA- format, the skills and knowledge of 15-year-old students.(OECD. 2018)
Education Policy to Oriented	Engagement lifelong Study	(Jang, Kim, and Reeve Citation2016; Nguyen, Cannata, and Miller Citation2018; Quin Citation2017). (Quin Citation2017), (Biggs Citation2012; Wang and Peck Citation2013). (Abbott-Chapman et al. Citation2014).
	Positive Attractive learning	(Pallisera et al., 2010; Gil, 2015). (Pegalajar and Colmenero, 2013; Fernandez-Rio et al., 2017; Mendo et al., 2018). (Carrasco and Giner, 2011; Barba et al., 2012; Pegalajar and Colmenero, 2013).
	Implication Positive relation	Headey et al., Citation1984; Parviainen et al., Citation2020; Ryff et al., Citation2006). (Teuber et al., Citation2021; Vinter et al., Citation2021; Yotyodying et al., Citation2021). Yotyodying et al. (Citation2021).
Students Welfare (PERMA)	Positive Emotion	(Seligman, 2012), (Moskowitz, Cheung, & Freedman 2021), (Santos, Paes, & Pereira 2013), (Chida & Steptoe 2008).
	Engagement	(Shoshani, Steinmetz, & Kanat-Maymon, 2016), (Kotera & Ting, 2021, (Eryilmaz, 2015), (Gander, Proyer, & Ruch, 2016), (Kang & Kwon 2017)
	Positive Relationships	(Vázquez, Hervás, & Rahona, 2009), (Gander, Proyer, & Ruch, 2016), (Steptoe, O'Donnell, Marmot, & Wardle, 2008), (Reis & Gable, 2003).
	Meaning,	(Vázquez, Hervás, & Rahona, 2009), (Kubzansky, Huffman, & Boehm, 2018), Chida & Steptoe, 2008),
	Accomplishments Achievements	(Gander, Proyer, & Ruch, 2016), (Croom & Musicae Scientiae, 2015), (Kern, Waters, & Adler, 2015), (Shoshani, Steinmetz, & Kanat-Maymon, 2016), (Croom, 2015).
Students Satisfaction	Student Felling Their Belong	(Suldo, Hearon, Bander, & McCullough, 2015), (Roth, Suldo, & Ferron, 2017), (Shoshani, & Steinmetz, 2014), (Shoshani, Steinmetz, & Kanat-Maymon, 2016), (Suldo, Savage, & Mercer, 2014), (Alam, 2022)
	Student Mindset	(Alam, 2022), XQ Zhang, (Zhang, Zhang, & Wang, 2020), (Shoshani, Steinmetz, & Kanat-Maymon, 2016), (Bazargan-Hejazi & Shirazi, 2021), (White, 2016), (Chu, 2022), (Benoit, & Gabola, 2021), (Slavin, Schindler, & Chibnall, 2014
	Diligent	(Lambert, Passmore, & Holder, 2015), (Proyer, Wellenzohn, & Gander, 2015), (Howell, 2009), (Gregory, & Rutledge, 2016), (Güler, & Haseki, 2021).

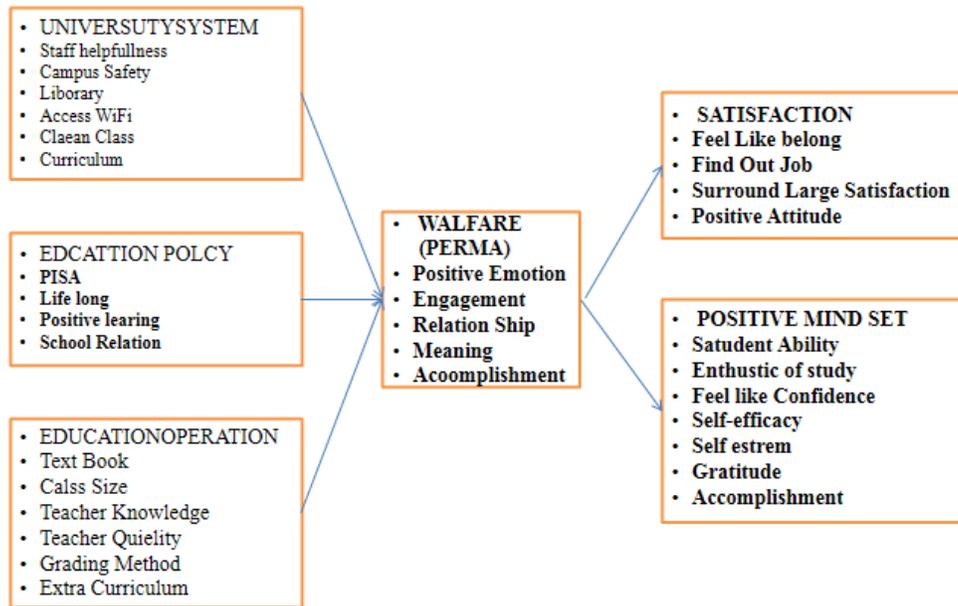


Positive Education	Positive Education	(Bazargan-Hejazi & Shirazi, 2021), (Alam, 2022), (Ward, Sparkes, Ricketts, Hewlett, & Prior, 2023), (White, 2016), (Zhang, Zhang, & Wang, 2020), (Gush, 2016), (Shoshani, & Slone, 2017), (Benoit, & Gabola, 2021), (Lambert D'raven & Pasha-Zaidi, 2016).
	Outlook value life e	(Bandura, 2011), (Boehm, & Kubzansky, 2011), (Shoshani, & Steinmetz, 2014), (MacConville, & Rae, 2012).
	Positive Relationships	(Vázquez, Hervás, & Rahona, 2009), (Gander, Proyer, & Ruch, 2016), (Steptoe, O'Donnell, Marmot, & Wardle, 2008), (Reis & Gable, 2003). (Salmela-Aro et al., Citation2009). Teuber et al. (Citation2021)

2. 3. Research model

A useful and influential elaboration of validity followed Cook & Campbell (1979). Validity is a ‘sensitivity’ aspect of content, and when empirical interpretation is applied, the impact of each varies depending on the impact of the other. This is because validity is provided operationally according to the content of the given factors. Therefore, Campbell's internal content and external validity were used in this study. Statistical sensitivity was additionally considered in the results of the content. The research model were composed of operational contents. Empirical content that can influence students’ educational welfare policies. The contents are six university system factors as independent variables. University operation details, 6 items. and national education policy direction, 4. And student welfare factors, 5. Student satisfaction, 4. and emotional stability, 7.

Figure 2-1. Study model



3.1 Study contents

The purpose of this study was to construct satisfaction based on Cambodian students as a content variable. These are 37 factors used to derive positive student welfare, and are viewed as having a relationship with infrastructure in the direction of the university system and operational education policy. The subjects of the empirical study were 1,129 students from BELTEI International School and BELTEI International University in Cambodia, including teachers, school management personnel, and relevant members of the Ministry of Education. Based on this foundation, we conducted a satisfaction survey to increase the validity of student educational welfare.

In order to understand satisfaction more broadly, each factor was divided in detail. Independent variables: The first reflects the university's system, which includes help from administrators, campus safety, library, Internet connection, cleanliness of classrooms, and curriculum, as well as knowledge and qualifications of teachers in terms of management, teaching materials, and teachers. Includes high quality, extra curry, etc. The value of PISA, lifelong education, positive learning, and implementation participation relevance as a direction for education policy. Third, based on PERMA, positive emotions, participation, relevance, meaningfulness, and sense of accomplishment. Fourth, students' satisfaction includes sense of belonging, career choice, social participation, and positive attitude. Student protocols include self-confidence, a sense of humor, confidence, self-confidence, self-esteem, Gratitude, and a sense of accomplishment. Focusing on these contents, research was conducted on the relevance of students' educational welfare policies.

3.2 Study Factor

In order to increase the concentration of the contents of this study, the researcher defined the contents of operational variables. Its content is as follows.

Cambodia Education policy	University System	Staff helpful, Campus Safety, Library, Access Wifi, Clean Class and Curriculum etc.
	Education Operation	Test book, Class size, Teacher knowledge, Teacher Quality, Grading Method and Extra Curriculum
	Education policy to oriented	PISA, School Value, participation life long, positive attractive toward school long and implication positive relation
PERMA	Positive Emotion	feeling joyful. feeling positive and feeling contended
	Engagement	feeling absorbed, excited and interested and losing track of time & and enjoy
	Relationship	feeling comfortable asking for assistance & support, Ex tend of feeling being loved and Satisfaction with personal relationships
	Meaning	Leading a purposeful and meaningful life, Feeling life being valuable and worthwhile and Feeling having sense of direction in life
	Accomplishment	Feeling making progress towards accomplishing goals, Feeling having achieved set goals and Feeling able to handle responsibilities
Positive Welfare	Students Satisfaction	They belong, want to their class, their ability, friendlies, always feel happy, enthusiastic about study, confident in themselves
	Students Mindset	Can finish everyday homework, do not feel lonely, want to perform assessment, much in life thankful and get along with people
positive welfare policy	University system	Students resilient decurion policy guide line to oriented
	Welfare students	Satisfaction their ability and choose job positive attitude
	Positive welfare policy	the overall social development of my country. self-efficacy, self-esteem, gratitude and accomplishment

3. Analysis

3.1 sample

There are four categories of participants in this study. Students of BELTEI International School Campus 1 to Campus 20. Stakeholders of BELTEI International School Campus 1 to Campus 20. They are campus directors, assistant directors, and teachers. The students of BELTEI International University Campus 1 are made up of students from different faculties and different years of study. Stakeholders of BELTEI International University including Dean, Vice-Dean and Lecturers. Participant Details. A total of 58 stakeholders. 799 students. Digital 304 people. Total 1,161 people.

3.2 Frequently

Total effect, statistical significance and direct effect. Statistical results related to the condition. To complicate matters a bit more, the results are consistent with the previous sample results. However, a formula may be more useful. The case output results were male and female, with 49.7 (%) for men, 49.2 (%) for women, and 0.1% missing. Age: 10~12s, 0.5(%), 13~16s, 18.7(%), 17~20s, 60.2s, 53.2(%), 21~25s, 20.7s, 18.3(%), 26~ 30s, 46s, 3.4(%), 31~40s, 44s, 3.9(%), 41~50s, 9s, 0.8(%), 51~60s, 2s, 0.2 (%) Over 60s, 0.1(%). The occupational results showed that middle school teenagers were 389, 34.4 (%), 11th grade, 255, 22.5 (%), 12th grade, 200, 17.7 (%), and undergraduate teenagers were 231, 20.4 (%). , with 56 s missing, it was 5.0 (%). Education was level, secondary school 746, 66 (%), high school 8, 0.7 (%), associate degree, 22, 1.9 (%), bachelor's, 35, 3.1 (%), master's and doctoral. .D was in the 265s, 23.4 (%), and the others were in their 40s, 3.5 (%). The occupations were student 958, 84.7(%), office 18, 1.6(%), engineer 2, 0.2(%), professor 17, 1.5(%), and self-employed 6, 0.5(%). Ten marketers were 0.9 (%), others were 83 to 7.3 (%), and missing people were 37 to 3.2 (%). Income was \$<\$100, 788 units, 69.7(%), \$100-\$300, 69 units, 6.1(%), \$301-\$500, 177 units, 15.6(%), \$501-\$1,000, 42 units, 3.7(%), \$1,001-\$2,000, 7s, 0.6 (%), \$2,001-\$3,000, 3s, 0.3 (%), \$3,000 or more, 1 person, 0.1 (%), missing, 44 units, 3.9 (%). Details of the study are presented.

3.3 Factors

As a result of factor analysis, a total of 29 factors were significantly used as factors for each variable, $P > 0.500$ or higher, statistically significant and can be adopted as the null hypothesis. Adopted the component transformation KMO matrix factor analysis results. The content is: $P > 0.513$. 0.512, 0.634, 0.599. 0.585. 0.628.0.579, 0.596,0.565. 592. 0.629, 0.651,0.537, 544, 0.604. 0.584. 0.562. 0.530, 0.565, 0.599, 0.574, 0.507, 0.532, 0.543 .528, 0.574, 0.569, 0.591, Extraction method: principal component analysis.

The university factor was the result of the analysis. 0.585. Helpful faculty, campus safety, library and Wi-Fi access, clean classes and curriculum. Curriculum and additional teacher skills were 0.628. Books, class size, teacher knowledge, teacher quality, grading methods and more. PISA,

school values, lifetime participation, positive attraction to school, and implicit positive relationships were found to be 0.579. The PERMA factor was 0.557 for positive emotions: whether students feel happy or dissatisfied. Engagement: Feeling valuable and valuable. I felt accomplished and had goals I set for myself. The feeling of being accomplished and having goals set for oneself was 0.513. Relationship was, able to fulfill responsibilities, 0.599. Pleasant feeling. Positive and dissatisfied feelings were 0.512. Achievement is the feeling that progress is being made toward achieving a goal, the set goal has been achieved 0.634. Student satisfaction was 0.596 for sense of belonging, wanting to take class, ability, kindness, always being happy, passion for studying, and confidence. Students' mindset: Being able to do homework every day, not feeling lonely, wanting to evaluate, feeling grateful and wanting to get along well with people in life is 0.565. I am satisfied with the overall social development of our country. 0.592. The university system had 0.629. The number of welfare students was 0.651. Positive welfare policy was found to be 0.537.

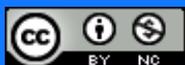
Factors analysis		Component		
		1	2	3
University System	Staff helpful, Campus Safety, Library, Access Wifi, Clean Class and Curriculum etc.	0.585	-0.216	0.066
	Test book, Class size, Teacher knowledge, Teacher Quality, Grading Method and Extra Curriculum	0.628	-0.076	0.035
	PISA, School Value, participation life long, positive attractive toward school long and implication positive relation	0.579	-0.139	0.075
PERMA	Positive Emotion: Do your students feel joyful, Do your students feel contented	-0.056	0.531	0.557
	Engagement: Feel valuable and worthwhile, Feel achieved & goals have set for yourself, Feel achieved & goals have set for yourself	0.513	0.113	0.096
	Relationship : Feel that you can handle your responsibilities Responsible	0.599	-0.152	0.153
	Meaning: feeling joyful. feeling positive and feeling contented	0.512	0.077	0.097
	Accomplish: Feeling making progress towards accomplishing goals, Feeling having achieved set goals and Feeling able to handle responsibilities	0.634	-0.156	0.089
Positive Welfare	Students Satisfaction: They belong, want their class, their ability, are friendly, always feel happy, enthusiastic about study, confident in themselves	0.596	-0.154	0.088
	Students' Mindset: Can finish everyday homework, do not feel lonely, want to perform	0.565	-0.088	0.286

assessments, much in life thankful and get along with people				
Satisfied with the overall social development of my country.		0.592	-0.171	0.298
Building positive welfare	University system	0.629	-0.156	0.276
	Welfare students	0.651	-0.158	0.209
	Positive welfare policy	0.537	-0.043	0.007

3.4. Regression analysis

Regression analysis is a statistical method that shows the relationship between two or more variables. As a result of the aggregation, the basic factors were integrated and the variables were summarized to express them as more than 0.05 factors (P < 0.05). First, it can be interpreted as having a probability, which has a statistically significant indirect effect. The university system explained positive well-being, which has an explanatory power of 45 with an adjusted R square of 0.45 (%). PERMA has an adjusted R square of 0.471 (%), and the university research institute has an adjusted R square of 0.266 (%), which has an explanatory power of 26.6%. The operation of education policy has an explanatory power of adjust R Square 0.449(%), 49.9%. The overall overall impact was 16.36(%). As a result, the need for an overall student welfare policy has a positive impact on the structural model. These results showed statistical significance (P < 0.01) and were supported in terms of student satisfaction and student statics. When estimating the interaction coefficient between students' satisfaction and students' emotional aspects, the positive estimate is 0.148(%), 14.8%. Positive activity performance can be seen as activities being performed at a high level of 0.565(%), 56.6%. However, student satisfaction was found to be 0.94(%), which was somewhat insufficient, and was found to be 0.108(%). It showed a significant positive effect of 10.8%. In summary, the total change in students' mindset regarding satisfaction was 17.61 (%) as a result of adjusting R2 Square. (P < 0.01) showed statistical significance. Looking at the research comprehensively. The university system is . 47.1%, student welfare 45.6%, change in student mindset 14.8%, and student satisfaction 56.5% were found to have a positive impact on student welfare policy.

		Regression Analysis						
Remark	Model	R	R Square	Adjusted R Square	Change Statistics			
					R Square	F	df2	Sig. F
University System	Staff helpfulness, Operation	.690 ^b	267	.471	.019	5.197	1119	.000
Student Welfare	Emotion, Engagement,	.676 ^a	.457	.456	.457	316.143	1127	.000



	Relationship, Meaning, Accomplish							
Positive welfare	Student Mindset	.387a	.150	.148	.150	99.237	1128	.000
	Student Satisfaction	.755b	.570	.565	.420	109.274	1118	.000
Positive Welfare Policy	University System	.690 ^b	0.471	.471	.019	5.197	1119	.000
	Welfare students	.676a	0.456	.465	.457	316.143	1127	.000
	Positive welfare policy		3.548	.565	3.548	-	-	.000

Note: 1. University System, 2. Student Welfare(PERMA), 3. Positive welfare, 4. Positive welfare Policy

The regression analysis reflects the university's system, the university's educational content operation, the direction of the country's educational welfare policy, and PERMA can be seen to additionally contribute to student welfare policy. It was found to have an impact on the university degree system of 0.471(%), and 0.465, respectively. The significance of the regression with overall support is ($P < .000$).

4. Conclusion

The research results investigated the need for positive welfare policies for students. It includes the university system, operating facilities, educational curriculum, and professors' qualifications as students' educational welfare policy factors, and adds the direction of the country's student educational welfare policy as a basis, borrowing the PERMA model adopted by advanced countries in student welfare. , we added student satisfaction and students' emotional safety to examine the impact on students' positive well-being. The target population was 1,161 students from BELTEI International School and BELTEI International University, and 37 items were composed to increase the reliability of the study. The factor values of the positive thinking variable and student mindset were reorganized into factors over 0.50 through factor analysis to increase the validity of the factors.

As a result, it was possible to derive a comprehensive value from the regression analysis of 56.5%, indicating the need for an overall positive policy direction for student welfare. In addition, it was found that there are many interesting variables that can create a bond among students through the infrastructure of educational policy. More importantly, in addition to the results of this study, what is interesting is that the connectivity of universities' systems and operations and the need for social

facility infrastructure for all university institutions were also discovered during the research process.

Regarding the need for a positive student welfare policy,

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the need for positive student welfare policies

First, the best way to suggest improvement in education policy in terms of student welfare is to recommend students' self-esteem and creativity in their way of thinking, which can induce positive aspects. In addition, in the PERMA variable, positive emotions, participation, relationships, meaning, and achievement decrease for students in the 8th and 9th grades, contrary to the phenomenon seen in developed countries, and surprisingly, they decrease sharply in the 15th grade. This meaning can be pointed out.

Second, it can be seen that the decline in positive thinking in Cambodia requires in-depth review in terms of the operation of positive student welfare policies. For that reason, the most important thing was that university institutions and social infrastructure must be connected. Although it is difficult to start providing positive welfare to students right away, they come to recognize that the university system is silently requesting meaning for them to survive as a social provision institution and lifelong education institution. The reason for this is that Cambodia's education method is quite conservative, which proves that it cannot influence the advanced PERMA model. Despite these successful factors, the reason why students' positive well-being is decreasing may be explained by

the fact that students are increasing their demand for familiar academic achievements through diverse learning.

Third, the results of student satisfaction and emotional stability showed significantly higher factor values in the positive part. This suggests the need for positive student welfare. It also suggests that students' positive lifestyles are on the rise. If you look at the content: students want to do well in class, students always think happy thoughts, and they can study more passionately. Meanwhile, students are interested in self-esteem.

Fourth, it can be an opportunity to trigger a new approach to positive student perception. The excellent abilities of teachers such as self-efficacy, resilience, and communication ability can provide teachers with social-emotional and influence. It appears that potential research into new areas will continue to occur.

Lastly, in anticipation of additional research related to student welfare policy improvement, we looked for the significance of improvements in Cambodia's positive student welfare policy.

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