



IMPACT OF POSITIVE PSYCHOLOGY INTERVENTIONS ON ADOLESCENT WELL- BEING, RESILIENCE, AND SOCIAL ANXIETY AMONG COLLEGE STUDENTS

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Abstract : Mental health is increasingly understood not merely as the absence of illness but as the presence of well-being and the capacity to function and contribute meaningfully. Building on this shift, positive psychology reframes psychology from a deficit focus to a strengths-based science of flourishing, emphasizing positive emotion, engagement, relationships, meaning, and accomplishment (PERMA). This study examines the effectiveness of positive psychology interventions (PPIs)—including gratitude practices, strengths identification and use, acts of kindness, mindfulness, and best-possible-self visualization—in supporting adolescent college students, a group navigating rapid social, emotional, and academic transitions. The primary objectives are to enhance resilience, reduce social anxiety, and improve overall well-being. We propose evaluating a structured, multi-component PPI program among college-aged adolescents and assessing changes in resilience, social anxiety, and well-being from baseline to post-intervention and follow-up. Grounded in humanistic and existential traditions and informed by the PERMA framework, the work aims to complement traditional clinical approaches by cultivating strengths and meaning alongside symptom reduction. By focusing on protective factors and flourishing, this research seeks to provide evidence-based, scalable strategies for higher-education settings. Anticipated contributions include a strengths-oriented pathway to bolster life satisfaction, emotional regulation, and adaptive functioning during the critical transition to adulthood, translating positive psychology from theory into everyday practice.

I. INTRODUCTION

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to his or her community. - World Health Organization, 2004

A subfield of psychology known as "positive psychology" is dedicated to examining and advancing the positive facets of human existence, including contentment, resilience, optimism, well-being, character traits, and meaningful living. Positive psychology aims to investigate what makes life worthwhile and how people can thrive, in contrast to traditional psychology, which frequently focuses on identifying and treating mental diseases and psychological issues. This change in emphasis, which aims to create a more comprehensive and balanced understanding of human experiences, is an important advancement in psychology science. Thanks in large part to the work of former American Psychological Association president Martin Seligman, positive psychology began to take shape as a separate field in the late 1990s. He promoted the use of science to investigate what makes people and societies successful. Thus, in addition to reducing distress, positive psychology aims to promote positive feelings, engagement, relationships, meaning, and achievements, all of which are encapsulated in the PERMA model. Foundations of Theory In addition to incorporating ideas from humanistic psychology, existential psychology, and ancient philosophical traditions, positive psychology also draws from a variety of theoretical stances. The objectives of positive psychology are closely aligned with the focus placed by humanistic psychologists like Abraham Maslow and Carl Rogers on self-actualization, personal development, and the search for meaning. In the sphere, Aristotle's idea of "eudaimonia" or thriving has had a big impact. Martin Seligman's PERMA model serves as the cornerstone of positive psychology theory.

It identifies five essential elements for human flourishing:

1. Positive Emotion: Experiencing joy, gratitude, serenity, and other uplifting feelings.
2. Engagement: Deep involvement in activities that use one's strengths.
3. Relationships: Developing and maintaining supportive, loving, and meaningful social connections.
4. Meaning: Belonging to and serving something greater than oneself.
5. Accomplishment: Pursuing success, mastery, and achieving goals.

Interventions and Applications Through the development of positive attitudes, behaviors, and feelings, positive psychology interventions (PPIs) are useful strategies intended to improve psychological distress and promote well-being. These interventions consist of techniques like journaling about gratitude, doing good deeds, recognizing and utilizing one's own strengths, mindfulness meditation, and imagining one's ideal self. PPIs have been demonstrated to dramatically improve mental health outcomes for a number of populations, including working adults, college students, adolescents, and older adults. Positive psychology has been applied in educational settings to improve academic performance, resilience, optimism, and student engagement. By assisting clients in concentrating on their abilities and strengths, it enhances conventional therapeutic approaches in clinical settings. Adolescence is a crucial growth stage characterized by quick changes in social, emotional, and physical aspects of life. People deal with a variety of issues throughout this time, including peer interactions, academic pressure, identity building, and future planning. Through the development of psychological qualities and emotional resilience, positive psychology provides useful resources to assist teenagers in overcoming these obstacles. Teenagers who practice positive psychology have been shown to have greater levels of emotional control, life satisfaction, and self-esteem. Additionally, they are more capable of handling social demands, stress, and anxiety. Positive psychology helps teenagers develop a strong sense of purpose and confidence by emphasizing strengths rather than weaknesses. Justification for the Current Research The need for therapies that support psychological well-being is expanding as mental health problems among college students become more common.

A strengths-based strategy that is particularly appropriate for this demographic is provided by positive psychology. Higher levels of stress, social anxiety, and future uncertainty are common among college students. Students can handle these difficulties more skillfully with the support of interventions that foster resilience, wellbeing, and a sense of purpose. The purpose of this study is to investigate how well positive psychology therapies can improve resilience, lower social anxiety, and improve adolescent well-being in college students. By concentrating on these factors, the study hopes to aid in the creation of evidence-based procedures that promote healthy growth throughout the crucial transition to maturity. A paradigm change in our knowledge of human potential and mental health is represented by positive psychology. It offers a useful foundation for fostering well-being at different phases of life because of its emphasis on strengths, happy feelings, and meaningful living. Positive psychology provides useful, evidence-based methods to foster resilience and promote holistic development in the setting of adolescent and collegiate mental health. Together, these elements improve life satisfaction, emotional fortitude, and personal development. Applying them to everyday life promotes a more purposeful, involved, and resilient way of living, transforming positive psychology from a theory into a way of life.

Explanations for different terms related to Positive Psychology are:

- Well-being refers to the total quality of a person's life experience is referred to as their comfort. It includes social, psychological, and emotional aspects in addition to physical health. According to positive psychology, well-being is a dynamic state in which people regularly feel happy, have positive emotions, and are able to operate well in both social and professional environments, effectively utilizing their strengths to navigate challenges and contribute meaningfully to their communities.
- Flourishing is a higher level of well-being, where individuals experience optimal human functioning. It includes positive emotions, meaningful relationships, engagement, achievement, and purpose in life. People who flourish not only feel good but also perform well and contribute positively to society. Flourishing reflects both hedonic (pleasure-based) and eudaimonic(meaning-based) well-being.
- Resilience is the ability to handle stress, hardship, and trauma is known as resilience. It entails the capacity to recover from unpleasant situations and adjust well to difficulties. Being resilient means developing and learning from adversity rather than avoiding it. Developing resilience enables people to keep their mental health and carry on with their daily lives in spite of adversity.
- Strengths in positive psychology refer to innate traits and qualities that energise and empower individuals. These character strengths such as honesty, perseverance, creativity, and empathy are seen as essential building blocks of a fulfilling life. Identifying and using one's strengths can enhance performance, improve relationships, and increase happiness and confidence.
- Gratitude is acknowledging and appreciating life's good things. Gratitude exercises assist people in concentrating on their blessings rather than their shortcomings. This change in viewpoint promotes happiness, fortifies bonds with others, and advances both mental and physical well-being. Simple activities like writing in a gratitude diary or thanking others can help foster thankfulness.
- Mindfulness is the practice of intentionally focusing one's attention on the present moment, with openness and without judgement. It allows individuals to observe their thoughts, emotions, and surroundings with clarity and calmness. Mindfulness enhances emotional regulation, reduces stress and anxiety, and increases self-awareness. It is often developed through meditation, breathing exercises, or mindful movement.
- Optimism is the propensity to anticipate favorable future events is known as optimism. Optimistic people think that even in trying situations, positive things are achievable and that obstacles can be surmounted. Optimism is linked to increased perseverance, better problem-solving skills, and better physical health. Positive thinking exercises and cognitive restructuring can help cultivate this mindset.

- Hope is a motivating emotion founded on the conviction that objectives can be accomplished with individual work and preparation. Agency, or the will to accomplish goals, and routes, or the capacity to identify ways to get there, are its two main constituents. Hope gives one a sense of purpose and motivates perseverance. It is intimately related to mental health and psychological resiliency.
- Happiness in positive psychology is often defined as a combination of pleasure, engagement, and meaning. It includes both momentary feelings of joy and long-term life satisfaction. Happiness is influenced by various factors, including genetics, relationships, personal values, and lifestyle choices. Pursuing activities that align with one's values and strengths enhances genuine happiness.
- Self-compassion is being compassionate and understanding to oneself, particularly when experiencing pain, failure, or inadequacy, is a key component of self-compassion. It is the antithesis of self-criticism and consists of three elements: mindfulness, self-kindness, and acknowledgment of our shared humanity. According to research, self-compassion fosters personal development, lowers anxiety and sadness, and strengthens emotional resilience.
- Self-efficacy refers to the belief in one's ability to organise and execute the actions necessary to achieve specific goals. Coined by psychologist Albert Bandura, self-efficacy influences motivation, performance, and perseverance. Individuals with high self-efficacy are more likely to take initiative, cope with setbacks, and achieve success in academic, personal, and professional domains.
- Flow is a condition of complete delight and mental engagement in an activity is called flow. It happens when someone is totally focused on a difficult but doable task that fits their abilities. Time may seem to stop when someone is in flow, and they feel satisfied and in control. Flow, which is frequently observed in pursuits like sports, art, music, and study, improves creativity, productivity, and wellbeing.
- Positive emotions such as Joy, gratitude, optimism, pride, and love are examples of positive emotions that increase our consciousness and inspire new, diverse, and adventurous ideas and behaviors. Positive emotions gradually increase psychological resources, making people more resilient, creative, and socially connected, according to Barbara Fredrickson's Broaden-and-Build hypothesis.
- Meaning in life refers to the understanding or the knowledge that one's existence has meaning, coherence, and purpose is known as meaning in life. It entails believing that one's life has significance and is interconnected with something bigger than oneself. In addition to encouraging long-term goal commitment and life satisfaction, a feeling of significance supports psychological well-being, particularly during difficult periods.
- Purpose is the feeling of intentionality and direction in life. It inspires people to work toward worthwhile objectives, get beyond challenges, and support causes that go beyond their own interests. Well-being, resilience, and academic and professional results are all improved by having a defined purpose. It is frequently created via goal-setting, values definition, and introspection.
- Authenticity is the alignment between one's actions and one's true self values, beliefs, and feelings. Living authentically involves honesty, self-awareness, and the courage to express oneself genuinely. Authentic individuals experience greater self-respect, deeper relationships, and increased life satisfaction because they are not constrained by societal pressures or false identities.
- Altruism is the unselfish care for other people's welfare. It encompasses deeds of compassion, charity, and kindness performed without anticipating compensation. Altruistic behavior improves one's feeling of purpose, fortifies social ties, and boosts the happiness and mental health of both the donor and the recipient.
- Engagement refers to being deeply involved and focused in one's activities, relationships, or work. It is characterised by energy, involvement, and commitment. Engagement contributes to the experience of flow and is a core element of well-being. People who are highly engaged feel more productive, motivated, and satisfied in their daily lives.
- Savouring - The ability to extend and actively savor positive experiences is known as savoring. It entails concentrating on enjoyable experiences and giving them your full appreciation. It is possible to savor an experience before (anticipation), during (mindful enjoyment), or after (reminiscence). It increases feelings of thankfulness, boosts good emotions, and helps people be happy for a long time.
- Forgiveness is the conscious decision to release feelings of resentment or vengeance toward a person or group who has harmed you. It does not mean forgetting or excusing the wrong but involves letting go of negative emotions and finding peace. Forgiveness has been linked to reduced stress, improved mental and physical health, and better interpersonal relationships.

- Emotional Intelligence (EQ) - The ability to understand, manage, and express one's emotions and to understand others' emotions is crucial for positive relationships, self-awareness, and emotional balance.
- Autonomy - Having the freedom to make one's own decisions and live according to one's values increases self-esteem, motivation, and satisfaction. Autonomy supports personal responsibility and authenticity.
- Spirituality and Faith - Spiritual practices, whether religious or non-religious, provide inner peace, a sense of meaning, connectedness, and comfort during life's challenges. They promote hope and compassion.
- Sense of Belonging - Feeling accepted and valued in a group (family, community, workplace) increases emotional safety and identity formation. A strong sense of belonging protects against loneliness and depression.
- Cognitive Flexibility - The ability to adapt one's thinking and approach to new situations or problems helps in effective decision-making, stress management, and creativity. It supports resilience and growth.
- Positive Self-Esteem Motivation, self-assurance, and the capacity to overcome obstacles are all improved by having a realistic and balanced self-image. Having a positive self-image enhances motivation, self-assurance, and the ability to conquer challenges. Positive connections and increased enjoyment are the results of having a healthy sense of self-worth.
- Play and Humour - Laughter, playfulness, and enjoying fun moments contribute to reduced stress, stronger relationships, and improved cognitive flexibility. Humour builds resilience and social bonds.
- Curiosity and Lifelong Learning - A curious mindset fosters exploration, learning, and personal development. Lifelong learning builds a growth-oriented approach to life, enhancing fulfilment and adaptability.
- Compassion (for others): Compassion entails a profound emotional understanding of the pain of others and a desire to assist them, which transcends friendliness. It strengthens empathy and social bonds.
- Environment and Nature Connection - Spending time in nature reduces stress, boosts mood, and enhances mindfulness. Clean, calm, and positive environments contribute significantly to psychological wellness.
- Volunteering and Social Contribution: Giving back to the community or assisting others gives one a sense of purpose and meaning in life. It lessens emotions of loneliness and increases empathy.
- Financial Security - While money itself doesn't ensure happiness, having enough to meet basic needs and avoid constant stress contributes to peace of mind and life satisfaction.
- Work-Life Balance - Balancing professional and personal life prevents burnout and promotes sustained engagement and satisfaction in both areas.
- Supportive Cultural and Social Values - A culture that encourages kindness, equality, family bonds, and respect for mental health supports positive psychological growth in individuals.
- Creativity and Expression - Engaging in creative activities like writing, music, dance, or visual arts allows emotional expression, promotes flow, and enhances personal meaning and joy.

II. Abbreviations and Acronyms

WHO – World Health Organization

APA – American Psychological Association

PPI – Positive Psychology Interventions

PERMA - Positive Emotion, Engagement, Relationships, Meaning, Accomplishment

3.1 Population and Sample

KSE-100 index is an index of 100 companies selected from 580 companies on the basis of sector leading and market capitalization. It represents almost 80% weight of the total market capitalization of KSE. It reflects different sector company's performance and productivity. It is the performance indicator or benchmark of all listed companies of KSE. So it can be regarded as universe of the study. Non-financial firms listed at KSE-100 Index (74 companies according to the page of KSE visited on 20.5.2015) are treated as universe of the study and the study have selected sample from these companies.

The study comprised of non-financial companies listed at KSE-100 Index and 30 actively traded companies are selected on the bases of market capitalization. And 2015 is taken as base year for KSE-100 index.

3.2 Data and Sources of Data

For this study secondary data has been collected. From the website of KSE the monthly stock prices for the sample firms are obtained from Jan 2010 to Dec 2014. And from the website of SBP the data for the macroeconomic variables are collected for the period of five years. The time series monthly data is collected on stock prices for sample firms and relative macroeconomic variables for the period of 5 years. The data collection period is ranging from January 2010 to Dec 2014. Monthly prices of KSE - 100 Index is taken from yahoo finance.

3.3 Theoretical framework

Positive psychology, a field founded by Martin Seligman, which emphasizes human qualities, thriving, and the improvement of general well-being, serves as the foundation for the suggested study. Rather than focusing exclusively on treating mental illness, positive psychology seeks to understand and promote the factors that allow individuals and societies to thrive. Central to this perspective is Seligman's PERMA model, which includes Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. These dimensions collectively contribute to an individual's sense of well-being. Interventions based on this model, such as gratitude journaling, mindfulness, and identifying personal strengths, have shown to significantly improve emotional, social, and psychological health, especially in adolescents navigating the challenges of college life. To understand resilience, this study draws from the Resilience Theory, as proposed by researchers like Rutter and Masten. Resilience is viewed not as an extraordinary trait but as a common, learnable capacity to adapt successfully in the face of adversity. Masten described resilience as "ordinary magic," highlighting the role of everyday protective factors like supportive relationships, emotional regulation, and a positive self-concept. Positive psychology interventions are designed to strengthen these protective factors, enabling adolescents to better cope with stress and recover from challenges, thereby enhancing their resilience over time.

In addressing social anxiety, the study incorporates principles from Social Learning Theory (Bandura) and Cognitive Behavioural Theory. Social anxiety is often maintained by maladaptive thinking patterns, such as fear of negative evaluation and low self-worth in social contexts. Bandura's theory of self-efficacy, which describes a person's confidence in their ability to achieve in particular circumstances, is especially pertinent today. Positive psychology interventions by fostering positive self-perception, social skill development, and strengths-based reflection help reduce the intensity of social anxiety and support more confident social functioning among college students. The Broaden-and-Build Theory of Positive Emotions by Barbara Fredrickson provides an essential underpinning for this research. This theory posits that positive emotions broaden individuals' thought-action repertoires and build enduring personal resources, including psychological resilience and strong interpersonal relationships. By cultivating positive emotions through structured interventions, adolescents are more likely to develop coping mechanisms, enhance social support networks, and gain emotional regulation skills. Taken together, these theoretical perspectives form the foundation for the current study. Positive Psychology Interventions (PPIs), rooted in empirical theory and practice, are expected to enhance adolescent well-being, strengthen resilience, and reduce social anxiety among college students. The interrelated nature of these variables suggests that fostering one can positively influence the others, ultimately contributing to healthier emotional development during this critical stage of life.

Theoretical Background of Variables

The concept of adolescent well-being is deeply rooted in Seligman's Positive Psychology Theory, particularly his PERMA model. This model conceptualises well-being as a multidimensional construct involving positive emotions, engagement, relationships, meaning, and accomplishment. In adolescence, a developmental stage marked by identity formation, emotional fluctuations, and social reorientation, these dimensions are critical.

Dr. Martin Seligman created the PERMA model, a key framework in positive psychology, to describe the elements of human flourishing and well-being. It lists the following five essential components of a happy life:

PERMA Model (Seligman, 2011)

Positive Emotion: - This refers to experiencing emotions such as joy, gratitude, hope, and contentment. Positive emotions enhance well-being, broaden thought-action repertoires (as per Fredrickson's Broaden-and-Build Theory), and help build resilience and optimism.

Engagement: - Engagement means being deeply involved or fully absorbed in activities that use one's strengths often referred to as the "flow state" (Csikszentmihalyi). In such moments, time seems to stop, and the individual feels completely immersed. This enhances satisfaction and builds personal growth.

Relationships: - Positive relationships with family, friends, peers, and community are essential for emotional support, security, and happiness. Human beings are social by nature, and strong relationships increase resilience and help buffer against stress.

Meaning: - Having a sense of purpose or belonging to something greater than oneself such as spirituality, volunteering, or pursuing goals aligned with personal values provides motivation and life satisfaction. Meaning gives direction and helps people endure hardship with greater emotional strength.

Accomplishment (or Achievement): - The pursuit and attainment of goals, whether academic, personal, or social, contribute to self-esteem and a sense of mastery. Striving for success and recognizing progress led to enhanced well-being and confidence.

Relevance in Adolescent Research

In the context of adolescents, the PERMA model helps explain how structured Positive Psychology Interventions (PPIs) like gratitude exercises, mindfulness, strengths identification, and goal setting can:

- Boost adolescent well-being
- Strengthen resilience
- Reduce social anxiety

By nurturing these five dimensions, adolescents are better equipped to navigate the challenges of college life, improve social connections, and develop a more balanced and positive sense of self.

Theories of Positive Psychology

Ryff's Psychological Well-Being Theory, offers another foundational lens by emphasizing self-acceptance, environmental mastery, autonomy, and purpose in life as essential to adolescent flourishing. One of the foundational theories underpinning the concept of well-being in this research is Ryff's Psychological Well-Being Theory (1989), which conceptualizes well-being as a multidimensional construct that goes beyond mere happiness or life satisfaction. Self-acceptance, good relationships with others, autonomy, environmental mastery, life purpose, and personal development are the six fundamental components of psychological well-being that Carol Ryff postulated. These aspects provide a comprehensive understanding of mental health by reflecting both social connectivity and individual functioning. These dimensions reflect both individual functioning and social connectedness, offering a holistic view of mental health. In the context of adolescents, these elements are particularly relevant, as this developmental stage involves identity formation, emotional regulation, and exploration of purpose and values. Adolescents with good interpersonal ties and a sense of purpose, for example, are more likely to exhibit adaptive coping and resilience, while those with high levels of self-acceptance and personal growth are more likely to have better emotional balance and lower anxiety levels. By incorporating this theory, the current study aims to understand how positive psychology interventions can support adolescents in enhancing each of these psychological dimensions, thereby promoting overall well-being and reducing vulnerabilities such as social anxiety.

Resilience Theory, the variable resilience is supported by Resilience Theory, especially as developed by Rutter (1987) and Masten (2001). Rutter highlighted the role of protective factors such as supportive relationships, problem-solving skills, and emotional regulation in helping individuals cope with stress and adversity. Masten introduced the idea of resilience as "ordinary magic," suggesting that resilience is not a rare trait but a common and learnable response to life's challenges. Adolescents, when exposed to strength-based interventions, develop internal assets like optimism, self-efficacy, and adaptive coping, which help build their resilience. Resilience is defined as a dynamic process of positive adaptation within the context of significant adversity, involving the ability to recover, maintain, or improve mental health despite challenging life circumstances (Masten, 2001; Rutter, 1987). It reflects both individual strengths and external protective factors, such as emotional regulation, social support, and problem-solving skills, that enable individuals particularly adolescents to cope effectively with stress and developmental transitions.

Ecological Systems Theory is defined as a framework that explains human development through the continuous and reciprocal interactions between an individual and their multiple environmental systems, ranging from immediate settings such as family and school to broader societal and cultural contexts (Bronfenbrenner, 1979). This theory acknowledges that the structure and function of different ecological layers, such as the microsystem, mesosystem, exosystem, macrosystem, and chronosystem, as well as individual factors, have an impact on development. In 1979, Bronfenbrenner, U. Human development ecology: Natural and intentional experiments. Harvard University Press.

- Microsystem (e.g., family, peers, school),
- Mesosystem (interconnections between microsystems),
- Exosystem (indirect influences such as parents' workplace),
- Macrosystem (cultural and societal norms), and
- Chronosystem (changes over time, including life transitions)

Cognitive Behavioural Theory (CBT) and Social Learning Theory, the third variable, social anxiety, is best explained through Cognitive Behavioural Theory (CBT) and Social Learning Theory. According to CBT, social anxiety arises from irrational beliefs, negative automatic thoughts, and distorted self-perceptions in social settings. Adolescents may fear embarrassment, judgement, or rejection, which leads to avoidance behaviours and heightened anxiety. Through cognitive restructuring and behavioural techniques, these maladaptive thoughts can be challenged and replaced. Bandura's Social Learning Theory complements this view by highlighting the role of observational learning and self-efficacy in social behaviour. When adolescents observe confident social interactions or are praised for small social successes, their belief in their own social competence improves, thereby reducing anxiety. Interventions that integrate positive self-affirmation, strengths awareness, and mindfulness are known to help reduce the intensity of social anxiety. Together, these theoretical models provide a robust foundation for examining the effects of positive psychology interventions on the psychological development of adolescents. Each variable well-being, resilience, and social anxiety is influenced by cognitive, emotional, and environmental factors, and the integration of these theories allows for a deeper understanding of how interventions can bring about meaningful change in adolescent mental health.

I. RESEARCH METHODOLOGY

Research Design

A quasi-experimental pre-test and post-test design with a control group will be used to examine the effectiveness of Positive Psychology Interventions (PPIs) on psychological well-being, resilience, and social anxiety among college students. This design allows for comparison between participants who receive the intervention and those who do not, helping to determine the impact of the intervention.

Participants

- **Sample Size:** Approximately 100 to 120 college students (aged 18–21 years), randomly assigned to experimental (intervention) and control groups.
- **Sampling Technique:** Purposive sampling will be used to select participants who meet inclusion criteria (e.g., mild to moderate levels of social anxiety, not currently under psychotherapy).
- **Inclusion Criteria:**
 - Age 18–21
 - Enrolled in a college/university
 - Willing to participate voluntarily
- **Exclusion Criteria:**
 - Diagnosed severe psychological disorders
 - Already undergoing psychological interventions

Tools / Instruments

Validated psychometric tools will be used:

- Psychological Well-being: Ryff's Psychological Well-Being Scale
- Resilience: Connor-Davidson Resilience Scale (CD-RISC)
- The Social Interaction Anxiety Scale (SIAS) measures social anxiety.
- Demographic Sheet: Includes age, gender, course, academic year, etc.

Intervention

A 6-week Positive Psychology Intervention programme will be administered to the experimental group. It will include:

- Week 1: Introduction to Positive Psychology and Goal Setting
- Week 2: Gratitude Journaling
- Week 3: Strength Identification and Use
- Week 4: Mindfulness and Meditation
- Week 5: Acts of Kindness
- Week 6: Self-Compassion and Reflection Activities

Sessions will be held once a week for 60–90 minutes, conducted by a trained psychologist/facilitator.

Procedure

1. Pre-Test: All participants will complete the three standardised scales before the intervention.
2. Intervention Phase: Only the experimental group will receive the Positive Psychology Intervention; the control group will not receive any treatment.
3. Post-Test: After 6 weeks, all participants will again complete the same scales.

Data Analysis

- Descriptive Statistics: Mean, SD, frequency for demographic variables.
- Inferential Statistics:
 - Paired t-test for within-group comparisons (pre-test vs post-test).
 - Independent t-test or ANCOVA for between-group comparisons.
 - Pearson correlation to explore relationships between variables.

Ethical Considerations

- Informed consent will be obtained from all participants.
- Confidentiality and anonymity will be maintained.
- Ethical clearance will be sought from the concerned Institutional Ethics Committee.

EXPECTED OUTCOME OF THE PROPOSED STUDY

The proposed study titled “Impact of Positive Psychology Interventions on Adolescent Well-Being, Resilience, and Social Anxiety in College Students” is expected to yield the following outcomes:

1. Improvement in Psychological Well-Being

- It is anticipated that participants who undergo Positive Psychology Interventions (PPIs) will show a significant increase in overall psychological well-being compared to the control group.
- Specifically, improvements may be observed in self-acceptance, purpose in life, personal growth, autonomy, and positive relations with others.

2. Enhancement of Resilience:

- The intervention group is expected to demonstrate a higher level of resilience, indicating better adaptability, stress tolerance, and capacity to bounce back from difficulties.
- Improvement in resilience factors such as emotional strength, perseverance, and coping mechanisms is likely.

3. Reduction in Social Anxiety:

- A noticeable decrease in social anxiety symptoms is expected among students in the experimental group.
- This may include reduced fear of negative evaluation, less avoidance of social situations, and enhanced social confidence.

4. Positive Relationship Among Variables:

- The study may reveal a positive correlation between well-being and resilience, and a negative correlation between resilience and social anxiety.
- Increased well-being and resilience are expected to act as protective factors against social anxiety.

5. Efficacy of Positive Psychology Interventions:

- The research is likely to provide evidence-based support for using PPIs as a cost-effective, practical approach in college settings to promote adolescent mental health.
- The results could serve as a foundation for integrating PPIs in regular student counselling or wellness programmes.

6. Gender or Group-Specific Trends (if analysed):

- The study might also indicate differences in intervention outcomes based on gender or academic stream, providing direction for tailored interventions in the future.

RESEARCH FACILITIES AVAILABLE AT THE RESEARCH CENTRE

The present research titled “Impact of Positive Psychology Interventions on Adolescent Well-Being, Resilience, and Social Anxiety in College Students” will be conducted at a well-equipped academic and psychological research setting. The following facilities are available to support the successful completion of this study

1. Psychological Testing and Assessment Tools:

Availability of standardised psychological scales such as:

- Ryff’s Psychological Well-Being Scale
- Connor-Davidson Resilience Scale (CD-RISC)
- Liebowitz Social Anxiety Scale (LSAS)
- Other relevant Positive Psychology Inventories

2. Computer Laboratory and Data Analysis Software:

- Access to systems equipped with SPSS, Excel, and R for data entry, analysis, and interpretation.
- Secure data storage for maintaining confidentiality and backup.

3. Counselling and Intervention Rooms:

- Dedicated rooms for conducting individual and group interventions, including mindfulness and gratitude practices.
- Audio-visual aids for intervention delivery (projector, speakers, whiteboard, etc.).

4. Library and Digital Resources:

- Access to a well-stocked library with physical and digital resources, including books, research journals, and thesis/dissertation databases.
- Subscriptions to academic platforms such as JSTOR, APA PsycINFO, Elsevier, and Google Scholar.

5. Ethical Research Environment:

- Institutional Ethics Committee for review and approval of research proposals involving human participants.
- Guidance from qualified faculty and psychologists with expertise in adolescent mental health and positive psychology.

6. Participant Access and Institutional Support:

- Collaboration with colleges for participant recruitment.
- Institutional support for organising awareness sessions, pre- and post-assessments, and feedback collection.

7. Internet and Communication Infrastructure:

- High-speed internet access for research, communication, and survey distribution.
- Availability of online survey platforms like Google Forms or Qualtrics for data collection.

LITERATURE SURVEY

1. Bhuvana Manohari N. (2024) 1. Bhuvana Manohari N. (2024) under Dr. Jayasanker Reddy's direction. This study investigated how emotional intelligence and mindfulness affect school teachers' psychological health. The study was divided into two stages. The first used a quantitative survey design to look at the relationships between variables, and the second used a pre-test and post-test design to implement an emotional intelligence intervention based on mindfulness. The results indicated a weak correlation between emotional intelligence and psychological well-being, but a high positive correlation between mindfulness and psychological well-being. It's interesting to see that mindfulness and emotional intelligence together explained greater variation in well-being than either category alone. Mindfulness was especially linked to emotional intelligence via the 'observation' facet and to well-being through the 'acting with awareness' component. These findings support the integration of mindfulness and emotional intelligence for enhancing psychological well-being in teachers.

2. Simrat (2023) under the direction of Drs. Kumar Navin and Sharma Roopal. This study examined how teenagers' self-concept, gratitude, grit, resilience, and cognitive flexibility relate to one another. All five variables showed a strong positive association with one another. Pre-test and post-test comparisons based on the intervention revealed gains in grit, thankfulness, self-concept, and cognitive flexibility. Conducted during the COVID-19 pandemic, the study emphasized resilience as a vital strength that enables individuals to adapt and grow through adversity. It clarified that resilience does not eliminate emotional pain but equips individuals with healthier coping mechanisms.

3. Shastri, Sangita R. (2012) Under the supervision of Dr. L. R. Yagnik. This comparative study examined anxiety, self-concept, and self-confidence among college students with Type A and Type B personality traits. The study revealed that Type A individuals demonstrated significantly stronger social and temperamental self-concepts compared to Type B individuals. Gender differences were also significant, with males reporting higher self-worth and emotional awareness. These findings highlight how personality and gender interact in shaping psychological traits in young adults.

4. Sanjeev Kumari (2018) Guided by Dr. Ranjana. This research explored the interrelationship between emotional intelligence and personality traits in predicting psychological well-being. Using Salovey and Mayer's model as a base, the study affirmed that emotional intelligence is a significant predictor of job performance, emotional regulation, and overall life satisfaction. Participants with higher emotional intelligence demonstrated enhanced decision-making, interpersonal skills, and leadership potential. The study also emphasized that emotional intelligence can be developed alongside supportive personality traits.

5. Gupta, Radhika (2012). Under the guidance of Dr. Suninder Tung. This study examined emotional autonomy, perceived parenting styles, and peer relationships among adolescents. While overall emotional autonomy did not vary significantly by gender, boys exhibited stronger individuation. Boys thought their fathers were more dictatorial, while girls thought their mothers were more powerful. According to peer relationship dynamics, guys were more likely to feel pressured and alienated by their peers, whereas girls had better positive peer relationships. These findings underscore gender-specific developmental patterns during adolescence and the role of family and peers in shaping autonomy.

6. Sekhon, Amreen (2020). Under the guidance of Dr. Meena Sehgal. Research on the effects of mindfulness and self-compassion on teenage wellbeing was compiled in this review. Teenagers with high levels of self-compassion reported feeling less stressed and anxious and being more satisfied with their lives, according to Bluth et al. (2015). According to Campos et al. (2015), self-compassion and mindfulness are strong predictors of happiness, and regular meditation is linked to higher subjective well-being. These research support the idea that developing self-compassion and mindfulness improves teenagers' emotional well-being.

7. Ashu Kumari (2021). Under the guidance of Dr. Nudrat Jahan. This study evaluated the effectiveness of Mindfulness-Based Stress Reduction (MBSR) in enhancing resilience, coping strategies, and reducing depression among orphaned adolescents. Using the CYRM-28, statistically significant improvements were observed post-intervention in domains such as social support, psychological caregiving, and spiritual well-being. There was also a noticeable decrease in depression symptoms. The results highlight MBSR's capacity to meet the mental health requirements of young people who are at risk.

8. Simrat (2022) Guided by Dr. Roopali Sharma and Dr. Navin Kumar. This follow-up study examined how structured interventions influenced the development of psychological strengths resilience, cognitive flexibility, self-concept, gratitude, and grit in adolescents. All five factors showed notable improvements after the intervention. A t-value of 6.93 indicated that the mean resilience score increased from 88.12 to 96.33, which was statistically significant at the 0.01 and 0.05 levels. The study underlined the value of organized psychological training in developing adaptive functioning and emotional resilience.

9. Harshika Pareek (2016) Under the guidance of Dr. Manika Mohan. This study investigated the impact of a resilience enhancement module on adolescents with initially low to moderate resilience levels. Following the intervention, the experimental group exhibited significant gains in personal vision, flexibility, problem-solving skills, and emotional regulation. Although domains like interpersonal competence showed minimal change, there was a marked reduction in stress, anxiety, and depression, and an increase in optimism. The study advocates for culturally appropriate, school-based resilience-building programs for Indian adolescents.

10. Akshay Kumar (2016). Under the guidance of Vohra, Swasti S., and Bhatia, M. S.. This quantitative study evaluated the comparative effectiveness of Mindfulness, CBT, a combined CBT + Mindfulness approach, and a control group. Using SPSS for data analysis, significant improvements were observed in psychological outcomes across all intervention groups. The most profound benefits were reported among participants who received the combined CBT and Mindfulness treatment, highlighting the synergistic value of integrative psychological approaches in enhancing mental health and emotional well

RESEARCH GAP IDENTIFY

Cultural Context Gap

“Most positive psychology intervention studies have been conducted in Western settings. There is limited research exploring the cultural applicability and effectiveness of such interventions among Indian college-going adolescents.”

Social Anxiety and PPIs – Limited Focus

“While many studies address well-being and resilience, fewer focus specifically on how PPIs reduce social anxiety, especially in adolescents navigating early adulthood in academic environments.”

Integrated Variable Gap

“Although individual studies have looked at well-being, resilience, or social anxiety separately, few have studied all three variables together within the same intervention framework.”

Long-Term Impact Gap

“Most studies measure the immediate impact of PPIs. There is a gap in longitudinal studies evaluating the sustained effects of these interventions on adolescent mental health.”

Qualitative Insights Missing

“There is a lack of qualitative research exploring how adolescents subjectively experience PPIs, especially in terms of personal transformation and social confidence.”

Intervention Design Gap

Limited research has explored customised, adolescent-friendly PPI modules adapted for Indian college students, considering their academic stress, peer pressure, and identity issues.

Research Gap

Despite increasing interest in positive psychology interventions (PPIs), most existing studies have focused either on enhancing well-being or building resilience in isolation, with limited attention given to reducing social anxiety. The majority of these studies have been conducted in Western contexts, making it unclear how effective these interventions are for adolescents in India. There is a

notable lack of research that explores the combined effects of PPIs on well-being, resilience, and social anxiety among Indian college students. Furthermore, few studies offer qualitative insights into the lived experiences of adolescents undergoing such interventions. This study seeks to address these gaps by evaluating a culturally relevant PPI model for Indian adolescents in higher education settings.

OBJECTIVES OF THE PROPOSED WORK WITH JUSTIFICATION

Objective 1: To examine the impact of Positive Psychology Interventions on the psychological well-being of college students.

Justification: Psychological well-being is a core outcome of positive psychology and is essential during late adolescence, especially for college students who are often under academic, social, and emotional stress. Interventions such as gratitude journaling, mindfulness practices, and strength-based exercises are believed to enhance well-being by promoting positive emotions, engagement, and meaning in life.

Objective 2: To assess the effectiveness of Positive Psychology Interventions in enhancing resilience among college-going adolescents.

Justification: Resilience is a crucial factor in helping adolescents cope with academic pressure, peer influence, and transitional challenges during college life. Positive psychology strategies are known to foster internal strengths, optimism, and adaptive coping mechanisms, which may significantly contribute to building resilience.

Objective 3: To investigate whether Positive Psychology Interventions reduce levels of social anxiety among college students.

Justification: Social anxiety is prevalent among adolescents, particularly in academic and peer settings. Positive interventions like self-compassion exercises and affirmations may help reduce fear of negative evaluation, improve self-esteem, and encourage social engagement, thereby reducing social anxiety symptoms.

Objective 4: To investigate the connection between social anxiety, resilience, and psychological well-being both before and after the intervention.

Justification: Understanding the interplay between these variables will provide insights into the mechanisms through which positive psychology works. It will also help in identifying which aspects of well-being and resilience serve as protective factors against social anxiety in adolescent

III. ACKNOWLEDGMENT

I wish to express my deepest gratitude to all those who have guided and supported me throughout this research journey. First and foremost, I am immensely thankful to my supervisor, Dr. Vijayalakshmi, whose expertise, encouragement, and constructive feedback have been invaluable from the inception of this study to its completion.

I extend my sincere appreciation to the faculty and staff of Srinivas University for providing a conducive environment and essential resources. My heartfelt thanks also go to all the participants who generously contributed their time and insights, making this study possible.

To my family and friends, your unwavering love, patience, and support kept me motivated through every challenge. I am especially grateful to everyone for their consistent encouragement and belief in me.

Finally, I acknowledge the inspiration drawn from prior researchers whose work laid the foundation for my own. This endeavour is a culmination of collective wisdom, and I am humbled to have contributed to it.

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