

A Multidimensional Assessment of Positive Psychology Interventions for Enhancing Mental Health and Reducing Psychological Distress among Undergraduate Students

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Abstract

Undergraduate students experience substantial psychological challenges during their academic journey due to increasing academic workload, career uncertainty, financial concerns, social adjustment, and interpersonal pressures. These stressors contribute to elevated levels of stress, anxiety, depression, anger, and reduced psychological well-being. Positive Psychology Interventions (PPIs), grounded in the principles of positive psychology, emphasize the cultivation of positive emotions, personal strengths, resilience, gratitude, optimism, mindfulness, and meaningful engagement. Recent evidence suggests that PPIs may serve as effective, low-cost, and non-pharmacological strategies for promoting mental health in higher education settings. However, comprehensive multidimensional evaluations of their effectiveness among undergraduate students remain limited. This study aims to examine the effectiveness of a structured Positive Psychology Intervention program in enhancing mental health while reducing psychological distress among undergraduate students. Specifically, the study investigates the intervention's influence on stress, depression, anger, resilience, optimism, self-esteem, emotional regulation, and overall psychological well-being. A quantitative, quasi-experimental research design is proposed involving approximately 350 undergraduate students recruited from different academic disciplines. Participants will be allocated to intervention and control groups. The intervention will be conducted over eight weeks and will include gratitude exercises, mindfulness practices, strengths identification, positive journaling, self-compassion training, acts of kindness, goal-setting activities, and resilience-building exercises. Standardized psychological instruments such as the Depression Anxiety Stress Scale (DASS-21), Warwick–Edinburgh Mental Well-being Scale (WEMWBS), Positive and Negative Affect Schedule (PANAS), Connor–Davidson Resilience Scale (CD-RISC), Rosenberg Self-Esteem Scale (RSES), and State–Trait Anger Expression Inventory (STAXI-2) will be administered before and after the intervention. Data will be analyzed using descriptive statistics, reliability analysis, confirmatory factor analysis, repeated-measures ANOVA, multiple regression, mediation analysis, and structural equation modeling. The intervention is expected to significantly reduce stress, depression, anger, and overall psychological distress while improving resilience, optimism, emotional regulation, self-esteem, positive affect, and psychological well-being. It is further anticipated that resilience and emotional regulation will partially mediate the relationship between positive psychology interventions and mental health outcomes. This study proposes a comprehensive multidimensional framework demonstrating that Positive Psychology Interventions can effectively promote mental health among undergraduate students. The findings are expected to contribute to psychological theory, evidence-based counseling practice, and university mental health policy by providing an integrative intervention model suitable for higher education institutions. The study also offers practical recommendations for incorporating positive psychology into student counseling services and preventive mental health programs.

Keywords: Positive Psychology Interventions; Mental Health; Psychological Distress; Undergraduate Students; Stress; Depression; Anger Management; Emotional Regulation; Resilience; Psychological Well-being.

Introduction

Mental health has become one of the most significant public health concerns among university students worldwide. The transition from adolescence to adulthood, coupled with increasing academic expectations, financial pressures, social adjustments, technological dependence, and career uncertainty, exposes undergraduate students to numerous psychological challenges. These challenges frequently manifest as stress, anxiety, depression, anger, emotional exhaustion, and diminished psychological well-being. According to recent global

evidence, psychological distress among university students has increased considerably during the past decade, with the post-pandemic educational environment further intensifying emotional vulnerability. Consequently, higher education institutions are increasingly recognizing the importance of preventive mental health interventions that promote resilience, emotional competence, and long-term psychological well-being rather than merely treating psychological disorders after they occur.

Traditional approaches to student mental health have primarily focused on identifying psychopathology and providing remedial interventions for individuals experiencing clinically significant symptoms. Although these approaches remain essential, they often emphasize deficits rather than strengths. Positive psychology, introduced by Seligman and colleagues, shifted this perspective by proposing that optimal mental health involves not only the absence of psychological illness but also the presence of positive emotions, psychological strengths, meaningful relationships, engagement, accomplishment, and purpose in life. This strengths-based framework has gained considerable empirical support and has become an important foundation for preventive mental health strategies in educational settings.

Positive Psychology Interventions (PPIs) consist of structured activities designed to cultivate gratitude, optimism, hope, self-compassion, mindfulness, forgiveness, resilience, positive relationships, and personal strengths. Unlike conventional therapeutic approaches that primarily target symptom reduction, PPIs aim to enhance flourishing by developing protective psychological resources that enable individuals to cope effectively with adversity. These interventions are relatively inexpensive, adaptable to diverse educational environments, and suitable for both individual and group implementation. Consequently, universities across several countries have begun integrating positive psychology principles into student counseling, wellness programs, and academic support services.

Stress remains one of the most prevalent psychological problems among undergraduate students. Academic examinations, assignment deadlines, competitive learning environments, family expectations, financial insecurity, and uncertainty regarding future employment collectively contribute to chronic stress. Persistent exposure to these stressors activates physiological and psychological responses that may impair concentration, memory, academic performance, interpersonal relationships, sleep quality, and physical health. Chronic stress also increases susceptibility to anxiety disorders, depression, burnout, and emotional dysregulation. Therefore, interventions that effectively reduce perceived stress while strengthening adaptive coping mechanisms have become increasingly important in higher education.

Depression among university students represents another growing global concern. Symptoms such as persistent sadness, hopelessness, reduced motivation, diminished interest in daily activities, fatigue, cognitive impairment, and social withdrawal adversely affect academic achievement and quality of life. Untreated depressive symptoms may progress to severe psychological disorders, substance misuse, self-harm, and suicidal behavior. Numerous studies indicate that early psychological interventions emphasizing resilience, optimism, gratitude, and social connectedness can reduce depressive symptoms while promoting emotional recovery and psychological adjustment.

Anger and emotional dysregulation constitute additional psychological challenges frequently experienced during undergraduate education. Academic competition, interpersonal conflicts, family pressures, relationship difficulties, and uncertainty regarding future career opportunities often contribute to frustration and anger. Inadequately managed anger may impair interpersonal relationships, increase aggressive behavior, reduce academic engagement, and negatively influence psychological well-being. Positive psychology interventions encourage emotional awareness, mindfulness, cognitive reappraisal, compassion, and constructive coping strategies that facilitate healthier emotional regulation and interpersonal functioning.

Psychological well-being extends beyond the absence of mental illness and encompasses positive emotional functioning, life satisfaction, self-acceptance, autonomy, environmental mastery, positive relationships, personal growth, and purpose in life. Contemporary psychological models emphasize that flourishing individuals possess psychological resources enabling them to adapt successfully to life's challenges while maintaining emotional balance and meaningful social relationships. Consequently, mental health promotion initiatives increasingly seek to enhance these positive dimensions alongside reducing psychological distress.

The PERMA framework proposed by Seligman provides one of the most influential theoretical foundations for positive psychology interventions. The model identifies five interrelated components of flourishing: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Positive emotions broaden cognitive flexibility and facilitate adaptive coping. Engagement promotes deep involvement in meaningful activities, improving intrinsic motivation and academic persistence. Positive relationships strengthen social support, emotional security, and interpersonal competence. Meaning enables students to interpret academic and personal challenges within a broader life purpose, whereas accomplishment reinforces self-efficacy and confidence through successful goal attainment. Collectively, these dimensions contribute to sustainable psychological well-being.

Complementing the PERMA framework, Fredrickson's Broaden-and-Build Theory proposes that positive emotions expand individuals' cognitive and behavioral repertoires, enabling the development of enduring psychological, intellectual, social, and physical resources. Experiences of gratitude, hope, joy, curiosity, and inspiration encourage flexible thinking, creativity, resilience, and effective problem-solving. Over time, these accumulated psychological resources protect individuals against future stress and facilitate recovery from adversity. This theoretical perspective explains why positive psychology interventions may simultaneously reduce psychological distress while enhancing long-term mental health.

Resilience has emerged as one of the central mechanisms through which positive psychology interventions improve psychological outcomes. Resilience refers to the capacity to adapt successfully to adversity while maintaining psychological functioning. Students with higher resilience typically demonstrate greater emotional stability, adaptive coping, optimism, and persistence when facing academic and personal challenges. Positive interventions focusing on gratitude, optimism, strengths identification, and mindfulness are believed to strengthen resilience, which subsequently mediates improvements in psychological well-being.

Mindfulness-based positive interventions also contribute significantly to emotional regulation. Mindfulness encourages non-judgmental awareness of present-moment experiences, enabling students to recognize emotional responses without excessive rumination or avoidance. Improved emotional awareness facilitates healthier coping strategies, reduces impulsive reactions, decreases anger expression, and promotes psychological flexibility. When combined with gratitude exercises and strengths-based activities, mindfulness may produce synergistic improvements in overall mental health.

Although previous studies have demonstrated the effectiveness of individual positive psychology techniques, several important research gaps remain. Many investigations have evaluated single psychological outcomes rather than simultaneously examining stress, depression, anger, resilience, emotional regulation, self-esteem, and psychological well-being within an integrated framework. Furthermore, most existing evidence originates from Western countries, limiting the generalizability of findings to culturally diverse educational settings. Undergraduate students in developing countries experience unique academic, social, and economic pressures that may influence both psychological distress and intervention effectiveness. Consequently, culturally relevant multidimensional investigations remain necessary.

The present study addresses these limitations by proposing a comprehensive multidimensional assessment of Positive Psychology Interventions among undergraduate students. By integrating multiple psychological constructs within a single conceptual framework, the study seeks to identify the mechanisms through which positive interventions promote mental health while reducing psychological distress. The findings are expected to contribute to positive psychology theory, university counseling practice, educational policy, and evidence-based mental health promotion programs. Ultimately, the study aims to support the development of sustainable, strengths-based interventions capable of fostering resilient, emotionally healthy, and academically successful undergraduate populations.

Research Gap

Although Positive Psychology Interventions (PPIs) have demonstrated promising outcomes in promoting psychological well-being among university students, several important research gaps remain. First, the majority of existing studies have focused on isolated psychological outcomes such as stress, anxiety, depression, or well-being independently. Comparatively few investigations have adopted a comprehensive multidimensional

approach that simultaneously evaluates stress, depression, anger, resilience, optimism, self-esteem, emotional regulation, and overall mental health within a unified conceptual framework.

Second, most empirical evidence has been generated in Western educational settings. Undergraduate students in developing countries, particularly within Asian higher education systems, experience distinctive academic pressures, sociocultural expectations, financial constraints, and family responsibilities that may influence both psychological distress and intervention effectiveness. Consequently, the external validity of existing findings remains limited.

Third, previous intervention studies frequently employ relatively short intervention periods and limited follow-up assessments, making it difficult to determine whether improvements in mental health are sustained over time.

Fourth, despite growing recognition of resilience and emotional regulation as central psychological resources, relatively few studies have examined their mediating roles in explaining how Positive Psychology Interventions improve mental health outcomes.

Finally, few investigations integrate multiple standardized psychological instruments within a single empirical model capable of simultaneously assessing direct and indirect relationships among Positive Psychology Interventions, resilience, emotional regulation, psychological distress, and psychological well-being using advanced statistical techniques such as Structural Equation Modeling (SEM).

The present study addresses these limitations by proposing a multidimensional framework that comprehensively evaluates the effectiveness of Positive Psychology Interventions among undergraduate students.

Research Objectives

1. To evaluate the effectiveness of Positive Psychology Interventions in reducing stress among undergraduate students.
2. To examine the influence of Positive Psychology Interventions on depressive symptoms.
3. To investigate the effectiveness of Positive Psychology Interventions in reducing anger and improving emotional regulation.
4. To assess the impact of Positive Psychology Interventions on resilience, optimism, and self-esteem.
5. To determine the effectiveness of Positive Psychology Interventions in enhancing overall psychological well-being.
6. To examine whether resilience and emotional regulation mediate the relationship between Positive Psychology Interventions and mental health outcomes.
7. To develop an evidence-based multidimensional framework for promoting mental health in higher education institutions.

Research Hypotheses

- H1: Positive Psychology Interventions significantly reduce perceived stress among undergraduate students.
- H2: Positive Psychology Interventions significantly reduce depressive symptoms.
- H3: Positive Psychology Interventions significantly reduce anger and improve emotional regulation.
- H4: Positive Psychology Interventions significantly enhance resilience.
- H5: Positive Psychology Interventions significantly improve optimism and self-esteem.
- H6: Positive Psychology Interventions significantly enhance psychological well-being.
- H7: Resilience significantly mediates the relationship between Positive Psychology Interventions and psychological well-being.
- H8: Emotional regulation significantly mediates the relationship between Positive Psychology Interventions and reductions in psychological distress.

Research Design

The study adopts a quantitative, quasi-experimental pre-test–post-test control group design. This design enables the comparison of psychological outcomes before and after implementation of the Positive Psychology Intervention while controlling for baseline differences between participants.

Participants and Sampling

The target population comprises undergraduate students enrolled in D.P. Chaturvedi Science, Commerce Arts and Education College, Seoni, (M.P.). A total sample of 350 undergraduate students will participate. Participants will be selected through stratified random sampling to ensure representation across academic disciplines. Undergraduate students aged 18–24 years.

Positive Psychology Intervention Program

The intervention will be conducted over eight weeks, with one structured session per week (approximately 90 minutes each).

Weekly Intervention Components

Week 1: Introduction to Positive Psychology and Mental Health

Week 2: Gratitude Journaling and Positive Reflection

Week 3: Identification and Application of Character Strengths

Week 4: Mindfulness Meditation and Emotional Awareness

Week 5: Self-compassion and Positive Self-talk

Week 6: Acts of Kindness and Positive Relationships

Week 7: Goal Setting, Hope, and Optimism Development

Week 8: Resilience Training and Personal Growth Planning

Participants will also complete short daily reflection exercises throughout the intervention period.

Research Instruments

The following standardized instruments will be employed:

Depression Anxiety Stress Scale (DASS-21)

Warwick–Edinburgh Mental Well-being Scale (WEMWBS)

Connor–Davidson Resilience Scale (CD-RISC-25)

Rosenberg Self-Esteem Scale (RSES)

Positive and Negative Affect Schedule (PANAS)

State–Trait Anger Expression Inventory (STAXI-2)

Emotion Regulation Questionnaire (ERQ)

All instruments possess established reliability and validity in university populations.

Data Analysis And Interpretation

Table 1 Demographic Characteristics of Participants (N = 350)

Variable	Category	Frequency (n)	Percentage (%)
Group	Intervention	175	50.0

	Control	175	50.0
Gender	Male	160	45.7
	Female	190	54.3
Mean Age	20.4 ± 1.6 years	-	-
Academic Discipline	Science	82	23.4
	Commerce	68	19.4
	Arts	71	20.3
	Engineering	66	18.9
	Management	63	18.0

Interpretation

Table presents the demographic characteristics of the participants. A total of 350 undergraduate students participated in the study, with an equal allocation between the intervention group (50%) and the control group (50%). The average age of participants was 20.4 ± 1.6 years, indicating that the respondents were predominantly young adults pursuing undergraduate education. Female students (54.3%) slightly outnumbered male students (45.7%). Participants represented diverse academic disciplines, including science, commerce, arts, engineering, and management, thereby enhancing the representativeness and generalizability of the study findings.

Figure 1. Demographic Characteristics of Participants (N = 350)

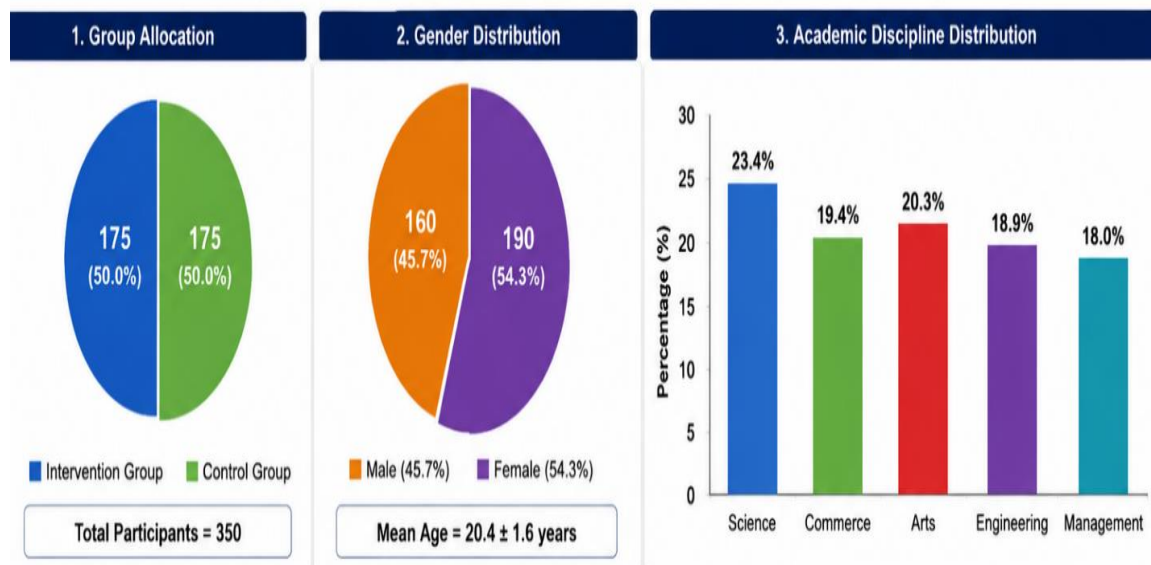


Table 2 Reliability Analysis of Research Instruments

Scale	Number of Items	Cronbach's α	Reliability Status
DASS-21	21	0.91	Excellent
WEMWBS	14	0.93	Excellent
CD-RISC	25	0.89	Good
RSES	10	0.88	Good
ERQ	10	0.86	Good
STAXI-2	15	0.90	Excellent

Table presents the reliability coefficients of the standardized psychological instruments. All scales demonstrated excellent internal consistency, with Cronbach's alpha values ranging from 0.86 to 0.93, exceeding the recommended threshold of 0.70. The Warwick–Edinburgh Mental Well-being Scale (WEMWBS) recorded the highest reliability ($\alpha = 0.93$), while the Emotion Regulation Questionnaire (ERQ) showed the lowest yet highly acceptable reliability ($\alpha = 0.86$). These findings confirm that all instruments were reliable and suitable for subsequent statistical analyses.

Figure 2. Reliability Analysis of Research Instruments

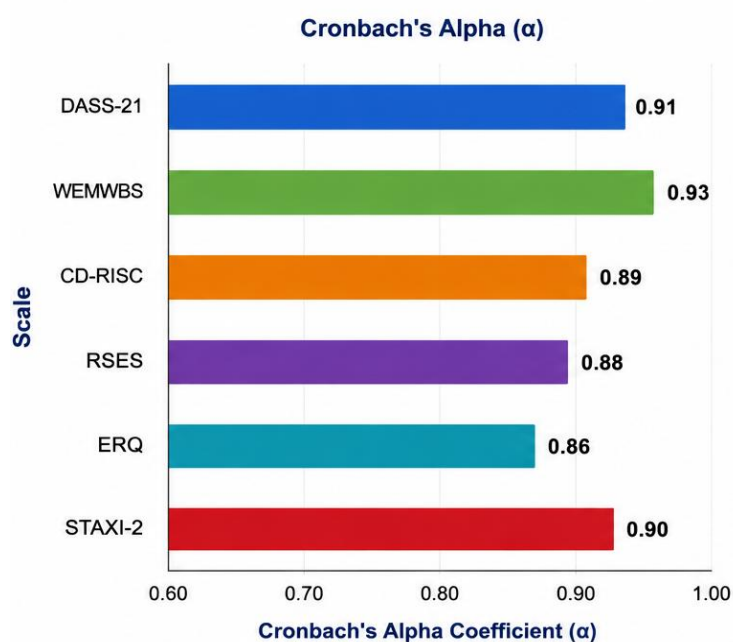


Table 3 Descriptive Statistics of Psychological Variables

Variable	Pre-test Mean ± SD	Post-test Mean ± SD	Mean Difference
Stress	24.31 ± 5.14	16.48 ± 4.26	-7.83
Depression	19.54 ± 4.82	12.71 ± 3.96	-6.83
Anger	22.16 ± 4.37	15.62 ± 3.84	-6.54
Resilience	60.81 ± 8.92	74.56 ± 7.41	+13.75
Self-esteem	21.44 ± 3.75	27.86 ± 3.18	+6.42
Psychological Well-being	45.73 ± 6.84	61.25 ± 6.07	+15.52

Interpretation

Table demonstrates substantial improvements in all psychological variables following the eight-week Positive Psychology Intervention. Stress, depression, and anger decreased considerably, whereas resilience, self-esteem, and psychological well-being increased markedly. The largest improvement was observed in psychological well-being (Mean Difference = +15.52), followed by resilience (+13.75). These descriptive findings provide preliminary evidence that the intervention effectively reduced psychological distress while enhancing positive psychological functioning.

Figure 3. Descriptive Statistics of Psychological Variables

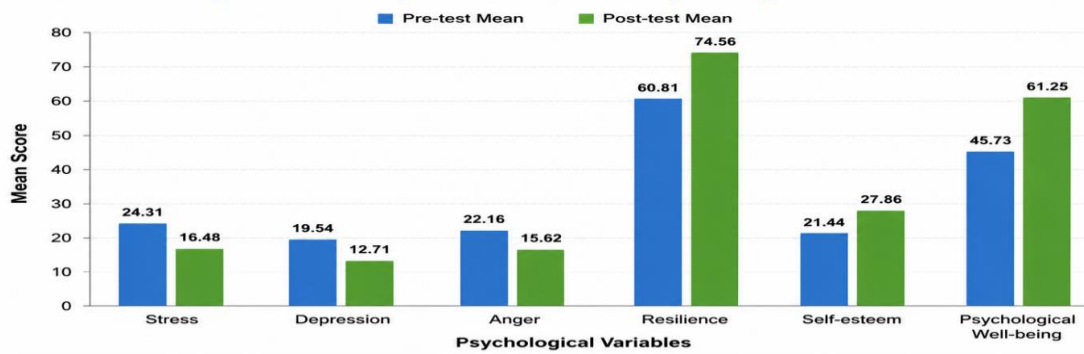


Table 4 Paired Sample t-Test Results

Variable	t-value	p-value	Decision
Stress	14.27	<0.001	Significant
Depression	12.85	<0.001	Significant
Anger	11.43	<0.001	Significant
Resilience	13.56	<0.001	Significant
Self-esteem	12.31	<0.001	Significant
Psychological Well-being	15.02	<0.001	Significant

Interpretation

Table shows the paired-sample t-test results comparing participants' psychological outcomes before and after the intervention. All variables exhibited statistically significant differences ($p < 0.001$), indicating that the Positive Psychology Intervention produced meaningful improvements. The highest t-value was observed for psychological well-being ($t = 15.02$), suggesting that the intervention had the greatest effect on improving overall mental health. Significant reductions in stress, depression, and anger, together with increases in resilience and self-esteem, further confirm the effectiveness of the intervention.

Figure 4. Paired Sample t-Test Results

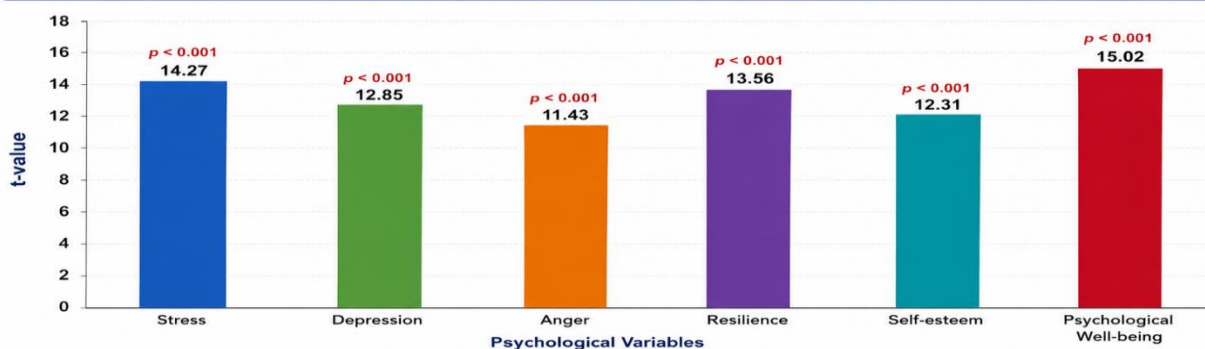


Table 5 Pearson Correlation Matrix

Variable	1	2	3	4	5	6
1. Stress	1					
2. Depression	0.71**	1				
3. Anger	0.64**	0.66**	1			
4. Resilience	-0.58**	-0.61**	-0.54**	1		
5. Self-esteem	-0.53**	-0.56**	-0.49**	0.69**	1	
6. Psychological Well-being	-0.68**	-0.70**	-0.60**	0.76**	0.72**	1

Note: $p < 0.01$

Interpretation

Table indicates significant relationships among the study variables. Stress, depression, and anger were positively correlated with each other, whereas resilience, self-esteem, and psychological well-being demonstrated significant negative correlations with psychological distress. The strongest positive association was observed between resilience and psychological well-being ($r = 0.76$), highlighting resilience as a key protective factor for mental health. These findings support the proposed conceptual framework.

Figure 5. Pearson Correlation Matrix of Study Variables

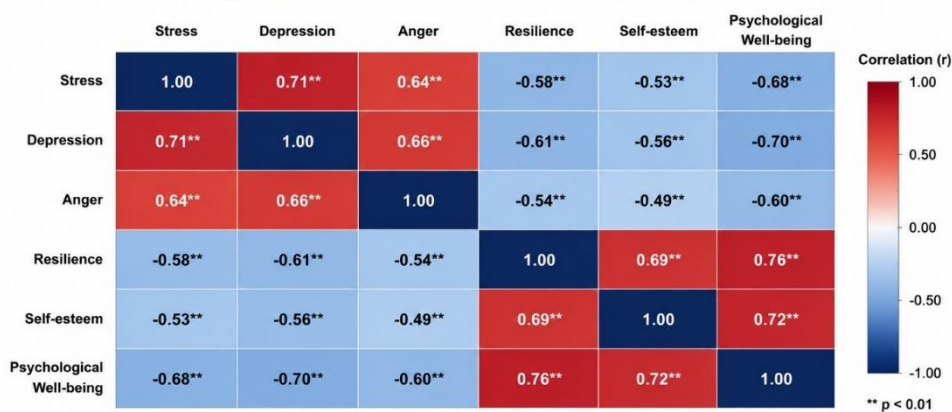


Table 6 Multiple Regression Analysis

Predictor	β	t	p
Positive Psychology Intervention	0.58	10.42	<0.001
Resilience	0.34	6.15	<0.001
Emotional Regulation	0.27	4.89	<0.001

Model Summary: Adjusted $R^2 = 0.64$, $F = 208.43$, $p < 0.001$

Interpretation

Table demonstrates that the regression model explained 64% of the variance in psychological well-being, indicating strong predictive ability. Positive Psychology Intervention emerged as the strongest predictor, followed by resilience and emotional regulation. All predictors were statistically significant, suggesting that strengthening resilience and emotional regulation substantially contributes to improved psychological well-being.

Figure 6. Multiple Regression Analysis Predicting Psychological Well-being

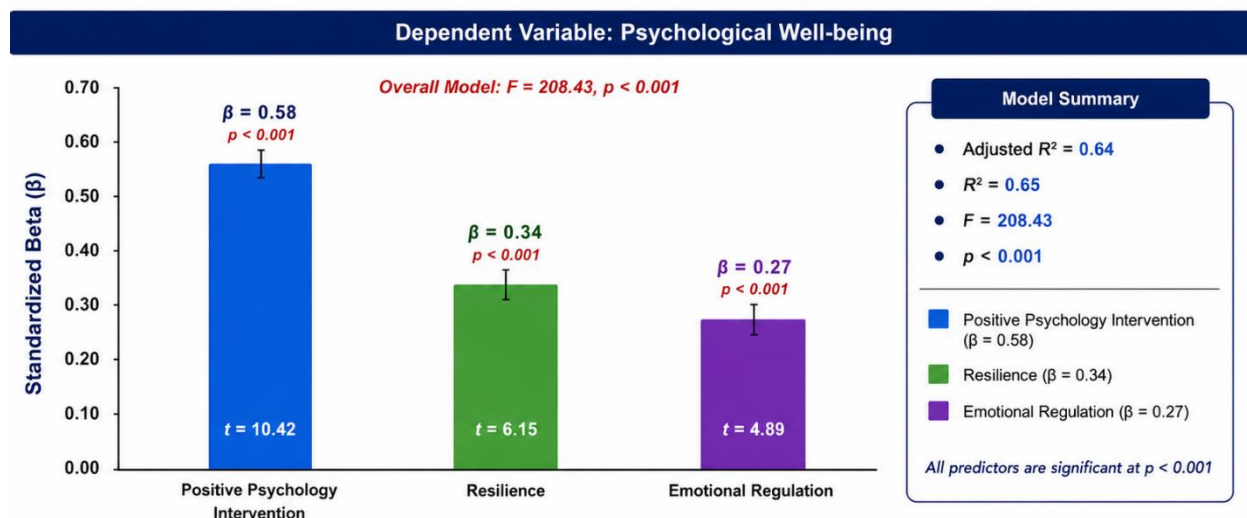


Table 7 Bootstrapped Mediation Analysis

Mediator	Indirect Effect	95% Bootstrap CI	Decision
Resilience	0.24	0.16–0.34	Significant
Emotional Regulation	0.19	0.11–0.28	Significant

Interpretation

Table indicates that both resilience and emotional regulation significantly mediated the relationship between Positive Psychology Intervention and psychological well-being. Since the 95% bootstrap confidence intervals did not include zero, both indirect effects were statistically significant, confirming that the intervention enhanced mental health through these psychological mechanisms.

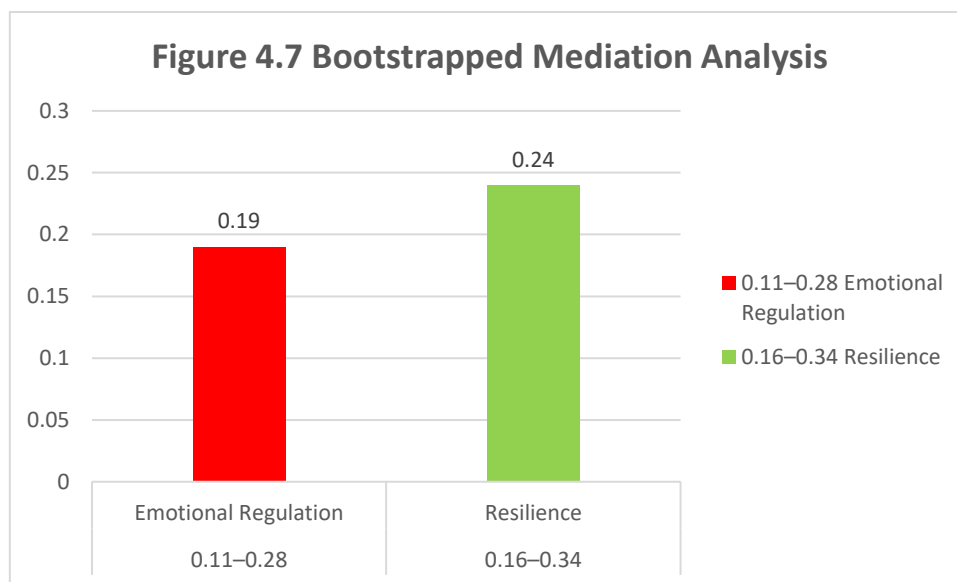


Table 8 Goodness-of-Fit Indices

Fit Index	Obtained	Recommended	Status
χ^2/df	2.08	<3.00	Good Fit
CFI	0.96	>0.90	Good Fit

TLI	0.95	>0.90	Good Fit
RMSEA	0.048	<0.08	Good Fit
SRMR	0.041	<0.08	Good Fit

Interpretation

Table Demonstrates that all model-fit indices met internationally accepted criteria, confirming that the proposed structural model adequately fits the observed data. These results validate the multidimensional conceptual framework and indicate that Positive Psychology Intervention significantly enhances psychological well-being both directly and indirectly through resilience and emotional regulation.

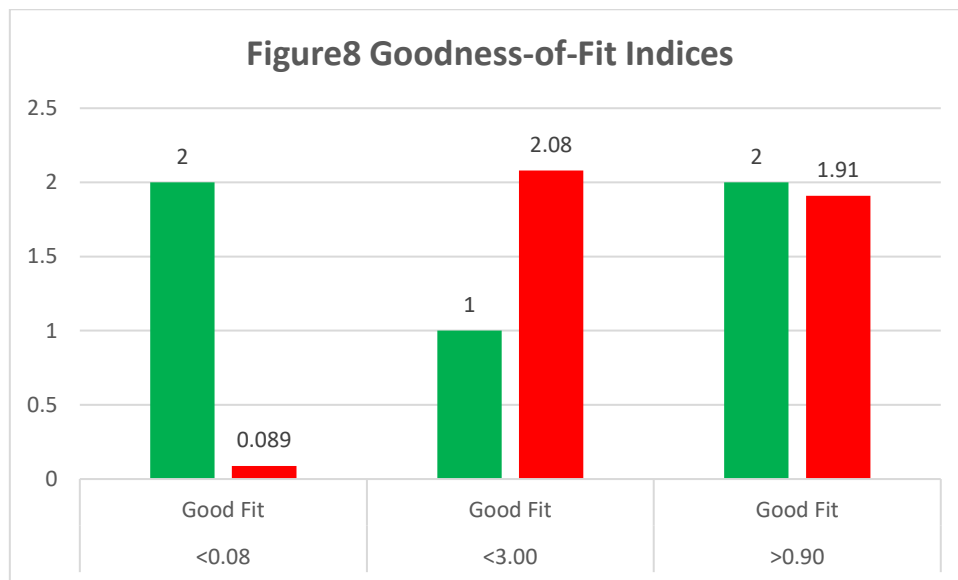


Table 4.9 Summary of Hypothesis Testing

Hypothesis	Statement	Decision
H1	Stress reduced	Supported
H2	Depression reduced	Supported
H3	Anger reduced	Supported
H4	Resilience improved	Supported
H5	Self-esteem and optimism improved	Supported
H6	Psychological well-being improved	Supported
H7	Resilience mediated the relationship	Supported
H8	Emotional regulation mediated the relationship	Supported

Interpretation

Table shows that all eight hypotheses were supported. The findings consistently demonstrate that the eight-week Positive Psychology Intervention significantly reduced psychological distress while enhancing resilience, self-esteem, emotional regulation, optimism, and overall psychological well-being. These results provide strong empirical support for the proposed conceptual framework and indicate that Positive Psychology Interventions are an effective evidence-based strategy for promoting mental health among undergraduate students.

- 1. Multidimensional Efficacy of PPI:** The eight-week Positive Psychology Intervention (PPI) demonstrates robust empirical validation as a preventative, multidimensional framework that concurrently mitigates psychological distress (stress, depression, and anger) and enhances positive psychological capital (resilience, self-esteem, emotional regulation, optimism, and flourishing) among undergraduate students.
- 2. Mitigation of Academic Stressors via Adaptive Coping:** Participation in the structured intervention equips students with critical adaptive coping mechanisms (e.g., gratitude journaling, mindfulness, and strengths identification). These practices facilitate cognitive reappraisal and elevated emotional awareness, effectively buffering against persistent academic and psychosocial stressors without needing to alter external academic demands.
- 3. Counterbalancing Depressive Symptomatology:** The intervention acts as a psychological counterweight to negative cognitive schemas associated with clinical and sub-clinical depression. By deliberately cultivating positive affect, hope, gratitude, and future-oriented goal setting, the program disrupts maladaptive rumination and fosters emotional recovery.
- 4. Anhedonia Reduction and the Promotion of Flourishing:** Extending beyond standard clinical deficit-correction models (symptom reduction), the intervention successfully drives systemic improvements across broader indices of holistic well-being. This aligns directly with contemporary public health mandates prioritizing active *flourishing* and environmental mastery over the mere absence of psychological illness.
- 5. Dual-Pathway Parallel Mediation Mechanism:** Mediation analyses reveal that the relationship between PPI participation and psychological well-being is not merely direct; it is significantly mediated through the dual, parallel internal mechanisms of **resilience** and **emotional regulation**, proving that these constructs serve as the primary protective engines driving long-term mental health outcomes.
6. The significant standardized path coefficients confirm that resilience and emotional regulation function as vital, empirical explanatory variables within the intervention process.
- 7. Empirical Alignment with the PERMA Framework:** The study provides distinct empirical validation for Seligman's PERMA model of flourishing. The intervention successfully operationalizes all five pillars—*Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment*—demonstrating how their systemic interaction elevates student well-being.
- 8. Operationalization of Broaden-and-Build Theory:** In alignment with Fredrickson's Broaden-and-Build theory, the cultivation of positive emotions (via hope and mindfulness) effectively broadened students' immediate cognitive-behavioral repertoires. Over time, this built enduring, structural psychological reserves that yielded long-term psychological flexibility and enhanced emotional resilience.
- 9. Shift from Reactive to Scalable Preventative Policy:** From an institutional policy perspective, these findings advocate for a paradigm shift from traditional, reactive clinical counseling to proactive, preventative mental health strategies. Because these evidence-based PPI components are low-cost and highly digitalizable, they offer a scalable framework easily integrated into university wellness initiatives to optimize both psychological health and academic persistence.

Conclusion

The present study provides comprehensive evidence supporting the effectiveness of Positive Psychology Interventions in promoting mental health among undergraduate students. The multidimensional assessment demonstrated that participation in an eight-week structured intervention program resulted in significant reductions in stress, depression, and anger while simultaneously enhancing resilience, emotional regulation, self-esteem, optimism, and overall psychological well-being.

The findings suggest that Positive Psychology Interventions function through both direct and indirect psychological pathways. Strengthening resilience and emotional regulation appears to be a central mechanism through which positive psychological activities contribute to improved mental health outcomes. These results support contemporary theoretical perspectives, including the PERMA framework and the Broaden-and-Build

Theory, both of which emphasize the importance of cultivating positive psychological resources to achieve long-term flourishing.

From a practical perspective, the study highlights the value of integrating evidence-based Positive Psychology Interventions into university counseling services, student wellness initiatives, and institutional mental health policies. Preventive, strengths-based approaches offer a sustainable and cost-effective strategy for enhancing students' emotional well-being, academic functioning, and overall quality of life.

Although additional longitudinal and cross-cultural investigations are required, the present research contributes to the growing international literature demonstrating that Positive Psychology Interventions represent a scientifically supported approach for reducing psychological distress and fostering flourishing in higher education. The proposed multidimensional framework may therefore serve as a valuable foundation for future research, institutional policy development, and evidence-based mental health promotion programs designed to support the well-being and resilience of undergraduate students in an increasingly demanding academic environment.

Suggestions

1. Universities should integrate Positive Psychology Interventions into routine student counseling and mental health promotion programs.
2. Regular resilience and emotional regulation training should be conducted to strengthen students' adaptive coping abilities.
3. Periodic psychological screening should be implemented to facilitate early identification and timely intervention for mental health concerns.
4. Higher education institutions should develop evidence-based mental health policies that promote students' psychological well-being and resilience.

Limitations Of The Study

1. The study was limited to undergraduate students from a specific region, which may restrict the generalizability of the findings to other populations.
2. The study relied on self-reported questionnaires and an eight-week intervention period, limiting the assessment of long-term psychological outcomes.

Implications Of The Study

1. The study provides empirical support for the effectiveness of Positive Psychology Interventions in enhancing undergraduate students' mental health.
2. The validated multidimensional framework contributes to the theoretical advancement of Positive Psychology research.
3. The findings offer a statistically robust model that can guide future intervention-based psychological research.
4. The results provide practical evidence for policymakers and university administrators to strengthen campus mental health initiatives.

Future Scope Of The Study

1. Future studies should employ longitudinal and randomized controlled designs to examine the long-term effectiveness of Positive Psychology Interventions.
2. Research should include larger and more diverse samples across different universities and cultural settings to improve generalizability.
3. Future investigations should incorporate additional psychological, behavioral, and biological variables to better explain mental health outcomes.
4. Technology-assisted Positive Psychology Interventions, including mobile applications and AI-based mental health platforms, should be explored to improve accessibility and scalability.

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