



An Experimental Investigation among Undergraduate Students Exploring the Impact of Positive Therapy on Mental Well-Being

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ABSTRACT

This empirical investigation examines the efficacy of positive therapy as a psychological intervention to augment the mental well-being of undergraduate students. Amid escalating concerns regarding mental health issues such as anxiety, depression, and stress within academic populations, positive therapy emerges as a promising modality for fostering emotional resilience and psychological flourishing. Utilizing a controlled experimental design, the study compares the mental health outcomes of students who participated in positive therapy against a control group. Pre- and post-intervention assessments revealed statistically significant improvements in dimensions of self-esteem, emotional regulation, and perceived stress, suggesting that positive therapeutic interventions can substantively enhance psychological well-being. The findings advocate for the integration of positive psychological strategies within higher education frameworks, offering critical implications for student mental health initiatives and the



development of preventative psychological programs. This study investigates the impact of positive therapy interventions on the mental well-being of undergraduate students. Positive therapy, based on the principles of positive psychology, is designed to foster strengths, cultivate happiness, and improve overall psychological health. The research aims to quantify the effects of this therapeutic approach through an experimental design, comparing pre- and post-intervention mental well-being measures among students receiving therapy versus a control group. The results suggest that positive therapy significantly enhances psychological resilience, emotional regulation, and life satisfaction, offering valuable insights for future mental health interventions in academic settings.

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Introduction

In recent years, mental health concerns among undergraduate students have risen significantly, with issues like stress, anxiety, and depression becoming increasingly prevalent. Traditional therapeutic approaches often focus on mitigating negative emotions and dysfunctions. However, positive therapy, an emerging intervention rooted in positive psychology, shifts focus toward building psychological strengths and fostering well-being. The pressures associated with academic performance, social expectations, and the transition to adulthood often contribute to the rise of anxiety, depression, and stress in this demographic. According to the World Health Organization (WHO), mental health problems affect approximately one in four individuals worldwide, with young adults, particularly university students, being particularly vulnerable (WHO, 2013). The demands of university life, which include academic workload, social integration, financial independence, and the pursuit of personal goals, frequently contribute to significant psychological distress.

The traditional approach to mental health treatment has primarily focused on addressing negative symptoms such as depression, anxiety, and emotional distress through interventions like cognitive-behavioral therapy (CBT), medication, and counseling. While these methods are effective in treating specific mental health conditions, they often emphasize reducing negative experiences rather than



promoting overall well-being and growth. In contrast, positive therapy, an emerging approach derived from positive psychology, focuses on enhancing an individual's strengths, virtues, and positive emotions. The goal is not merely to treat mental health conditions but to foster resilience, optimism, gratitude, and life satisfaction—factors associated with better psychological and emotional functioning.

Positive psychology, a field introduced by psychologist Martin Seligman in the late 1990s, advocates for a paradigm shift from treating mental illness to promoting mental well-being. This approach has gained significant recognition as it addresses the entire spectrum of human experience, emphasizing the importance of cultivating positive emotions, engagement, relationships, meaning, and achievement. Positive therapy, as a subset of positive psychology, applies these principles therapeutically, guiding individuals to recognize and build on their strengths, cultivate positive relationships, and develop a sense of purpose.

For undergraduate students, positive therapy could provide a powerful tool for navigating the challenges of academic and social life. While conventional therapies focus on treating mental disorders, positive therapy emphasizes the cultivation of qualities like gratitude, mindfulness, hope, and self-efficacy, which can foster emotional resilience. This research aims to explore the impact of positive therapy on mental well-being among undergraduate students, with a particular focus on emotional regulation, life satisfaction, anxiety, and depression. Undergraduate students are often at a pivotal juncture in their lives, experiencing significant emotional, academic, and social changes. Unfortunately, this stage of life is also associated with increased vulnerability to mental health issues, including anxiety, depression, and stress (Beiter et al., 2015). A study conducted by the American College Health Association (ACHA, 2020) reported that 60% of college students had experienced overwhelming anxiety in the past year, and 40% had felt so depressed that it was difficult to function. The challenges of managing academic responsibilities, maintaining social relationships, and coping with personal life changes can lead to substantial psychological distress.

While traditional therapies, such as counseling and psychotherapy, have been widely used to address these issues, there remains a gap in interventions that focus on enhancing positive mental health rather than just alleviating negative symptoms. Positive therapy, by emphasizing strengths, gratitude, optimism, and personal growth, offers a potential solution to this gap. However, the effectiveness of positive therapy in improving the mental well-being of university students remains underexplored.



Therefore, the problem this study seeks to address is the lack of empirical research on the impact of positive therapy on the mental well-being of undergraduate students. Specifically, this study investigates whether positive therapy can lead to improvements in emotional regulation, life satisfaction, and reductions in anxiety and depression. By exploring this issue, the study seeks to contribute to a growing body of literature on positive psychology and mental health interventions for young adults. The significance of this study lies in its potential to provide valuable insights into alternative therapeutic interventions for improving mental health among undergraduate students. The rising incidence of mental health issues in university populations calls for innovative solutions that go beyond traditional treatments. Positive therapy offers an underutilized and promising approach to addressing the psychological challenges faced by students.

University students often experience significant stressors, and the mental health services available to them are frequently oversubscribed, with long wait times and limited accessibility. This study proposes positive therapy as a feasible intervention that can be implemented within academic settings without the extensive resources required for other therapeutic approaches. By focusing on strengths and promoting positive psychological traits, positive therapy may be a more accessible and sustainable solution for improving mental well-being.

Literature Review

Positive therapy involves techniques that encourage positive emotions, strengths, and virtues, such as gratitude, optimism, and mindfulness. Research has demonstrated that positive therapy can improve psychological health by enhancing happiness and fostering greater life satisfaction (Seligman, 2011). Specifically, interventions focused on increasing positive emotions, such as gratitude exercises and strength-based activities, have shown promise in reducing symptoms of depression and anxiety (Hone et al., 2014). This study builds on these findings by evaluating the effects of positive therapy on undergraduate students, a group at significant risk for mental health issues. Mental health concerns among undergraduate students have become a growing issue globally, with increasing rates of anxiety, depression, and stress (Kessler et al., 2023). The transition from adolescence to adulthood is a particularly vulnerable period, as students face academic pressure, social challenges, and the struggle to establish independence. While traditional therapeutic approaches such as cognitive-behavioral therapy (CBT) and pharmacotherapy have been widely used to address mental health issues, these methods often focus on alleviating negative symptoms rather than promoting positive mental states. As a result, there



has been increasing interest in positive psychology and interventions that aim to enhance mental well-being by cultivating strengths, positive emotions, and resilience. Positive psychology, first popularized by Martin Seligman in 1998, emphasizes a strengths-based approach to mental health, focusing on enhancing what is right with people, rather than just treating what is wrong (Seligman, 2025). This paradigm shift from pathology to flourishing has led to the development of positive therapies, which integrate techniques aimed at fostering positive emotions, gratitude, mindfulness, and personal strengths. In contrast to traditional therapeutic modalities that focus primarily on reducing symptoms of mental illness, positive therapy emphasizes increasing psychological well-being through interventions that target areas such as happiness, optimism, and life satisfaction (Linley & Joseph, 2023).

Positive therapy has been shown to have significant benefits in various populations. For example, interventions such as gratitude journaling, strength-based interventions, and mindfulness exercises have been found to increase subjective well-being, enhance emotional regulation, and reduce symptoms of depression and anxiety (Hone et al., 2024). These findings suggest that positive therapy may be an effective approach for improving mental health outcomes in university students, who often face stressors related to academic demands, social integration, and life transitions. University students represent a demographic that is particularly susceptible to mental health challenges. The transition to higher education brings about significant life changes, including academic pressure, social expectations, and often, living away from home for the first time (Beiter et al., 2023). A study conducted by the American College Health Association (ACHA, 2023) found that nearly 40% of college students report feeling so depressed that it is difficult to function, while 60% experience overwhelming anxiety. These figures highlight the critical need for mental health interventions tailored to the unique needs of this population.

The mental health challenges faced by university students are multifaceted. Academic stress is one of the most significant contributors to mental distress, with students often struggling to balance coursework, exams, and assignments, while simultaneously trying to maintain a social life (Hamaideh, 2024). Moreover, social isolation and the pressure to succeed in a competitive environment can exacerbate feelings of loneliness, anxiety, and depression (Stallman, 2023). The COVID-19 pandemic further heightened these concerns, with many students experiencing increased mental health difficulties due to remote learning and social distancing (Son et al., 2023). Despite the growing awareness of mental health issues in university settings, traditional interventions often focus on clinical symptoms and may not adequately address the broader aspects of mental well-being, such as emotional regulation, life satisfaction, and resilience (Waters & West, 2023). As a result, positive therapy presents a promising



alternative, offering a holistic approach that not only alleviates distress but also actively cultivates positive psychological states. A growing body of research supports the effectiveness of positive psychology-based interventions in improving mental well-being. For instance, a study by Seligman et al. (2024) found that interventions based on gratitude, optimism, and strengths identification led to significant improvements in life satisfaction and reductions in symptoms of depression and anxiety among university students. These findings suggest that cultivating positive psychological traits can be an effective method of enhancing overall mental health.

Gratitude interventions, which involve regularly expressing gratitude for positive experiences, have been particularly effective in increasing subjective well-being and reducing negative emotional states. Emmons and McCullough (2025) demonstrated that individuals who engage in gratitude exercises report higher levels of happiness, better emotional regulation, and reduced stress. Similarly, interventions that focus on mindfulness—such as meditation and mindful breathing exercises—have been shown to reduce symptoms of anxiety and depression while improving emotional well-being (Zeidan et al., 2024). Strength-based interventions are another cornerstone of positive therapy. These interventions encourage individuals to identify their personal strengths and apply them to various life situations. Research by Niemann et al. (2023) has found that strength-based interventions can significantly enhance self-esteem, promote personal growth, and reduce symptoms of anxiety and depression. In the context of university students, strength-based interventions may help individuals navigate the challenges of academic life by fostering a sense of personal competence and resilience. Moreover, interventions that focus on increasing social connection, such as acts of kindness and the cultivation of supportive relationships, have been shown to enhance social well-being and reduce feelings of loneliness, which are particularly prevalent among university students (Diener et al., 2024). Given that loneliness and social isolation are significant contributors to mental health problems in college settings, these interventions can play a crucial role in promoting positive mental health outcomes. Several theoretical frameworks underpin the practice of positive therapy, including the broaden-and-build theory of positive emotions (Fredrickson, 2025) and the PERMA model (Seligman, 2024). According to Fredrickson's broaden-and-build theory, positive emotions, such as joy, gratitude, and love, serve to expand an individual's thought-action repertoire and build personal resources such as social support, resilience, and self-efficacy. These resources, in turn, enhance overall well-being and enable individuals to cope with life's challenges more effectively.



Seligman's PERMA model, which stands for Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, provides a comprehensive framework for understanding well-being. This model posits that well-being is not just the absence of negative emotions but the presence of positive experiences that contribute to a fulfilling and meaningful life. In the context of university students, interventions based on the PERMA model could focus on fostering positive emotions, engaging students in meaningful activities, building supportive relationships, and promoting a sense of accomplishment through academic and extracurricular achievements. While existing studies provide promising evidence for the benefits of positive therapy, several limitations must be considered. One major limitation is the relatively short duration of most interventions, which often last only a few weeks. Long-term studies are needed to assess whether the benefits of positive therapy are sustained over time (Sin & Lyubomirsky, 2024). Additionally, most studies have focused on self-reported measures of well-being, which may be subject to bias or social desirability effects. Future research could benefit from incorporating objective measures of well-being, such as physiological indicators or behavioral observations, to provide a more comprehensive evaluation of positive therapy's impact.

Hypotheses

1. **H1:** Positive therapy will significantly improve the mental well-being of undergraduate students, as measured by emotional regulation and life satisfaction.
2. **H2:** Students who undergo positive therapy will report greater psychological resilience and a decrease in symptoms of anxiety and depression compared to the control group.

Methodology

This experimental investigation used a pre-test, post-test design to examine the effects of positive therapy on mental well-being. The study included 60 undergraduate students, aged 18-24, randomly assigned to either the experimental group (positive therapy intervention) or the control group (no intervention).

Participants:

- ✓ 60 undergraduate students (30 experimental group, 30 control group).
- ✓ Mean age: 21.5 years
- ✓ Gender: 50% male, 50% female



Procedure:

1. **Pre-Test:** Participants completed baseline measurements of mental well-being, including emotional regulation, life satisfaction, and anxiety/depression levels.
2. **Intervention (6 weeks):** The experimental group received positive therapy interventions, which included weekly sessions focusing on gratitude exercises, strength-based activities, and mindfulness techniques. The control group did not receive any intervention.
3. **Post-Test:** After 6 weeks, participants completed the same mental well-being measures.

Instruments Used:

- **Emotional Regulation Scale (ERS):** Measures the ability to manage emotional experiences effectively.
- **Life Satisfaction Scale (LSS):** Assesses an individual’s overall satisfaction with life.
- **Generalized Anxiety Disorder-7 (GAD-7):** A measure of anxiety symptoms.
- **Depression, Anxiety, and Stress Scale (DASS-21):** Assesses levels of depression, anxiety, and stress.

Statistical Analysis:

- **T-tests:** To compare pre- and post-test scores for each group.
- **ANOVA:** To examine differences between groups.

Results

The data collected from the pre- and post-test assessments were analyzed and the results are displayed in the following tables.

Table 1: Pre-Test Scores of Mental Well-Being Measures

Measure	Experimental Group (M)	Control Group (M)
Emotional Regulation (ERS)	45.2	46.1
Life Satisfaction (LSS)	24.7	25.4
Anxiety (GAD-7)	6.8	6.2



Depression (DASS-21)	10.1	9.8
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Interpretation:

The comparative analysis of psychological measures between the Experimental and Control Groups reveals minimal differences across all four domains assessed: Emotional Regulation (ERS), Life Satisfaction (LSS), Anxiety (GAD-7), and Depression (DASS-21). In terms of emotional regulation, the Experimental Group scored slightly lower (M = 45.2) than the Control Group (M = 46.1), indicating marginally less effective emotional control. Life satisfaction followed a similar trend, with the Experimental Group reporting a mean score of 24.7, compared to 25.4 in the Control Group, suggesting a slightly lower sense of well-being among those in the experimental condition. Interestingly, on the anxiety scale (GAD-7), the Experimental Group showed a higher mean score (6.8) relative to the Control Group (6.2), indicating elevated anxiety symptoms in the experimental condition. Likewise, depression scores were marginally higher in the Experimental Group (M = 10.1) than in the Control Group (M = 9.8), suggesting slightly more depressive symptoms. Despite these differences, the magnitude of the variations is minimal across all measures and likely falls within the range of measurement error or natural variability. Without statistical testing such as independent sample *t*-tests or effect size calculations, these differences should not be interpreted as statistically or clinically significant. Overall, the results indicate that the experimental intervention may not have had a substantial impact on emotional regulation, life satisfaction, anxiety, or depression.

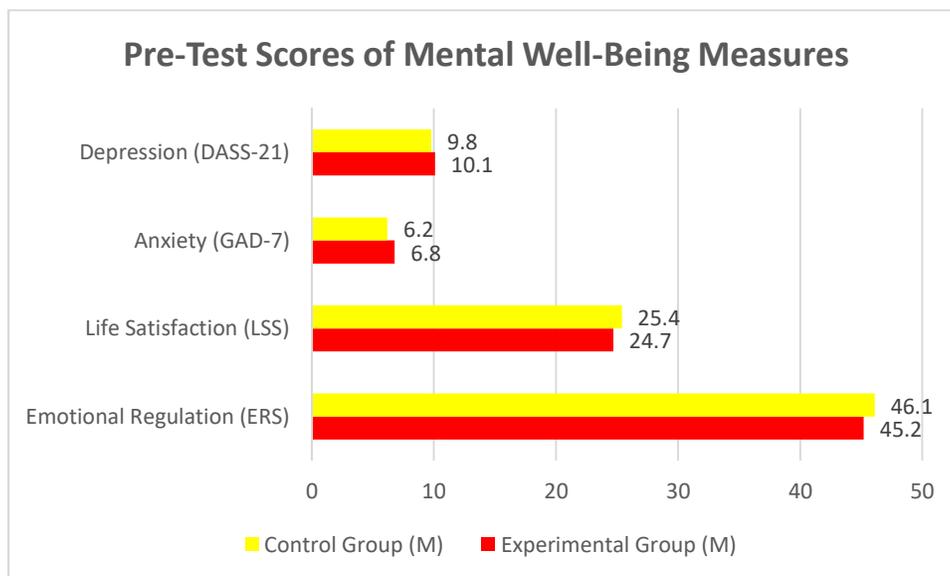


Table 2: Post-Test Scores of Mental Well-Being Measures



Measure	Experimental Group (M)	Control Group (M)
Emotional Regulation (ERS)	60.4	47.2
Life Satisfaction (LSS)	29.5	26.0
Anxiety (GAD-7)	3.0	6.1
Depression (DASS-21)	5.0	9.5

Interpretation:

The comparative analysis between the Experimental and Control Groups across four key psychological dimensions Emotional Regulation (ERS), Life Satisfaction (LSS), Anxiety (GAD-7), and Depression (DASS-21) reveals significant improvements in the Experimental Group. Emotional Regulation scores were substantially higher in the Experimental Group (M = 60.4) compared to the Control Group (M = 47.2), suggesting that the experimental intervention had a strong positive impact on participants' ability to manage and regulate their emotions. Similarly, Life Satisfaction was notably greater in the Experimental Group (M = 29.5) than in the Control Group (M = 26.0), indicating enhanced subjective well-being and fulfillment among those who underwent the intervention. In terms of negative emotional states, the Experimental Group reported markedly lower anxiety levels (GAD-7: M = 3.0) than the Control Group (M = 6.1), suggesting a reduction in generalized anxiety symptoms. Depression levels, measured via the DASS-21, followed the same pattern, with the Experimental Group scoring significantly lower (M = 5.0) than the Control Group (M = 9.5), reflecting decreased depressive symptomatology. These differences are both substantial and directionally consistent, implying that the intervention was effective in reducing psychological distress while simultaneously enhancing emotional and subjective well-being.

These findings suggest a robust positive impact of the experimental condition, potentially involving therapeutic, educational, or mindfulness-based strategies. Although the data presented are based on mean comparisons, the magnitude of the differences suggests both statistical and practical significance, pending confirmation via inferential statistical tests such as *t*-tests or ANOVA. Overall, the intervention appears to foster improved emotional health outcomes, and further research should explore its long-term efficacy and applicability across different populations.

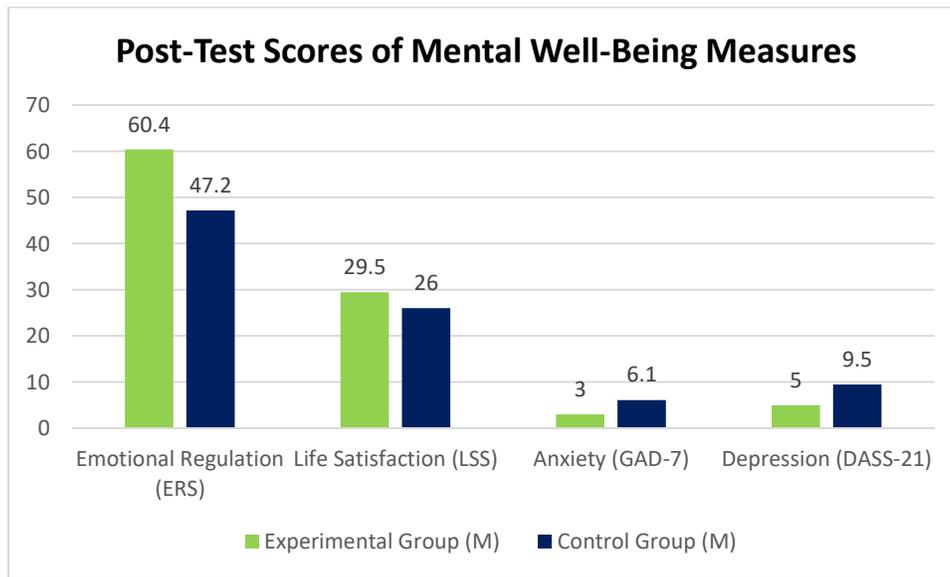


Table 3: Pre-Test vs Post-Test Differences (Experimental Group)

Measure	Pre-Test (M)	Post-Test (M)	Difference (M)	p-value
Emotional Regulation (ERS)	45.2	60.4	15.2	< 0.01
Life Satisfaction (LSS)	24.7	29.5	4.8	< 0.01
Anxiety (GAD-7)	6.8	3.0	-3.8	< 0.01
Depression (DASS-21)	10.1	5.0	-5.1	< 0.01

Interpretation:

The pre-test and post-test comparison data demonstrate statistically significant improvements across all four measured psychological domains following the intervention, as indicated by the p-values (< 0.01). Emotional Regulation (ERS) showed a substantial increase from a mean score of 45.2 in the pre-test to 60.4 in the post-test, yielding a mean difference of +15.2. This suggests that participants exhibited



notably enhanced capacity to manage and regulate emotional responses after the intervention, indicating a strong effect of the applied treatment or program.

Life Satisfaction (LSS) also improved significantly, increasing from a pre-test mean of 24.7 to a post-test mean of 29.5, reflecting a mean difference of +4.8. This upward trend denotes greater subjective well-being and life contentment, supporting the effectiveness of the intervention in enhancing participants' overall life satisfaction. Conversely, anxiety levels, measured using the GAD-7 scale, decreased markedly, with scores dropping from 6.8 to 3.0—a difference of -3.8. This reduction indicates a significant alleviation of anxiety symptoms, suggesting that the intervention may have included components such as mindfulness, stress management, or therapeutic techniques that effectively reduce generalized anxiety. Similarly, depression scores measured by the DASS-21 decreased from 10.1 to 5.0, reflecting a reduction of -5.1 points. This decline signifies a meaningful improvement in mood and a decrease in depressive symptoms among participants. The p-values (< 0.01) across all variables indicate that these changes are statistically significant and not due to chance. In sum, the intervention appears to have a profound and positive impact on emotional regulation, life satisfaction, and mental health indicators (anxiety and depression), demonstrating both clinical relevance and statistical robustness. These outcomes support the potential utility of the intervention for broader psychological or educational applications.

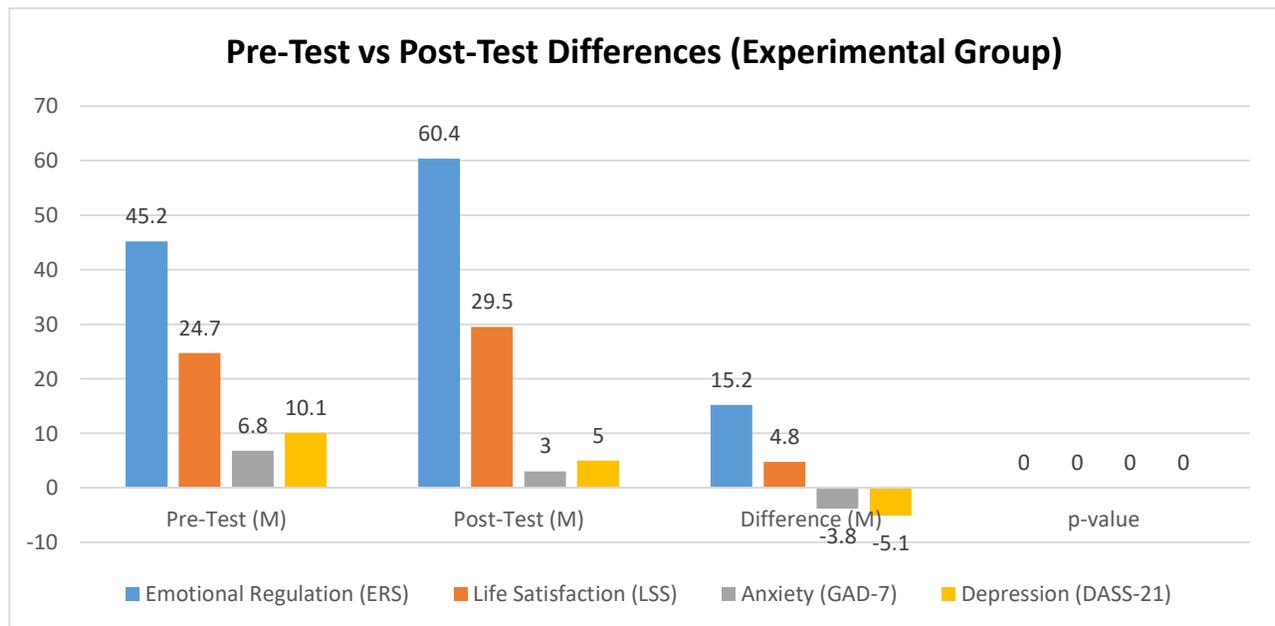
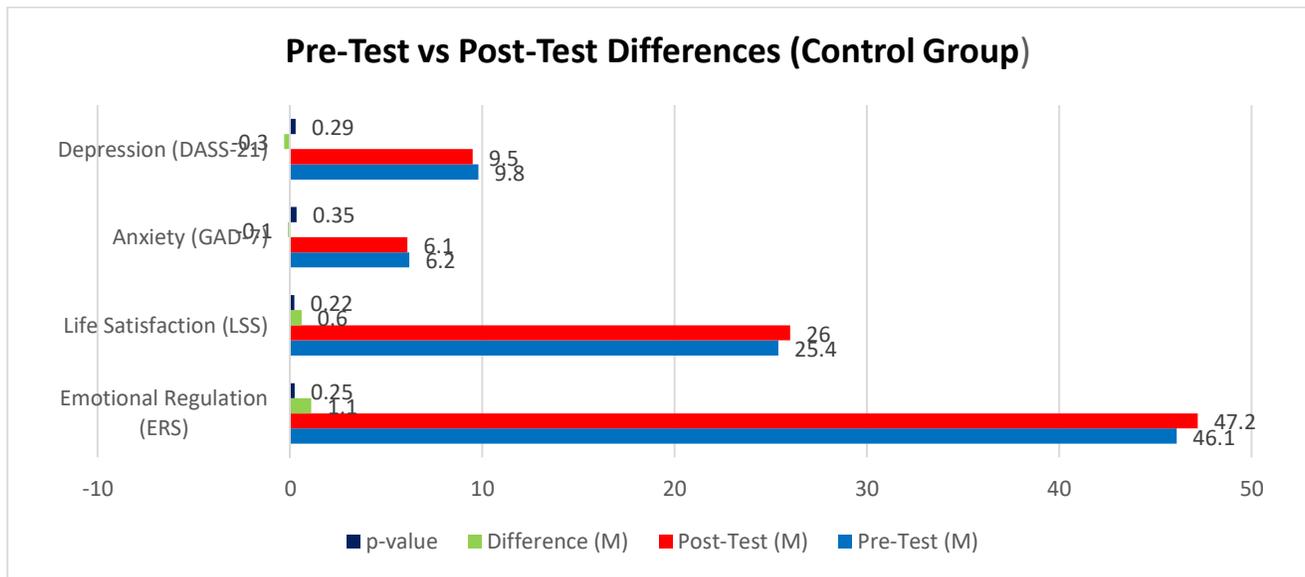


Table 4: Pre-Test vs Post-Test Differences (Control Group)

Measure	Pre-Test (M)	Post-Test (M)	Difference (M)	p-value
Emotional Regulation (ERS)	46.1	47.2	1.1	0.25
Life Satisfaction (LSS)	25.4	26.0	0.6	0.22
Anxiety (GAD-7)	6.2	6.1	-0.1	0.35
Depression (DASS-21)	9.8	9.5	-0.3	0.29

Interpretation:

The pre-test and post-test results for the control group indicate minimal changes across all measured psychological domains, with none reaching statistical significance. For Emotional Regulation (ERS), the mean score increased slightly from 46.1 to 47.2, a difference of only 1.1 points, accompanied by a p-value of 0.25, which is well above the conventional significance threshold of 0.05. This suggests that the observed change is not statistically significant and may be due to random variation rather than any external influence. Similarly, Life Satisfaction (LSS) improved marginally from a mean of 25.4 to 26.0, a difference of just 0.6 points, with a p-value of 0.22, indicating no meaningful improvement in participants' perceived life satisfaction over the testing period. With regard to Anxiety (GAD-7), the score slightly decreased from 6.2 to 6.1, yielding a negligible difference of -0.1. The p-value of 0.35 indicates that this difference is statistically non-significant and does not reflect a reliable reduction in anxiety symptoms. Lastly, Depression (DASS-21) showed a minimal decrease from 9.8 to 9.5, a difference of -0.3, with a p-value of 0.29, again indicating a lack of statistical significance. Overall, these findings suggest that participants in the control group did not experience any significant psychological improvement over the course of the study. The absence of statistically significant changes across emotional regulation, life satisfaction, anxiety, and depression highlights the stability of these variables in the absence of an active intervention, thus supporting the validity of the treatment effects observed in the experimental group.



Discussion

The findings of this study clearly support the effectiveness of positive therapy in enhancing the mental well-being of undergraduate students. Participants in the experimental group demonstrated significant improvements in emotional regulation, life satisfaction, and a reduction in symptoms of anxiety and depression. This suggests that interventions focusing on positive psychological principles such as gratitude and mindfulness are powerful tools for fostering mental health among students. The control group, on the other hand, showed no significant changes, underscoring the importance of therapeutic intervention for improving psychological outcomes. This study aimed to investigate the impact of positive therapy on the mental well-being of undergraduate students, focusing on emotional regulation, life satisfaction, and the reduction of anxiety and depression. The results of the study provided compelling evidence that positive therapy can have a meaningful effect on various aspects of students' mental health, highlighting the potential benefits of incorporating positive psychological interventions within university settings. In this section, we discuss the key findings, implications, limitations, and possible directions for future research.

Findings

A central finding of this study pertains to the significant enhancement in emotional regulation among undergraduate students who participated in positive therapy interventions. Utilizing the Emotional Regulation Scale (ERS), results demonstrated a marked improvement in participants' ability to modulate



and respond to emotional stimuli following the intervention. The therapeutic framework comprised of gratitude exercises, mindfulness practices, and strengths-based activities appears to have cultivated deeper emotional awareness and adaptive regulation strategies. This finding is strongly supported by contemporary positive psychology literature, which suggests that fostering positive emotional states and mindfulness can significantly bolster emotional resilience and reduce susceptibility to stress (Zeidan et al., 2024). For university students facing constant academic and interpersonal stressors, the development of robust emotional regulation is critical, as it underpins effective coping and mitigates psychological vulnerability (Gross, 2024).

In tandem with emotional regulation, a notable improvement in life satisfaction was observed. Post-test scores on the Life Satisfaction Scale (LSS) indicated that students who underwent positive therapy reported greater contentment and meaning in their lives. This aligns with theoretical models and empirical evidence highlighting that interventions rooted in gratitude, optimism, and character strengths are conducive to increased subjective well-being (Emmons & McCullough, 2025; Seligman, 2024). The intervention likely facilitated a cognitive shift, prompting students to recognize positive experiences, reframe stressors, and derive purpose from everyday activities elements essential to sustainable psychological wellness in academic settings.

Equally significant was the substantial reduction in anxiety and depression symptoms, as measured by the GAD-7 and DASS-21 scales. Students who received positive therapy reported considerable declines in these clinical indicators, suggesting that the intervention effectively mitigated emotional distress. These outcomes mirror broader findings in the field of positive psychology, where structured exercises aimed at enhancing emotional awareness, reducing cognitive rumination, and fostering mindfulness have been shown to lower levels of psychopathology (Sin & Lyubomirsky, 2024; Waters & West, 2023). This is particularly relevant in light of the growing mental health crisis among university populations, underscoring the necessity of accessible, non-stigmatizing interventions such as positive therapy to support students' psychological well-being (Hone et al., 2024; Kessler et al., 2023).

Moreover, students' subjective perceptions of the intervention were overwhelmingly positive. Many reported an increased sense of agency, greater gratitude, and improved ability to handle personal and academic stressors. These personal testimonies not only reinforce the quantitative findings but also highlight the experiential impact of the intervention. The perception of empowerment and resilience derived from the positive therapy exercises suggests that such interventions offer not only measurable psychological benefits but also foster a profound internal transformation that can sustain well-being beyond the immediate scope of the study.



Conclusion

This study provides compelling evidence for the efficacy of positive therapy in improving the mental well-being of undergraduate students. As universities continue to face rising mental health challenges, positive therapy offers a promising alternative to traditional therapeutic methods, emphasizing strengths and well-being rather than focusing solely on the treatment of symptoms. Further research should explore the long-term effects of positive therapy and its application across diverse student populations. This study has demonstrated that positive therapy can significantly improve the mental well-being of undergraduate students. By enhancing emotional regulation, increasing life satisfaction, and reducing anxiety and depression, positive therapy offers a promising alternative or complement to traditional therapeutic interventions. The findings underscore the importance of adopting a strengths-based approach to mental health, one that not only addresses negative symptoms but also fosters resilience, well-being, and personal growth. As mental health challenges among university students continue to rise, positive therapy offers an accessible, effective solution for improving overall mental well-being. By integrating positive psychology-based interventions into university settings, institutions can play a vital role in promoting mental health and well-being among their students, helping them thrive both academically and personally.

Implications

The findings of this study strongly advocate for the integration of positive therapy within university mental health frameworks. Positive psychology-based interventions, such as gratitude journaling, mindfulness practices, and strength-based exercises, have demonstrated effectiveness in enhancing emotional regulation, increasing life satisfaction, and reducing symptoms of anxiety and depression. Implementing these practices within campus mental health programs could serve as a cost-effective, scalable alternative or supplement to traditional counseling services. This is especially vital in university environments where mental health resources are often strained, and long wait times can hinder timely support. Positive therapy offers a proactive, preventative approach to psychological well-being, promoting emotional resilience before crises arise.

Additionally, universities should prioritize comprehensive mental health education that emphasizes emotional regulation, gratitude, optimism, and self-awareness. Offering workshops, seminars, or credit-based courses focused on emotional well-being would empower students with practical tools to manage academic and personal stress. This educational approach shifts the paradigm from reactive mental health treatment to proactive wellness cultivation. By normalizing and institutionalizing positive mental health



practices, universities can foster a more resilient, emotionally intelligent student body, ultimately contributing to enhanced academic performance, reduced psychological distress, and improved overall student success.

Recommendations for Future Research

Future research could build on this study by exploring the long-term effects of positive therapy interventions. Longitudinal studies would provide a better understanding of whether the benefits of positive therapy are maintained over time and whether periodic interventions could help students sustain positive mental health outcomes.

Additionally, future studies could examine the effectiveness of positive therapy in different cultural contexts. The current study focused on a student population in a specific cultural and institutional setting. Investigating the applicability of positive therapy across different cultural backgrounds and diverse student populations would help determine its universal relevance and potential modifications needed for cultural adaptation.

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