Positive Education: Student Well-Being and Positive Psychology Intervention[1]

ALEXANDRA HALMOS

Introduction

As positive psychology has become more and more popular, student well-being and the improvement of mental health has been taking on expanding attention in international professional literature[2] and in media, and besides, new suggestions and provisions are emerging in forms of positive psychology interventions, mental health developing courses and eye-catching news articles. Moreover, a growing number of courses and programs have been offered in leading universities and colleges worldwide either as elective or as compulsory courses (e.g. Harvard University, Yale University, Cambridge University), partly as a result of the positive education movement that is centered around the concept of psychological well-being.

The term well-being,[3] as studied by positive psychology, includes both feeling good and functioning well[4] and may be understood differently across its researchers. However, most agree that 1) it is subjective, 2) it includes positive measures (and not only the absence of negative factors), and 3) well-being measures present a global assessment of all aspects of a person's life, rather than describing a single domain, most closely to the everyday expressions of 'satisfaction with life' and of 'happiness'. In addition to the multidimensionality of the construct, *well-being* involves both a hedonic (functioning well) and an eudaimonic (feeling well) aspect, and to summarize prior research in the topic, Seligman (2011) recently introduced the PERMA-model highlighting five core elements of psychological well-being: positive emotions, engagement, relationships, meaning, and accomplishment. Well-being is closely linked with the term mental health,[5] and is a prerequisite of health, which is referred to as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'.

Student well-being in Hungary

205.6 thousand students are taking part in full-time study programmes of 65 institutions in Hungary in the 2016–17 academic year.[6] The well-being of students taking part in Hungarian higher education has been a marginalized area

[1] Supported by the ÚNKP-18-1 New National Excellence Program of the Ministry of Human Capacities.

[2] GALANTE et al. 2018; KLEINMAN – ASSELIN – HENRIQUES 2014; WAKEFORD 2017.

[3] DIENER 1984.

[4] HUPPERT 2009.

[5] WHO 2014.

[6] KÖZPONTI STATISZTIKAI HIVATAL 2017.

of study, and according to the few studies available, the well-being of students is cause for concern (e.g. medical students[7]). This applies to the undergraduates of the Budapest University of Technology and Economics. Persistent fatigue, exhaustion, anxiety, distress, learning and performance problems and depression appeared to be the most characteristic issues among the surveyed problems, based on the approximately representative internal research of the university.[8] The average point of the participants surveyed was estimated to be between 2.5 and 3.5 on a scale of 5 in the above-mentioned issues, and undergraduates taking part in Bachelor programmes tended to be concerned to a higher extent than students of Master studies. The results of the survey[9] of Bachelor students with a similar trend in 2018 are presented in *Figure 1*. Present's 'volatile, uncertain, complex and ambiguous' (abbreviated to V.U.C.A.[10]), – world of the competitive market, characterized by a high level of workplace stressors, the increasingly widespread expectations of employers are that career starters finishing their education arrive not only with professional skills but also with a set of skills and knowledge that maintain a long-term efficiency and effectiveness, i.e. that preserve well-being.[11] The question arises: how can a higher education institution provide the skills and knowledge for well-being?

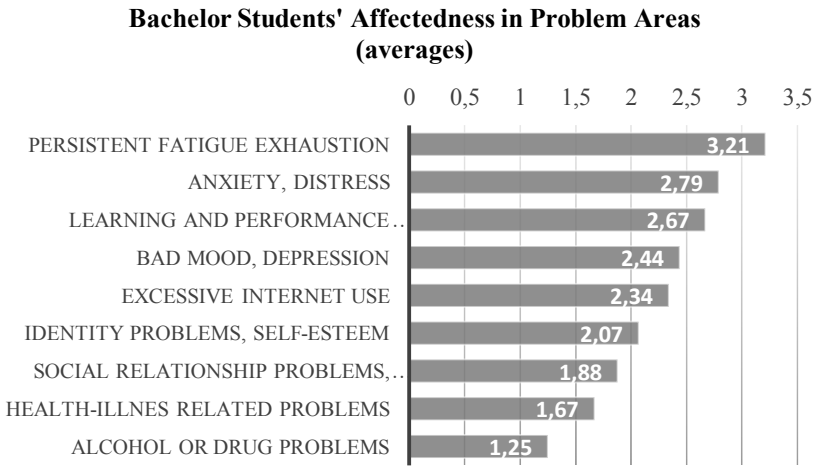

Figure 1: Bachelor Students' Affectedness in Problem Areas (averages)

[7] ROSTA et al. 2012.
[8] BME HSZI HTO, 2016
[9] BME HSZI HTO 2018.
[10] BENNETH – LEMOINE 2014.
[11] MÁRKY 2018.

Positive education and positive psychology interventions

According to a founder of positive psychology,[12] educational institutions are not only suitable for the transfer of professional and scientific knowledge and skills but also for the development of personality and the well-being. The concept deriving from it is positive education,[13] a modern educational approach that, alongside developing customary skills, promotes learning based on individual strengths and motivation using techniques aimed at the well-being of individual students.[14] Positive education is considered to have a preventative effect on juvenile depression, to increase life satisfaction, and to contribute to the development and maintenance of social relationships[15] while promoting academic success by supporting learning and creativity.[16]

A positive psychology intervention (PPI) is a similar concept to positive education, the difference being between them that PPI is used in work related context rather than in an educational setting. Any deliberate activity or method can be termed as a positive psychology intervention aimed at promoting positive feelings, positive behaviors or positive cognitions.[17] It can result in a decrease in distress, burnout, anxiety and depression.[18]

A meta-analysis[19] of 51 positive psychology interventions between 1977 and 2008 found that PPIs indeed account for an increase in well-being (mean $r = .29$) measured for example by the Subjective Happiness Scale or the Subjective Well-being Scale and ameliorate depressive symptoms (mean $r = .31$) measured typically with the Beck Depression Inventory. Each PPI focused on a certain topic or a method of positive psychology, among which the most frequent ones were happiness, mindfulness, gratitude, kindness, forgiveness, positive writing and goal setting.

The Cambridge University as a reaction to the growing demand on services of mental health development, conducted a research among its students in 2016 concentrating on the effects of an eight-week-long course on one burgeoning topic of positive psychology – mindfulness –, finding significantly less distress-symptoms among participants in the experiment group than students in the control group, which difference, based on the follow-up results, remained unchanged even in the most stressful exam period of the academic year, several weeks after the end of the intervention.[20]

[12] PETERSON 2006.
[13] SELIGMAN et al. 2009.
[14] FALKENBERG – KREPSI 2015.
[15] SELIGMAN et al. 2009; WATERS 2011.
[16] SELIGMAN et al. 2009; RYAN – DECI 2001.
[17] SIN – LYUBOMIRSKY 2009.
[18] MEYERS – WOERKOM – BAKKER 2013.
[19] SIN – LYUBOMIRSKY 2009.
[20] GALANTE et al. 2018.

A study[21] conducted at a southeastern university in the USA developed an elective positive psychology course exploring the extent to which the course impacted student well-being focusing of happiness, satisfaction with life, positive-negative emotions and self-esteem. The experiment group of 25 students attending the class, and a control group of 26 students of an alternative psychology course, completed a battery of well-being measures prior to taking the course, upon completion of the course and at a four-month follow-up. The results showed a positive, albeit minimal, impact on the undergraduate students enrolled in the course in contrast to the students in the control group, preserving gains at follow-up.

Based on a recent study of Bas,[22] at a Turkish university, students of a Guidance and Psychological Counseling undergraduate program could enroll in a one-semester-long elective positive psychology course, the effect of which was measured in a mixed method, repeated measures design. Analysis of qualitative data demonstrated that the positive psychology course contributed to the students' vocational, personal and social development, and results based on quantitative data implied that the course was effective for increasing life satisfaction scores of counselor candidates, however, no effect sizes were disclosed. As further important limitations, the lack of follow-up and control group must be mentioned.

Yale University in the USA started the course '*Psychology and the good life*' in 2018 to teach empirically supported strategies on living a more satisfactory life. Breaking the record in the history of the university, more than the two-thirds of the university's students enrolled in the course, the university decided to share the curriculum with the community of the online course website Coursera attracting more than 10 000 online students worldwide.[23]

Similar endeavors can be observed in forms of non-accredited trainings using questionable research methods that report about improvement in well-being scores. Inspired by the aforementioned initiatives, the Faculty of Ergonomy and Psychology of the Budapest University of Technology and Economics decided to join the international movement of positive education in a higher education setting, to our knowledge, as pioneers in Hungary, and offered a well-being programme '*Positive Psychology and Self-Improvement*' consisting of three positive psychology interventions in the form of three comprehensive, one-semester-long elective courses. The aim of the present study, that is partly exploratory in nature (due to scarce number of relevant studies), is to investigate the effects of the positive psychology interventions on student well-being, concentrating on resilience, happiness, satisfaction with life, optimism, flourishing, and on the students' awareness of their well-being assuming a change in the positive direction. Prior examples suggest small and positive

[21] KLEINMAN – ASSELIN – HENRIQUES 2014.
[22] BAS 2016.
[23] CUI 2018.

changes in the factors measured that is supported by the conclusion of Eid and Diener,[24] according to which well-being tends to remain stable over time. Another aim of the research is that not only the intervention but the investigation itself should provide a positive experience as an organic part of the intervention.

The well-being programme Positive Psychology and Self-Improvement

The three courses of the programme have been available on the interface for course enrollment (Neptun) to all students of the university who could enroll in the course according to the university's customary conditions of enrollment and regardless of the level or the major of the student's studies, gaining 2 ECTS (credits). The first intervention, '*Positive Psychology and Self-Improvement 1*' accepts large audiences (60 students) in a 'lecture' setting, the second and the third ones (*Positive Psychology and Self-Improvement 2 and 3)* accept a small number of students ideal to work with in an interactive group (15 students) in a 'seminar' setting, that enables more space for individual comments and a more personal atmosphere. The structure of the programme requires the first course (intervention) accomplished to be able to enroll in the second one, and the second one accomplished to attend the third course (intervention), however, it was not compulsory to continue the programme once started, rather continuing is considered as an option offered to those seeking for a deeper understanding on positive psychology and for an opportunity for going on with self-development. The first course (intervention) was available for the first time in the history of the University in the Spring semester of 2018.

Method

Participants

As the elective course '*Positive Psychology and Self-Improvement 1*' was available for every student of the university studying on a Bachelor or Masters level, students chose to enroll in it who needed to take an elective course and/or were interested in the subject. Although more than 60 students were enrolled in the course and filled in the T_1 test battery, only 22 of them decided to engage in the research participation and completed all three questionnaires, owing to midterm dropout and that the participation in the research was optional. Hence, the present study analyses the responses only of the 22 students. The sample consists of 3 economics undergraduate, 3 students majoring in engineering, and the nature and the location (Faculty of Economics and Social Studies) of the course anticipates a predominance of psychology students meaning 16 participants (only Masters). The proportion of genders accounts for a female majority, specific to the population of psychology students ($N_{nő}$ = 68.18 %; $N_{férfi}$ = 31.82 %). The large part of the participants were between 22–24 years (M =

[24] EID – DIENER 2004.

23.48, *SD* = 1.25). Qualitative data were collected only at T_3 (first question *N* = 28, second question *N* = 21, with similar demographic indicators).

Measures

The test battery, using a mixed design of qualitative and quantitative data gathered online, was compiled by the Positive Work-Psychology Research Group. The participants reached a Google Form on the online course interface (Moodle) at all three times. The quantitative part of the questionnaire included: The *Brief Resilience Scale*[25] (6 items, on 5-point Likert-type scale that ranges from 5 strongly agree to 1 strongly disagree, e.g. 'I usually come through difficult times with little trouble'), the S*cale Optimism-Pessimism-2* (SOP-2;[26] 2 items, on a 7-point Likert-type scale, e.g. 'How optimistic are you in general?'), the *Subjective Happiness Scale*[27] (4 items, on a 7-point Likert-type scale, e.g. 'Compared to most of my peers, I consider myself: less happy (being Likert 1) / more happy), the *Satisfaction with Life Scale*[28] (5 items, on a 7-point Likert-type scale that ranges from 7 strongly agree to 1 strongly disagree, e.g. 'So far I have gotten the important things I want in life'), the *Flourishing Scale*[29] (8 items, on a 7-point Likert-type scale that ranges from 7 strongly agree to 1 strongly disagree, e.g. 'I am engaged and interested in my daily activities'), and the *PERMA Meter*[30] measuring well-being (University of Pennsylvania, 2017; 5 items, on a 7-point Likert-type scale that ranges from 5 almost all the time to 1 not at all', e.g. 'In the past two weeks how often have you been totally engaged in what you were doing?'), demography questions and questions related to the presence and satisfaction with the intervention and the homework. The researchers paid special attention to that the test battery would provide a positive self-knowledge experience for the participants both by including scales of current fascinating topics and by keeping the questionnaire as brief as possible.

Qualitative data was collected by asking the following two questions (also included in the test battery): *a) Should you describe in a few words, what would you name as the greatest benefit of the course for you?* and *b) 'How do you think we can improve the course (regarding its structure, its content, etc.)? Please describe it as detailed as you would like.'* After gathering the main factors (response categories) of the qualitative data (resulting in 12 factors in the case of question *a)*, e.g. utility; happiness; self-knowledge or awareness; and 14 factors in the case of question *b)*, e.g. the time of the course; more interaction in class), two behavior analyst, both independent from each other, from the course and from the research, volunteered to sort the responses into the categories (factors) in a way that one response could get sorted in to more than one category, and the

[25] SMITH et al. 2008.
[26] KEMPER et al. 2015.
[27] LYUBOMIRSKY – LEPPER 1999.
[28] DIENER et al. 1985.
[29] DIENER et al. 2009.
[30] SELIGMAN 2016.

volunteers could offer new categories if they found necessary. Then the two independent sorting results of the volunteers were combined, and in the end, we summarized the number of responses in each category, the larger number of responses per category meaning a more general or important factor.

Procedure

Students could participate in 12, 90-minute-long classes over the 14 week long Spring semester of 2018. Based on self-report, an average student participated 7 classes out of 12 (M = 7.14, SD = 1.67). Neither class presence, nor participation in the research were preconditions for the successful accomplishment of the course, preconditions were however an assignment about an individual development plan, and a group project, in which students' task was to share and process own subjective experiences gained during the intervention in 4-person groups, and create a joint assignment in form of a summarised report. The course involved the following topics, selected by research currency and potential utility for a university student: happiness (beliefs and misconceptions), subjective well-being, internal resources (optimism, self-efficacy), mindfulness, resilience, neuroplasticity, forgiveness, self-compassion, flow, savouring, awe, and the theory of positive psychology interventions. 11 of 12 classes followed the same structure:

1. Quiz (consisting of 3 multiple choice questions summarizing the takeaway message of the previous course, available on the interactive interface kahoot.com).
2. Lecture (highlighting basic premises and current research results, questions and comments of students encouraged).
3. Practice (including first an individual task, then a group (or couple) task (e.g. 'You have 20 minutes now to collect what makes you happy and visualize it on a flipchart.').
4. Discussion (sharing own experiences) and homework (discussing lecture materials and own experiences relevant to the topic or gained during the Practice part of class, closing with assigning self-knowledge related optional homework with a little explanation).

The quantitative part of the test battery investigating the effect of the intervention was completed three times by the participants and was available online for 10 days (T_1 = baseline, during 1st week of the intervention), T_2 = halfway through the course, during the 7th week of the intervention, T_3 = after finishing the intervention and the semester, during the 15th week), while the qualitative part only at T_3. Within-subject responses were linked based on code words chosen by participants, and to maintain motivation and engagement, lecturers gave a brief individual feedback to the responses in writing to all participants.

Results

Quantitative results

Participants rated the utility of the intervention to an average of 7.55 (SD = 1.37) on a 10-point Likert-type scale that ranges from 10 extremely useful to 1 not useful at all, and the utility of homeworks to 7.09 (SD = 1.69). To test our hypothesis, that in the six aspects of well-being measured, small but positive changes occur at T_2 in comparison with the T_1 baseline values and they maintain at T_3, we performed repeated measures analyses of variance. We found a small significant increase in three out of six positive psychology factors: in happiness, optimism and flourishing. No difference was found regarding resilience, PERMA-well-being, while the violation of underlying assumptions of repeated measures analysis of variance did not allow to interpret the results regarding potential changes in satisfaction with life. For details on statistical testing, see *Table 1*.

	Average, standard deviation (T_1)	Average, standard deviation (T_2)	Average, standard deviation (T_3)	Repeated measures analysis of variance	Effect size	Result
Happiness (Lyubomirsky – Lepper 1999)	17.64 ± 2.854	18.45 ± 2.558	18.95 ± 2.681	$F(2,42) = 7.506$, $p = .002$	$\eta^2 = .263$	small, positive significant change
Optimism (SOP-2, Kemper et al. 2015)	10.09 ± 2.959	11.09 ± 2.091	11.05 ± 2.257	$F(2,42) = 5.669$, $p = .007$	$\eta^2 = .213$	small, positive significant change
Flourishing (Diener et al. 2009)	43.27 ± 7.875	45.00 ± 8.065	45.86 ± 6.944	$F(2,42) = 4.345$, $p = .019$	$\eta^2 = .171$	small, positive significant change
Resilience (Smith et al. 2008)	21.73 ± 2.746	21.95 ± 2.554	21.73 ± 2.028	$F(1.497, 31.442) = 0.73$, $p = .880$ (Greenhouse-Geisser-orrection)		*no significant change*
PERMA-well-being (Seligman 2016)	27.59 ± 4.361	28.68 ± 4.989	28.73 ± 3.744	$F(2,42) = 1.704$, $p = .194$		*no significant change*
Satisfaction with life (Diener et al. 1985)	26.86 ± 5.768	27.95 ± 5.376	27.77 ± 5.415	$F(2,42) = 3.029$, $p = .059$)		*not to be interpreted*

Table 1: Positive psychology factors at T_1, T_2 and T_3 (N = 22)

Qualitative results

The answers ($N = 28$) to the first open question about the greatest benefit of the intervention (*a*) *Should you describe in a few words, what would you name as the greatest benefit of the course for you?*) highlighted 'methods, tools for improvement' (mentioned 12 times), 'more positive mood, optimism, affirmation' (mentioned 9 times), contribution to happiness (9 times) and 'contribution to balance' (8 times). Each of 'changes induced by the intervention', 'increased awareness and self-knowledge' and 'social relationships made at classes', and 'gaining useful information' were mentioned 6 times (see *Figure 2*).

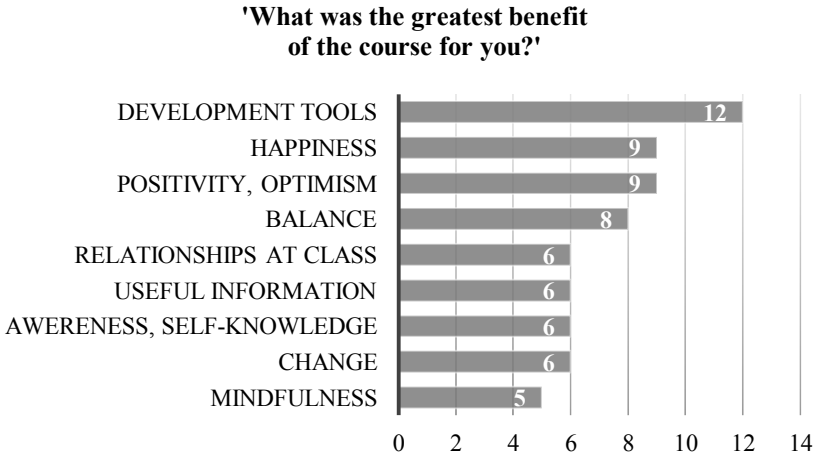

Figure 2: Results of the the first open question

The responses ($N = 21$) to the second open question about suggestions to improve the course (*b*) *'How do you think we can improve the course (regarding its structure, its content, etc.*) included 'class should start earlier' (mentioned 9 times, referring to the fact that classes took place on Tuesdays between 18.15 and 19.45), 'even more interaction (discussion) at class' (5 times), 'even more couple or group practices' (mentioned 3 times), and the remark 'it was good as it was' was made 4 times.

Discussion

To address the research question of Study One (i.e. that small positive changes occur in the positive psychology factors in question throughout the intervention), quantitative analysis was performed, while to explore the way the intervention affected students' lives in a more direct way, responses to open questions were analyzed.

Our quantitative analyses support prior literature findings, as we found a small positive change with small effect sizes (for details see *Table 1*) in the scores of students' happiness, optimism and flourishing. Happiness, as investigated by the Subjective Happiness Scale is a frequented construct to measure, if it comes to positive psychology interventions. Happiness also varies less strongly with life events like winning the lottery or becoming paralyzed than everyday experience suggests, shedding light on the subjective nature of happiness[31] that implies that happiness might depend on different factors, e.g. on our cognitive reframing.

Optimism is connected with goal-related cognitive processes that 'operate in the face of a valued perceived outcome'[32], and as a construct with a cognitive emphasis, it is expected to develop easier, if the necessary conditions are met, than constructs with an emphasis of deep underlying emotions (such as grief). This phenomenon is best supported by the quickly successful example of cognitive behavioral therapies.

Flourishing that represents the eudaimonic aspect of well-being and is based on humanistic theories summarized by Diener and colleagues (2009), concentrates on social-psychological well-being. As the qualitative analysis of our study reveals, participants of the intervention highlighted the social aspect of the intervention ('social relationships made at class'), and another aspect is that the sample consists mostly of psychologists who tend to be engaged in meaningful social relationships and in social contribution (measured by the Flourishing Scale) more than an average student.

In the scores of PERMA-well-being and resilience, no significant change was noticeable, which raises several questions. Interpreting our results, it is worth considering the limitations of the research. Firstly, as for the quantitative results, a larger sample size would probably provide a clearer picture about why we found no significant change in PERMA-well-being and resilience - if it is owing to the small sample size, or that it goes back to the 'stable-over-time' or eudaimonic nature of these factors, or that these factors need to be addressed with different intervention conditions or methods. Secondly, the sample is not representative regarding the population of the University of Technology and Economics due to the relatively high number of psychology students, its low number of students majoring in engineering, and students choosing this particular elective course might account for different self-care habits, psychological and demographic factors than the average.

Thirdly, as the intervention took place in the Spring semester (from February to June), positive changes might be – at least partly – attributed to weather conditions (going from the colder to the warmer). As an important area to develop, a control group is needed to make sure that changes occur due to the intervention and not due to any other condition. To rule this out, qualitative data (and the fact that as many as 28 students decided to answer the questions that

[31] LYUBOMIRSKY – LEPPER 1999.
[32] BAILEY et al. 2007.

were not compulsory) convinced us that the course was useful for the student well-being and also gave a more detailed picture about in what ways they found it benefiting.

Positive psychology interventions seek the increase in positive factors instead of the decrease in symptoms such as depression and anxiety, however, to report about a full view on student well-being, it is considerable to address the manifestations of psychological distress and to collect data about that as well, with regard to that the test battery can retain its positive context.

Besides contributing to the scientific exploration of positive interventions in higher education, lecturers and researchers of the well-being programme *Positive Psychology and Self-Improvement* hope that both the well-being programme and the research contribute to the birth of a tradition for wildly accessible positive psychology interventions and positive education in the Hungarian higher education.

References

BAILEY et al. 2007 = Bailey, T. C. – Eng, W. – Frisch, M. B. – Snyder, C. R.: Hope and optimism as related to life satisfaction. *The Journal of Positive Psychology* 2:3 (2007) 168–175.

BAS 2016 = Bas, A.: Assessment of Positive Psychology Course according to Comments and Life Satisfaction Levels of Counselor Candidates. *Journal of Education and Training Studies* 4:3 (2016).

BUDAPESTI MŰSZAKI ÉS GAZDASÁGTUDOMÁNYI EGYETEM HALLGATÓI SZOLGÁLTATÁSI IGAZGATÓSÁG HALLGATÓI TANÁCSADÁSI OSZTÁLYA (2016). A Budapesti Műszaki és Gazdaságtudományi Egyetem 2016 őszén felvett hallgatóinak felmérése.

BUDAPESTI MŰSZAKI ÉS GAZDASÁGTUDOMÁNYI EGYETEM HALLGATÓI SZOLGÁLTATÁSI IGAZGATÓSÁG HALLGATÓI TANÁCSADÁSI OSZTÁLYA (2018). A Budapesti Műszaki és Gazdaságtudományi Egyetem 2017 őszén felvett hallgatóinak felmérése.

DIENER 1984 = Diener, E.: Subjective well-being. *Psychological Bulletin* 95:3 (1984) 542–575.

DIENER et al. 1985 = Diener, E. – Emmons, R. A. – Larsen, R. J. – Griffin, S.: The Satisfaction with Life Scale. *Journal of Personality Assessment,* 49:1 (1985) 71–75.

DIENER et al. 2009 = Diener, E. – Wirtz, D. – Tov, W. – Kim-Prieto, C. – Choi, D. – Oishi, S. – Biswas-Diener, R.:. New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research* 39 (2009) 247–266.

EID – DIENER 2004 = Eid, M. – Diener, E.: Global Judgments of Subjective Well-Being: Situational Variability and Long-Term Stability. *Social Indicators Research* 65 (2004) 245–277.

FALKENBERG – KREPSKI 2015 = Falkenberg, T. – Krepski, H.: *Assessing Well-Being and Well-Becoming in Schools*. Paper presented at Working Conference on Understanding and Assessing Well-Being and Well-Becoming in Manitoba Schools, Winnipeg 2015.

GALANTE et al. 2018 = Galante, J. – Dufour, G. – ainre, M. – Wagner, A. – Stochl, J. – Benton, A. – Lathia, N. – Howarth, E. – Jones, P. B.: A mindfulness-based intervention to increase resilience to stress in university students (the Mindful Student Study): a pragmatic randomised controlled trial. *The Lancet Public Health* 3:2 (2018) e72–e81.

HUPPERT 2009 = Huppert, F.: Psychological Well-being: Evidence Regarding its Causes and Consequences. *Applied Psychology: Health and Well-Being* 1:2 (2009) 137–164.

KEMPER et al. 2015 = Kemper, C. J., – Wassermann, M. – Hoppe, A. – Beierlein, C. – Rammstedt, B.: Measuring dispositional optimism in large-scale studies: psychometric evidence for German, Spanish, and Italian versions of the Scale Optimism-Pessimism-2 (SOP2). *European Journal of Psychological Assessment* 31 (2015) 1–8.

KLEINMAN – ASSELIN – HENRIQUES 2014 = Kleinman, K. – Asselin, C. – Henriques, G.: Positive Consequences: The Impact of an Undergraduate Course on Positive Psychology. *Psychology* 05:18 (2014) 2033–2045.

KOPP – SKRABSKI – CZAKÓ 1990 = Kopp, M. – Skrabski, Á. – Czakó, L.: Összehasonlító mentálhigiénés vizsgálatokhoz ajánlott módszertan. *Végeken* 1:2 (1990) 424.

KÖZPONTI STATISZTIKAI HIVATAL 2017 = Központi Statisztikai Hivatal: *Statisztikai Tükör*, Oktatási adatok, 2016/2017.

LYUBOMIRSKY – LEPPER 1999 = Lyubomirsky, S. – Lepper, H. S.: A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research* 46 (1999) 137–155.

MÁRKY 2018 = Márky, Á.: *Mindfulness*. Lecture, BME EPT Munka- és Szervezetpszichológia Mesterképzés, 2018.

MEYERS – VAN WOERKOM – BAKKER 2013 = Meyers, M. – van Woerkom, M. – Bakker, A.: The added value of the positive: A literature review of positive psychology interventions in organizations. *European Journal Of Work And Organizational Psychology* 22:5 (2013) 618–632.

PETERSON 2006 = PETERSON, C.: *A primer in positive psychology*. Oxford New York : University Press, 2006.

ROSTA et al. 2012 = Rosta E. – Almás Zs. – Karácsony I. – Konkoly-Thege B. – Hegedűs K.: Orvostanhallgatók egészség-magatartása. Mentálhigiénés készségfejlesztés a hazai orvosképzésben. *Orvosi Hetilap* 153:29 (2012).

RYAN –DECI 2012 = Ryan, R. – Deci, E.: Multiple identities within a single self: A self-determination theory perspective on internalization within contexts and cultures. In: Leary, M. – Tangney, J. (eds.): *Handbook of Self and Identity*. New York : Guilford Press, 2012, 253–274.

SELIGMAN et al. 2009 = Seligman, M. – Ernst, R. – Gillham, J. – Reivich, K. – Linkins, M.: Positive education: positive psychology and classroom interventions. *Oxford Review of Education* 35:3 (2009) 293–311.

SIN – LYUBOMIRSKY 2009 = Sin, N. L. – Lyubomirsky, S.: Enhancing Well-Being and Alleviating Depressive Symptoms with Positive Psychology Interventions: A Practice-Friendly Meta-Analysis. *Journal of Clinical Psychology* 65:5 (2009) 467–487.

SMITH et al. 2008 = Smith, B. W. – Dalen, J. – Wiggins, K. – Tooley, E. – Christopher, P. – Bernard, J.: The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine* 15:3 (2008) 194–200.

WATERS 2011 = Waters, L.: A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist* 28:2 (2011) 75–90.

Web references

CUI 2018 = Cui, J.: Yale's Most Popular Class Goes Online.; https://yaledailynews.com/blog/2018/02/26/yales-most-popular-class-goes-online/ (Download: 10.06.2018)

HANSON 2018 = Hanson, R.: When Good is Stronger Than Bad.; http://www.rickhanson.net/teaching/tgc-public-summary/ (Download: 21.07.2018)

WAKEFORD 2017 = Wakeford, J.: It's time for universities to put student mental health support first.; https://www.theguardian.com/higher-education-network/2017/sep/07/its-time-for-universities-to-put-student-mental-health-first (Download: 10.06.2018)

WHO 2014 = WHO: Mental health: a state of well-being.; http://www.who.int/features/factfiles/mental_health/en/ (Download: 10.06.2018)

Pozitív oktatás: Hallgatói jóllét és pozitív pszichológiai intervenció

HALMOS ALEXANDRA

Háttér: A pozitív pszichológia, a pozitív oktatás népszerűsödése nyomán egyre nagyobb figyelem övezi a hallgatói jóllétet illetve mentális egészséget mind a szakirodalomban, mind a médiában, egyelőre mégis marginalizált kutatási területnek számít. A világ többi részéhez hasonlóan a magyarországi felsőoktatási intézmények hallgatóinak mentális egészsége vagy jólléte aggodalomra ad okot, amely az illetékes szerv belső felmérése alapján a Budapesti Műszaki és Gazdaságtudományi Egyetem hallgatóit is érinti. Számos külföldi kutatás jutott arra a következtetésre,[33] hogy a pozitív pszichológiai intervenciók és a pozitív oktatás pozitívabb jóllét-faktorokkal, például magasabb rezilienciával, élettel való elégedettséggel és kisebb distressz-szinttel és alacsonyabb számú depresszió-tünettel fonódik össze.

Célkitűzések: A pozitív oktatást meghonosítandó a pilotkutatásunk célja egy pozitív pszichológiai intervenció elindítása és hatásvizsgálata a Budapesti Műszaki és Gazdaságtudományi Egyetemen.

Módszer: Az intervenció első része, a "*Pozitív pszichológia és önfejlesztés 1.*" szabadonválasztható kurzus elméleti aktualitásokat és saját tapasztalatokat dolgozott fel, az önismereti fejlődéshez hétközbeni gyakorlatok formájában javasolva eszközöket. A kvantitatív és kvalitatív kérdésekből álló kérdőívet 22 hallgató töltötte ki a kurzus három időpontjában.

Eredmények az első intervencióról: Az ismételtméréses variancia-analízis alapján kis hatásméretű növekedést figyelhettünk meg a hallgatói boldogságban, az optimizmusban és a kivirágzásban, míg nem találtunk szignifikáns eltérést a rezilienciában, a PERMA-jóllétben. A tartalomelemzés a kurzus legnagyobb hozadékaként a fejlődést segítő eszközökhöz jutást, a boldogságot és az optimizmus emelték ki.

Következtetések: Bár eredményeinket a kutatás limitációi fényében érdemes értelmezni, eredményeink azt mutatják, hogy a hallgatók sokféle módon kamatoznak a kurzusból és összességében érdemes jóllét-intervenciót nyújtani, pozitív oktatást alkalmazni felsőoktatási intézményekben.

[33] GALANTE et al. 2018; CUI 2018.