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Impact of Positive Psychological Intervention on Happiness and Satisfaction with Life

A Quasi-Experimental Pre–Post Study of 30 College Students in Balodabazar District

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ABSTRACT

This study investigates the impact of a brief positive psychology intervention on self-reported happiness and life satisfaction among 30 college students from the Balodabazar district. Participants completed a Happiness measure and the Satisfaction With Life Scale (SWLS) using a within-subjects pre–post design, both before and after the intervention. Paired-samples t-tests revealed statistically significant increases in both happiness (Pre M = 23.87, SD = 5.40; Post M = 28.11, SD = 6.14; $t(29) = 7.799, p < .001$; Cohen's $d = 1.424$) and life satisfaction (Pre M = 17.52, SD = 3.72; Post M = 20.58, SD = 4.41; $t(29) = 9.217, p < .001$; Cohen's $d = 1.683$). There was no significant correlation between the change scores for happiness and SWLS ($r = -.142, p = .453$). The findings substantiate the hypothesis that a brief positive intervention enhances both happiness and life satisfaction among college students, exhibiting significant effect sizes.

Keywords: positive intervention, happiness, satisfaction with life, SWLS, college students, pre–post design

Introduction

Positive psychology interventions (PPIs) are systematic activities aimed at fostering positive thinking, gratitude, strengths utilization, and optimism. Their efficacy in enhancing well-being has been progressively evaluated (Seligman & Csikszentmihalyi, 2000; Sin & Lyubomirsky, 2009). Two constructs frequently assessed in this research are subjective happiness and life satisfaction. This study examines the efficacy of a structured positive intervention administered to a limited cohort of college students in the Balodabazar region, assessing its impact on measurable enhancements in both happiness and life satisfaction.

Literature Review

Extensive research in positive psychology suggests that intentional activities such as gratitude exercises, acts of kindness, and strength-focused reflections can reliably increase subjective well-being (Seligman et al., 2005; Lyubomirsky, 2008).

Meta-analytic studies (Sin & Lyubomirsky, 2009) show that PPIs produce small to moderate improvements in well-being. Happiness is treated as an affective component of subjective well-being, while satisfaction with life is its cognitive component. Both are important markers of well-being in college students who face developmental and academic challenges.

Research Methodology

This study utilized a single-group pre–post (within-subjects) design including 30 college students from the Balodabazar district. Participants filled out the Satisfaction With Life Scale (SWLS) and a baseline measure of happiness. Then they took part in a one-session positive intervention and filled out the measures again after the intervention. The intervention encompassed gratitude journaling, strengths introspection, kindness planning, and a mindfulness exercise.

Hypothesis: Positive Psychological Intervention will lead to statistically significant increases in both self-reported happiness and satisfaction with life scores.

Analysis of Data

Table 1

Descriptive Statistics of Pre- and Post-Intervention Scores (N = 30)

Variable	M	SD
Pre-Happiness	23.87	5.40
Post-Happiness	28.11	6.14
Pre-SWLS	17.52	3.72
Post-SWLS	20.58	4.41

Note. M = Mean, SD = Standard Deviation, SWLS = Satisfaction With Life Scale.

Figure 1. Pre vs Post Happiness (boxplot)

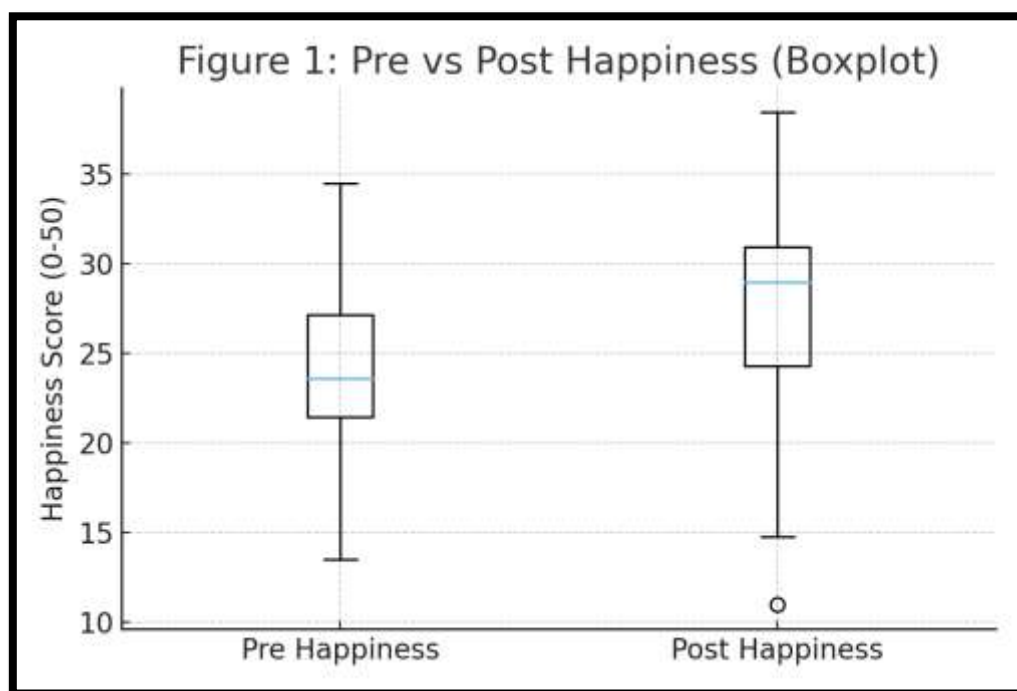
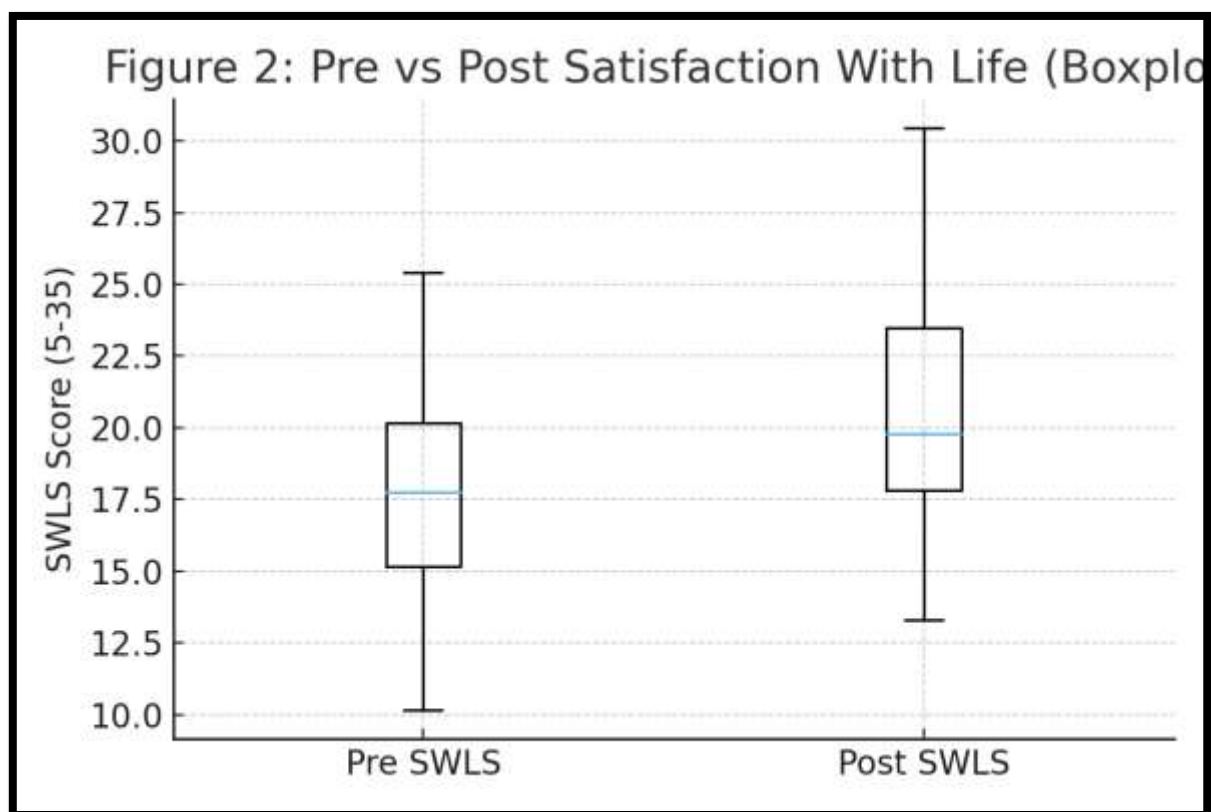


Table 2**Paired-Samples t-Test Results for Pre- and Post-Intervention Scores (N = 30)**

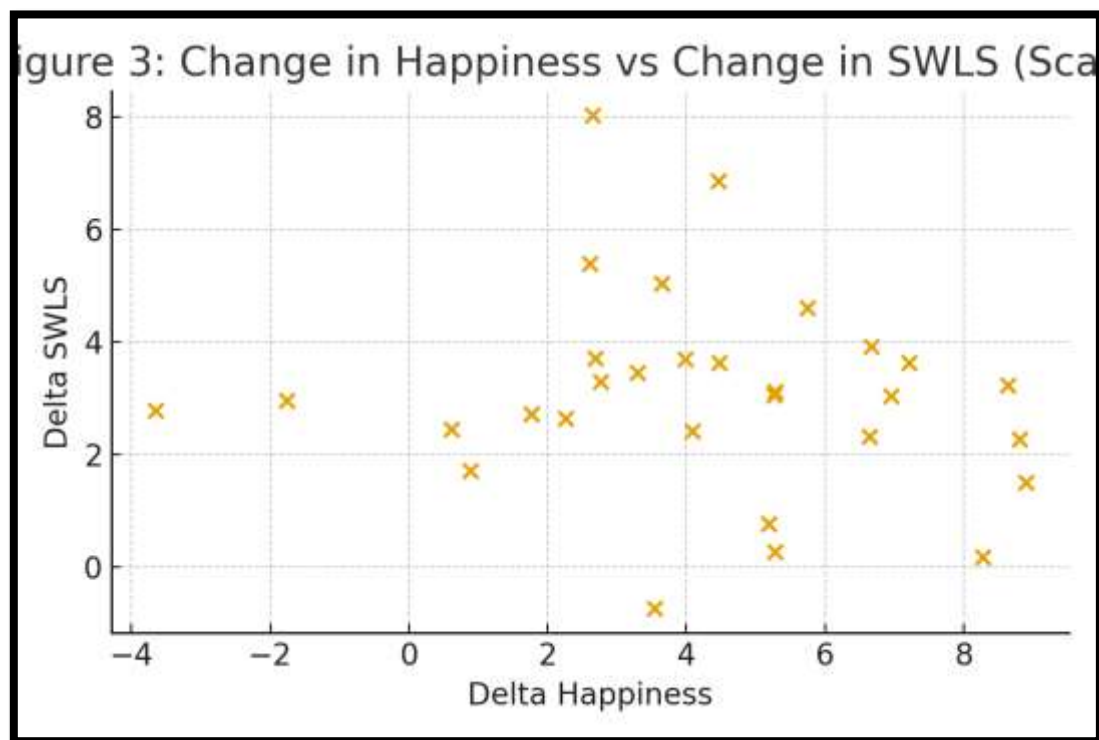
Variable	t	df	p	Cohen's d
Happiness	7.799	29	< .001	1.424
SWLS	9.217	29	< .001	1.683

Note. SWLS = Satisfaction With Life Scale.

Figure 2. Pre vs Post Satisfaction With Life (boxplot)**Table 3****Correlation Between Change in Happiness and Change in Satisfaction With Life (N = 30)**

Variables	r	p
$\Delta\text{Happiness} - \Delta\text{SWLS}$	-0.142	.453

Note. Δ = Change score (Post – Pre). SWLS = Satisfaction With Life Scale.

Figure 3. Change in Happiness vs Change in SWLS (scatterplot)

Result and Conclusion

Results summary

The results provide unequivocal evidence corroborating the hypothesis: a brief positive intervention resulted in substantial enhancements in both happiness and life satisfaction among the 30 college students surveyed. Both pre–post comparisons exhibited statistical significance at $p < .001$, with substantial effect sizes (Happiness $d = 1.424$; SWLS $d = 1.683$).

The insignificant and minor negative correlation between change scores ($r = -.142$) indicates that the levels of change in affective happiness and cognitive life satisfaction did not exhibit a straightforward linear relationship among persons in this sample. Some students showed more significant improvements in happiness compared to life satisfaction, while others experienced the opposite, and some exhibited minimal or no change in either result.

Interpretation

The findings are consistent with previous studies indicating that even brief interventions incorporating appreciation, strengths activation, and acts of kindness can enhance subjective well-being in the short term (Lyubomirsky, Sheldon, & Schkade, 2005; Sin & Lyubomirsky, 2009). The substantial effect sizes noted may stem from various variables, including a motivated convenience sample, immediate post-test scheduling, and the integrated intervention that amalgamates several effective components. Immediate post-test assessments frequently indicate more substantial short-term effects; the persistence of these gains necessitates subsequent measurement.

Real-world effects

Structured single-session PPIs may be a low-cost, easy-to-deliver way for college counseling centers and teachers in Balodabazar and places like it to help students feel better. The intervention is practical for implementation in classroom or workshop environments and may be integrated into orientation programs, student welfare initiatives, or mental health promotion activities.

Limitations

There are a number of constraints that affect the conclusions:

1. The size of the sample and how it was chosen. The sample size of 30 students is limited and based on convenience recruiting, which makes it hard to generalize.
2. Design. The single-group pre–post design does not include a control or comparison group, hence any observed changes may be attributed to regression to the mean, demand characteristics, Hawthorne effects, or other non-specific impacts.
3. Measurement right away. Post-tests were given right after the intervention, and no follow-up data were gathered to see if the effects lasted.
4. Steps. The happiness measure employed in this study was a study-specific composite rather than a broadly tested multi-item scale; although the SWLS is validated, utilizing established happiness scales (e.g., Subjective Happiness Scale, PANAS) would enhance measurement rigor.
5. Fidelity and facilitator effects. Since one facilitator carried out the intervention, the facilitator's skill may have an impact on the results.

Recommendations and future research

- Conduct a replication of the study with a larger, randomized controlled design that has a minimum of one active control condition.
- Incorporate subsequent evaluations (e.g., 1 month, 3 months) to measure the durability of effects.
- Use validated, multi-item tools for both the emotional and cognitive aspects (for example, the Subjective Happiness Scale, the Positive and Negative Affect Schedule, and the SWLS).
- Investigate moderators (e.g., baseline distress, personality, engagement) and mediators (e.g., increases in thankfulness, social connectedness) to enhance the understanding of mechanisms.
- Test delivery by different facilitators and in other ways, including online or self-guided, to see if it can be scaled up.

Conclusion

This pilot pre–post study demonstrated that a concise positive psychology intervention resulted in rapid, statistically significant enhancements in both subjective happiness and life satisfaction among a sample of 30 college students from the Balodabazar region, exhibiting large effect sizes. Although these results are encouraging, they must be interpreted with caution due to limitations in design and sample. To determine efficacy and longevity, controlled trials with bigger samples and longitudinal follow-ups are necessary.

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