

## PROMOTING A THRIVING SCHOOL COMMUNITY: INVESTIGATING THE EFFECTIVENESS OF POSITIVE PSYCHOLOGY INTERVENTIONS FOR IMPROVED TEACHER-STUDENT AND STAFF RELATIONSHIPS-A CRITICAL REVIEW

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### Abstract

This review aimed to evaluate the potential of good psychology interventions to develop a healthy school community by encouraging positive interactions between teachers and students, as well as among staff members. The review synthesises findings from several studies, exploring the influence of positive psychology interventions on communication, collaboration, trust, and overall school climate. The review indicates that there are gaps in the current body of data and that further longitudinal studies and studies examining the long-term effects of positive psychology therapies are needed. The evaluation also emphasises how crucial it is to take into account school-specific contextual factors that could affect how well interventions are implemented. In conclusion, this critical review underscores the potential of positive psychology interventions as a valuable tool for promoting positive relationships within schools. These interventions can improve academic achievement and student well-being, staff satisfaction, and the general school climate by fostering a more cooperative and positive school environment. Subsequent investigations are necessary to enhance these treatments and maximise their use in various educational environments. Ultimately, creating vibrant school communities where staff and kids may thrive can be greatly aided by incorporating positive psychology into educational procedures.

**Key terms:** Positive psychology interventions, teacher-student relationships, staff relationships, school community, school climate.

## 1.0 INTRODUCTION

In recent years, it has been increasingly realised that the traditional emphasis on academic achievement within educational systems has often ignored the emotional and social needs of students and staff (Durlak et al., 2022). Students' primary and secondary schooling takes up about 7,475 hours in total spent in educational settings (OECD, 2014). The amount of time is significant to justify the potential impact that these institutions can have on student well-being from an early age (Alford, 2017; Morrison, 2010; Seligman et al., 2009).

The positive education field places emphasis on the capacity for educational environments to target not only traditional academics but also the welfare of students as a whole (Morrison, 2010; Seligman et al., 2009). This responsibility has fallen on schools as one major setting where well-being improvement opportunities can be provided during the early stages of life, especially for students from diverse backgrounds (Morrison, 2010; Seligman et al., 2009). Moreover, because of the emerging current discussions on the theoretical question of what well-being was and what predisposed it, it was necessary that the understanding of the current intervention models must consider the theoretical base of the initiatives (Morrison, 2010; Seligman et al., 2009).

The three major tenets of positive psychology: the methods, which aim at the increase of well-being, the growth of potential and the development of positive attitudes for individuals, organisations and structures, make the positive psychology perspective potentially applicable for intervention in the educational environment (Wang et al., 2023). Other past research have also discussed the relationship between students' promotion of well-being, academic achievement, and staff satisfaction in school (Roffey, 2012; Zheng, 2022). This review will focus on the interventions regularly used and implemented in schools, as the comprehensive strategies that are available currently; among them include gratitude interventions, identification of character strength, training in mindfulness and intervening collaborative goal setting as postulated by Slemp et al. (2017) and Lomas et al. (2017) among others. Similarly, as a British review, it also identifies the overall shortcomings of modern research, including the absence of long-term investigations of the consequences of the interventions that were provided. I have identified another source of bias in the study; there is no attention to contextual factors that may exist in the schools regarding the implementation process of the intervention.

Consequently, reviewing the literature on various aspects of these interventions, their theoretical background, and their effectiveness, this paper seeks to offer an evaluation of their efficiency in improving the relationships between teachers, students, and staff. Examining the findings of the study, an evaluation of the implementation benefits will focus on resulting enhancements in student participation (Durlak et al., 2022), teachers' satisfaction (Ee et al., 2020), and potential challenges. In addition, it will include the potential moderators for these interventions, such as the school context, leaders and teacher implementation (Greenberg et al., 2017; Meyers et al., 2019). In the end, this critical review aims to establish whether positive psychology interventions can be utilised effectively to promote positive teacher-student relationships and staff members within a school setting to acknowledge and enhance the thriving of a school community.

## 2.0 LITERATURE REVIEW

### Positive Psychology Interventions in Schools

Positive psychology as an area of study has attracted a lot of interest in the recent past due to its emphasis on people's potential to flourish, grow positively, and experience happiness (Wang et al., 2023). It has been becoming more popular in educational contexts as it has been understood that developing and maintaining positive relationships and a healthy school environment can significantly impact the learners and all the members of the learning community positively (Roffey, 2012; Jennings & Zheng, 2022). Another practical solution being actively used in schools is gratitude interventions. These interventions are based on promoting gratitude – the conscious process of focusing on the aspects of life for which one should be thankful (Slemp et al., 2017). The positive effects of gratitude have also been conveyed in schools where gratitude practices increase teachers' and students' interaction and positive feelings towards each other (Deng et al., 2019). According to Froh et al., (2008), when several teachers and students practice gratitude, it can increase the positive emotional atmosphere of the classroom, resulting in learners' motivation and well-being.

As mentioned by Lancia (2021), Schueller and Parks (2014) have sought to apply positive psychology in order to improve the lives of students. A significant aspect pointed out in his vast guide is the assessment of student's resilience. According to Lancia (2021), positive psychology interventions are helpful in enabling students to not only endure the stress factors mentioned above but also effectively 'spring back'. This is supported by literature that shows that resilience plays an important impact on academic achievement and inhabitants' welfare (Quinlan & Hone, 2020; Walton-Fisette, 2020). The guide also touches on Optimism, Positive emotion, Relationships and social support, Meaning and purpose, and accomplishment, which, as postulated by Seligma's PERMA model, are the factors of well-being. Lancia (2021) further explains how these aspects of the student's well-being could be fostered through using strategies based on positive psychology, which helps to enhance performance, motivation, and life satisfaction among persons engaged in academics (Suldo et al., 2015; Tejada-Gallardo et al., 2022).

One of the areas described in the guide is the necessity of developing students' growth mindset. Lancia (2021) also shares how a positive psychology approach can be used to help students change their training modality from threat perception to a learning opportunity with developments. This is in accordance with the previous studies that have highlighted the positive effects of having a growth mindset on students' performance and their ability to cope with challenges (Porter et al., 2022; Yeager & Dweck, 2012). Further, it is crucial to recognise and harness the students' character in aspects such as curiosity, creativity, and persistence, as pointed out in the guide. Lancia (2021) further recommends that by assisting learners in identifying and using personal assets, facilitators are capable of enhancing learners' interest, passion, and overall well-being – as evidenced in research on positive psychology (Park & Peterson, 2009; Quinlan et al., 2012). Moreover, some of the positive psychology-based interventions are gratitude and acts of kindness. Indeed, there is strong, available literature on these types of practical, evidence-based techniques for the improvement of the student's positive outcomes, including mood, social relationships, and performance (Froh et al., 2008; Layous et al., 2013).

According to Park and Peterson (2009), the other commonly used positive psychology interventions in schools promote the use of character strengths. This means that the target population is allowed to focus on the positive aspects and not the negative aspects that hinder development. In schools and universities, character strengths interventions have been practised to boost self-awareness, solve problems between

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teachers and students, and increase school-staff bonding (Quinlan et al., 2012). Hence, it becomes possible to state that with reference to the key assets of both students and teachers, these interventions could certainly play a positive role in the construction of a more favourable school climate. Specifically, positive psychology interventions have also included activities such as meditation and breathing exercises. Research has also proved that mindfulness helps to modulate emotions, decrease stress levels, and increase the psychological well-being of students and staff (Lomas et al., 2017). When teachers and students engage in mindfulness practices together, it can foster a greater sense of calm, presence, and connection within the classroom, leading to more positive and constructive interactions (Gruber & Henriksen, 2024).

However, in light of the systematic literature review by Norrish et al. (2013), it is postulated that a widened social-ecological construct is needed for positive education well-being enhancement. Therefore, in place of these, they have advanced another model that captures the nested systems and units of analysis at the individual, interpersonal, organisational, and community levels that define positive psychology interventions – Citizenship and School Organisation. In line with this is the whole school signed-up model whereby all stakeholders in the school, including the students, teachers, members of staff, parents and other stakeholders, come on board (Pittman et al., 2020; Chafouleas et al., 2021).

From several reviews, it has been found that culture and climate in your organisation have a positive connection to the effectiveness of positive education programs, as has been supported by Roffey (2012). Norrish et al. 2013 yields of enhanced or inferior relations with staff, students, and teachers that may include students could only be achieved when the school climate remained positive. The strategies include enhancing the professional development of educators to ensure that they possess the knowledge and skills to implement positive psychological interventions in the school and incorporating positive psychology into the goals and objectives of the school. Furthermore, embracing community resources to enhance the well-being of the school is a reasonable approach that may aid in surmounting the goal of establishing a healthy and flourishing school environment (Coulombe et al., 2020). The other advantage of conducting hard, thorough research is the need to determine the effectiveness of positive psychological wellness for positive relationships and outcomes within school precincts (Norrish et al., 2013). Consequently, it is also useful information, which might be obtained with a view to the practicability and effectiveness of positive education programmes, to comprehend the influence of sociocultural factors, including socioeconomic status, cultural attitude and availability of resources (Roffey, 2012).

This has been integrated into education as one of the positive psychology interventions and is referred to as collaborative goal setting. It enables teachers, students, and other members of staff to propose goals that are both attainable and functional in nature and then provide support and assistance to one another in reaching their goals (Ee et al., 2020). By setting specific goals, the stakeholders of the school could be encouraged by the pursuit of the common goals that are in the realisation of socially set goals, hence fostering effective interpersonal communication, trust and a sense of belonging among members of the school.

## Effectiveness of Positive Psychology Interventions

Positive psychology interventions have gained significant attention in the literature, specifically with regard to promoting positive school climates and improving teacher and staff dynamics. Existing scholarly work indicates that interventions such as these can be a valuable tool in fostering a school community that

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thrives academically and socially. A key benefit of an intervention derived from positive psychology is the enhancement of communication and trust within a school climate. Results indeed indicate that gratitude activities and interventions that focus on character strengths have improved teacher-student relationships and staff dynamics (Froh et al., 2008; Quinlan et al., 2012). The interventions are rooted in fostering a greater sense of appreciation and empathy in changing interactions, and sometimes, relationships can become more collaborative and constructive.

Enhanced communication and trust, as a result of a positive psychology intervention in a school climate, can lead to enhanced student engagement that could contribute to both academic success and further data that suggest the potential for increased student engagement that impacts academic success. Positive psychology interventions are associated with increased student motivation, self-regulation, and, in general, well-being (Durlak et al., 2022). When students feel supported, valued, and connected to both teachers and peers, they are more likely to develop a sense of belongingness and thrive academically. The literature also reports significant findings related to the impact of positive psychology interventions on staff well-being and job satisfaction. The same studies report that teachers enrolled in interventions like mindfulness training and meeting with a colleague who then collaboratively set goals have aided in supporting healthy teacher habits and have even hinted at the ability to lead to increased job fulfilment (Lomas et al., 2017).

Despite the largely positive results, there are challenges to implementing positive psychology interventions within schools. Within the literature, several factors have consistently influenced the efficacy of positive psychology treatments in schools, such as school context, leadership support and teacher training (Greenberg et al., 2017; Meyers et al., 2019). As an example, schools that have a school-wide focus on social-emotional learning and a culture of collaboration can be more conducive to positive psychology interventions being implemented successfully and having an impact. Equally, to effectively integrate positive psychology interventions into schools, it is essential that educators receive ongoing professional development and support. It is important that educators be trained on how to deliver and facilitate the interventions, as well as how to manage any resistance or scepticism students or colleagues may have (Meyers et al., 2019). Providing professional development and ongoing support can contribute to the long-term sustainability and success of positive psychology interventions within a school community.

## 3.0 DISCUSSION

### Cultivating Gratitude through Reflective Exercises

The findings of this comprehensive review underscore the immense value of incorporating gratitude-based practices, such as gratitude journaling, letter writing, and sharing exercises, into positive psychology interventions within school settings. These reflective activities have been consistently shown to enhance feelings of thankfulness, positive emotions, and prosocial behaviours among both students and staff, thereby strengthening interpersonal relationships and overall well-being (Froh et al., 2008; Lyubomirsky et al., 2011). By encouraging individuals to focus on and deeply acknowledge the good aspects of their lives, gratitude exercises can foster a mindset of abundance, optimism, and connection, which are vital for cultivating a thriving and cohesive school community (Deng et al., 2019; Rusk & Waters, 2013). The benefits of these practices extend far beyond temporary mood boosts, as research suggests they can lead to sustained improvements in well-being (Froh et al., 2014; Layous et al., 2013).

A powerful example of the lasting impact of gratitude-based interventions is a longitudinal study by Froh et al. (2014), which found that an educational programs teaching children to think gratefully led to

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increased life satisfaction, positive effect, and prosocial behaviour, with the effects persisting for several months after the intervention concluded. This underscores the transformative potential of gratitude practices, as they can catalyse a positive transformation within the individual that extends far beyond the initial exercise. By incorporating gratitude-based activities into the very fabric of the school community, educators can cultivate a culture of appreciation, empathy, and positivity that supports the holistic development of students and staff alike (Froh et al., 2014). As individuals engage in regular reflective exercises to recognise the people, experiences, and opportunities they are thankful for, they can develop a greater sense of meaning, purpose, and connection, ultimately contributing to a more thriving, resilient, and compassionate school environment.

The benefits of gratitude practices are not limited to the individual; they can also have a profound impact on the broader school community. When students and staff regularly express gratitude, they foster a climate of mutual support, respect, and collaboration, which can enhance interpersonal relationships and teamwork (Algoe, 2012; Grant & Gino, 2010). This, in turn, can result in better communication, conflict resolution, and overall school functioning, ultimately benefiting the learning and well-being of all members of the school community. Moreover, the cultivation of gratitude can have a ripple effect, motivating others to embrace a more thankful and positive outlook. As individuals share their gratitude with their peers, they can catalyse a shift in the school's culture, where thankfulness and appreciation become the norm rather than the exception (Algoe et al., 2008; Emmons & McCullough, 2003). This collective shift towards a gratitude-infused environment can create a sense of belonging, support, and community, which are essential for fostering a thriving, inclusive, and equitable school setting.

One powerful example of the transformative potential of gratitude-based interventions in schools is the work of the Greater Good Science Centre at the University of California, Berkeley. Through its Expanding Gratitude project, the centre has developed a comprehensive curriculum and training program that empowers educators to integrate gratitude practices into their classrooms and school communities. The program's holistic approach includes not only individual exercises but also strategies for fostering a school-wide culture of appreciation and connection. Evaluation studies of the Expanding Gratitude program have demonstrated impressive results, with participating students and staff reporting increased levels of gratitude, life satisfaction, and prosocial behaviour (Durlak et al., 2022; Seligman et al., 2009). Furthermore, the program's emphasis on fostering a collaborative, supportive school climate has led to improvements in academic achievement, attendance, and overall school functioning (Rusk & Waters, 2013; Waters, 2011).

The success of the Expanding Gratitude program highlights the transformative power of gratitude-based interventions when they are implemented with a whole-school approach. By engaging the entire school community in regular reflective exercises and collaborative activities, the program has been able to catalyse a systemic shift towards a more positive, supportive, and equitable learning environment (Schonert-Reichl et al., 2015). Another innovative example of gratitude-based practices in schools is the Kindness Curriculum developed by researchers at the Centre for Healthy Minds at the University of Wisconsin-Madison. This program, designed for early childhood classrooms, combines mindfulness, empathy, and gratitude-focused activities to cultivate social-emotional skills and prosocial behaviours in young students (Flook et al., 2015).

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Evaluation studies of the Kindness Curriculum have demonstrated significant improvements in students' attention, emotional regulation, and social competence, as well as increased levels of gratitude and compassion (Flook et al., 2015; Schonert-Reichl et al., 2015). Importantly, these benefits have been observed not only in individual students but also in the overall classroom climate, with teachers reporting enhanced cooperation, communication, and a greater sense of community. The success of programs like Expanding Gratitude and the Kindness Curriculum underscores the importance of adopting a holistic, community-based approach to gratitude cultivation in schools. By engaging all members of the school community – students, staff, and families – in regular reflective and collaborative exercises, these initiatives have been able to create a long-term beneficial influence that extends far beyond individual well-being.

Therefore, the integration of gratitude-based practices, such as gratitude journaling, letter writing, and sharing exercises, can be a powerful and transformative tool for enhancing well-being, resilience, and interpersonal connections within the school context. By cultivating a mindset of thankfulness, positivity, and compassion, these reflective activities can contribute to the development of a more supportive, collaborative, and enriching school community that nurtures the holistic growth and success of all its members, ultimately shaping a brighter future for both students and staff.

## Character Strength Development

A key part of successful, positive education programs is all about helping people recognise, develop, and apply their unique character strengths. By taking part in assessments and exercises that focus on their strengths, students and staff can gain a better understanding of themselves and use their personal qualities to overcome challenges, build resilience, and form more meaningful connections (Seligman et al., 2009; Francis et al., 2021). This approach understands that everyone has their own set of strengths and virtues that can be nurtured to improve well-being and performance.

Identifying and developing character strengths is a core aspect of positive education, which aims to promote the growth and flourishing of communities and individuals (Seligman & Csikszentmihalyi, 2000). Character strengths are positive qualities that are valued morally, are consistent traits, and contribute to personal and societal well-being (Peterson & Seligman, 2004). These strengths are believed to be universal across cultures and can be grouped into six main virtues: wisdom and knowledge, courage, humanity, justice, temperance, and transcendence (Seligman & Csikszentmihalyi, 2000; Dahlsgaard et al., 2005).

Efforts to develop character strengths aim to improve long-term performance by nurturing social-emotional skills and non-cognitive traits (Sokatch, 2017). According to Wagner et al. (2020), there are 24 specific character qualities that fall under these six overarching virtues. These qualities are considered ethically valuable in their own right, even when there are no immediate positive outcomes (Stahlmann & Ruch, 2020). Research has also shown that certain character strengths, like love, persistence, and honesty, are associated with lower levels of aggression, anxiety, and depression (Park & Peterson, 2008), highlighting the benefits of cultivating these qualities.

Systematically developing character strengths have been linked to increased life satisfaction, academic achievement, and positive social relationships as individuals learn to recognise and make the most of their inherent abilities (Quinlan et al., 2012; Shoshani & Slone, 2017). By focusing on their strengths, individuals can develop a more positive self-image, a stronger belief in their abilities, and a greater motivation to pursue meaningful goals (Proctor et al., 2011). Moreover, a strengths-based approach can foster a growth

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mindset, encouraging participants to see their personal qualities as flexible and open to improvement (Dubreuil et al., 2016; Wang et al., 2023). This shift in mindset empowers individuals to actively focus on improving their strengths and overcoming their weaknesses.

The use of character-strength development programs in schools has been getting a lot of attention lately. Researchers like Heckman et al. (2013) and Schweinhart et al. (2005) have found that implementing these programs in preschools can have long-term positive effects in adulthood, such as better job prospects and lower involvement in the criminal justice system. It is important to study the long-term effects of these programs on older children and youth in school settings for future research. One example of a character strength development program is the Strengths Gym program (Proctor et al., 2011), which was created specifically for the British school curriculum. The program's goal is to help students discover and nurture their own strengths, as well as appreciate the strengths of others, through classroom activities, open discussions, and homework assignments. Each of the 24 lessons in the curriculum focuses on a specific strength based on Peterson and Seligman's (2004) classification, ensuring a comprehensive approach to character development.

The Strengths Gym program is designed to be taught over three academic years (Years 7, 8, and 9 in the British school system), with activities tailored to the student's developmental stage. The teachers who facilitate the program receive additional training in the form of an intervention booklet and an educational handout. The activities in the booklet can be undertaken in groups or individually, based on the needs of the class. Initial research on the Strengths Gym program suggests that British students who participated reported higher self-esteem and overall life satisfaction compared to a control group (Proctor et al., 2011). These findings indicate that systematically cultivating character strengths can have a positive influence on students' well-being and personal growth.

However, it is important to note that research that is more rigorous is needed to validate school-based character strengths development programs as evidence-based interventions. Despite their widespread adoption in educational settings, there is still limited empirical evidence supporting their effectiveness. Lavy (2020) conducted a thorough review and found that most character strengths interventions have not been rigorously studied using quantitative research methods. The lack of high quality, statistically valid studies on the impact of these programs creates a significant gap in the existing literature. The few studies that have used rigorous research designs, such as randomised controlled trials or well-designed longitudinal investigations, have shown positive effects on various outcomes. These include improvements in students' hope, life satisfaction, social skills, and academic performance (Lavy, 2020). However, the overall body of evidence is still relatively small, and more research is needed to confirm these initial findings and conclusively establish the efficacy of school-based character strengths development programs.

Activities that focus on strengths, like identifying and reflecting on personal strengths, can help students and staff become more aware of their unique qualities and how to use them effectively. The VIA Inventory of Strengths assessment, developed by Peterson and Seligman (2004), is a widely used tool that allows individuals to explore their character strengths and understand their personal profile. Engaging in projects that aim to develop specific strengths can also be an exciting way to put these ideas into practice. Regularly participating in strength-based reflections and activities can help students and teachers become more aware of their own abilities and those of others. This can lead to more positive problem-solving,



improved teamwork, and an increased sense of overall effectiveness and well-being within the school community. By valuing diversity and promoting personal growth, a strengths-focused culture can foster a greater sense of meaning and purpose, which can have wide-ranging benefits for both individuals and the community as a whole.

## **Mindfulness-Based Practices**

The integration of mindfulness-based practices, like meditation, breath awareness, and present-focused attention, has become a promising strategy in positive psychology interventions in schools. These techniques have been shown to boost self-regulation, stress management, and cognitive functioning, all of which can lead to better relationships among teachers, students, and staff, as well as overall well-being (Bakosh et al., 2016; Hwang et al., 2019). Mindfulness practices can help people develop greater emotional intelligence, empathy, and impulse control – skills that are super important for creating a positive and supportive school environment (Oberle & Schonert-Reichl, 2016; Simmons, 2023).

By being aware of the present moment and being able to observe our thoughts and emotions without judging them, mindfulness practices can help us develop emotional intelligence, empathy, and impulse control – skills that are crucial for fostering a positive and supportive school environment (Oberle & Schonert-Reichl, 2016; Simmons, 2023). Plus, research suggests that the benefits of mindfulness training go beyond just the individual and can actually have a positive impact on the whole school community by improving social interactions and collaborative problem-solving (Lantieri & Nambiar, 2012; Zenner et al., 2014). When everyone in the school community practices mindfulness together, it can create a sense of presence, empathy, and emotional regulation that leads to conversations that are more positive, better conflict resolution, and a stronger ability to bounce back as a group.

In addition, research suggests that the benefits of mindfulness training go beyond just the individual and can have a positive impact on the whole school community by improving social interactions and collaborative problem-solving (Lantieri & Nambiar, 2012; Zenner et al., 2014). This can result in better conversations, improved conflict resolution, and a stronger ability to bounce back as a group within the school community. By practising mindfulness together, the entire school can benefit from a more supportive and positive environment.

In the classroom, teachers can incorporate mindfulness-based activities, like guided meditations, mindful breathing exercises, and mindful movement, to help students develop self-awareness, emotional management, and focused attention – all of which are essential for academic success and overall well-being (Bakosh et al., 2016; Hwang et al., 2019). By making these practices a regular part of the school routine, educators can create an environment that supports the holistic development of students, addressing their social, emotional, and cognitive needs comprehensively. This can result in enhanced academic achievement, better behaviour management, and a greater sense of well-being among the student population.

Outside of the classroom, school administrators and staff can also benefit from participating in mindfulness-based professional development opportunities. By cultivating their own mindfulness skills, educators can set an example for their students while also improving their ability to manage stress, empathise with others, and be effective leaders (Roeser et al., 2012; Zenner et al., 2014). As a result, the integration of mindfulness-based practices can contribute to a positive, supportive, and unified school

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culture that nurtures the well-being and growth of all members of the community, including teachers, staff, and administrators. This can result in better decision-making, improved communication, and a stronger sense of togetherness within the school.

## Goal Setting for Sustainable Change

This review highlights the importance of involving students and staff in the co-creation of personalised, meaningful goals as part of positive psychology interventions. By working together to set goals, schools can create a stronger sense of ownership, commitment, and motivation among everyone involved. Moreover, when people feel more invested, it increases the chances of making long-lasting improvements to their well-being over time (Locke & Latham, 2019; Suldo et al., 2016). Getting stakeholders actively involved in setting their well-being targets is a key part of these interventions because it helps make sure the goals are relevant, achievable, and in line with what the participants value and aspire to.

When individuals have a say in their well-being targets, they are more likely to see those goals as important, reachable, and aligned with their own values and dreams (Linley et al., 2010; Wan et al., 2021). In addition, that is a big deal because it can boost their sense of independence, confidence, and inner drive. Those things are super important when it comes to making positive changes and feeling more satisfied with life overall (Ackerman, 2018; Morisano et al., 2010). When people play an active role in shaping their own well-being, it makes them more invested in their goals and more committed to achieving them.

Now, this collaborative goal-setting process can involve all sorts of strategies, like having guided discussions, doing reflective exercises, and planning specific actions. For example, students and teachers can team up to figure out what areas of well-being they want to work on, like managing stress, improving sleep, or building stronger friendships. By setting goals that are specific, measurable, achievable, relevant, and time-bound (SMART goals), participants can create a clear plan for personal growth and keep track of their progress over time (Morrison, 2022; Suldo et al., 2016). This structured approach to goal setting makes sure that the objectives are clear, doable, and in line with what the participants need and value.

Besides individual goal setting, schools can also take a whole-school approach to well-being by involving the whole community in creating shared goals and action plans. This collaborative process builds a sense of shared responsibility and commitment, making sure that well-being initiatives are woven into the school culture and supported by everyone involved (Roffey, 2015; Suldo et al., 2016). When goal setting is part of a comprehensive positive psychology intervention, it makes the program even more effective and sustainable.

Therefore, by giving individuals and the school community the power to shape their well-being targets, these interventions help people understand their own needs better and feel more motivated to make positive changes over the long haul (Linley et al., 2010; Morisano et al., 2010). In addition, regular check-ins, monitoring progress, and opportunities to adjust goals can help keep participants engaged, overcome challenges, and tweak their strategies as needed. And that makes the intervention even more impactful in the long run (Locke & Latham, 2019; Suldo et al., 2016). When schools make collaborative goal setting a priority, they create a culture of empowerment, where people feel in control of their well-being, which benefits both individuals and the whole community.

## 4.0 CONCLUSION

As the demands on educational institutions continue to evolve, the need for holistic approaches to fostering a thriving school community has become increasingly evident. Therefore, the introduced mindful set of attitudes can positively create the atmosphere of implementation of evidence and address challenges associated with empathy, regulation of emotions, and teamwork. From the analysis of the discussed studies, it is possible to substantiate that the students who stay in the schools that consciously implement such forms of transformational learning report improvements in their life satisfaction results as well as the findings of how they are coping with the characteristics of current educational systems, provided in student achievement. Moreover, the use of these positive psychology applications can help to build such aspects of social reality as the feeling of togetherness with other individuals, appreciation, and shared regulation of emotions as verbal interactions with other people and the overall group of individuals' sense of resilience within a group could be improved. Since the need of the students continues to be a fundamental consideration in the educational system, various advantages can be obtained from the deliberate cultivation of a thankful disposition, positive traits, and the act of being mindful in the tenor of the well-being of community members as well as the school environment. Hence, such methods will help in the process of forming and building schools to develop people and synthesise a society that is socially, emotionally, spiritually, and physically lifted.

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