

Developing a Module to Enhance High School Students' Wellbeing in Pathein, Myanmar

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Abstract

Student well-being plays a crucial role in fostering academic success and personal growth, particularly during adolescence. The objective of this study is to develop a psychological intervention module to enhance the subjective well-being for high school students at Pathein, Myanmar. The program includes various activities from positive psychology such as, Gratitude Exercises, Affirmations, Vision Boards, and Goal Setting. All the activities were adapted to the local cultural context based on experts' advice and research. A pilot test was conducted with two students, observed by an expert. The intervention consisted of four sessions facilitated by two educators, focusing on fostering joy in learning, school connectedness, educational purpose and academic self-efficacy. The results indicated that the students experienced improvements in their overall subjective well-being, became more motivated in their learning, and showed higher levels of school involvement. Both students and educators appreciated the benefits of the program, which highlighted the positive effects of culturally adapted intervention on students' subjective well-being. However, the small sample size makes it challenging to draw broad conclusions, and it might not show the wide range of experiences that high school students have. Future research should have a larger number of participants and test the effectiveness of the program and its application in educational settings.

Keywords : Student Subjective Well-being, PERMA Model, Gratitude Exercises, Affirmations, Vision Boards, and Academic Goal Setting.

1. Introduction¹²

Student well-being plays a crucial role in fostering academic success and personal growth, particularly during adolescence. In Patheingyi, Myanmar, high school students face unique challenges due to socio-political instability, economic difficulties, and the aftermath of the COVID-19 pandemic. These factors have significantly impacted students' mental health, leading to increased stress, anxiety, and declining academic performance. Unfortunately, Myanmar's education system lacks sufficient mental health support, leaving a critical gap in services aimed at enhancing student well-being (Carroll et al., 2021). This systematic review highlights the prevalence of mental health issues among adolescents in Myanmar and underscores the urgent need for improved mental health services tailored to the educational context.

This study aims to address this gap by developing and evaluating a culturally tailored psychological intervention designed to improve the subjective well-being of high school students in Patheingyi. The intervention is based on positive psychology principles, specifically the PERMA model (Seligman, 2011), which emphasizes fostering positive emotions, improving school connectedness, and enhancing academic self-efficacy. Previous interventions have often failed to account for the specific socio-cultural and political stressors these students face, highlighting the need for customized programs that take into consideration the local context (Tejada-Gallardo et al., 2020; Renshaw et al., 2015).

The socio-political context in Myanmar, particularly following the military coup in 2021, has severely disrupted the education system, contributing to displacement, economic hardship, and social isolation among students Manurung, (2021). The Myanmar coup, continued conflicts, and economic instability have deepened education inequality. Students, especially rural and ethnic minority students, encounter many educational challenges. This has increased dropout rates and reduced access to excellent education, threatening their future and worsening social inequality (Carroll et al., 2021). These disruptions have also negatively impacted the mental health and well-being of students, many of whom have been displaced or forced to drop out of school due to economic pressures Manurung, (2021). These challenges have made it increasingly difficult for students to maintain their mental health and academic performance, creating a pressing need for interventions that can support their well-being in a meaningful way. The intervention aims to create a supportive environment through activities such as Gratitude Exercises, Affirmations, Vision Boards, and Goal Setting, all of which are culturally adapted based on expert advice and local research. The program focuses on fostering joy in learning, strengthening students' connection to their school, and increasing their confidence in achieving academic goals.

The study on student well-being in Myanmar has made some progress, but there are still problems to be solved in terms of making sure the program will last, expanding it to different areas, and adjusting to the changing social and political climate. In the future, researchers will focus on changing the module to make it better at adapting to different culture settings and fixing its flaws so that it can better deal with the region's socio-political instability and economic problems. Also, it needs to be evaluated more in order to make it work better overall

1.1. Steps in the Development of a Psychological Intervention Module

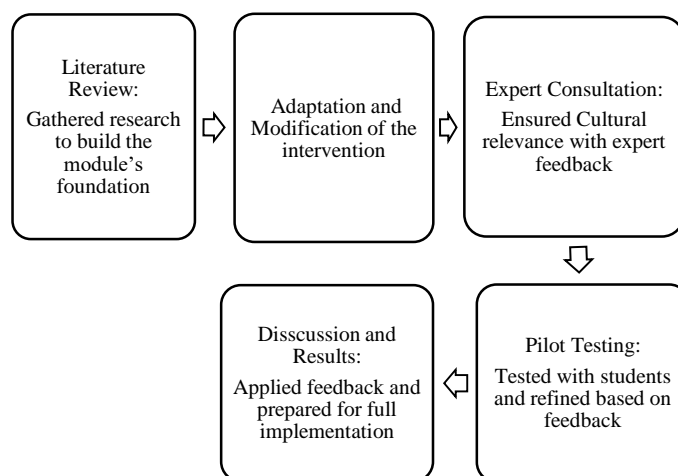
The development of the psychological intervention module to enhance high school students' subjective well-being in Patheingyi, Myanmar, followed a systematic process to ensure its effectiveness and cultural relevance. The steps involved were as follows: 1. Comprehensive Literature Review to gather insights from existing research on positive psychological interventions in school settings. 2. Module Design and Development, where activities such as Gratitude Exercises, Affirmations, Vision Boards, and Academic Goal Setting were crafted based on the PERMA model of well-being. 3. Expert consultation ensured cultural relevance through expert feedback. 4. Pilot Testing:

Tested with students and refined based on feedback 5. Feedback and Final Refinement based on input from participants and observers.

Figure 1: Module Development Steps

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2. Literature Review

Research highlights an urgent need to support the mental health of high school students in Patheingyi, Myanmar, who are significantly affected by stress and anxiety stemming from the COVID-19 pandemic and ongoing socio-political instability. Myanmar's school system lacks adequate mental health services, leaving students to face emotional challenges like depression and anxiety that hinder their academic engagement and focus.

This study seeks to address this need by proposing an intervention grounded in positive psychology principles, specifically Seligman's (2011) PERMA model, which emphasizes Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment as core components of well-being. The PERMA approach has been shown to enhance student mental health in educational settings, fostering positive emotions and supportive relationships (Leskisenoja & Uusitalo, 2017). Key elements of the model, such as gratitude exercises, affirmation groups, and vision boards, aim to build resilience and motivation—especially relevant for Myanmar's students, whose well-being and academic lives are affected by external pressures (Tejada-Gallardo et al., 2020).

Although positive psychology interventions have been widely adopted globally, there is a need for further research on their efficacy within Myanmar's unique socio-political and cultural context, which impacts students' emotional health in ways that generalized interventions may not fully address. For instance, Duagi et al. (2024) and Tejada-Gallardo et al. (2020) demonstrate that school-based psychological interventions can improve adolescent well-being and reduce symptoms of anxiety and depression. However, these studies do not consider the distinct social and political challenges faced by Myanmar's students. In a systematic review and meta-analysis, Duagi et al. (2024) found that psychosocial interventions positively impacted adolescents' mental health. Similarly, Tejada-Gallardo et al. (2020) found that multicomponent positive psychology interventions were effective in enhancing student well-being. Yet, interventions developed in Western contexts may not fully address the complex socio-cultural factors that influence the mental health of students in Myanmar.

Myanmar's unique context—marked by political instability, economic hardship, and the lingering effects of the 2021 military coup—sets it apart from many other countries where such interventions have been studied. Renshaw et al. (2015) argue that effective psychological interventions must be culturally sensitive and adapted to the specific socio-economic and political challenges of the region. This study, therefore, aims to fill this research gap by developing and evaluating a culturally tailored psychological intervention for students in Myanmar.

While positive psychology interventions have demonstrated promise in improving student well-being globally, a significant research gap remains in addressing the needs of high school students in Myanmar, who face unique socio-political stressors. This study seeks to address this gap by designing a culturally relevant psychological intervention to support the well-being and resilience of high school students in Patheingyi, Myanmar.

2.1 PERMA Theory of Well-Being

The PERMA theory of well-being, developed by Martin Seligman (2011), provides a comprehensive framework for

understanding and enhancing human flourishing. This model outlines five essential elements that contribute to well-being: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. Each of these elements plays a crucial role in promoting mental health and personal growth, particularly in educational settings.

According to Fredrickson (2004), positive emotions refer to feelings of joy, gratitude, contentment, and other pleasurable emotions that contribute to overall life satisfaction. Experiencing positive emotions helps build resilience, enabling individuals to better cope with challenges. In educational environments, fostering positive emotions can be achieved through activities that promote gratitude and happiness, creating a supportive and enjoyable learning atmosphere. In this intervention, activities such as gratitude journaling are directly aligned with this element, encouraging students to reflect on positive aspects of their lives and experiences, thus fostering emotional resilience and enhancing overall well-being.

Engagement: Engagement involves dedicating the participants fully to a task that aligns with their interests and abilities. In "flow," students are deeply focused and feel like time has stopped (Nakamura & Csikszentmihalyi, 2002). This happens when they are doing tasks that both challenge and interest them. Teachers need to provide students with opportunities that align with their specific interests and skills to spark their interest in learning. This alignment can make students more motivated, which can lead to better academic success. This shows how important engagement is for making learning meaningful Fredricks et al., (2004).

Relationships: Having positive relationships is important for your health because they give you mental support and help you feel like you belong. Strong relationships between students, teachers, and friends in schools build a supportive community that helps students do better in school and in their personal lives Forgeard et al., (2011). Activities that promote teamwork, positive feedback from peers, and social support can help strengthen these bonds, which can enhance students' general health and interest in school.

Meaning: The search for meaning in life and actions includes finding purpose and significance in them. Finding out how students' academic work fits into their personal and larger life goals can help them feel more motivated and give their work more value Peterson et al., (2007). Helping students see how their studies will apply to their future jobs and contributions to society can give their schoolwork more meaning and help them feel more connected to it.

Accomplishment: Achieving goals generates confidence and success. Establishing challenging yet achievable goals for children aids in their academic progress. A student may set a goal to improve their math grade from a C to a B by completing homework and participating in class discussions. This objective would promote self-efficacy and motivation Seligman, (2011). Celebrating student accomplishments promotes personal growth and success.

The PERMA model serves as a powerful tool for enhancing student well-being by fostering positive emotions, engagement, meaningful relationships, a sense of purpose, and achievement. By integrating these elements into educational practices, schools can create environments that not only support academic success but also promote the overall mental and emotional well-being of students.

3. Adaptation and Modification

Conclusions, The intervention "Development of the Module to Enhance Student Subjective Well-Being of High School Students at Patheingyi, Myanmar" was tailored to Myanmar students' cultural, socio-political, and economic issues. These changes made the program culturally and relevant to students' experiences, especially after 2021 the military has taken over. The intervention aimed to improve students' subjective well-being using a culturally relevant program based on Seligman's (2011) PERMA model of well-being, which emphasizes positive emotions, engagement, relationships, meaning, and accomplishment. Several key adaptations were made to the original program to ensure its effectiveness in the local context.

1. Cultural Relevance

The intervention was tailored to resonate with Myanmar's youth, many of whom face unique stressors such as political instability, economic hardship, and disrupted education. Activities such as Gratitude Writing, Affirmation Circles, Vision Board Creation, and Goal Setting were selected to help students find meaning in their academic and personal lives. These activities were aligned with the PERMA model to ensure they promoted the necessary elements for well-being while also addressing the specific emotional and psychological needs of students in Myanmar (Seligman, 2011).

2. Gratitude Writing

This activity was designed to foster Positive Emotions by encouraging students to focus on positive aspects of their lives, despite external stressors. Research has shown that practicing gratitude can improve emotional well-being by shifting attention away from negative experiences and toward positive ones (Emmons & McCullough, 2003). In this intervention, students reflected on what they were thankful for, which helped them cultivate a sense of gratitude.

3. Affirmation Circle

This activity aimed to enhance Engagement and Relationships by creating a space for students to share positive affirmations about themselves and their peers. This practice helped foster a sense of connectedness, support, and belonging among the students. Given the socio-political context, where isolation and stress are common, the Affirmation Circle provided an opportunity for students to build stronger, supportive relationships with their classmates, which is essential for emotional well-being Seligman, (2011).

4. Vision Board Creation

To address the Meaning and Accomplishment aspects of the PERMA model, students were guided through creating vision boards to visualize their future goals and aspirations. Vision boards are a powerful tool for helping individuals clarify their goals and stay motivated. For students in Myanmar, this activity provided a way to focus on their personal and academic futures, despite uncertainties in their current environment. It helped them find meaning and purpose in their daily lives by aligning their goals with their broader life aspirations (Seligman, 2011; Emmons & McCullough, 2003).

5. Goal Setting

The final session focused on Accomplishment, with students learning to set and achieve academic and personal goals using the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) framework. This method of goal setting is widely recognized for its effectiveness in breaking down larger goals into manageable tasks, which can increase motivation and confidence (Doran, 1981). By mastering the art of goal setting, students were better equipped to tackle challenges and build self-efficacy (Seligman, 2011).

The adaptation and modification of the intervention were essential to ensure it was relevant and effective for students in Myanmar. By aligning the activities with the PERMA model and addressing the specific cultural and socio-political challenges faced by these students, the intervention was able to promote well-being, emotional resilience, and personal growth in a meaningful way (Seligman, 2011; Emmons & McCullough, 2003).

3.1. Theme 1 Introduction and Rapport Building

The initial workshop helped students get to know each other and created a safe, trusting space for them. For any psychological intervention to work, it's important to have a positive relationship with the people who are taking part, especially when talking about sensitive topics like mental health and personal problems. This class was meant to familiarize students with the program, teach them trust, and make them feel comfortable talking to facilitators and other students. At the beginning of the lesson, the intervention's purpose and goals were explained to help students understand how it would benefit them in school and in their personal lives. It was necessary to calm them and prepare them to participate.

Activities to warm up

There were icebreaker games in the session to get people involved and calm them down at the start. Simple name-sharing games and interactive talks helped the group relax and set a friendly tone for the sessions that were to come. The warm-up games also helped the students get to know each other better, which was important for the later tasks that required them to think more deeply.

Setting rules for the game

The facilitators helped the group come up with some rules for the gatherings. These rules stressed respect, privacy, and open conversation, all of which are important for any group-based psychological intervention. The facilitators made sure that everyone felt responsible for keeping the environment supportive and respectful by letting the students help set these standards.

Making a place safe and open

An important part of this practice was setting up a space where students could express their feelings and thoughts without fear of judgment. We achieved this by emphasizing the importance of understanding, active listening, and mutual assistance. The leaders demonstrated these behaviors themselves, thereby inspiring the students to emulate them.

Session Results

By the end of the first session, students should feel more comfortable in the group, grasp the program's goals, and be ready to participate in the activities. The rapport-building exercises prepared students for deeper emotional engagement in later sessions, ensuring they felt supported and connected on their well-being journey.

This first session set the tone for the intervention. By fostering trust and openness, students could explore their emotions and strengthen relationships throughout the program.

3.2. Theme 2: Positive Thinking and Gratitude Practice

Practices think positively and be thankful.

Being emotionally healthy and strong for students depends on them thinking positively and being thankful. An upbeat attitude encourages optimism, which helps people get through hard times and keep their mental health in good shape. Seligman (2011) says that having a positive view of the problems you face in life helps your mental and emotional growth.

Feel grateful every day.

Being thankful on a daily basis helps students see the good in things and makes their mental health better. Research demonstrates that writing in a gratitude book enhances people's thankfulness. This task encourages students to regularly record their blessings. Writing in a gratitude book can help you feel less stressed and more joyful (Emmons & McCullough, 2003). Students are pleased when they think about the small things that went well in their day. Indeed, writing can enhance students' academic performance by maintaining their motivation and interest Renshaw et al.,(2015).

Affirmation circles are another group activity that can help spread happiness. They sit in a circle and praise each other in turns. Roffey (2012) says that these kinds of activities create happiness, social connections, and a sense of belonging, all of which are important for mental health at school. Feel-good statements can help with self-esteem and having a growth mindset. Affirmations about a child's traits and skills can help them stop talking badly to themselves and boost their confidence. According to Steel et al., (2008), daily feel-good statements can help students deal with personal and academic stress by making them emotionally strong.

How did the session go?

After this lesson, students should understand how to think positively and be happy in their daily lives, which will help them feel better. These methods improve both short-term and long-term emotional strength. Students can improve their mental and emotional health during challenging times by writing in a journal, practicing group gratitude, and saying positive affirmations.

3. Theme 3: Enhancing School Connectedness

Connectivity at school is important for students' academic success, mental health, and social growth. Students who feel like they are fit at school are more likely to make friends and participate in school activities (CDC, 2009). Belonging is important for both intellectual and emotional success.

Affirmation Sharing

Students sharing positive affirmations about themselves, and their peers might boost school connectedness. This practice boosts self-esteem and respect, which fosters classroom community Roffey, (2012). Students improve their mental well-being and create a welcoming classroom by recognizing each other's skills. Research shows that affirmation practices improve empathy and minimize bullying, creating a more cohesive and supportive school community Baumeister et al., (2003).

Activities for team-building

Another way to develop school spirit is through teamwork. These exercises foster student trust and camaraderie by encouraging cooperation Wang & Eccles, (2012). Problem-solving and group challenges teach students teamwork and communication. These interactions enhance peer bonds and create a more emotionally supportive learning environment outside of class. Such activities make students feel more connected to the school community, improving their emotional and academic well-being Blum, (2005). In conclusion, affirmation sharing, and team-building activities create a friendly and inclusive school climate. This improves students' emotional health, socialization, and academic performance. Students who feel linked to their school community are more likely to participate in school activities, building emotional resilience and academic success.

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3.4. Theme 4: Setting Academic and Personal Goals

Learning how to develop and achieve goals is essential for academic and personal success. SMART goals—Specific, Measurable, Achievable, Relevant, and Time-bound—can help with this. This approach helps students set clear, achievable goals. By dividing goals into digestible chunks, students can boost motivation and performance (Locke & Latham, 2002). When students set academic goals, they learn how to organize their work and make excellent study habits. "I want to raise my math grade from a C to a B by putting in 30 minutes of daily study time," one student might say. The goals should be specific (e.g., improving math grades), measurable (e.g., monitoring study time and progress), attainable (e.g., creating a solid study plan), significant (e.g., advancing in school), and time-bound (e.g., completing before the end of the semester). According to Zimmerman and Kitsantas (2005), students who set SMART goals are more focused, controlled, and do better in school.

3.5. Theme 5: Reflective Practices and Closing Session

Ending the session with reflective practices helps students retain learning and improve personally. Students gain self-awareness and long-term personal development by reflecting on program topics, participating in group discussions, and defining goals. Student reflection helps them link past experiences to future behaviors, improving academic and personal performance Schön, (2008).

Reflective Journaling

Reflective journals help students process their thoughts, feelings, and actions. They can discuss their intervention issues and progress with this technique. Students can acquire self-awareness and emotional clarity by journaling about their strengths, flaws, and growth areas Rogers, (2001).

Group Discussions

Group discussions are essential in cooperative learning environments, where students can share experiences and learn from one another. These discussions foster self-reflection and community-building, giving students opportunities to consider diverse perspectives on similar issues and reinforcing their understanding of intervention concepts Johnson et al.,(2007). Additionally, group discussions help educators and program leaders assess the effectiveness of programs and refine learning strategies to improve the educational experience Gillies, (2016).

Setting Future Goal

Finally, having students set goals for growth makes them responsible for their own progress. Setting goals can help students get more out of interventions and stay on a path to self-improvement Schunk & Zimmerman, (2007).

In the end, reflective practices in the last class help students remember the skills and insights they gained during the intervention and help them make a plan for their own progress and well-being.

4. Expert Consultation for Module Development

The experts provided feedback on each section's suitability for enhancing the intervention's effectiveness. They assessed areas such as the study's aim, intervention outline, and individual sections, offering both approvals and specific comments for improvement. Each expert rated the intervention positively, particularly emphasizing the structured, culturally relevant approach of the goal-setting activity, which supports students' self-efficacy through step-by-step guidance. Additional suggestions included refining certain activities to ensure clarity and alignment with students' needs and adding examples to further illustrate specific concepts. Experts in education said that writing about gratitude and having SMART goals should be part of the curriculum. Writing in a gratitude book can assist students in focusing on the positive aspects of their lives, particularly in challenging environments such as Myanmar, where students perceive teachers as helpful individuals deserving

of respect. This cultural point of view may make learning fun when teachers are helpful.

Many Myanmar students lack formal goal-setting skills, prompting the suggestion of the SMART goal-setting approach. SMART goals, which demonstrate results, motivate and empower students. This methodical approach helps students break down bigger goals into smaller, more doable tasks. This makes success more likely and boosts confidence. These professionals have a direct effect on how teachers teach and how teens grow and develop, which is beneficial for the health and happiness of their students. We referred to the students as "children" throughout the entire intervention plan. To be appropriate for the study and show respect for the participants' age and stage of growth, call them "students," "teenagers," or "young adults." Many 18-year-olds find it offensive to refer to them as children.

The intervention summary said there were two facilitators, but it's not clear what their jobs are or how they work together during meetings. To be clear, there should be two facilitator positions, one called Facilitator 1 and the other called Facilitator 2. Each of these positions should be responsible for a certain activity and student involvement. It is a beneficial idea to start each intervention practice with some warm-up activities. Early involvement could affect how engaged the group is during sessions. To reach teens, don't use formal or childish words during intervention. Leaders should monitor the level of student engagement and adjust their teaching methods as needed. Being sure of how to teach a subject makes the classroom more flexible, which helps teachers meet the needs of all the students.

There are moral rules that the form must follow, especially since the people who fill it out are "at risk." The form should not ask for names, and it should use a code system to ensure privacy. Also, the gender choices should be broad, maybe including male, female, and "prefer not to say." The suggested activities are therapeutic, but shy students may only engage passively. When balancing small and big group activities, think about how personalities interact in a group. It's a good idea to create a wall of gratitude, but the display shouldn't adhere to any rules that could discourage participation, particularly among young boys. Adding student efforts to a muted board may help make it more welcoming. Finally, it's important to consider the potential bias in student feedback reactions. Sending out questionnaires without guides can encourage people to provide honest answers. The consultation method has helped make the solution fit the needs of the students in Myanmar. Facilitators can promote student well-being by being aware of language, time management, and how students interact with each other.

5. Pilot Testing

Reflective Journaling

Reflective journals help students process their thoughts, feelings, and actions. They can discuss their intervention issues and progress with this technique. Students can acquire self-awareness and emotional clarity by journaling about their strengths, flaws, and growth areas Rogers, (2001). The pilot testing of the module was conducted with two high school students, observed by a Myanmar expert educator familiar with both the culture and the educational context. The selection process was likely aimed at choosing students who were representative of the target demographic for the educational intervention. The purpose of this pilot was to evaluate the module's feasibility, acceptability, and overall effectiveness in enhancing student well-being. The selection criteria for the two high school students involved in the pilot testing of the well-being module can be detailed as follows:

Age and Grade Level: Participants are aged 15 to 18 years and Students are in Grade 11.

Academic Performance: Students have a moderate level of academic performance, particularly in science subjects. This allows the assessment of the module's effectiveness for students who are not high achievers but still possess a foundational understanding of academic concepts.

Prior Experience with Interventions: Selected students have no prior experience with well-being interventions, gratitude writing, or goal-setting activities. This criterion ensures that their feedback reflects the module's initial impact on students unfamiliar with these practices.

Motivation and Willingness to Participate: Both students actively engaged in the intervention, which included activities such as gratitude journaling, affirmations, and goal setting. Students exhibit some level of motivation and willingness to participate in the intervention. Their interest in engaging with the module can significantly influence the feedback and effectiveness of the activities. The students provided positive feedback, particularly appreciating the goal-setting activity, which allowed them to work step-by-step and reflect on their self-efficacy. The expert educator observed that the module was culturally appropriate and aligned well with the students' needs, noting that the activities were clear and manageable for the students.

However, the expert suggested areas for improvement. For instance, it was recommended that more culturally relevant

examples and interactive activities be included to maintain student engagement throughout the sessions. Additionally, some exercises, such as gratitude journaling, needed clearer instructions to ensure the students fully grasped the activity's objectives.

6. Results and Discussion

The pilot tests of the "Development of the Module to Enhance Student Subjective Well-Being of High School Students at Patheingyi, Myanmar" provided valuable insights into the effectiveness of the intervention and its cultural fit with the students. The pilot was conducted with two high school students, aged 15 and 18, to assess the module's feasibility, acceptability, and overall impact on enhancing student well-being. The expert teacher's notes and the students' feedback gave a full picture of the intervention's positive points and areas that needed work.

6.1 Improvement in Subjective Well-Being

The primary objective of the intervention was to enhance students' subjective well-being, which was measured using interviews and a self-report measurement, which was Student Subjective Well-being Questionnaire (SSWQ). The students who participated in the pilot test reported a positive shift in their subjective well-being, specifically feelings of gratitude, academic self-efficacy, affirmation, and educational purpose were improved. They felt more positive and connected to their peers and school environment. These results align with the principles of the PERMA model, which emphasize the importance of fostering positive emotions and building supportive relationships (Seligman, 2011).

The students reported enjoying many of the events in the module. Notably, the vision board activity stood out as a highlight because it helped people picture their hopes and dreams. This activity did a fantastic job connecting academic goals with personal goals, which made the students more motivated and gave them a feeling of purpose. The vision board activity gave them hope and helped them be more involved in the learning process by letting them write down their future goals. Students liked other parts of the activity besides the vision board, like writing in a gratitude book and saying positive things to themselves. They said that thinking about the beneficial things in their lives on a daily basis helped them stay positive, which was especially helpful given the social and political problems they face. Writing about gratitude helped them deal with their feelings in a healthy way, which led to better mental health and resilience.

Gratitude exercises, in particular, were noted as a highly impactful component of the program. Students expressed that regularly reflecting on things they were thankful for helped them maintain a more optimistic outlook, even in the face of external challenges. This finding supports the research by Emmons and McCullough (2003), who demonstrated that gratitude practices contribute to improved emotional well-being.

6.2 Enhanced Academic Motivation and Goal Setting

The intervention also aimed to improve students' academic motivation and goal-setting abilities through activities like SMART goal setting and vision board creation Locke and Latham, (2002). The students showed increased enthusiasm for setting and achieving personal and academic goals. This was reflected in their ability to articulate specific academic targets and the steps they would take to reach them, such as dedicating more time to studying or participating more actively in class.

The vision board activity was particularly well-received, with students noting that it helped them visualize their aspirations and stay focused on their academic and personal goals. The use of visual aids in goal setting has been shown to enhance clarity and motivation, leading to higher goal achievement rates Locke and Latham, (2002).

6.3 Increased School Connectedness

One of the key outcomes observed was the improvement in students' sense of school connectedness. The affirmation circle activity allowed students to acknowledge each other's strengths, fostering a positive and inclusive classroom atmosphere. This not only enhanced peer relationships but also contributed to a stronger sense of community among the participants.

This outcome is consistent with previous research, which indicates that affirming peer relationships and creating supportive environments can significantly boost students' emotional well-being and reduce the prevalence of negative behaviors such as bullying Baumeister et al.,(2003). As a result, students felt more connected to their peers and their school, which, in turn, increased their engagement in school activities and their willingness to participate in classroom discussions.

6.4 Cultural Relevance and Adaptation

The cultural adaptation of the intervention played a significant role in its success. By tailoring the activities to the specific socio-political and cultural context of Myanmar, the program resonated with the students' experiences and challenges. Both the students and the expert educator who observed the pilot test noted that the activities were culturally appropriate and meaningful.

However, some feedback suggested that further modifications could enhance engagement, such as incorporating more culturally relevant examples and interactive exercises. This highlights the importance of ongoing adaptation to ensure the program remains relevant and accessible to diverse student populations.

6.5 Limitations and Future Directions

Researchers have tested a psychological intervention module, and while the results appear promising, there are some issues with it. As a result of the small sample size, it is challenging to draw broad conclusions. The data may also not fully reflect the wide range of experiences high school students have. Because feedback is subjective, it may create bias. Future studies should use standardized surveys to fairly measure the intervention's effects. The best method to assess the effectiveness of intervention and account for potential confounding factors is through randomized control trials (RCTs). For accurate evaluation, standardized surveys are a must. The module must be continually checked and modified to ensure its usefulness and ability to address Myanmar's evolving challenges. By looking into these issues, researchers can gain insights into how psychological interventions can support students' well-being in challenging situations.

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