

Impact of a Mindfulness Workshop on the Flourishing of University Students

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Abstract

University is a decisive moment in overall development, where academic learning, personal and emotional skills are consolidated. In this context, a project was implemented to promote flourishing and personal growth of university students by strengthening five variables: flourishing, emotional intelligence, grit, mindfulness, and growth mindset. Through a virtual workshop based on mindfulness practices, a pre-experimental design was applied to a single group of 23 students from different faculties. The two-month intervention included initial and final measurements using validated scales (PERMA, TMMS-24, Grit-O, Mindfulness Scale, and Growth Mindset Scale). Results showed overall improvements in the five variables studied, especially in positive emotions, general well-being, and emotional regulation. Females showed higher emotional sensitivity and mindfulness, while males highlighted effort and engagement. The observed trends confirm the potential of brief mindfulness-based interventions to promote self-awareness, self-regulation, and comprehensive development. The study highlights the importance of promoting personal growth programmes in the university setting.

Keywords: Flourishing, Emotional intelligence, Grit, Mindfulness, Growth mindset.

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1 INTRODUCTION

The concept of flourishing belongs to the field of psychological well-being and draws on contributions from various theoretical traditions. In general terms, flourishing refers to a state of optimal and sustained human functioning that integrates the emotional, psychological, and social dimensions of well-being.¹ Its conceptual development draws primarily on the hedonic and eudaimonic approaches, as well as on subsequent contributions that incorporate the social fabric as a fundamental component of well-being.

From a hedonic perspective, well-being is conceived as the subjective experience of pleasure and life satisfaction. This approach defines well-being in terms of the predominance of positive emotions, the relative absence of negative emotions, and life satisfaction—central dimensions of Subjective Well-being.² With philosophical roots in Epicureanism, this conception emphasizes the pleasurable affective experience and the overall cognitive evaluation of one's own life and is directly linked to the Positive Emotion component of the PERMA model.³

In contrast, the eudaimonic tradition conceives of well-being as a fulfilling way of life oriented toward the development of human potential and the construction of meaning.⁴ From this perspective, flourishing is not limited to emotional experience but encompasses dimensions related to personal growth, life purpose, autonomy, mastery of one's environment, self-acceptance, and positive relationships. These components were systematized in the Psychological Well-being model proposed by Ryff⁵ and subsequently expanded by Keyes, Shmotkin, and Ryff.⁶ Conceptually, these dimensions align with the Meaning, Engagement, and Positive Relationships components of the PERMA model.

Added to these approaches is Social Well-being, developed by Keyes,⁷ which incorporates an assessment of the individual's functioning within society. This construct includes dimensions such as integration, contribution, coherence, fulfillment, and social acceptance, broadening the understanding of well-being by considering the social context as a condition for human flourishing.

¹C. L. KEYES, D. SHMOTKIN, C. D. RYFF, *Optimizing Well-Being: The Empirical Encounter of Two Traditions*, «Journal of Personality and Social Psychology», 82/6 (2002), pp. 1007-1022.

²E. DIENER, *Subjective Well-Being*, «Psychological Bulletin», 95/3 (1984), pp. 542-575; IDEM *et al.*, *Subjective Well-Being: Three Decades of Progress*, «Psychological Bulletin», 125/2 (1999), pp. 276-302.

³M. SELIGMAN, *Flourish: A Visionary New Understanding of Happiness and Well-Being*, Free Press, New York 2011.

⁴R. M. RYAN, V. HUTA, E. DECI, *Living Well: A Self-Determination Theory Perspective on Eudaimonia*, «Journal of Happiness Studies», 9/1 (2008), pp. 139-170.

⁵C. D. RYFF, *Happiness is Everything, or Is It? Explorations on the Meaning of Psychological Well-Being*, «Journal of Personality and Social Psychology», 57/6 (1989), pp. 1069-1081.

⁶C. L. KEYES, D. SHMOTKIN, C. D. RYFF, *Optimizing Well-Being*, cit., p. 1007.

⁷C. L. KEYES, *Social Well-Being*, «Social Psychology Quarterly», 61/2 (1998), pp. 121-140.

The integration of subjective, psychological, and social well-being forms the construct of flourishing, understood as a holistic experience of well-being and optimal human functioning. Within the framework of Positive Psychology, Seligman⁸ proposes the PERMA model as a multidimensional operationalization of well-being, composed of five dimensions: Positive Emotion, Engagement, Positive Relationships, Meaning, and Achievement. This model synthesizes previous hedonic and eudaimonic contributions and has gained increasing relevance in contemporary research.

Beyond its psychometric operationalization, flourishing as a concept carries philosophical and psychological depth that merits explicit consideration. Magda Arnold's⁹ work on appraisal theory offers an early but foundational perspective: emotions are not mere affective states, but evaluative responses that orient the person toward or away from what is perceived as good or harmful for the self. This appraisal dimension—the felt sense of what is genuinely beneficial—is constitutive of flourishing rather than merely accompanying it, and it suggests that well-being cannot be reduced only to the aggregation of positive emotions.

More recently, Kristjánsson¹⁰ has developed a virtue-ethical account of flourishing that draws on the Aristotelian tradition to argue that genuine flourishing requires the cultivation of character, practical wisdom (*phronesis*), and the integration of excellence with subjective fulfillment. From this perspective, flourishing is not simply a psychological state to be measured but a normative achievement that involves the person's whole moral and affective life. Kristjánsson¹¹ has also critically examined the integration of positive psychology constructs—including PERMA—into educational contexts, arguing that their value depends on whether they are embedded within a richer conception of human development that goes beyond hedonic and functional outcomes. These perspectives do not invalidate the psychometric approach adopted in this study but rather contextualize it: the instruments used capture specific, empirically tractable dimensions of well-being, while the fuller notion of flourishing they approximate remains irreducible to any single operationalization.

However, while the PERMA model has gained theoretical visibility, the em-

⁸M. SELIGMAN, *Flourish*, cit.

⁹M. B. ARNOLD, *Emotion and Personality*. Vol. I: *Psychological Aspects*, Columbia University Press, New York 1960; *Emotion and Personality*. Vol. II: *Neurological and Physiological Aspects*, Columbia University Press, New York 1960.

¹⁰K. KRISTJÁNSSON, *Flourishing as the Aim of Education: Towards an Extended, 'Enchanted' Aristotelian Account*, «Oxford Review of Education», 42/6 (2016), pp. 707-720; IDEM, *Recent Work on Flourishing as the Aim of Education: A Critical Review*, «British Journal of Educational Studies», 65/1 (2017), pp. 87-107.

¹¹IDEM, *Virtues and Vices in Positive Psychology: A Philosophical Critique*, Cambridge University Press, Cambridge 2012; IDEM, *Positive Psychology, Happiness, and Virtue: The Troublesome Conceptual Issues*, «Review of General Psychology», 14/4 (2010), pp. 296-310.

pirical evidence supporting its application remains limited,¹² especially in Latin American educational and university contexts. Various studies have advanced the psychometric evaluation of the PERMA Profile based on the instrument developed by Butler and Kern,¹³ both in university populations and in other educational settings.¹⁴ However, in the Argentine context, although there is relevant prior research on psychological well-being,¹⁵ no studies specifically aimed at validating the PERMA Profile have been reported. In this regard, the study of student flourishing among Argentine college students—particularly those just beginning their higher education journey—is significant from both theoretical and practical perspectives and underscores the need for psychometrically validated instruments tailored to the local context.

Within this theoretical framework, Perceived Emotional Intelligence (PEI) emerges as a key construct for understanding human flourishing from a multidimensional perspective. PEI is defined as the ability to perceive, understand, and regulate one's own and others' emotions,¹⁶ and it is part of the model of emotional intelligence (EI) as a skill proposed by Salovey and Mayer.¹⁷ From this perspective, EI is conceived as the capacity to reason emotions and use them adaptively to optimize thinking, decision-making, and personal development.

The PEI is operationalized across three core dimensions: emotional awareness, clarity, and regulation. Attention refers to the degree to which an individual registers and monitors their emotional states; clarity, to the ability to identify and understand one's own emotions; and repair, to the perception of one's own ability to regulate emotional states and restore affective balance.¹⁸ These dimensions are

¹²D. KHAW, M. L. KERN, *A Cross-Cultural Comparison of the PERMA Model of Well-Being*, «Undergraduate Journal of Psychology at Berkeley», 8 (2014), pp. 10-23.

¹³J. BUTLER, M. J. KERN, *The PERMA-Profil: A Brief Multidimensional Measure of Flourishing*, «International Journal of Wellbeing», 6/3 (2016), pp. 1-48.

¹⁴R. COBO-RENDÓN, M. V. PÉREZ VILLALOBOS, A. DÍAZ MUJICA, *Propiedades psicométricas del PERMA-Profil para la medición del bienestar en una muestra de estudiantes universitarios chilenos*, «Revista Ciencias de la Salud», 18/1 (2020), pp. 119-133; C. A. HERNÁNDEZ SUÁREZ, V. HERNÁNDEZ VERGEL, R. PRADA NÚÑEZ, *Adaptación del perfil PERMA de bienestar subjetivo para adultos mayores institucionalizados colombianos*, «Revista Ciencia y Cuidado», 15/1 (2018), pp. 83-97; S. LIMA CASTRO *et al.*, *Adaptación del Perfil PERMA en una muestra ecuatoriana*, «Eureka», 14/1 (2017), pp. 69-83.

¹⁵A. CASTRO SOLANO, M. M. CASULLO, *Rasgos de personalidad, bienestar psicológico y rendimiento académico en adolescentes argentinos*, «Interdisciplinaria», 18/1 (2001), pp. 65-85; A. CASTRO SOLANO, *El bienestar psicológico: cuatro décadas de progreso*, «Revista Interuniversitaria de Formación del Profesorado», 66/23 (2009), pp. 43-72.

¹⁶P. SALOVEY *et al.*, *Emotional Attention, Clarity, and Repair: Exploring Emotional Intelligence using the Trait Meta-Mood Scale*, in *Emotion, Disclosure & Health*, ed. by J. W. Pennebaker, American Psychological Association, New York 1995, pp. 125-151.

¹⁷P. SALOVEY, J. D. MAYER, *Emotional Intelligence*, «Imagination, Cognition and Personality», 9/3 (1990), pp. 185-211.

¹⁸P. FERNÁNDEZ-BERROCAL, N. EXTREMERA PACHECO, *La Inteligencia Emocional y la educación*

directly linked to the Positive Emotion component of the PERMA model, as well as to Engagement and Positive Relationships, by facilitating adaptive emotional regulation in various life contexts.

The study of EI has developed along two main lines of inquiry: mixed models, which integrate personality traits and social-emotional competencies,¹⁹ and ability models, which conceive of it as a specific capacity independent of personality. This study falls within the latter approach, which provides a more precise conceptual framework for analyzing EI and its relationship to well-being.

In addition, grit is another important construct within positive psychology for understanding flourishing. Introduced by Duckworth *et al.*,²⁰ grit is defined as the perseverance and passion for achieving long-term goals and involves sustaining effort and maintaining interest in the face of adversity. This construct is conceptually independent of general intelligence, as outstanding performance is primarily associated with sustained effort and dedication.

Grit consists of two dimensions: consistency of interests and perseverance of effort, both of which are closely linked to the commitment and achievement dimensions of the PERMA model. International empirical evidence has shown positive associations between grit and flourishing.²¹ In Argentina, the Grit scale was validated in a university population by Tortul *et al.*,²² which enables its use in local research and strengthens its inclusion in studies on well-being in higher education.

Another important psychological concept for promoting student flourishing is the growth mindset. Developed by Dweck,²³ this construct provides a useful framework for understanding how students cope with academic challenges. A growth mindset is defined as the belief that abilities, including intelligence, can be developed through effort and learning, in contrast to a fixed mindset, which views such abilities as stable and unchangeable traits. Various studies have shown that students with a growth mindset tend to persevere in the face of failure, set learning goals, and use more adaptive self-regulation strategies.

de las emociones desde el Modelo de Mayer y Salovey, «Revista Interuniversitaria de Formación del Profesorado», 19/3 (2005), pp. 63-93.

¹⁹D. GOLEMAN, *Inteligencia emocional*, Kairós, Barcelona 2012; R. BAR-ON, *The Bar-On Model of Emotional-Social Intelligence (ESI)*, «Psicothema», 18 (2006), pp. 13-25.

²⁰A. DUCKWORTH *et al.*, *Grit: Perseverance and Passion for Long-Term Goals*, «Journal of Personality and Social Psychology», 92/6 (2007), pp. 1087-1101.

²¹R. S. CLARK, V. L. PLANO CLARK, *Grit within the Context of Career Success: A Mixed Methods Study*, «International Journal of Applied Positive Psychology», 4/3 (2019), pp. 91-111.

²²M. TORTUL, F. DAURA, B. MESURADO, *Análisis factorial, de consistencia interna y de convergencia de las escalas Grit-O y Grit-S en universitarios argentinos. Implicaciones para la orientación en educación superior*, «Revista Española de Orientación y Psicopedagogía», 31/3 (2020), pp. 109-128.

²³C. S. DWECK, *Mindset: How You Can Fulfill Your Potential*, Constable & Robinson Limited, London 2012.

Finally, from a psychological perspective, mindfulness is defined as a process of paying attention to and being aware of the present moment, with an attitude of acceptance and non-judgment.²⁴ Viewed as a skill that is developed through systematic practice, mindfulness allows us to become aware of our thoughts, emotions, and behaviors in the here and now, promoting more adaptive emotional regulation.

Although its roots lie in contemplative traditions, its integration into the Western context was established within the field of psychology, particularly following the development of the Mindfulness-Based Stress Reduction (MBSR) program. Empirical evidence indicates that the practice of mindfulness is positively associated with psychological well-being, reinforcing its link to the dimensions of Positive Emotion, Engagement, and Achievement in the PERMA model. While research in Latin America is still in its early stages, international studies show consistent results across different educational levels.

Taken together, the theoretical framework developed supports the view of student flourishing as a multidimensional phenomenon that can be fostered through educational interventions. The PERMA model provides the conceptual framework for well-being, while the PEI, grit, mindfulness, and growth mindset are presented as psychological variables closely linked to its dimensions and potentially responsive to educational processes. On this basis, the present study adopts a mixed-methods approach, aimed at assessing both changes in psychological variables using standardized instruments and the participants' subjective experiences, in order to gain a comprehensive understanding of the intervention's effects.

2 METHODOLOGICAL DESIGN

The study adopted a mixed-methods approach, with a quantitative focus, of an exploratory nature. A single-group pre-post pre-experimental design was implemented to evaluate the effect of a virtual pedagogical intervention based on mindfulness. The research was structured in three phases: an initial assessment using standardized questionnaires, the implementation of the intervention and its evaluation by the students, and a final assessment using the same instruments applied in the initial phase.

The overall objective of the study was to analyze the effect of a virtual mindfulness-based program on flourishing, perceived emotional intelligence (PEI), Grit, mindfulness, and growth mindset among college students. Based on this objective, three specific objectives were defined: (a) to assess the

²⁴J. KABAT-ZINN, *Full Catastrophe Living. How to Cope with Stress, Pain and Illness using Mindfulness Meditation*, Bantam, New York 2013.

baseline levels of the variables studied according to the participants' gender; (b) to analyze the influence of the educational intervention once its implementation was completed; and (c) to investigate students' perceptions of the workshop experience, the variables addressed, and the perceived needs for its development.

In line with these objectives, two hypotheses were formulated: first, that there would be significant initial differences in the study variables based on the students' gender; and second, that the mindfulness-based educational intervention would promote increased levels of flourishing, PEI, Grit, mindfulness, and growth mindset.

2.1 *Sample*

The research was conducted with students at a private university in Buenos Aires (Argentina), where the researchers are based. This university implements the 'Vida Universitaria [University Life]' outreach program, designed to promote students' holistic development through elective activities linked to various aspects of personal growth. Within this framework, students must earn academic credits by participating in cultural, social, athletic, and educational activities.

The intervention took place during the virtual workshop 'Vitamins for Life: Essential Keys to Your Personal Development', for which students voluntarily enrolled, fully aware that their participation would be part of a research study. Following registration and formal acceptance via informed consent, a non-probabilistic convenience sample was formed, consisting of 23 students from various faculties: Business, Communication, Law, Biomedical Sciences, and Engineering.

The participants had begun their undergraduate studies between 2018 and 2025, with the largest group entering in 2024. In terms of sociodemographic characteristics, the sample consisted of 13 males (57%) and 10 females (43%), with an average age of 17.4 years.

2.2 *Instruments*

Sociodemographic questionnaire: An ad hoc questionnaire was designed to collect basic information for characterizing the sample, including gender, age, major, and institution of enrollment.

PERMA profile: The scale developed by Butler and Kern,²⁵ based on Seligman's²⁶ theoretical model, was used in its version for Argentine university students.²⁷ The instrument consists of 23 Likert-scale items, scored from 0 to 10, distributed across the five pillars of well-being: Positive Emotion (PE), Engagement, Positive Relationships (PR), Meaning, and Achievement. The scale yields specific scores for each pillar and an overall well-being index, calculated by excluding the additional dimensions.

Grit-O Scale: The Grit scale developed by Duckworth *et al.*²⁸ was used, in its version validated for Argentine university students.²⁹ It consists of 12 items distributed across two factors: Perseverance of Effort and Consistency of Interest. The instrument provides an overall grit score ranging from 1 to 5, with higher scores indicating greater tenacity.

Trait Meta-Mood Scale-24: To assess the PEI, the TMMS-24 was used, based on the model by Salovey *et al.*,³⁰ as validated for Argentine students by González *et al.*³¹ It consists of 24 items in a five-point Likert scale format and assesses three dimensions: Attention, Clarity, and Repair.

Growth Mindset Scale: The Growth Mindset Scale proposed by Dweck³² was used, in the Argentine adaptation by García Coni *et al.*³³ It features a five-point Likert scale and consists of eight items. It provides an overall growth mindset index.

Mindful Attention Awareness Scale: Mindfulness was assessed using the Mindful Attention Awareness Scale (MAAS) developed by Brown and Ryan³⁴ and validated

²⁵J. BUTLER, M. J. KERN, *The PERMA-Profiler*, cit.

²⁶M. SELIGMAN, *Flourish*, cit.

²⁷N. WAIGEL, V. LEMOS, *Psychometric Properties of PERMA Profiler Scale in Argentinian Adolescents*, «International Journal of Psychological Research», 16/1 (2023), pp. 103-113.

²⁸A. DUCKWORTH *et al.*, *Grit: Perseverance and Passion for Long-Term Goals*, cit.

²⁹M. TORTUL, F. DAURA, B. MESURADO, *Análisis factorial, de consistencia interna y de convergencia de las escalas Grit-O y Grit-S en universitarios argentinos*, cit.

³⁰P. SALOVEY *et al.*, *Emotional Attention, Clarity, and Repair: Exploring Emotional Intelligence using the Trait Meta-Mood Scale*, cit.

³¹R. GONZALEZ, J. B. CUSTODIO, F. J. P. ABAL, *Propiedades psicométricas del Trait Meta-Mood Scale-24 en estudiantes universitarios argentinos*, «Psicogente», 23/24 (2020), pp. 1-26.

³²C. S. DWECK, *Mindset: How You Can Fulfill Your Potential*, cit.

³³A. GARCÍA CONI, L. B. SALDI, *El papel de la mentalidad de crecimiento en el desempeño de estudiantes de escuela primaria*, «Actualidades Psicológicas», 36/133 (2022), pp. 42-57.

³⁴K. BROWN, R. RYAN, *The Benefits of Being Present: Mindfulness and Its Role in Psychological Well-Being*, «Journal of Personality and Social Psychology», 84 (2003), pp. 822-848.

among Argentine university students.³⁵ It consists of 15 Likert-scale items, with response options ranging from 1 (almost always) to 6 (almost never) and allows for the assessment of dispositional levels of mindfulness.

Evaluation Questionnaire: designed ad hoc to gather students' evaluations of various aspects of the workshop (organization, dynamics of synchronous sessions, teaching performance, and asynchronous activities) and their experience during the pedagogical program. Given the space available in this paper, the analysis focused exclusively on this last aspect.

Regarding the psychometric properties of the instruments in the present sample, internal consistency indices were calculated for each scale. The PERMA Profile yielded a Cronbach's alpha of [$\alpha = 0.919$] for the overall well-being index. The TMMS-24 showed alphas of [$\alpha = 0.810$] for Attention, [$\alpha = 0.770$] for Clarity, and [$\alpha = 0.781$] for Repair. The Grit-O Scale yielded [$\alpha = 0.875$] for the overall score; $\alpha = 0.856$ for CI and $\alpha = 0.859$ for PE. The Growth Mindset Scale and the MAAS yielded alphas of [$\alpha = 0.784$] and [$\alpha = 0.876$], respectively.

2.3 Procedure

The research was conducted within the framework of the virtual workshop 'Vitamins for Life: Essential Keys to Your Personal Development'. Prior to the start of the study, the necessary institutional authorizations were obtained and the required logistical arrangements were coordinated.

The intervention lasted a total of two months and was structured in four stages: voluntary enrollment of participants, administration of the instruments in the pretest, implementation of the educational intervention—which included synchronous virtual meetings and asynchronous activities—and administration of the instruments in the posttest. The students were informed about the study's objectives, the voluntary nature of their participation, and the confidential treatment of their data, and they provided informed consent.

The virtual workshop consisted of 21 credit hours distributed over 8 weeks and was divided into 3 modules. Each module started with a 90-minute synchronous meeting that included the presentation of the modules' content, mindfulness exercises, alongside individual tasks and activities aimed at self-reflection and goal settings. The first module aimed to strengthen self-awareness, the pursuit of balance, and the participants' motivation to achieve their goals. The synchronous session was followed by asynchronous activities with guided body-scan

³⁵L. EIDMAN, M. RODRIGUEZ DE BEHREND, G. SEIF, *Propiedades psicométricas de la Mindful Attention Awareness Scale (MAAS) en estudiantes universitarios argentinos*, «Ciencias Psicológicas», 16/1 (2022), pp. 1-13.

meditation (approximately 15 minutes) and structured self-reflection activities in which participants identified personal values and short-term goals.

The second module addressed specific strategies for planning personal goals and achieving greater personal organization. Asynchronous tasks included different activities referred to planning exercises and a reading on procrastination and self-regulation strategies.

Finally, the third module consisted of self-assessment of personal strengths and reinforcement of self-efficacy. The asynchronous component involved the completion of a personal strengths inventory and the drafting of an individual development plan. At the end of each module, open-ended questions were administered to assess the students' experience.

It should be noted that the present study follows a pre-experimental, single-group pre- post design without a control group. Given this design, along with the small sample size and the voluntary nature of participation, the study is explicitly exploratory in scope. The results should therefore be interpreted with caution: while the data allow for the identification of trends and preliminary patterns, they do not permit causal inferences regarding the effects of the intervention.

The data were processed anonymously and used exclusively for academic and research purposes. The quantitative analysis included descriptive statistics to characterize the sample and Student's *t*-tests for independent samples to examine initial differences by gender. Additionally, paired *t*-tests were applied to compare pre-test and post-test measurements and evaluate the effect of the educational intervention, using a significance level of $p < .05$.

The qualitative analysis of the questionnaire was conducted using Grounded Theory, with the support of Atlas.ti software, with the aim of identifying emerging categories and meanings.³⁶ Finally, a triangulation of the quantitative and qualitative data was performed to achieve a comprehensive understanding of the effects of the intervention.³⁷

3 RESULTS

3.1 *Baseline Differences in the Main Study Variables by Participant Gender*

To analyze gender differences in the variables under study, descriptive analyses and Student's *t*-tests for independent samples were conducted on the scores from

³⁶B. G. GLASER, A. L. STRAUSS, *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Aldine, New York 1967; A. STRAUSS, J. CORBIN, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, Sage Editions, Thousand Oaks 1998.

³⁷M. Q. PATTON, *Qualitative Research & Evaluation Methods*, Sage Publications, London 2002.

the baseline measurement. Previously, the assumption of homogeneity of variances was assessed using Levene's test, which was met for all analyzed variables (all p -values > 0.05); therefore, equal variances were assumed in the corresponding comparisons (*Table 1*).

Variable/dimensions	M(Sd)	M(SD)	T	P
	males (n=13)	females (n=10)		
PE	7.19	7.33	0.260	0.797
Commitment	7.10	7.72	1.244	0.226
PR	7.90	8.36	0.855	0.401
Meaning	8.10	8.00	-0.193	0.849
Achievement	7.69	7.53	-0.406	0.688
GW	7.59	7.79	0.489	0.630
Attention	26.79	26.75	-0.013	0.989
Clarity	24.36	23.83	-0.299	0.768
Repair	25.36	24.92	-0.239	0.813
CI	3.452	3.417	-0.134	0.894
PE	3.881	3.806	-0.394	0.697
GG	3.726	3.667	-0.280	0.782
GM	4.063	4.031	-0.137	0.892
Mindfulness	2.771	3.083	0.891	0.382

Table 1 – Initial differences between males and females in the main study variables.

Note: GW = Global Wellbeing; CI = Consistence of Interest; PE = Perseverance of effort; GG Global Grit; GM = Growth mindset

With regard to flourishing, as assessed using the PERMA profile, the analyses did not reveal any statistically significant differences between women and men in any of the dimensions or in the overall well-being score. However, the descriptive analysis revealed trend differences, with slightly higher mean scores among women in positive emotions and engagement, and somewhat higher scores among men in the achievement dimension.

Regarding the PEI, no significant differences by sex were identified in the dimensions of attention, clarity, and repair (all p -values > 0.05). It should be noted, however, that in the clarity dimension, both groups had mean scores below the values considered adequate according to the proposed normative criteria,³⁸ an aspect that is relevant from a preventive and educational perspective.

Regarding Grit, no statistically significant differences were found between women and men in terms of consistency of interests, perseverance of effort, or overall score, although descriptively, men tended to have slightly higher mean scores.

³⁸P. FERNÁNDEZ-BERROCAL, N. EXTREMERA, N. RAMOS, *Validity and Reliability of the Spanish Modified Version of the Trait Meta-Mood Scale*, «Psychological Reports», 94 (2004), pp. 751-755.

With regard to mindfulness, although female students scored slightly higher on average than male students, these differences were not statistically significant. A similar pattern was observed for growth mindset, where scores were comparable between the two groups and no significant differences were detected.

Overall, no statistically significant differences based on gender were observed in any of the variables analyzed. The descriptive trends noted above should be interpreted with caution, as the sample size limits the statistical power to detect small differences; these patterns do not constitute evidence of gender-based variation and should be explored in future research with larger samples.

3.2 Results and Analysis of the Intervention

The following analyses were conducted within the framework of a pre-experimental, single-group pre- post design without a control group. Given this design and the small sample size, the results are explicitly exploratory in nature and should not be interpreted as evidence of causal effects.

Paired Student's t-tests were conducted to compare pre- and post-intervention scores on the various psychological variables assessed (*Table 2*).

variable	t	gl	p	d
pe	0.66	22	0.52	0.14
commitment	1.14	22	0.27	0.24
pr	0.78	22	0.44	0.16
meaning	0.66	22	0.52	0.14
achievement	1.14	22	0.27	0.24
gw	1.22	22	0.24	0.25
attention	0.00	22	1.00	0.00
clarity	2.00	22	0.04	0.42
repair	1.29	22	0.21	0.27
ci	2.00	22	0.06	0.42
pe	0.56	22	0.58	0.12
gg	0.20	22	0.85	0.04
gm	0.50	22	0.62	0.10
mindfulness	1.22	22	0.24	0.25

Table 2 – Pre- and post-intervention results for the main study variables.

Note:GW = Global Wellbeing; CI = Consistence of Interest; PE = Perseverance of Effort; gg Global Grit;

GM = Growth mindset

The results indicated a statistically significant difference in the Clarity dimension of the TMMS-24, $t(22) = 2.00$, $p = 0.036$, with a small to moderate effect size ($d = 0.42$). This result indicates that, following the intervention, students achieved a greater ability to identify and understand their own emotional states.

Regarding the Grit interest consistency variable, a marginal difference was observed, $t(22) = 2.00$, $p = 0.058$, accompanied by a small to moderate effect size ($d = 0.42$), suggesting a trend toward change in the expected direction. Although this result does not allow us to reject the null hypothesis under strict criteria, the p -value and the magnitude of the effect suggest a possible incipient effect, consistent with the idea that the intervention could promote greater motivational stability over time, a process that likely requires longer-term interventions to become established.

Both findings are conceptually consistent with mindfulness-based interventions, which typically have an impact first and foremost on metacognitive and emotional awareness processes, rather than on broader affective or dispositional changes.³⁹ In this regard, the effect size observed for clarity is noteworthy, especially given the limited duration of the intervention and the sample size.

No statistically significant differences were found in the other variables assessed; however, in most cases, post-intervention scores tended to be higher than those obtained at baseline. This pattern suggests the presence of consistent favorable changes, albeit of limited magnitude, which may not have reached statistical significance due to power constraints. Consequently, these results should not be interpreted as a failure of the intervention, but rather as an expected outcome in studies with small samples ($n = 23$), pre-post designs without a control group, and constructs of a relatively dispositional nature.

Overall, the results suggest an emerging and circumscribed impact of the intervention, with more discernible effects on emotional awareness processes and modest positive trends in some dimensions of well-being and self-regulation. These findings should be interpreted with caution, given both the exploratory nature of the study and the methodological constraints outlined above. Previous research suggests that complex constructs such as those examined here often require longer interventions, sustained engagement in systematic practices, or extended implementation contexts before measurable changes become evident.⁴⁰ Furthermore, in pre-experimental studies based on voluntary participation, statistical power is often limited, reducing the likelihood of detecting small or mod-

³⁹J. G. ALLEN, J. ROMATE, E. RAJKUMAR, *Mindfulness-Based Positive Psychology Interventions: a Systematic Review*, «BMC Psychology», 9/116 (2021), pp. 1-18; D. COOPER, K. YAP, L. BATALHA, *Mindfulness-Based Interventions and their Effects on Emotional Clarity: A Systematic Review and Meta-Analysis*, «Journal of Affective Disorders», 235 (2018), pp. 265-276; M. MOHEBI *et al.*, *Examining the Effects of Mindfulness-Acceptance-Commitment Training on Self-Compassion and Grit among Elite Female Athletes*, «International Journal of Environmental Research and Public Health», 19(1)/134 (2021), pp. 1-16, <https://doi.org/10.3390/ijerph19010134>.

⁴⁰J. DURLAK *et al.*, *The Impact of Enhancing Students' Social and Emotional Learning: a Meta-Analysis of School-Based Universal Interventions*, «Child Development», 82/1 (2011), pp. 405-432; D. YEAGER, C. S. DWECK, *What can be Learned from Growth Mindset Controversies?*, «American Psychologist», 75/9 (2020), pp. 1269-1284.

erate effects even when real changes occur.⁴¹ Within this context, the significant improvement observed in emotional clarity and the marginal trend in consistency of interest are noteworthy and appear consistent with prior evidence suggesting that emotional recognition may be particularly responsive to brief interventions incorporating reflexive, mindfulness-based, or metacognitive components.

Beyond these methodological considerations, several alternative explanations may also have contributed to the observed findings. The voluntary nature of participation may have introduced self-selection effects, whereby students who chose to enroll were already more motivated or predisposed toward personal development activities, potentially influencing both baseline scores and responsiveness to the intervention. Likewise, motivational and social factors associated with participation in a synchronous virtual group experience may have shaped participants' positive evaluations independently of the specific psychological mechanisms targeted by the program. These considerations highlight the preliminary nature of the findings and reinforce the need for future studies employing larger samples and controlled designs before broader conclusions can be drawn.

3.3 *Qualitative Results: Students' Experiences*

To explore the participants' experiences, an open-ended questionnaire was administered at the end of each module. Twenty-three students responded in Module 1, 20 in Module 2, and 14 in Module 3. Based on the analysis using Atlas.ti software, a systematic thematic coding procedure was followed, which allowed for the identification of seven main codes based on the recurrence of content and its conceptual relevance.

Given the volume of information and the structure of the workshop, a modular analysis was adopted, which allowed for the examination of specific evaluations for each session and the identification of cross-cutting patterns. In general terms, the results show high satisfaction with the program, with positive feedback across all three modules. Among the most frequent comments are statements such as “the course was very interesting,” “the workshop was very comprehensive,” and “I loved the dynamics,” which indicate sustained positive reception.

One of the key themes identified was mindfulness, which encompasses comments related to a positive assessment of the approach and a call for further exploration (*Figure 1*). In this regard, while the content sparked interest, students pointed out areas where they would have found it valuable to delve deeper. Among the most frequently mentioned topics were self-awareness, Grit, and the distinction between “way of being” and “way of doing,” along with other topics

⁴¹J. COHEN, *Statistical Power Analysis for the Behavioral Sciences*, Lawrence Erlbaum Associates, New York 1988.

related to well-being and self-regulation (e.g., mental health, gratitude, procrastination, and daily routine planning).

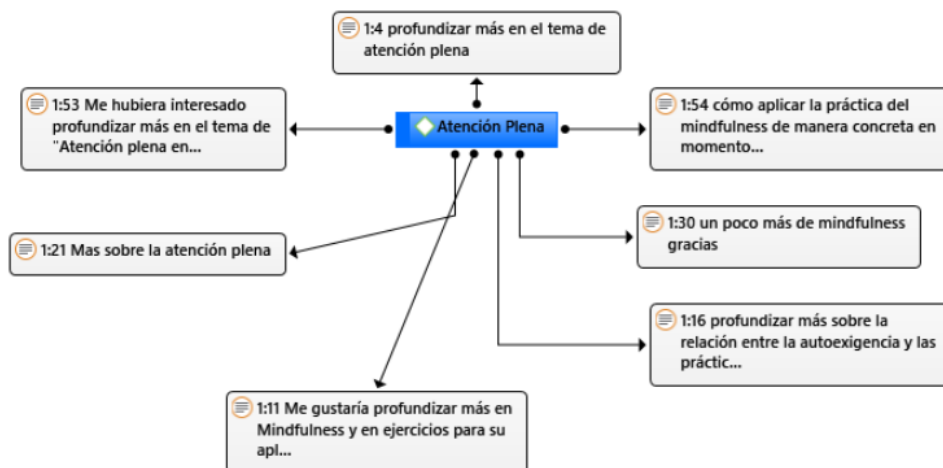


Figure 1 – Comments on the need to explore mindfulness in greater Depth (Mindfulness). Note: the phrases appear in Spanish, as it is the original language in which the participants commented about the program.

Regarding Module 1, the feedback was very positive, with particular praise for the workshop's content and dynamics (Figure 2). The suggestions made did not call the proposal itself into question, but rather focused on exploring specific topics in greater depth, while maintaining an enthusiastic tone throughout.

For Module 2, the same analysis procedure was followed. The responses again reflected a highly positive evaluation, highlighting the perception of the workshop's comprehensiveness and coherence (Figure 3).

In Module 3, participants expressed high satisfaction with the program's structure, time management, and work dynamics, stating "I loved the workshop dynamics" and "the entire course was great" (Figure 4). These comments reinforce the consistency of the perceived impact throughout the intervention.

The results show that the intervention was experienced in a positive and meaningful way, highlighting interest in the content and appreciation of the proposed activities. Likewise, requests for deeper exploration of topics can be interpreted as an indicator of active engagement and progressive mastery of the key areas addressed, which is consistent with the favorable changes observed in the quantitative measurements.

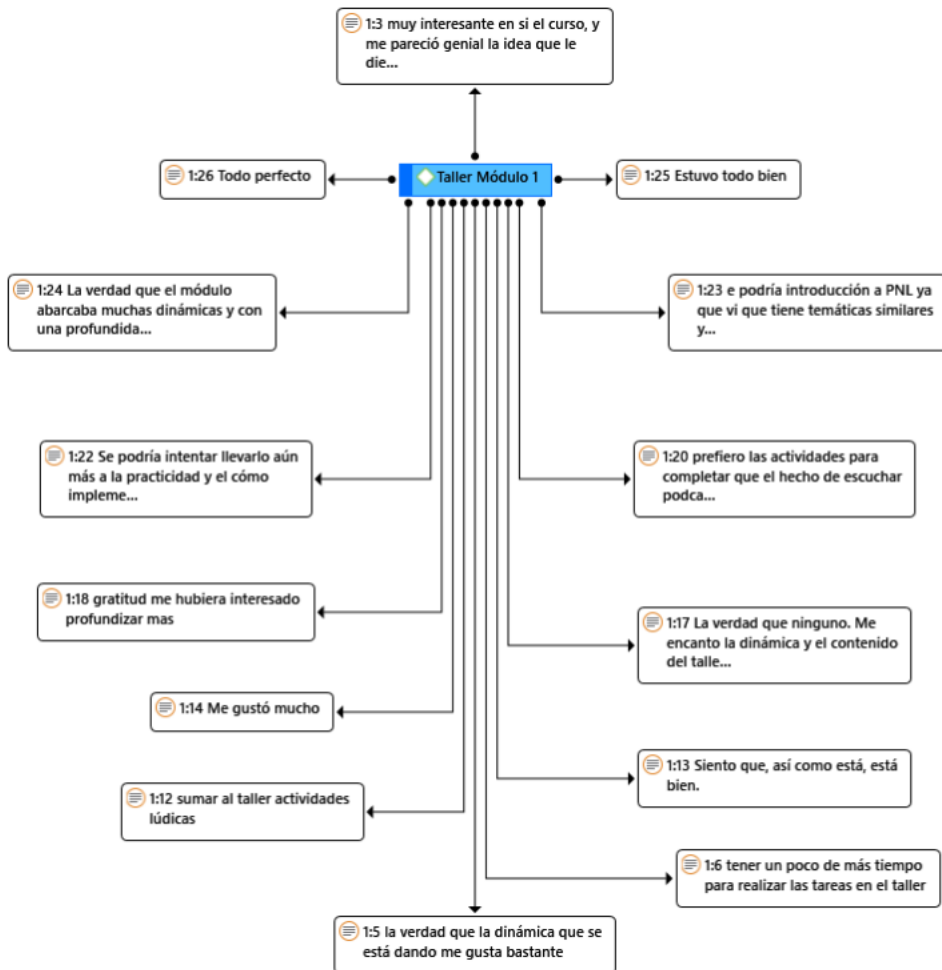


Figure 2 – Comments on the Workshop from the Module 1 evaluation responses.

3.4 Triangulation of Quantitative and Qualitative Data

The integrated analysis of quantitative and qualitative data allows for a deeper understanding of the intervention's effects, overcoming the limitations inherent in each approach when considered in isolation. In this regard, the triangulation performed reveals a pattern of partial convergence and complementarity between the two sets of results.

From a quantitative perspective, the intervention showed a specific and limited impact within the constraints of an exploratory pre-experimental design. The only statistically significant finding was an improvement in the clarity di-

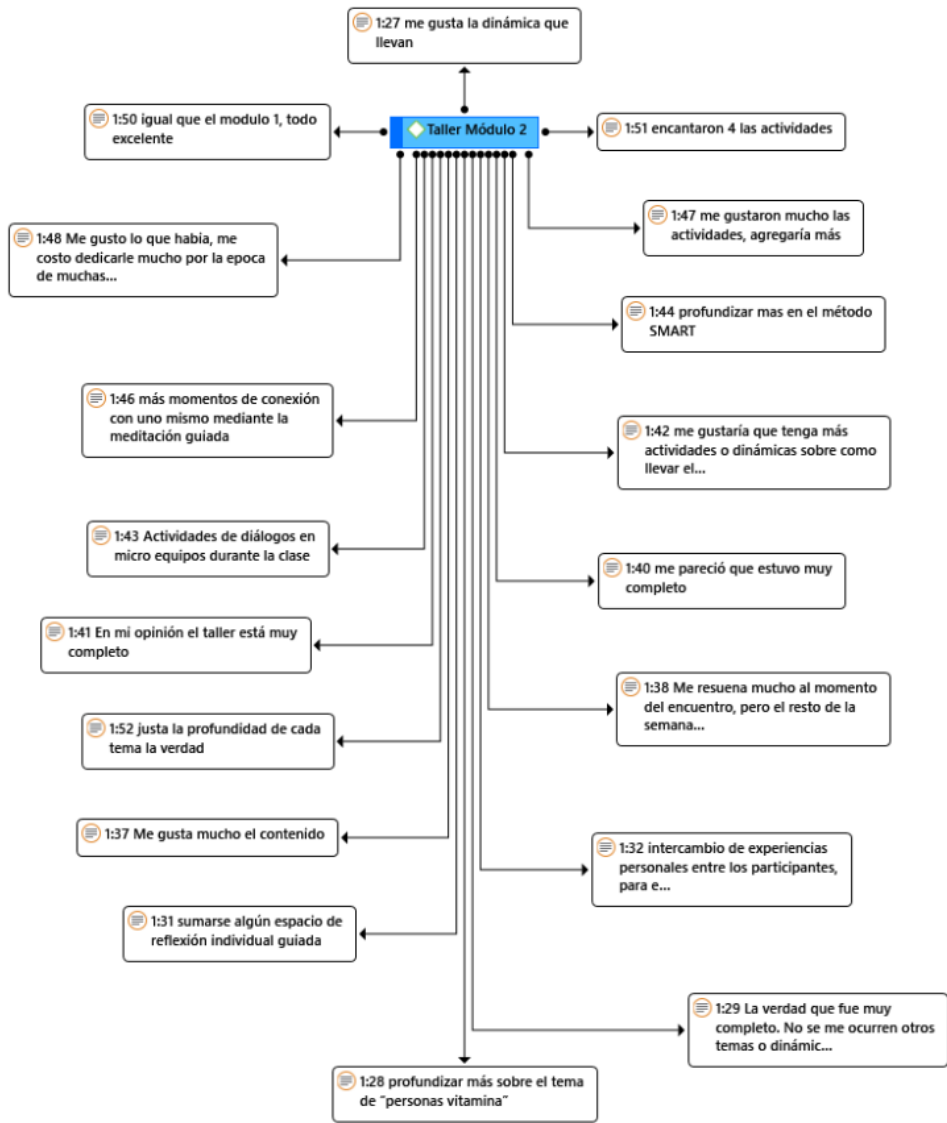


Figure 3 – Comments on the Workshop from the Module 2 evaluation responses.

mension of the PEI, accompanied by a marginal trend in consistency of interest. These findings suggest that the workshop may have supported processes of emotional awareness and identification, which are recognized as primary targets of mindfulness-based programs. However, given the absence of a control group and the potential influence of self-selection and motivational factors related to voluntary participation, these results should not be interpreted as evidence of a causal

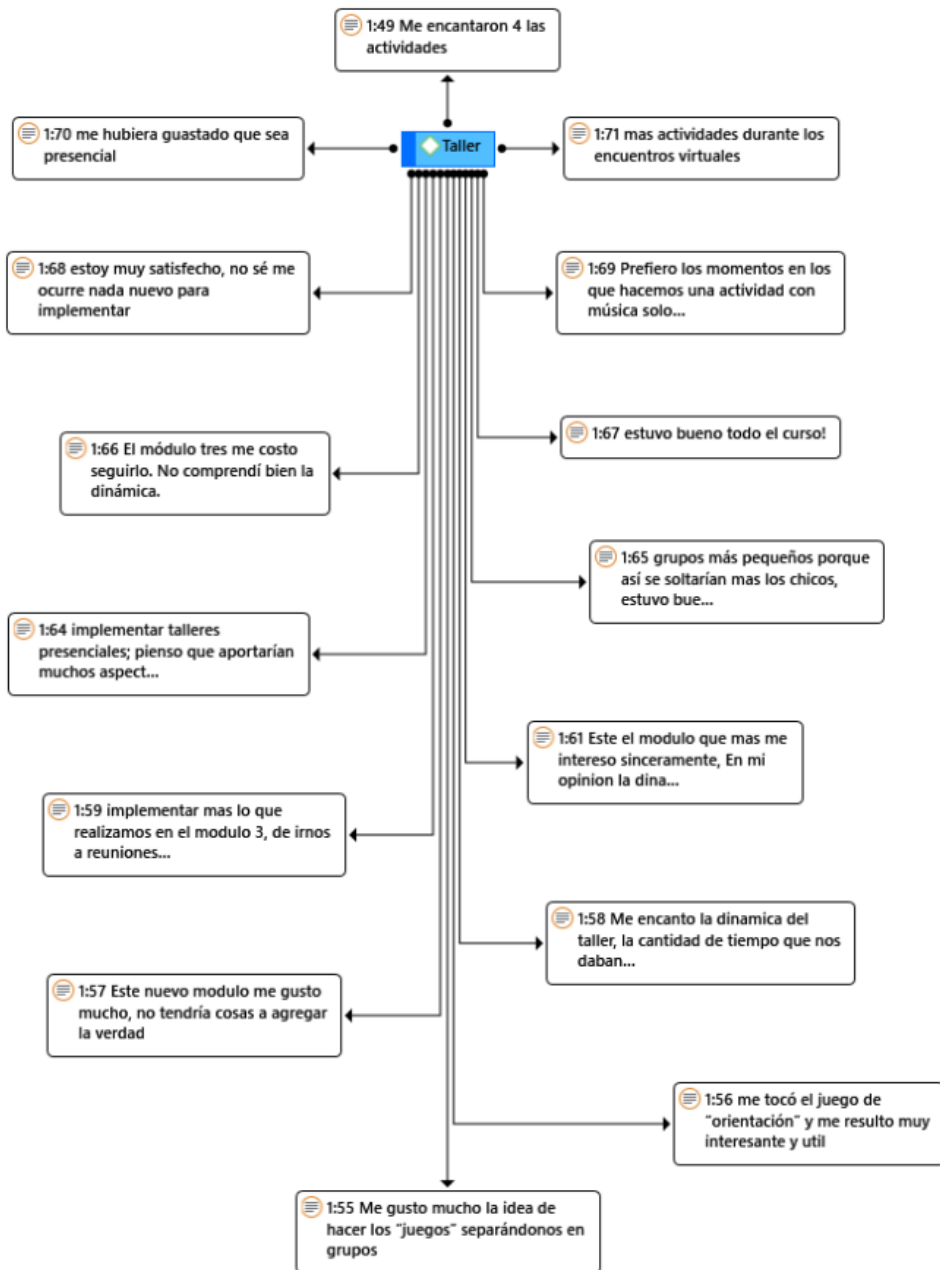


Figure 4 – Comments on the Workshop from the Module 3 evaluation responses

effect of the intervention.

The qualitative results reinforce and expand upon this interpretation. The ex-

periences described by the students reveal a high level of subjective engagement, a sense of ownership of the content, and a consistently positive evaluation of the workshop. In particular, the repeated emergence of themes related to mindfulness, self-awareness, emotional awareness, and personal reflection is consistent with the increase in clarity observed in the quantitative data. Participants reported gaining greater awareness of their internal states, as well as new tools to interpret and manage them, which constitutes precisely the conceptual core of this dimension.

Regarding the marginal trend observed in Consistency of Interest, the qualitative data provide relevant insights. The requests for deeper exploration of topics such as grit, planning, procrastination, and self-regulation suggest that students began to reflect on their relationship with sustained effort and long-term motivation, even though these processes do not immediately translate into robust changes at the psychometric level. From this perspective, the marginal quantitative result should not be interpreted as a weak finding, but rather as a possible early indicator of ongoing change processes, the consolidation of which would require more time for practice and support.

The absence of statistically significant differences in other variables can be interpreted differently in light of the qualitative analysis. Far from lacking impact, the students' accounts show that the intervention was meaningful, transformative, and inspiring, prompting reflections on habits, emotions, and personal goals. The disconnect between subjective experience and statistical data can be explained by power limitations, the relative stability of the constructs assessed, and the gradual nature of personal development processes, which typically manifest first at the experiential level rather than in standardized measurements.

At the same time, the triangulation performed supports the conclusion that the intervention produced early changes, particularly in terms of emotional awareness and understanding, accompanied by consistent positive trends in other dimensions.

From a methodological perspective, partial convergence reinforces the internal validity of the study and justifies the use of mixed-methods approaches for evaluating psychoeducational interventions, especially when working with small samples and pre-experimental designs. In applied terms, the results suggest that the workshop constitutes a valuable learning experience, with the potential to generate broader impacts if implemented with greater duration, intensity, or longitudinal follow-up.

4 CONCLUSIONS

The aim of this study was to evaluate the effect of a mindfulness-based psychoeducational intervention on flourishing, the PEI, Grit, mindfulness, and growth mindset among college students, using a pre–post design and a mixed-methods approach. The results are interpreted within the explicit constraints of an exploratory pre-experimental design and do not permit causal inferences; they are presented as preliminary evidence intended to inform future, more controlled research.

From a quantitative perspective, the intervention produced a circumscribed but meaningful impact. The only statistically significant finding was an improvement in the clarity dimension of the TMMS-24, $t(22) = 2.00$, $p = 0.036$, with a small to moderate effect size ($d = 0.42$), indicating that participants showed greater ability to identify and understand their own emotional states following the intervention. A marginal trend was additionally observed in consistency of interest ($p = 0.058$, $d = 0.42$), suggesting an incipient shift in motivational stability that did not reach conventional significance thresholds. These targeted effects are consistent with the existing literature on brief mindfulness-based interventions, which typically produce more immediate changes in metacognitive and emotional awareness processes rather than in broader dispositional constructs. No statistically significant differences were found in flourishing, engagement, positive relationships, meaning, achievement, overall well-being, attention, repair, perseverance of effort, growth mindset, or dispositional mindfulness. Descriptive analyses, however, revealed modest positive trends across most variables, which should be explored in studies with greater statistical power before drawing substantive conclusions.

The qualitative analysis of participants' experiences provides an essential complement to these quantitative findings. The sustained positive evaluations across all three modules, the high levels of subjective engagement, and the consistent emergence of themes related to mindfulness, self-awareness, and personal reflection converge with the quantitative improvement in clarity and lend plausibility to the modest positive trends observed in other dimensions. The qualitative data also reveal that students began reflecting on their relationship with sustained effort, goal pursuit, and self-regulation—processes that are unlikely to crystallize in psychometric scores within an eight-week intervention but that may represent early-stage change that deserves longitudinal tracking—. Data triangulation reinforces the internal coherence of the study and supports the conclusion that the intervention produced early, experientially grounded changes in emotional awareness.

Among the study's main strengths is its integration of validated instruments adapted to the Argentine university context across five theoretically interrelated

constructs, an approach that is relatively novel in local research. The mixed-methods design, combining standardized pre-post measurement with systematic qualitative analysis using Atlas.ti and Grounded Theory, allows for a richer interpretation of outcomes than quantitative data alone would permit. The triangulation of both sources strengthens the study's internal validity and contributes a methodological model that may be useful for evaluating similar brief interventions. The inclusion of a conceptual framework that situates the PERMA model within broader philosophical traditions—particularly Arnold's appraisal theory and Kristjánsson's virtue-ethical account of flourishing—also represents a contribution beyond the strictly psychometric approach that characterizes much of the existing literature in this area. Finally, the study responds to a documented gap in research on flourishing and mindfulness-based interventions in Argentine higher education, providing baseline data and a replicable intervention protocol.

The study's main limitations should be acknowledged clearly. The small convenience sample ($n = 23$), the absence of a control group, the single-institution setting, and the pre-experimental design collectively constrain the generalizability of the findings and preclude causal attribution. The voluntary nature of participation introduces self-selection effects that may have inflated baseline levels or heightened responsiveness to the intervention. Because students choose to participate in a specific program that matches their preferences and personal profiles, a self-selection bias is inevitably introduced. Generally, this self-selection can skew results by creating an interaction between the participant's background and the study's theme or method.⁴² The two-month duration, while appropriate for an exploratory study, is insufficient to produce detectable changes in constructs of a dispositional nature such as grit, growth mindset, or dispositional mindfulness. The absence of a follow-up measurement also prevents any assessment of whether the changes observed—particularly in clarity—were sustained over time.

These limitations, however, define a clear and productive research agenda. Future studies should prioritize randomized or quasi-experimental designs with active control conditions to allow more rigorous evaluation of the intervention's specific effects. Larger and more diverse samples, including students from public universities and different socioeconomic backgrounds, would strengthen external validity and allow meaningful comparisons across gender, faculty, and year of study. Longitudinal designs with follow-up measurements at three, six, and twelve months are needed to assess the stability of changes in emotional clarity and to determine whether the incipient trends observed in consistency of interest and other variables consolidate over time. It would also be valuable to examine

⁴²I. KAŻMIERCZAK, A. ZAJENKOWSKA, R. ROGOZA, P. K. JONASON, P. K. SCIGAŁA, *Self-Selection Biases in Psychological Studies: Personality and Affective Disorders are Prevalent Among Participants*, «PLOS ONE», 18/3 (2023), e0281046, <https://doi.org/10.1371/journal.pone.0281046>

dose-response relationships—that is, whether longer or more intensive versions of the intervention produce stronger or broader effects—and to disaggregate the active components of the workshop (mindfulness practices, self-reflection activities, psychoeducational content) to identify which elements drive change in specific constructs. Finally, the theoretical framework developed here, which situates psychometric operationalizations of flourishing within Arnold’s appraisal theory and Kristjánsson’s virtue-ethical perspective, opens a line of inquiry into whether interventions oriented toward character development and practical wisdom produce different or complementary outcomes compared to those focused primarily on hedonic and functional well-being.

In summary, the present study contributes preliminary evidence that a brief mindfulness-based educational intervention can support early processes of emotional awareness and self-reflection in university students, with the clarity dimension of PEI, EI emerging as particularly responsive to this type of program. While the scope of demonstrable effects is modest and must be interpreted within the constraints of an exploratory design, the convergence of quantitative and qualitative findings, combined with the theoretical and methodological contributions of the study, supports its value as a foundation for more rigorous future research and as a practical model for the design of well-being programs in Argentine higher education.

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