The Effect of Positive Psychology on Human Flourishing Among Adolescent Students in The University of Buea

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Article Info	ABSTRACT
Corresponding Author: Busi Ernest Neba E-mail: neba.ernest@yahoo.com	This study aimed at investigating the effect of Positive Psychology on Human flourishing among Adolescents in the University of Buea with the following indicators, positive emotions, positive mental health, accomplishment and mindfulness. The study made used of a descriptive survey research design with a sample size of 200 adolescent students from the University of Buea. Questionnaire was to collect the data for the study. The descriptive statistics was used to analyze the data collected from respondents done and presented with the use of simple percentages, tables and figures. The findings of this study revealed that positive emotions positively affect students flourishing in the University Buea. Findings equally unveiled that positive mental health positively affect students flourishing in the University Buea. Findings also showed that being mindful positively affect students flourishing in the University Buea. Lastly, findings revealed that accomplishments positively affect students flourishing in the University Buea. Based on the findings, it was concluded the application of positive psychology positively affect human flourishing in the University of Buea. Based on the findings, it was recommended that administration and counseling professionals to look for ways of prevention and intervention to address low flourishing in university. **Keywords:** Positive psychology, positive emotions, positive mental health, mindfulness, adolescents, human flourishing

INTRODUCTION

Positive psychology emphasizes thriving as a key element in success (Schreiner, 2015). Thriving in higher education is defined as "fully engaged intellectually, socially, and emotionally in the college experience" (Schreiner, 2010). Successfully thriving recognizes the importance of academics as well as the development of time management, optimism, appreciation of differences in others, and community involvement (Schreiner, 2010). The use of positive psychology to education has the potential to drive the transformation of students in higher education (Schreiner, 2015). Seligman & Csikszentmihalyi (2000) define positive psychology as the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life.

Positive psychology serves to improve the initiative, engagement, and self-efficacy of youths which contributes to a solid foundation for a student's personal and professional success (Buck, Carr, & Robertson, 2008). The following are dimensions of positive psychology, positive emotions, positive mental health, accomplishment and mindfulness. Positive emotions are a central feature of subjective well-being and happiness (Malti & Noam, 2016). Positive emotions

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predict or contribute to a wide range of desirable outcomes (Kok, 2013). Positive emotions are shown to predict positive school functioning, that is, school satisfaction, adaptive coping, school engagement, self-regulated learning and motivation and overall school achievement (Datu & King, 2018). The presence of positive emotions is an important aspect of adolescents' social-emotional well-being. Successful social-emotional development during adolescence includes understanding emotional experiences in the self and others, regulating and expressing emotions in an age-appropriate way and the ability to establish, maintain, and develop healthy relationships with peers and adults (Malti & Noam, 2016).

Positive mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community (World Health Organization, 2014). Positive mental health is the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face (Public Health Agency of Canada (PHAC), 2014). It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity' (Orpana, Vachon Dykxhoorn, McRae, Jayaraman, 2016). The definitions of positive mental health are, and should be to some degree, context dependent (Karlsson, 2012). Positive mental health is the ability to build and maintain relationships, possess coping skills, pursue personal growth and autonomy, and participate in religious and spiritual practices (Vaingankar, 2012). Gains in positive mental health predict declines in mental disorders, while losses of positive mental health predicted increases in mental disorders (Keyes, Dhingra & Simoes, 2010). A growing body of evidence shows that high levels of well-being are good for individuals and society, and are associated with a range of positive outcomes, for example, good health and life expectancy and satisfaction (Huppert, 2013).

Brown and Ryan (2003) sees mindfulness as a flexible state of mind consciousness of an individual surrounding with polished attention and non-evaluative awareness of one's internal and external experiences. Mindfulness is a practice of paying attention to the present moment in a purposeful and nonjudgmental manner (Kabat-Zinn, 2009). Another conceptualization argues that mindfulness is a state of awareness of oneself and the environment without judging or reacting non-intentionally while involved in describing one's subjective experience (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006). Mindfulness can be improved through resilience as mindful people are better able to respond to difficult situations; they tend to be more creative and easily cope with difficult thoughts and emotions without becoming overwhelmed or aggressive (Langer & Moldoveanu, 2000). Mindfulness can be considered as an enhanced attention and awareness of current experience or present reality. Specifically, a core characteristic of mindfulness has been described as an open or receptive awareness and attention (Martin, 1997), which may be reflected in a more regular or sustained state of mind consciousness with respect to ongoing events and experiences. Mindfulness practices have been shown to have a positive impact on life satisfaction (Hu, Zhang, & Wang, 2015). Mindfulness also has an impact on flourishing and well-being (Akin &Akin, 2015).

According to Rasmussen (2012), human flourishing includes basic or 'generic' goods and virtues for example, such goods as knowledge, health, friendship, creative achievement, beauty, and pleasure, and also such virtues (or rational dispositions) as integrity, temperance, courage, and justice, which are valuable not merely as means to human flourishing but as expressions of it. The advancement of flourishing is evident in social policy and legislation, reflected in international treaties such as the United Nations Convention on the Rights of the Child (UNCRC) (United Nations General Assembly, 1989). Among the key guiding principles of the UNCRC that advances children and adolescents' flourishing are the "best interest of the child" and the rights and protection of each child. The UNCRC adopted the notion of adolescents as socially active agents in delivering new solutions to problems confronting them, and as a result, are consulted in the design and implementation of new solutions (United Nations General Assembly, 1989).

Flourishing is the ultimate end-state in psychology and served as a key concept in the field of positive psychology and its related research domains (Hone, Jarden, Schofield, & Duncan, 2014). Flourishers are those individuals with both high levels of hedonic well-being and eudemonic well-being. Although many researchers have focused on one or another of these

domains, only few have investigated the comprehensive state of flourishing (Schotanus-Dijkstra, 2016). Flourishing is a measure of overall life well-being and is viewed as an important idea of happiness (Fredrickson & Losada, 2005). Many components and concepts contributed to the overall concept of flourishing and the benefits of a life that can be characterized as flourishing (Huppert & So, 2013).

Statement of the research problem : Flourishing in Sub Saharan Africa is a nightmare, as adolescents find it difficult to transit from adolescents to adulthood positively. Gaining financial independence is difficult, adolescent sometimes leave school and start wandering in search of jobs. With all the financial demands to meet up with their school needs, some drop out from school while others continue being resilient. This sometimes affect their mental health, derail their life course and affect their inner happiness.

General objetive of this research To investigate the effect of positive psychology on adolescents flourishing in the University Buea. Specific Objectives i)To find out the effects of positive emotions on adolescents flourishing in the University Buea . ii) To investigate the effect of positive mental health on adolescents flourishing in the University Buea. iii) To examine the effect of accomplishments on adolescents flourishing in the University Buea. iv)To investigate the effect of mindfulness on adolescents flourishing in the University Buea.

METHODS

The descriptive survey was used. The population of the study was made up of 200 University adolescent students from the Faculty of Arts, Science, Education and Social and Management Sciences of the University of Buea. The simple random technique was used. Questionnaires was used to collect data.

Literature Review
Positive Psychology

Seligman & Csikszentmihalyi (2000) define positive psychology as the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life. Positive psychology is focused on living according to what holds the greatest value in life and which contributes to a well-lived and fulfilling lifeSeligman (2002) referred to "the good life" here, as using your signature strengths every day to produce authentic happiness and abundant gratification.

Positive psychology is the scientific study of what makes life most worth living, focusing on both individual and societal well-being (Seligman & Csikszentmihalyi, 2000). Positive psychology studies positive subjective experience, positive individual traits, and positive institutions and it aims to improve quality of life (Seligman & Csikszentmihalyi, 2021). To Peterson & Seligman (2004), positive psychology is the scientific study of human flourishing and an applied approach to optimal functioning that is concerned with strength and weakness; it is a practice focused on developing the best things in life as well as in repairing the worst. The practice fully acknowledges the importance of understanding how things go wrong, but it flips the focus and emphasizes using the scientific method to determine how things go right (Seligman & Csikszentmihalyi, 2021).

Day (2010) posits that positive psychologists have suggested a number of factors that may contribute to happiness and subjective well-being. For example, social ties with a spouse, family, friends, colleagues, and wider networks; membership in clubs or social organizations; physical exercise, and the practice of meditation. Spirituality can also be considered a factor that leads to increased individual happiness and well-being. Spiritual practice and religious commitment is a topic researchers have been studying as another possible source for increased well-being and an added part of positive psychology (Day, 2010). Happiness may rise with increasing financial income, though it may plateau or even fall when no further gains are made or after a certain cut-off amount (Seligman, Steen, Park, & Peterson, 2005).

Positive psychology complements by emphasizing the study of positive human development, this field helps to balance other approaches that focus on disorder, which may produce only limited understanding (Peterson 2009). Positive psychology has also placed a significant emphasis on fostering positive self-esteem and self-image, though positive psychologists with a less humanist direction are less likely to focus as intently on such topics (Mruk, 2008). The basic premise of positive psychology is that human beings are often intrigued by the future more than they are driven by the past. It also suggests that a combination of positive experiences and emotions concerning the past, the present, and the future leads to a pleasant, happy life (Lee, Steen & Seligman, 2005).

Positive psychologists attempt psychological interventions that foster positive attitudes toward one's subjective experiences, individual traits, and life events (Seligman & Csikszentmihalyi, 2000). The goal is to minimize pathological thoughts that may arise in a hopeless mindset and to develop a sense of optimism toward life (Seligman & Csikszentmihalyi, 2000). Positive psychologists seek to encourage acceptance of one's past, excitement and optimism about one's future experiences, and a sense of contentment and well-being in the present (Shesthra, 2016).

Positive psychologists concerned with education concentrate on strengths-based initiatives and increasing intrinsic motivation in both secondary and postsecondary schools (Louis & Schreiner, 2012). Positive psychologists see educational programs or standardized scores that aim to prevent negative educational outcomes (for example failing or dropping out) as lacking (Marks & Wade, 2015). Positive psychologists in education examine achievement, create opportunities for personal fulfillment, work on brainstorming solutions when facing choice points, emphasize the process of learning, and focus on strengths.

The use of positive psychology to education has the potential to drive the transformation of students in higher education. Positive psychology serves to improve the initiative, engagement, and self-efficacy of our youth which contributes to a solid foundation for a student's personal and professional success (Buck, Carr, & Robertson, 2008). Positive psychology encourages people to flourish (Seligman, 2011). Empowering individuals to focus on their strengths can instill high levels of emotional, psychological, and social well-being. They also look beyond themselves and help others find meaning, purpose, and satisfaction in life (Schreiner, 2015).

Strengthening student engagement through the use of positive psychology have a positive impact on students' success in learning experiences outside of the classroom as well. The application of positive psychology in higher education has benefits across the institution, including positive learning environments, administration and faculty environments, social environments, residential environments, and community environments (Oades et al., 2011). Noble & McGrath (2015) notes that through positive psychology, educators can encourage students to identify new ways of applying their strengths, help them further develop their strengths, and engage in the learning process. The ultimate goal of positive psychology is engaged learning, whereby students meaningfully process what they are learning, attending to what is happening in the moment, and actively participating in the learning experience (Schreiner, 2015). According to Seligman (2002), the three pillars of study of positive psychology are: positive emotions, positive traits (virtues, personal strengths and skills) and the positive institutions that facilitate the development of these emotions and traits. Positive psychology advocates the use of personal strengths (Peterson & Seligman, 2004) to achieve higher levels of well- being.

Positive emotions

Positive emotions include a wide range of feelings, not just happiness and joy (Seligman, 2011). Included are emotions like excitement, satisfaction, pride and awe, amongst others. These emotions are frequently seen as connected to positive outcomes, such as longer life and healthier social relationships (Seligman, 2011). Positive emotions encourage creative thinking to solve interpersonal problems, promote cognitive flexibility, enable assertive decision-making, develop responses of generosity and altruism, increase intellectual resources and counteract depressive tendencies (Greco, Morelato & Ison, 2006).

Sutton and Wheatley (2003) show how positive emotions can form an upward spiral that creates an appropriate classroom climate, a situation associated in turn with healthy development, optimal learning and decreased maladaptive behaviors. According to Javaloy, Páez, and Rodríguez (2009) positive emotions and interpersonal relationships generate happiness therefore it does not seem to be a coincidence that well-being is almost always linked to a social context. Positive emotions are a central feature of subjective well-being and happiness, and positive emotions predict or contribute to a wide range of desirable outcomes including positive self-perceptions and perceptions of others, optimism, sociability, creativity, optimal functioning, mental health and physical well-being (Kok et al., 2013). Furthermore, positive emotions are shown to predict positive school functioning, that is, school satisfaction, adaptive coping school engagement self-regulated learning, motivation and overall school achievement (Zhu et al., 2019).

Positive mental health

Positive mental health refers to the presence of positive emotions and good functioning (in both individual and social environments (Keyes, 2010). Positive mental health is the ability to build and maintain relationships, possess coping skills, pursue personal growth and autonomy, and participate in religious and spiritual practices (Vaingankar, 2012). Positive mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community (World Health Organization, 2014).

Positive mental health is the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face (Public Health Agency of Canada (PHAC), 2014). It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity' (Orpana, Vachon Dykxhoorn, McRae, Jayaraman, 2016). Gains in positive mental health predict declines in mental disorders, while losses of positive mental health predicted increases in mental disorders (Keyes, Dhingra & Simoes, 2010). A growing body of evidence shows that high levels of well-being are good for individuals and society, and are associated with a range of positive outcomes, for example, good health and life expectancy and satisfaction (Huppert, 2013).

Positive mental health is based on six facets: a) Attitudes toward the self, b) Growth, development, and self-actualization, c) Integration, d) Autonomy, e) Perception of reality, and f) Environmental mastery (Guðmundsdóttir, 2011). Positive mental health and positive psychology are intertwined and have developed rapidly during the last few decades, originally as a counteraction against the pathologic view of mental health.

Mindfulness

Brown and Ryan (2003) defined mindfulness as a flexible state of mind consciousness of an individual surrounding with polished attention and non-evaluative awareness of one's internal and external experiences. They defined it as a psychological trait that refers to the tendency of mindfulness in everyday life. Mindfulness is a practice of paying attention to the present moment in a purposeful and nonjudgmental manner (Kabat-Zinn, 2009). Another conceptualization argues that mindfulness is a state of awareness of oneself and the environment without judging or reacting non-intentionally while involved in describing one's subjective experience (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006).

Mindfulness can be improved through meditation or psychological training (Baer et al., 2006). Moreover, mindfulness can be improved through resilience as mindful people are better able to respond to difficult situations; they tend to be more creative and easily cope with difficult thoughts and emotions without becoming overwhelmed or aggressive (Langer & Moldoveanu, 2000).
Mindfulness can be considered as an enhanced attention and awareness of current experience or present reality. Specifically, a core characteristic of mindfulness has been described

as an open or receptive awareness and attention (Martin, 1997), which may be reflected in a more regular or sustained state of mind consciousness with respect to ongoing events and experiences. Awareness or attention can also be divided, such as when people are engaged in doing multiple tasks or preoccupied with concerns that reduce the quality of engagement with what is focally present. Mindfulness is also distracted when individuals compulsively or automatically get disturbed, without awareness of or attention to one's behavior (Deci & Ryan, 1980).

Stanley, Kiyonaga, Wong, and Gelfand (2010) showed that mindfulness-based fitness training (MMFT) delivered potential benefits and is also an effective method of increasing both resilience and psychological well-being of soldiers whose deployment and occupation increases the risk of psychological trauma. Further, support for an association between resilience and mindfulness, there is a significant correlation between mindfulness and resilience with mindfulness categorized as significant predictor of resilience (Chavers, 2013).

Human flourishing

Huppert and So (2009) defines flourishing as the experience of life going well. It is a combination of feeling good and functioning effectively, and is synonymous with a high level of mental well-being. Diener (2010), looks at flourishing in terms of emotional well-being but did not include the aspect of positive functioning. According to Kwong and Hayes (2017) flourishing as thriving and as a "building block" of positive well-being. They identified various aspects of flourishing within the period of infancy and childhood which include: healthy attachment relationships; curiosity and interest in learning; the ability to regain equilibrium after an upset; and expressions of joy or happiness (Kwong & Hayes, 2017). Flourishers are individuals who experience high levels of hedonic and eudaimonic well-being (Schotanus-Dijkstra et al., 2015).

World Health Organization's (WHO) (2012) sees flourishing as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stressors of life, and work productivity and fruitfully, and is able to make a contribution to his or her community. According to Diener (2010) to flourish is to have meaning and purpose, supportive and rewarding relationships, engaged and interested in one's life, contributing to the well-being of others, competency, self-acceptance, optimism and being respected. According to Fredrickson & Losada (2005) flourishing is a measure of overall life well-being and is viewed as an important idea of happiness. Many components and concepts contributed to the overall concept of flourishing and the benefits of a life that can be characterized as flourishing (Huppert & So, 2013). The emerging field of positive psychology aims to redress this particular imbalance. In flourishing, different scholars applied their scientific analyses in order to study the good life, expanding the scope of social and psychological research to include happiness, well-being, courage, citizenship, play, and the satisfaction of healthy work and healthy relationships.

Kern et al. (2016) defined flourishing as the experience of life going well, feeling good, and functioning effectively. Orkibi et al. (2018) conceptualise flourishing as a skill of self-control that is pertinent for fostering personal and interpersonal growth. They also asserted that adolescents' self-control skills is associated with their positivity ratio directly and indirectly, through perceived sense of social support from parents as well as classmates. For Stough et al. (2015) flourishing represents positive mental health and living within an optimal range of human functioning.

Lippman (2011), argues that good measurement of flourishing contributes to strategies that increase our understanding of the value of investing in efforts to achieve positive outcomes. For adolescents, the aspects of flourishing include: personal attitudes or beliefs; positive interpersonal relationships; and task- related characteristics, such as diligence and initiative (Kwong & Hayes, 2017). It is important to note that flourishing, as an outcome measure, may serve as a possible mediator between adverse family experiences and health issues in adulthood (Kwong & Hayes, 2017).

Kwong and Hayes (2017) that children, between the ages of 6 and 17 years, experiencing adverse family circumstances have lower levels of flourishing. Kwong and Hayes (2017) state that flourishing encompassed three areas: firstly, the capability to remain in control when challenged;

secondly, the interest in learning new things; and thirdly, the ability to follow through with plans. These three areas are essential components of children's well-being and the inability to successfully demonstrate these qualities may have consequences perpetuating into adolescence and adulthood. For example, a lack of interest in learning and inability to follow through with plans may hamper a child's ability to succeed academically, ultimately lead to decreased economic productivity which is associated with lower levels educational attainment (Kwong & Hayes, 2017). They also state that adverse childhood experiences, such as abuse, has a negative impact on the well-being of adolescents.

Lippman et al. (2011) introduced the Flourishing Children Project which focused on the development of positive indicators for measuring adolescent flourishing. Lippman et al. (2011) suggest that providing a statistical overview on problem behaviours of adolescents can assist governments, schools and organizations to develop interventions to address and enhance flourishing. In doing so, Lippman et al. (2011) state that this can further assist policy-makers and organizations identify and develop strengths that lead to positive outcomes for adolescents.

Adolescents

Adolescent is transition between childhood and adulthood. It starts with physical beginnings of sexual maturity and ends with the social achievement of independent adult status (Reijone, Pratt, Patel, & Greydanus, 2003). Adolescence is increasingly recognized as the second major 'window' of opportunity and risk in development (Twenge, & Nolen-Hoeksema, 2002). It is a period of biological, cognitive and social change of such magnitude and it is associated with the onset or exacerbation of a number of health-related problems including depression (Twenge, & Nolen-Hoeksema, 2002), eating disorders (Reijone, Pratt, Patel, & Greydanus, 2003), substance abuse and dependence (Johnston, O'Malley, Bachman, 2001), risky sexual behavior, antisocial and delinquent activity and school dropout (Moffitt, 1994).

Adolescent development is a time of moving from the immaturity of childhood in to the maturity of a young adult (Arnett, 1999). According to him adolescence begins around the age of ten and ends around twenty. Adolescent development is categorized into four major aspects, biological, emotional, cognitive and social (Kangan &Gumbiner, 1990). Hall (1904) considered the stage of adolescence as merely a change in human experience. Some of the characteristics that defined adolescences for Hall include a higher level of attention seeking, engaging in risky behaviors, and a strong dependence on friendships. Hall (1904) proposed that media and reading detective novels encouraged the dangerous behaviors, which included an increase in criminal activity, and risky behaviors in regards to sex and alcohol use.

The descriptive survey was used. The population of the study was made up of 200 University adolescent students from the Faculty of Arts, Science, Education and Social and Management Sciences of the University of Buea. The simple random technique was used. Questionnaires was used to collect data.

RESULTS AND DISCUSSION

Findings

Tabel 1. Research Findings

S/N	Specific Research Objectives	Comments

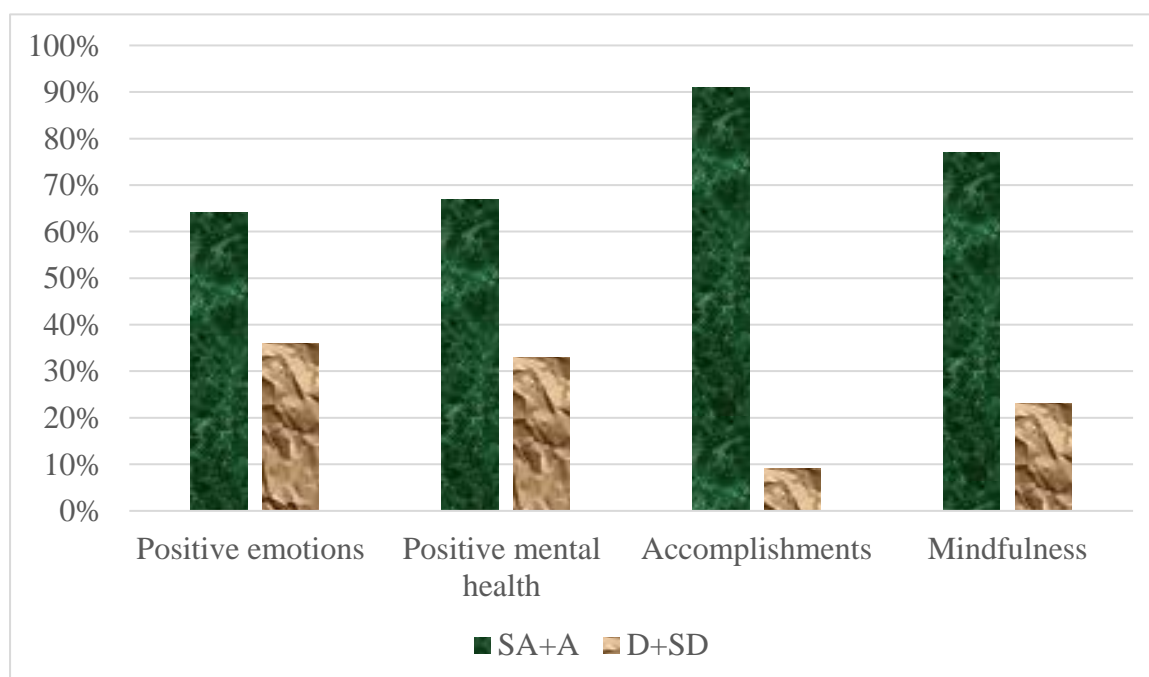| 1	To find out the effects of positive emotions on human flourishing in the University Buea	Findings revealed that 64% out of 100% of the total responses revealed that positive emotions affect human flourishing in the University Buea and this imply that positive emotions positively affect students flourishing in the University Buea.
2	To investigate the effect of positive mental health on human flourishing in the University Buea.	Findings unveiled that 67% out of 100% of the total students responses indicated that positive mental health affect human flourishing in the University Buea and this imply that positive mental health positively affect students flourishing in the University Buea.
3	To examine the effect of accomplishments on human flourishing in the University Buea.	Findings indicated that 91% out of 100% of the total students responses indicated that accomplishments affect human flourishing in the University Buea and this imply that accomplishments positively affect students flourishing in the University Buea.
	To investigate the effect of mindfulness on human flourishing in the University Buea.	Findings revealed that 77% out of 100% of the total responses revealed that mindfulness affect human flourishing in the University Buea and this imply that being mindful positively affect students flourishing in the University Buea.

Figure 2. Effect of positive psychology affect human flourishing

Summarily, the findings indicated that the positive psychology affect human flourishing among University adolescent students in the University of Buea. This imply that the application of positive psychology positively affects students flourishing in the University of Buea.

Discussion of Findings

Research Objective One: To find out the effects of positive emotions on adolescents flourishing in the University Buea

Findings on research objective one revealed that positive emotions affect human flourishing. Findings on the questionnaire items indicated that students feel satisfied and this helps them to succeed in life and that when they are exited, it helps them to create positive interpersonal relationships. Also, being happy helps students develop positive image of themselves. Findings also revealed that a feeling of pride helps motivates them in their overall school achievement and that positive self-image help them develop problem solving skills. These findings imply that students' positive emotions positively affect students flourishing in the University Buea.

These findings are supported by the theory of Broaden-and-build theory by Fredrickson (2001) which explains that humans are most likely to acquire these resources while experiencing positive emotions.

Research Objective Two: To investigate the effect of positive mental health on adolescents flourishing in the University Buea.

The findings matches with research objective two which revealed that positive mental health affect human flourishing. Findings based on the questionnaire items showed that students build and maintain relationships which helps them to be satisfied and they possess coping skills which help them achieve every task. Findings also revealed that students think in ways that enhance their ability to deal with challenges, and that being persistent and flexible helps them to grow positively. The findings equally revealed that students have a positive attitude that helps them to flourish in every activity. These findings imply that positive mental health positively affect students flourishing in the University Buea.

Is in line with the theory of Self-Determination Theory (SDT) by Deci & Ryan (1995) which explains that when social conditions provide support and opportunity to fulfil these basic needs, personal growth, vitality and well-being are enhanced resulting in improved students flourishing.

Research Objective Three: To examine the effect of accomplishments on adolescents flourishing in the University Buea.

The finding revealed that accomplishments affect human flourishing in the University Bue. The findings matches with the Human Flourishing theory by Seligman (2011) which explains that people pursue achievement, competence, success, and mastery for its own sake, in a variety of domains, including the workplace, sports, games, hobbies, people pursue accomplishment even when it does not necessarily lead to positive emotion, meaning, or relationships.

Research Objective Four: To investigate the effect of mindfulness on adolescents' flourishing in the University Buea.

The finding is line with research objective four which revealed that mindfulness affect human flourishing. These findings is supported by of works of Marei, Younes and Mohammed

Alzahrani (2018) who conducted a study on flourishing as a mediator in the relationship between mindfulness and life satisfaction for Saudi College Students and results show that both mindfulness and resilience scales were revealed to be unidimensional and have high reliability estimates. Both resilience and flourishing are partial mediators in the relationship between mindful and life satisfaction.

CONCLUSION

To conclude, the power of positive psychology lies on positive emotions, positive mental health, accomplishments and mindfulness. Adolescents who embed in them the power of positive psychology turn to overcome life challenges and pursue their dreams with hope, resilient and effort, which leads to happiness, human flourishing and self-actualization.

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