

The Effect of Theory of Mind Training on Adolescents with Low Social Cognition and Eudaimonic Well-Being

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Abstract : The concept of psychological well-being is complex and has familiar use not only in psychology but also in the area of lifespan development. Eudaimonic well-being is finding a purpose and meaning in life, and this depends on both the individual and society, especially during adolescence; the social-cognitive environment can be decisive. The social environment of adolescents, including family, school, and friends, is recognized as an essential context for successful human life. The development of mature social relationships is also undoubtedly important. Theory of Mind is an emerging domain in cognitive neuroscience that involves the ability to attribute mental states to oneself and others. ToM skills training constitutes a new aspect of the adolescent's social development, including four domains: cognitive ToM, affective ToM, and an inter-intra-personal understanding of social norms. Still, little effort has been made to promote this training as a modality to foster their psychological well-being. This study aims to use the eudaimonic approach to evaluate psychological well-being with a quasi-experimental research design (pre-post-test). The major objective of the study was to identify the effect of ToM skills training on the eudaimonic well-being of adolescents with low social cognition. The data was analyzed to find their effect size from a sample of 74 adolescents from India between 17 and 19 years old. The result revealed that ToM skills training has a positive outcome on the well-being of adolescents post-training. The results are discussed based on the effect of ToM skills training on psychological well-being during adolescence, as well as on the importance of focusing on mental health as a developmental asset that can potentially influence mental well-being in the future.

Keywords : ToM training, adolescents, eudaimonic well-being, social cognition

Conference Title : ICPPW 2024 : International Conference on Positive Psychology and Wellbeing

Conference Location : Bengaluru, India

Conference Dates : January 29-30, 2024