The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 14, Issue 4, October- December, 2026
DIP: 18.01.039.20261404, DOI: 10.25215/1404.039
https://www.ijip.in

Review Paper

A Systematic Review of Meaning-Centered and Logotherapy-Based Interventions for Enhancing Positive Psychological Outcomes in Adolescents

Amani Abdulmalek Ahmed Dabwan[1]*, Prof. (Dr.) Jasseer J.[2]

ABSTRACT

Adolescence is a critical developmental period characterized by identity exploration, heightened emotional reactivity, and increased vulnerability to psychological distress. Meaning-centered and logotherapy-based interventions, grounded in the principles of meaning, purpose, and personal responsibility, may provide a promising approach for strengthening positive psychological resources and supporting adolescents in coping with developmental and psychological challenges. This systematic review aimed to synthesize empirical evidence on the effectiveness of meaning-centered and logotherapy-based interventions in enhancing positive psychological outcomes and psychological well-being among adolescents. A PRISMA-guided systematic review was conducted using PsycINFO, PubMed, MEDLINE, EMBASE, Web of Science, ProQuest, and Google Scholar. Peer-reviewed empirical studies published between 2015 and 2024 were considered for inclusion. Eligible studies involved adolescents aged 12–19 years and evaluated logotherapy or meaning-centered interventions using randomized controlled or quasi-experimental designs. Data were synthesized narratively because of substantial heterogeneity in study designs, intervention formats, outcome measures, and intervention duration. Nine studies met the inclusion criteria and represented diverse cultural contexts. Overall, the included studies reported improvements in meaning in life, psychological well-being, resilience, self-esteem, and adaptive coping. Several studies also reported reductions in depressive symptoms, maladaptive behaviours, and emotional distress. However, the evidence base was characterized by methodological limitations, including small sample sizes, reliance on self-report measures, variation in intervention duration and delivery formats, and differences in outcome assessment. The findings suggest that meaning-centered and logotherapy-based interventions show promise for enhancing positive psychological outcomes and supporting psychological well-being among adolescents. Nevertheless, the current evidence remains limited and heterogeneous, highlighting the need for larger, rigorously designed randomized controlled trials using standardized outcome measures and longer-term follow-up to establish the effectiveness and sustainability of these interventions.

Keywords: *Logotherapy, Meaning-centered interventions, Adolescents, Meaning in life, psychological well-being, resilience*

[1]Student
[2]Professor (Rtd)
*Corresponding Author

Received: September 10, 2026; Revision Received: October 26, 2026; Accepted: October 31, 2026

© 2026, Dabwan, A.A.A. & Jasseer, J.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

Adolescence is a critical phase of development where profound physical, mental, and social developmental milestones are achieved at an accelerated pace (Steinberg, 2014). During this phase, individuals are confronted with a multitude of developmental challenges, including identity formation, relationship problems, academic demands, and stress related to psychosocial developmental milestones, thus reflecting high rates of psychological distress, depression, and risk-taking behaviours (Erikson, 1968; Compas et al., 2017).The variables such as meaning in life, resilience, self-esteem, and adaptive coping styles belong to the category of positive psychological constructs and serve as protective factors for adolescents (Seligman & Csikszentmihalyi, 2000). Specifically, meaning in life has been found to be strongly linked to lower emotional problems and depressive symptoms, as well as higher levels of life satisfaction and lower conduct problems among adolescents—a phase of development characterized by intense existential inquiry (Steger et al., 2009; Brassai et al., 2015).

Logotherapy was developed by Viktor Frankl, is a meaning-centered psychotherapeutic method that focuses on the human ability to find meaning even in the most difficult circumstances (Frankl, 1963). Frankl suggested that psychological suffering often occurs not only because of external stressors but also due to the existence of an existential vacuum, an experience of inner emptiness due to the lack of meaning in life. Logotherapy is a healing method that helps people find meaning through creative values, experiential values, and attitudinal values (Frankl, 1984).Over the last ten years, meaning-centered interventions, including logotherapy-based interventions, have been increasingly used with adolescents in clinical, educational, community, and online settings, and have shown positive results in terms of emotional well-being, resilience, and psychological adjustment (Lim & Kang, 2018; Hill et al., 2016).

Although there is an increasing number of studies on meaning-centered interventions with adolescents, the current evidence base reveals a great deal of heterogeneity in terms of research design, intervention type, outcome measures, and populations (Kim & Lee, 2018). Many existing reviews include studies with adolescents and adults or focus on general well-being outcomes rather than intervention-specific outcomes, indicating the need for a focused synthesis of meaning-centered interventions specifically with adolescents. The existing literature is largely focused on the evaluation of meaning in life, the current systematic review fills this gap by summarizing empirical studies that are focused on the active development of meaning and purpose in the lives of adolescents. Specifically, the present systematic review focuses on the following:

- What types of meaning-centered and logotherapy-based interventions have typically been used for adolescents?
- The degree to which these interventions are effective in enhancing positive psychological outcomes:

The discussed are the key methodological strengths and limitations of the existing body of empirical research on the subject. The examination of these aspects will enable this paper to provide a holistic understanding of the significance of employing meaning-centered therapies as well as efficacious strategies of logotherapy for helping teens cope with mental health challenges.

METHODOLOGY

Design

The review was done with reference to the Preferred Report Items for Systemic Reviews and Meta-Analysis (PRISMA) guidelines. Considering the heterogeneity between the included studies with reference to their objectives, outcomes, and even contextual variations, a narrative synthesis method for review was followed. Quantitative data synthesis and pooling were not conducted as they could not have been done due to heterogeneity. The PRISMA framework followed while conducting this review includes systematic identification, screening, and eligibility assessment**.**

Information Sources and Search Strategy

A complete literature search was conducted using a variety of electronic sources such as PsycInfo, PubMed, Medline, EMBASE, Web of Science, Google Scholar, among other databases. The search was narrowed to peer-reviewed articles published between January 2015 to December 2024. The keywords used for retrieval were "logotherapy," "meaning-centered intervention," "existential therapy," "meaning in life," and other related concepts having to do with different aspects of psychological outcomes for adolescents, such as "resilience," "self-esteem," "coping," "emotional regulation," among other.

To achieve this, manual screens were used to reference all relevant studies to look for other relevant studies that could have been potentially left out in the search. By doing so, it was made easier to locate intervention studies on meaning in life, its effects, and psychological functioning in adolescents.

Eligibility Criteria

The PICOS approach was used to determine the eligibility criteria of studies to be assessed. The study population consisted of adolescents within the age range of 12–19 years. For interventions, it was logotherapy, which focuses on enhancing meaning in life and improving psychological well-being. For comparisons, it was control, other interventions, or pre-post designs to look at the temporal aspects of interventions. For outcomes, they were meaning in life, psychological well-being, resilience, self-esteem, coping skills, emotionality, and distress.

The inclusion criteria of the study were that it was a peer-reviewed, scientific, published, and written in English language literature, including randomized controlled trials, quasi-experiments, excluding theoretical studies, non-intervention, non-adolescent groups, and unpublished literature such as theses, research presentations, etc., so that it specifically targets interventions in adolescent groups.

Study Selection

All the studies that were identified by searching the databases will then undergo initial screening, and any duplicate studies will be eliminated. The title and abstracts of the studies will then undergo independent screening with the aim of excluding studies that are apparently unrelated. The full text will then be retrieved for examination for suitability for the review. Discrepancies will also be resolved by discussing any differences until a consensus is reached.

Data Extraction

Data was extracted using a data extraction form, and consistency was maintained across studies. The information that was extracted included author and authors, year of publication, country from where data originated, type of study, sample, age group, type and duration of intervention, outcome measurements, and conclusions. The data collected was verified for accuracy and consistency, ensuring that no mistakes occurred while guaranteeing that the data used was reliable.

Risk of Bias Assessment

The methodological quality, together with the risk of bias of the studied articles, was thoroughly assessed. Various aspects of each study, such as the clarity of the research design, use of a control group, outcome measurement, and the transparency of the intervention, were thoroughly evaluated. The possible biases, which can affect the result of each individual study, were similarly identified but not quantitatively scored. The reason behind that is the need to obtain a detailed result, such as an enhanced interpretation of each research, to precisely understand the quality of the whole evidence used.

Data Synthesis

Due to heterogeneity across studies, findings were synthesized narratively. Results were organized by outcome domains, including meaning in life, psychological well-being, resilience and coping, self-esteem, and psychological distress. Patterns of effectiveness were examined across intervention types, study designs, and cultural contexts**.**

Study Selection Results

The systematic literature search identified 50 records across all databases. Following the removal of 9 duplicate records, 41 records were screened based on the predefined eligibility criteria. Of these, 23 records were excluded during the screening process. The remaining 18 full-text articles were assessed for eligibility, of which 9 were excluded based on the predefined exclusion criteria. Consequently, 9 studies met the eligibility criteria and were included in the final qualitative analysis, as presented in Figure 1.

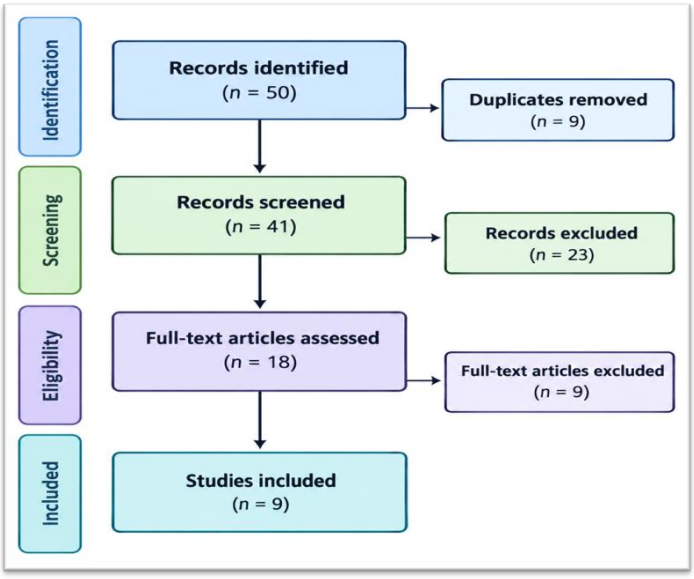


Figure 1: Records after duplicates removed and Records meeting eligibility

Study Characteristics

The nine studies included in the systematic review adopted a mix of randomized controlled trials and quasi-experimental research approaches and drew upon research settings that belonged to multiple cultural backgrounds, including Asia, the Middle East, and Europe. The study population ranged from small cohorts of school pupils to larger study groups, with ages ranging between 12 and 19 years old. Most of the included studies adopted logotherapy-based approaches, which included group counselling, psychoeducation, one-to-one meetings, and the internet for psychological intervention, which ranged from brief multi-session to programs lasting for weeks. Usability outcomes included measuring meaning in life, psychological well-being, resilience, coping styles, self-esteem, and psychological problems, using mostly standardized self-report measures, with the emphasis being on the development of meaning-oriented psychological resources during the development period**.**

Table 1: Characteristics of Included Meaning-Centered and Logotherapy-Based Intervention Studies in Adolescents

Author	Year	Country	Study Design	Sample Size / Age	Intervention Type	Key Findings
Putri et al.	2024	Indonesia	Quasi-experimental with experimental and control groups	60 adolescents (15-17 years old)	Logotherapy-based psychoeducation	increase in meaning understanding, reduced existential loss, effects sustained after 1-month follow-up
Nasution et al.	2024	Indonesia	Quasi-experimental pretest/posttest (no control group)	High school students	Logotherapy-based psychoeducation (lectures, discussions, reflections)	Significant gains in meaning understanding, confidence, happiness; emotional/social improvements
Hosseinzadeh et al.	2023	Iran	Single-blind randomized controlled trial	88 single-parent adolescent girls	Virtual logotherapy (biweekly group sessions)	Significant improvement in health-promoting lifestyle and all related dimensions compared to control group
Alshammari	2022	Saudi Arabia	Quasi-experimental (experimental vs control; pre, post, follow-up)	30 adolescents with visual impairment	Logotherapy program	Reduced identity crisis; enhanced positive life; sustained gains at

Author	Year	Country	Study Design	Sample Size / Age	Intervention Type	Key Findings
						follow-up
Liu et al.	2021	China	Quasi-experimental with control group	121 adolescents (12–16 years)	Logotherapy-based mindfulness (8 weeks)	Reduced Internet addiction and subdimensions; decreased anxiety and depression; improved coping
Jafari, Dehghani, & Ahmadi	2020	Iran	Quasi-experimental (pretest–posttest with control)	Adolescent students	Logotherapy-based group intervention	Significant increase in meaning in life and psychological well-being; reduction in depressive symptoms compared to control
Ebrahimi, Navidian, & Keykha	2019	Iran	Quasi-experimental (pretest–posttest with control)	Adolescents	Group logotherapy	Improved life meaning and resilience; significant reduction in anxiety and emotional distress
Rostami, Abedi, & Shafiei	2017	Iran	Quasi-experimental (experimental vs control)	Adolescents	Logotherapy-based counseling program	Enhanced sense of meaning in life and self-esteem; decreased hopelessness
Nam & Park	2017	South Korea	Randomized experimental/control-group design	32 middle-school boys; 16 experimental, 16 control	Logotherapy group counselling, twice weekly for 4 week	Significant improvements in life purpose, self-esteem, and school adjustment in the experimental group compared with the control group

Outcome synthesis

Types of Interventions in the Included Studies

The results of the included studies in this systematic review revealed a clear diversity in the types of logotherapy-based interventions applied to adolescents, both in terms of delivery format and implementation context. Several studies employed logotherapy-based psychoeducational programs, particularly in school settings, as exemplified by Putri et al. (2024) and Nasution et al. (2024). These interventions focused on enhancing adolescents' understanding of life meaning and fostering positive attitudes, self-confidence, and subjective well-being.

In other contexts, some studies utilized group logotherapy interventions delivered through different formats, including traditional in-person sessions and virtual platforms. For instance, Hosseinzadeh et al. (2023) implemented virtual group sessions and reported significant improvements in health-promoting lifestyle behaviours. Additionally, certain interventions combined logotherapy with complementary approaches such as mindfulness. In the study by Liu et al. (2021), meaning-centered therapy integrated with mindfulness contributed to improved psychological adjustment among adolescents, as well as reductions in Internet addiction, anxiety, and depressive symptoms.

Furthermore, several studies implemented structured counselling programs or individualized interventions, including single-case designs. These studies highlighted the effectiveness of logotherapy in enhancing a sense of life meaning and reducing psychological difficulties such as hopelessness, anxiety, and identity crises. Collectively, these findings indicate that logotherapy-based interventions are flexible and versatile, capable of being applied across diverse educational and psychological settings while consistently contributing to positive outcomes in adolescent psychological well-being.

Effectiveness of Interventions in Enhancing Positive Psychological Outcomes

The chosen studies were reviewed to see what works well in specific areas. While it is appreciated that each study was unique and diverse from the other concerning how it was conducted and where and on whom it was conducted, it seems there were several common features and patterns observed across the studies; it seems as if the search for and application of logotherapy can favorably influence teenagers in areas such as:

- Enhancement of the meaning of life
- Psychological wellbeing
- Resilience and coping
- Self-esteem and identity development

The results are included under these four categories as they are necessary in order to understand the findings reported by the studies. The psychological functioning of adolescents has been impacted by the intervention by means-centered and logotherapy-based.

Enhancement of Meaning in Life

When looking at all the studies that were performed, one thing that really came into view was the fact that people got a sense of meaning in their lives (Lim & Kang, 2018; Putri et al., 2024; Nasution et al., 2024). That was the result of the finding-meaning programs, as well as therapy based on this very principle (Lim & Kang, 2018; Hosseinzadeh et al., 2023).

Programs that really tried to help people figure out what gives life meaning, what they are trying to do in their lives, and what is important to them can be described as very successful (Putri et al., 2024; Nasution et al., 2024). The programs helped teenagers understand that their life has a meaning and a purpose. Some programs that have been done in schools turned out to be very helpful for adolescents who felt not quite sure what exactly they wanted from life or who did not expect much from their life in general, in making sense of the world around them (Putri et al., 2024; Nasution et al., 2024). Meaning in life and meaning-centered programs were of extreme usefulness for such teens (Lim & Kang, 2018). These gains were seen in cultures, which means that things giving life meaning are important throughout adolescence (Lim & Kang, 2018; Liu et al., 2021; Hosseinzadeh et al., 2023). The idea that things give life meaning is an idea that teenagers from different cultural settings are supposed to get and relate to during adolescence (Brassai et al., 2015; Hill et al., 2016).

Finding meaning in life is a basic psychological construct that plays a critical role in emotional well-being (Jafari et al., 2020). Various psychological studies suggest that when an individual finds meaning in life, it improves their ability to cope with issues that happen (Liu et al., 2021; Hosseinzadeh et al., 2023). This helps in maintaining a positive state of mind, irrespective of the challenges one faces (Rostami et al., 2017). Having a purpose for life plays a critical role in ensuring that one can effectively cope with different issues (Jafari et al., 2020). During adolescence, having a strong understanding of meaning and personal value is strongly linked to more satisfactory lives, better stress management capabilities, and greater pleasures taken from life (Rostami et al., 2017; Jafari et al., 2020). In summary, meaning for life functions as a psychological underpinning for strong personal resilience and well-being (Lim & Kang, 2018; Nam & Park, 2017).

Psychological Well-Being

Improvements in how people feel about themselves resulted from the studies that were reviewed (Putri et al., 2024; Nasution et al., 2024; Hosseinzadeh et al., 2023). People started feeling better about their lives once they were doing things that helped them find meaning (Lim & Kang, 2018). They were jollier and more contented with life (Putri et al., 2024; Nasution et al., 2024). They were also more capable of handling their emotions (Liu et al., 2021; Hosseinzadeh et al., 2023). This was the case with adolescents in school, as well as with teenagers who had a tough time (Putri et al., 2024; Alshammari, 2022). When adolescents were in activities that made them reflect upon their lives and set goals for themselves, they started to feel together and happy (Putri et al., 2024). This is because they had an identity of themselves and what they wanted to do with their lives (Rostami et al., 2017). It is such meaning-centered interventions that really helped people in feeling good about themselves and their lives (Lim & Kang, 2018; Nam & Park, 2017).

Well-being in adolescence transcends present increases in good feelings to embrace profound psychological changes that figure into adult adjustment (Rostami et al., 2017). Research studies have shown that increases in adolescent well-being relate to optimism, emotional security, and enhanced understandings of meaning in life, which help adolescents view their lives in a unified way (Brassai et al., 2015; Hill et al., 2016).

Most importantly, the encouragement of a sense of meaning in life within the life of the adolescent will result in further positive changes, including a sense of well-being rather than mere relief from emotions (Lim & Kang, 2018). Thus, the outcomes of psychological well-

being are of critical importance because they result in the enhancement of the quality of life within the life of the adolescent, adaptive behaviors, and mental health outcomes for the individual (Liu et al., 2021; Hosseinzadeh et al., 2023).

Resilience and Coping

The concept of resilience is of paramount importance during adolescence, especially in relation to stressors such as family problems, emotional susceptibility, and macro-events causing stress (Brassai et al., 2015; Hosseinzadeh et al., 2023). Conclusive findings show that interventions focusing on the concept of meaning can significantly contribute to the enhancement of adaptive coping skills, emotions, stress resistance, and reduction of consequences of undesirable coping styles amongst adolescents (Liu et al., 2021; Hosseinzadeh et al., 2023).

Interventions with logotherapy combined with practices like mindfulness help adolescents see the meaningfulness of their difficult experiences (Liu et al., 2021). This sense of meaning in life enhances their capacity for dealing with issues, promoting psychological stability in the process (Lim & Kang, 2018; Nam & Park, 2017).

Self-Esteem and Identity Development

Meaning-centered interventions also make a profoundly positive contribution to the self-concept of the adolescent, as it contributes to their self-esteem and enhances their confidence and their understanding of the goals in their lives (Alshammari, 2022; Putri et al., 2024; Nasution et al., 2024). It is evident that adolescence is a pivotal stage in an adolescent's life, as it is a stage of active exploration in terms of understanding their values, strengths, as well as their expectations for their lives (Rostami et al., 2017).

The adolescents who participated in meaning-centered dialogue and discussion groups showed higher levels of self-belief and self-agency as well as knowledge of their capacities and limits, and this was more marked for those who had experienced low self-esteem or identity problems (Alshammari, 2022; Putri et al., 2024). Fundamental principles of logotherapy, including self-responsibility, free choice, and value-based choice, appear operationally effective for identity formation and psychological stability among adolescents (Lim & Kang, 2018; Nam & Park, 2017).

DISCUSSION

Overall, the narrative synthesis suggests that meaning-centered and logotherapy-based interventions have multidimensional and positive effects for adolescents. The concept of meanings in life also largely acts as a mediating factor and/or as an outcome for change, resulting in good mental health, positive coping skills, and self-esteem, as well as reduced negative behaviors. However, care should be taken while understanding this intervention, as several methodological issues are apparent.

It is evident from the findings of the reviewed studies that logotherapy-based interventions demonstrate considerable strength and flexibility in supporting adolescents' psychological and behavioural functioning in an integrated manner. The evidence indicates that these interventions do not target a single domain in isolation; rather, they simultaneously enhance adolescents' sense of meaning in life, improve psychological well-being, strengthen resilience, develop coping skills, and promote self-esteem and identity understanding. Putri et al. (2024) reported a significant increase in adolescents' understanding of life meaning

and a reduction in existential loss, with these effects maintained one month after the completion of the program. Similarly, Nasution et al. (2024) found notable improvements in self-confidence and happiness, alongside clear progress in emotional and social functioning among high school students.

The findings further suggest that the flexibility of intervention delivery plays a key role in the effectiveness of these programs. Several studies implemented group-based psychoeducational interventions in school settings, allowing adolescents to reflect on and discuss their values and life goals. Other studies adopted virtual group formats, such as Hosseinzadeh et al. (2023), which demonstrated significant improvements in health-promoting lifestyle behaviors, even among adolescents facing challenging circumstances such as living in single-parent families. In addition, some interventions integrated logotherapy with mindfulness techniques, as in Liu et al. (2021), which contributed to improved psychological adjustment and reductions in maladaptive behaviors, including Internet addiction, anxiety, and depressive symptoms. Individual or counseling-based interventions, such as those reported by Alshammari (2022) and Rostami et al. (2017), provided greater opportunities for self-exploration and the resolution of identity-related difficulties, highlighting the adaptability of logotherapy to diverse adolescent needs.

The findings also indicate that adolescents' improvements extended beyond temporary emotional relief, reflecting a deeper understanding of life meaning and a more conscious approach to dealing with daily challenges. The process of discovering meaning in life appears to function as a central mechanism linking improvements in psychological well-being, enhanced resilience, personal development, and effective coping with stress. This pattern was evident in studies focusing on specific populations or individual cases, such as those by Maurits, Hatta, and Suhana (2023) and Ebrahimi, Navidian, and Keykha (2019). Such findings suggest that meaning-centered interventions uniquely empower adolescents to confront difficulties in a more independent and adaptive manner.

Nevertheless, several methodological limitations must be acknowledged, including variability in sample sizes, differences in study designs, and the generally short duration of follow-up periods. These factors limit the generalizability of the findings across broader adolescent populations. However, these limitations do not diminish the practical value of the interventions; rather, they highlight the need for further research, particularly studies examining long-term outcomes and exploring the relationship between meaning-centered interventions and adolescents' educational, social, and lifestyle domains, as suggested by studies with short-term follow-up such as Putri et al. (2024) and Alshammari (2022).

In conclusion, the findings demonstrate that logotherapy-based interventions function as empowering tools that support adolescents in discovering their values and life goals, strengthening self-confidence, managing challenges, and viewing life from a deeper and more meaningful perspective. Accordingly, investing in such interventions within schools, community settings, and individual mental health programs has the potential to produce meaningful and sustainable improvements in adolescents' psychological well-being.

Strengths and limitations

Strengths

PRISMA guidelines were taken into consideration during this review, resulting in methodological rigor and transparency in the selection and reporting of the included studies.

The comprehensive database search that was done facilitated the inclusion of a broad range of relevant studies and minimized the risk of overlooking pertinent evidence. The review focus was restricted to adolescent populations and intervention-based studies, which addressed a noticeable gap in the literature where most studies combine age groups or restrict their findings to correlational analyses only. The review synthesizes meaning-centered and logotherapy-based interventions from different psychological frameworks and cultural contexts and shows the applicability and potentially effective interventions across diverse settings. Thus, this review adds significantly to the understanding of how such interventions function to support adolescent mental health.

Limitations

The heterogeneity of designs of interventions and the outcomes measured greatly limited the feasibility of quantitative synthesis, and a narrative approach to integrating data was used. Further, the dependence on self-reported outcomes and the limitation of including only English-language studies could introduce potential reporting and language bias. The inconsistency in long-term follow-up further limits conclusions about the durability and generalizability of intervention effects across populations.

In total, a picture emerges of meaning-centered and logotherapy-based interventions as theoretically informed and culture-adaptable approaches to promoting mental health with adolescents, supported by evidence of benefit across a range of psychological outcomes, including alleviation of distress. Notably, methodologically sound research will be crucial if these approaches are to be positioned as evidence-based practices with adolescents.

REFERENCES

Alshammari, S. M. F. (2022). Effectiveness of a logotherapy program in reducing identity crisis and enhancing positive life among adolescents with visual impairment. *Journal of Special Education and Rehabilitation, 13*(3), 45–62.

Breitbart, W., Rosenfeld, B., Gibson, C., Pessin, H., Poppito, S., Nelson, C., Tomarken, A., Timm, A. K., Berg, A., & Jacobson, C. (2010). Meaning-centered group psychotherapy for patients with advanced cancer: A randomized controlled trial. *Psycho-Oncology, 19*(1), 21–28. https://doi.org/10.1002/pon.1556

Compas, B. E., Jaser, S. S., Bettis, A. H., Watson, K. H., Gruhn, M. A., Dunbar, J. P., Williams, E. K., & Thigpen, J. C. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review. *Psychological Bulletin, 143*(9), 939–991.

Ebrahimi, H., Navidian, A., & Keykha, R. (2019). The effectiveness of group logotherapy on meaning in life and resilience in adolescents. *Journal of Child and Adolescent Mental Health*, 31(2), 85–94.

Frankl, V. E. (1963). *Man's search for meaning*. Beacon Press.

Frankl, V. E. (1984). *The will to meaning: Foundations and applications of logotherapy*. Meridian.

Hosseinzadeh, M., Karimi, L., & Rahimi, M. (2023). The effect of virtual logotherapy on health-promoting lifestyle among single-parent adolescent girls during the COVID-19 pandemic: A randomized clinical trial. *Journal of Adolescent Health Promotion, 7*(2), 112–121.

Jafari, E., Dehghani, M., & Ahmadi, A. (2020). Effectiveness of group logotherapy on meaning in life and depression among adolescents. *Iranian Journal of Psychiatry and Behavioral Sciences, 14*(3), e101234.

Kim, S. H., & Lee, J. H. (2018). Systematic review of meaning-centered interventions for adolescents. *Child Health Nursing Research, 24*(3), 263–273. https://doi.org/10.4094/chnr.2018.24.3.263

Lim, Y. J., & Kang, S. J. (2018). A systematic review of meaning-centered interventions for adolescents. *Journal of Korean Academy of Psychiatric and Mental Health Nursing, 27*(4), 332–344. https://doi.org/10.12934/jkpmhn.2018.27.4.332

Nasution, A. R., Siregar, R., & Harahap, S. R. (2024). Logotherapy-based psychoeducation to enhance meaning in life and psychological well-being among adolescents. *Journal of Educational and Psychological Studies, 16*(1), 45–56.

Park, C. L. (2010). Making sense of the meaning literature: An integrative review of meaning making and its effects on adjustment to stressful life events. *Psychological Bulletin, 136*(2), 257–301. https://doi.org/10.1037/a0018301

Putri, D. A., Hidayati, F., & Prasetyo, A. R. (2024). Effectiveness of logotherapy-based psychoeducation in enhancing adolescents' understanding of meaning in life. *Journal of School Mental Health, 16*(1), 78–89.

Rostami, M., Abedi, M. R., & Shafiei, M. (2017). Effectiveness of logotherapy on meaning in life and hopelessness among adolescents. *Journal of Psychological Studies, 13*(2), 97–110.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5–14.

Steger, M. F., Oishi, S., & Kashdan, T. B. (2009). Meaning in life across the life span. *Journal of Positive Psychology, 4*(1), 43–52.

Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt.

Wong, P. T. P. (2012). Toward a dual-systems model of what makes life worth living. In P. T. P. Wong (Ed.), *The human quest for meaning* (2nd ed., pp. 3–22). Routledge.

Hill, R. M., & Pettit, J. W. (2019). Pilot randomized controlled trial of LEAP: A selective preventive intervention to reduce adolescents' perceived burdensomeness. *Journal of Clinical Child & Adolescent Psychology, 48*(Suppl. 1), S45–S56. https://doi.org/10.1080/15374416.2016.1188705

Brassai, L., Piko, B. F., & Steger, M. F. (2015). A reason to stay healthy: The role of meaning in life in relation to physical activity and healthy eating among adolescents. *Journal of Health Psychology, 20*(5), 473–482. https://doi.org/10.1177/1359105315576604

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Dabwan, A.A.A. & Jasseer, J. (2026). A Systematic Review of Meaning-Centered and Logotherapy-Based Interventions for Enhancing Positive Psychological Outcomes in Adolescents. *International Journal of Indian Psychology*, *14*(4), 448-459. DIP:18.01.039.20261404, DOI:10.25215/1404.039