



A STUDY ON POSITIVE PSYCHOLOGY AND EDUCATION, INTERVENTION STRATEGIES IN PREPARATION

Hemendra Kumar¹

ABSTRACT

Many barriers are being faced by the educational settings of the 21st century which might be a problem on the whole teaching learning process. Social change, poverty, terrorisms, natural disasters, and the rising incidence of psychological disorders in children and adolescents. The psychological disorders are a worry that are configured as the shared space that can to a large extent contribute to cognitive, social, and emotional development of young people. As an essential resource education if this kind is developed by positive psychology which is considered as a new era of psychology. Therefore considering the importance of such an education the author through this paper has tried to study the meaning, significance of positive psychology and a variety of intervention strategies that can support the well being and mental health of the students of all the age groups, as well as the institution where the future teacher's will teach in a collaborative space. This article also is an attempt to reflect on the recent expansion of positive psychology based programs and offer insight into how a wider range of younger generation learners can be benefitted from such initiatives and how these can be more effectively later translated into classroom practices for the benefit of the learners.

Key Words: *Positive psychology, positive Education, Psychological disorders, cognitive, Intervention strategies, mental health.*

1. INTRODUCTION

Mental health, resilience and emotional well being is one thing which is considered to be the most important thing in today's time for which more emphasis is to be given to positive psychology. The positive psychology has an objective to provide the conditions and processes contributing for thriving or best possible performance of people, groups and institutions. Also important is the growth across the total years spent in school education particularly in the last two decades. This has therefore led to growing research related to the acknowledgment of the complexity of learning. There is an alteration in the conceptions of youth, education and development and due to this trend there is a rise in positive psychology. The education and school authorities are eager to integrate programs based on positive psychology. All these initiatives are essential due to a prominent prevalence of depression all over the world among the young age group children, due to small increase in life contentment and the synergy between learning and positive emotions all argue that the skill for contentment should be taught in school.

For catering to the needs of the present century generations our education system which is flexible with the alteration in practices, technologies, policies and trends it is imperative that our education system meet up the learning needs and challenges of tomorrow's students. Society is presently left looking for ways to support their needs that are experiencing mental illness and stress greater

¹ Assistant Professor, Department of Computer Applications, Maharaja Surajmal Institute, Affiliated to Guru Gobind Singh Indraprastha University, New Delhi



than before to meet societies demands for best possible happiness and inculcate youths with tools needed for success in whatever they do. There are numerous psychological factors that influence the educational achievements, self-confidence, self regulatory skills, study behaviours among the learners. Therefore during various stages of human growth and development like preadolescence, adolescence and into higher-level education level a student's proficiency to maintain motivation is therefore a vital factor determining one's future success as these stages in one's life is fundamental time in which an individual's learning and developmental pathway is being lined .As such a superior understanding of this developmental stage will be significant when endeavouring to encourage optimistic growth in lifelong wellbeing and implementation .As there is a growing recognition of the requirement for youth program ,alongside the rise of positive psychology in education through positive education can be seen.

1.1 Implication of Positive Psychology and Positive Education in the 21st century for the younger generations

The meaning of positive education is to set a stage where students get the opportunity for their academic achievement along with the focus on the mental health. It is a branch of psychology that focuses on the development of individual strength instead of weakness. With the help of positive psychology which through positive education can develop the best in the learners so that they can achieve their utmost potential by focussing on positive states and qualities that contribute to better emotional resilience, gratitude, visualizing, success and mindfulness positive experiences, positive institutions, factors that help people achieve a sense of fulfilment and manage stress more effectively, and what contributes to people's happiness, emotional health, strengths and virtues according to Peterson, 2008; Seligman,

2009. Having positive emotions, engagements through their strengths ,competence in social and emotional well being and positive relationships will ultimately lead to educational well being ,achievements and success ,brainstorming creatively ,problem solving ability, and most importantly coping with any kind of stress and anxiety, decision making all this through the interventions of positive psychology.

1.2 Positive Psychology through Positive Education

At various stages of learning scientifically validated positive psychology initiatives in educational settings viz. Preadolescence, adolescence and later stages of one's growth and development that promote student and staff well-being. This application of positive psychology in educational settings involves selection of the strategies, prioritize, and put reasonable marker on what they want to accomplish according to the goals set by them and experience more positive emotions, satisfaction and contentment .Along with the higher education community the elemental goal of positive education is also to persuade positive mental health within the school community .Hence positive psychology is the study of happiness and wellbeing, along with conventional education principles.

There are main five elements that Perma encompasses as significant for long-term wellbeing shown in the below given figure:

¹ Assistant Professor, Department of Computer Applications, Maharaja Surajmal Institute, Affiliated to Guru Gobind Singh Indraprastha University, New Delhi

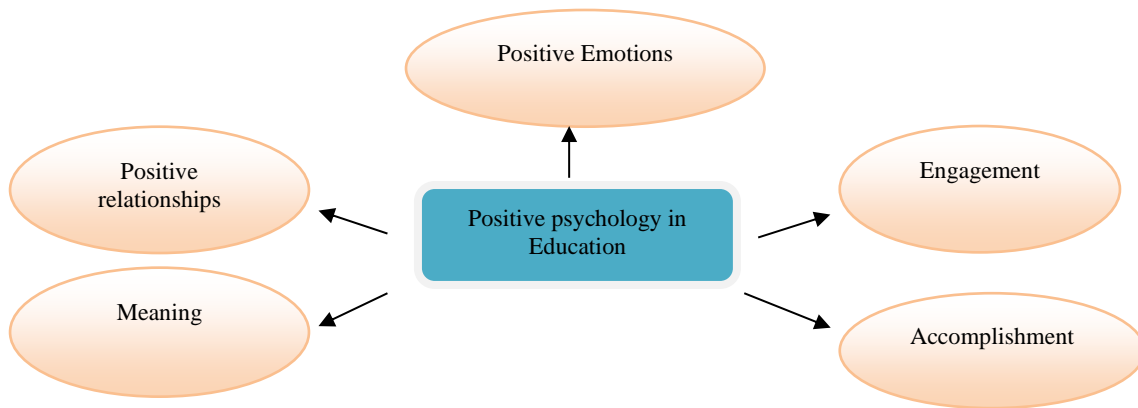


Figure 1: Five elements of positive psychology in Education

Positive characteristics along with the core character strengths like wisdom and knowledge, courage, human values, tolerance, patience etc.. are all important in today’s time to be nurtured and developed. In positive education ensuring the well being of the learners is therefore the main worry, as this emotional and mental well being is supposed to be elemental in improving educational outcomes, school retention, and student commitment. In many studies it is shown also that increase in student wellbeing helps to augment the quality and quantity of student learning, as a more positive frame of mind boosts attention and motivation in students “Seligman, 2011”.

For students to develop the character strengths and encouraged to examine their strengths The PERMA model of a six level implementation program is guided by a six-level implementation process and strengths-based approach.

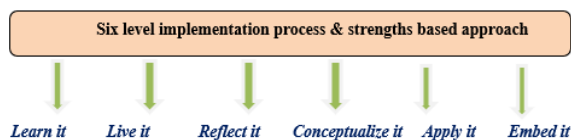


Figure-2: A Six level implementation process and strengths based approach by Kwok, 2021

1.3 Significance of positive psychology:

- (i) Positive emotions are developed that helps to boost our job performance because of positive psychology.
- (ii) A single positive person can extend an undulate effect through Positive psychology as it is contagious hence will extend through the total organization.
- (iii) A big impact can be there on our happiness, because of small, simple actions as it doesn’t take much to support your place of work to become a more contented and more optimistic place.
- (iv) Positive psychology action is a more distinctive idea of what “the good life” is also an advantage.

1.4 Recent expansion of positive psychology based programs:

Positive psychology concentrates on positive experiences at three time points:

Scarcely information related to well being and achievement of high level thinking is there in. “Seligman and Csikszentmihalyi 2000” interestingly have given some insight on what group-level positive psychology should aim for:

¹ Assistant Professor, Department of Computer Applications, Maharaja Surajmal Institute, Affiliated to Guru Gobind Singh Indraprastha University, New Delhi



1. International Positive Education Network (IPEN)
2. Positive Education Schools Association (PESA)
3. Positive Schools Initiative

The community, nation and group levels research and interventions are being ignored as the field of Positive psychology have focussed almost exclusively on the individual level well being research and intervention but there is a need to deploy an extensive range of clinical, school, and work setting.

Some of the other examples of such programs that help to develop positive attitude and well being are:

- (i) Yoga for self doubt
- (ii) Yoga for concentration
- (iii) Meditation for positivity
- (iv) Positive affirmations
- (v) Action for happiness
- (vi) Mindfulness programs
- (vii) Stress management exercises
- (viii) Feedback mechanisms
- (ix) Self-Management and Emotional Awareness

1.5 Variety of intervention strategies:

For the prospect positive psychology interventions at the school level the implementation process as given by Kolb in the year 2021 acts as an instruction. There has been a boost in the happiness and decline in the mental health problems of the learners when this process is implemented in place.

A number of the strategies for implementation of positive psychology can be:

- (i) With an objective of focussing on the escalation of the overall well being of the learners time to time online counselling

sessions through a professional counsellor can be a good option and that general interventions and approach will be there to increase overall wellbeing.

- (ii) Healthy and positive teacher student relationship based on strengths-based interventions can also be a good approach.
- (iii) Positive reinforcement in the form of appreciation and positive criticism should be given attention that can surely make a difference.
- (iv) Collaborative learning through group activities is also a good strategy where in students with diverse skills and competencies are split into groups so that each set of students with dissimilar strengths, team up to explore the same topics. The group activities can be in the form of games, quizzes etc. for example Jigsaw classroom is one such practice.
- (v) Student centred and psychology influenced curriculum can be framed where more ascendancy is given to the students to select their curriculum, and also given accountability from a much younger age.
- (vi) Development and increased motivation among the learners can be promoted.
- (vii) Online inventory of character strengths.
- (viii) Placing clear markers, prioritizing and helping students set their goals on what they want to achieve can be encouraged. After attaining the goals set by the learners there is a feeling of accomplishment and experience positive emotion such as fulfilment, contentment etc.
- (ix) To facilitate academic performance of your learners the educators can plan lessons around student strengths, needs and interest.
- (x) Recuperative practices in order to lessen depression in the learners.
- (xi) Boosting flexibility having confidence in your own competence to deal with the

¹ Assistant Professor, Department of Computer Applications, Maharaja Surajmal Institute, Affiliated to Guru Gobind Singh Indraprastha University, New Delhi



stresses of life can play a considerable part in resilience. Becoming more influenced and convinced in your own ability including skill to counter and deal with a crisis, is a great way to construct resilience for the future.

- (xii) Empathizing with the learners, teaching forgiveness can also be an effective strategy for positive psychology.
- (xiii) In order to ground themselves and also to help the learners for becoming more attentive, mindfulness is an excellent practice in the current moment.
- (xiv) Stop thinking about your past and letting go your past dissatisfaction negativity and immerse yourself in the present is what positive psychology and Positive education emphasize.

CONCLUSION

For the upliftment and development of communities and organizations positive psychology intervention are used to support individuals, thus this helps in positive growth and lifestyle. This psychology through positive education in schools recognize the importance to promote holistic happiness, and aim to enhance school learners and educational staff's welfare and flexibility as well as to extend the specific needs of learners. This kind of intrusion program has improvement in adolescent's happiness. As the studies indicate participants after completion of such programs become more positive, develop amplified self-esteem, overall well being emotionally, psychologically and physically also, that would in turn lead to improved self-efficacy, and lower anxiety and depression symptom. Since positive attitude creates the feeling of success, happiness, people practice an immense agreement of optimistic emotion be inclined to be doing well and become skilled transversely several life domain as optimistic attitude and education create the feeling of

attainment and it also increase long-lasting existence.

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¹ Assistant Professor, Department of Computer Applications, Maharaja Surajmal Institute, Affiliated to Guru Gobind Singh Indraprastha University, New Delhi



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E-Resources:

<https://positivepsychology.com/positive-psychology-schools-education/#overview>