



ROLE OF SCHOOL & TEACHER IN PROMOTING VALUE EDUCATION THROUGH POSITIVE PSYCHOLOGY

Bhave B. B., Ph.D.

Abstract

The main aim of this paper is to present the co-relation between value education and positive psychology. Positive psychology began as a new area of Psychology in 1998. Positive Psychology is a relatively new branch of Psychology that seeks to understand positive emotion, such as joy, optimism and contentment. The objectives of this paper are 1) To study the concept of positive Psychology, 2) To study the concept of value education, 3) To explain the teacher & classroom practices value through positive Psychology. Qualitative analysis method was used for the present study. The data collected through the secondary sources like Books, Magazines, Journals, Newspapers and Websites was than subjected to qualitative analysis. Several humanistic psychologists such as Abraham Maslow, Carl Rogers and Erich Fromm developed theories and practices that involved human happiness. Recently the theories of human flourishing developed by these humanistic psychologist have found empirical support from studies by positive psychologist.

Keyword: Positive Psychology, Value Education, Value Education socid value Moral Value, Human value.



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1. Introduction :

Since the late 1990s there has been a dramatic rise in value crises among children and adolescents studies of mental disorders among adolescents younger than 18 years have been conducted worldwide with prevalence rates ranging from 8 to 20% (World health organization 2005)

In the same period of time the field of positive psychology has made significant progress in understanding youth trajectories toward improved well-being and positive human life, values outcomes (Duckworth et al. 2005). Despite the potential contribution of the science of happiness and positive psychology to prevention science, there is a shortage of empirically validated positive psychology interventions to reduce social moral problems and increase well-being in schoolchildren.

Objectives :

The study was taken up with following objectives in mind.

1. To study the concept of positive psychology
2. To study the concept of value education
3. To explain the role of school in promoting value through positive psychology
4. To explain the role of teacher and classroom practices in promoting value through positive psychology

Study Method :

Qualitative analysis method was used for the present study.

Data Collection and Analysis :

The data collected through the secondary sources like books, Magazines, Journals, Newspapers and Websites was than subjected to qualitative analysis.

What positive Psychology :

Positive psychology is a relatively new branch of psychology that seeks to understand positive emotion, such as joy, optimism and contentment. Positive

Positive psychology began as a new area of psychology in 1998, when Martin Seliman considered the father of modern positive psychology movement, chose it as the theme for his term as president of the American psychologist Association. Though the term originates with Maslow, in this 1954 book Motivation and Personality, the first positive psychology summit took place in 1999. The first international conference on positive psychology took place in 2002 and in June 2009, the first world congress on positive psychology took place.

The field of psychology has proven effective in studying and treating mental illness. The field has proven so effective that some believes, it's time to stop directing research towards what makes us mentally ill and start studying what makes us happy. This new subfield is called as Positive Psychology.

Positive Psychology studies the strengths and virtues that enables individuals and communities to thrive.

Components of Positive Psychology :

Happiness, mental health, motivation, confidence, curiosity, hope, kindness, leadership, love, mercy, mindfulness, praise, prudence, psychological resilience, wisdom, gratitude, etc.

Development of Positive Psychology :

Several humanistic psychologists such as Abraham Maslow, Carle Rogers and Erich Fromm developed theories and practices that involved human happiness. Recently the theories of human flourishing developed by these humanistic psychologist have found empirical support from studies by positive psychologist.

Current research in positive psychology include Sonja Lyubomirsky, Martin Seligman, C.R. Snyder, Christopher Peterson, Donald Clifton, Carol Dweck and Jonathan Haidt.

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Positive-psychology programs have been incorporated more broadly into schools in several countries. In the UK, Jeny Fox-Eades has developed a strengths based program for schools called "Celebrating Strengths". Celebrating Strengths has been implemented in several primary and secondary schools in the UK and Australia, Washington College, a British boarding and day independent school has been teaching a "Well being Programm". in which all students in the first 4 years of the school receive 1 h per fortnight of well-being lessons. The course is delivered by leading teachers from the school and is based on 6 elements which serve to enhance well-being including: physical health, perspective, engagement, positive relationships, the world (living sustainably) and meaning and purpose (Morris 2009).

In Australia a range of positive psychology interventions has been conducted in both elementary and secondary school. One example is a resilience program called. "Bounce Back", which integrates several core principles of positive psychology within the literacy curriculum in several school across Australia (Noble and McGrath 2008). Another example is the Knox Grammar school, an independent boarding school for boys; located in Wahroonga, where over 200 teachers have participated in applied 3 year training in positive psychology that aimed to provide knowledge and strengths-based skills that promote a positive school climate. Through a combination of Positive Psychology and Coaching strategies, the participating teachers worked individually with the school children and helped them to attain their personal and academic goals and to increase their levels of well-being (Green et al. 2012).

Need for value education :

1. Moral awareness should be endorsed to orient the progress in science & technology towards the welfare mankind.
2. Common values should be re-discovered to unite human beings with the general decline of traditional values.
3. Teachers pass values to the students both consciously and unconsciously through their conduct in and out of class rooms. Therefore the need for a consciously planned value education program is obvious to establish a learning.
4. The students might face more complicated decision making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations through value education.
5. Increase in Juvenile delinquency is a crisis to youth who undergoes the process of personal growth.
6. Value education awakens curiosity, development of proper interests, attitudes, values and capacity about oneself.
7. Value Education helps in Promoting Social and Natural integration.

Objectives of value education :

- a. To improve the integral growth of human beings.
- b. To create attitudes and improvement towards human life.
- c. To increase awareness about our national history our cultural heritage, constitutional rights, national integration, community development and society.
- d. To create and develop awareness about the moral values and their significance and role.
- e. To know about various living and non-living organisms and their interaction with environment.

Role of Schools in Promoting value education through positive psychology :

In the four pillars of education, namely learning to live together and learning to be, are related to positive psychology and with value. So, it is essential to integrate valuable attitudes moral values and social skills into the teaching and learning process in school and to make it a part of the total curriculum. Certain countries and institutes have it in the form of subject such as value education (Malaysia and Philippines), Citizenship education (USA), Education for Mutual Understanding (Ireland) and Development Education (UNICEF). A part from such subjects, it can be integrated into the formal curriculum and co-curriculum of

schools. Through applying value education and creating a value culture, it has been observed that schools can have the following benefits.

1. Develop a more humanistic management approach.
2. Improve human relations between teacher-student, teacher-teacher, student-student etc.
3. Help develop good attitudes in the students and teachers, e.g. co-operation, mutual respect.
4. Help healthy emotional development in students.
5. Facilitate socialization through participation in interactive and co-operative learning activities.
6. Improve students discipline and moral behavior.
7. Develop the creativity both in students and teachers.
8. Improve the standard of teaching and learning.

Teacher & Classroom level practices in promoting value education through positive psychology.

Teacher and classroom level practices :

- Modeling the desirable attitudes and behavior like, patient listening, flexibility, being kind and caring, acknowledging one's mistakes, respect for dignity of the child, being constantly aware of its impact on students.
- Developing a set of rules and democrating practices for classroom in consultation with the students and displaying them like, wait for your turn to speak, listen to other carefully, expresses freely etc.
- Creating non threatening atmosphere in the classroom and maintaining positive communication and relationships with students and colleagues.
- Be knowledgeable and appreciative of the cultural diversity, constitutional values and upholding democratic structures and processes that stabilize peace within the country.
- Sharing focus of values education which students at opportune time.
- Developing a folder including news items, photographs, episodes from biographies/autobiographies, relevant pictures, anecdotes, saying, humorous stories etc to be used as pedagogical tool for upholding the related value concerns of the subject and topic.
- Using stage and subject appropriate pedagogical strategies like discussion, role play, drama, composing poems, songs, debates, seminars, story telling etc for providing experiential learning followed by reflection.

- Using silent sittings for enhancing concentration and reducing restlessness before each class period particularly for younger students.
- Adopting teaching practices to develop critical perspectives in existing socio-cultural realities.
- Adopting counseling approach and being a facilitator for children enabling them to solve their day-to-day problems related to education, personal, social life.
- Following proactive student friendly classroom practices like. flexibility, freedom of expression, recognition of disparity and diversity.
- Encouraging students in the habit of writing diaries for planning daily schedule, recording observations, questions, expressing feelings, likings and dislikes, rights and wrong doings from their points of view, changes in their attitudes etc.
- Maintaining a reflective journal to record one's own thoughts, feelings and reflection on significant events and their episodes influence on one's own attitudes, behavior, practices, relationships etc.
- Sharing with other teachers experiences of implementing healthy classroom practices.
- Keeping in constant touch with parents about overall development and progress of their wards.

Conclusion :

Value Education is a remedied measure to protect school children from falling into the ways of violence. It tries to inculcate social, moral human values in the mind of child.

Recently, several studies in the new 'positive psychology' movement have begun to identify factors that contribute to children's. Specifically, factors such as positive emotions gratitude, hope, goal setting, love increasingly and character strengths have been increasingly associated with youth.

Role & school, Teacher & Parents are very important to promote value education. So value education is holistic & it is based on positive psychology.

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