

Positive Psychology Goes to School: Conceptualizing Students' Happiness in 21st Century Schools While 'Minding the Mind!' Are We There Yet? Evidence-Backed, School-Based Positive Psychology Interventions

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Positive Psychology goes to School : Conceptualizing Students' Happiness in 21st Century Schools while 'Minding the Mind!' Are we there yet? Evidence-Backed, School-Based Positive Psychology Interventions

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Abstract

The purpose of this article is to examine school-based interventions that have been designed and developed to promote students' happiness, wellbeing, and academic achievement using a positive psychology approach that focuses on cultivating positive emotions, resilience, and positive character strengths. The current paper outlines the positive psychology movement and reviews evidence from 12 school-based positive psychology interventions that have been systematically evaluated, in response to calls from the 21st century education movement for schools to incorporate students' happiness and wellbeing as a focus of learning. The findings of this research shows that positive psychology programmes are linked to students' health, relationships, happiness, and academic success. The article offers recommendations for additional development of positive psychology interventions in schools, and explores those factors and variables that may influence positive psychology interventions to be extended and more systematically integrated into schools for happiness and wellbeing of students.

Youth Issues and Importance of School-Based Program for Happiness and Wellbeing

Environmental degradation, increasing oil prices, global warming, malnutrition, poverty, pandemics, population growth, terrorism, and an increase in natural disasters are all placing today's children at risk (1). Today's youths are struggling with their mental health as a result of the complexity and stress (2). In Australia, one in every three young people aged 15 to 19 suffers from one or the other mental disease, and one in every three suffers from mild to severe psychological distress (3). 25% of young Australians (4) exhibit symptoms of sadness, whereas 14% exhibit signs of anxiety (5). To name a few, 32% have body image issues, and 13% are indulged in substance abuse. According to a study, 46% of 600 Australians (aged 10–14 years) lacked confidence or sense of security in themselves, whereas 54% were concerned about not fitting in, and 40% believed they could not perform well enough that is expected out of them from the society. To avoid mental illness, young people must be equipped with skills for developing strength and hope (6). Notably, we must also teach our children advanced cognitive, social, and

emotional skills that will enable them to form genuine connections with their communities (7).

Schools are becoming increasingly critical in terms of assisting children in developing their cognitive, social, and emotional talents (8). As a result, schools have been pushed to adapt their teaching methods for the twenty-first century. To mention a few, new technology, new pedagogies, an interdisciplinary curriculum, open learning spaces, and reformed teacher education have all been conceptualised and are now a part of twenty-first century education (9). All perspectives on 21st century education agree that education must foster students' development across all domains, including social, emotional, moral, and intellectual (10). The purpose of this review research is to examine the application of positive psychology therapies to aid school students' overall learning.

While literacy and numeracy remain critical, education is becoming increasingly vital for its role in assisting young people in developing the talents and skills necessary to live effectively and contribute to social cohesion (11). If we want to provide a firm basis for healthy development and successful learning, we must consider children's emotional well-being along with cognitive aptitudes and academic competences (12). Teaching for well-being is a critical component of 21st century education. When students feel well, they perform well (13).

Positive Psychology and Positive Education

Positive psychology is a relatively young branch of psychology that examines how individuals, communities, and enterprises may leverage their strengths and virtues to achieve success (14). Positive psychology aspires to widen the field's focus from resolving negative aspects of life to including fostering of positive aspects of life (15). The purpose of positive psychology is to improve mental health by emphasising positive emotions and human characteristics (16). Examining the positives may provide us with fresh information on human flourishing that we would not obtain by focusing exclusively on the negatives (17). By emphasising on virtues, morally upright individuals can be created and decent societies can be established (18). Numerous aspects of positive psychology align with the 21st century school's whole-student learning philosophy (19).

Positive psychology interventions (PPIs) are programmes, practises, therapies, or activities aiming at promoting positive emotions, positive behaviours, and positive ideas (20). Five components that are often included in PPIs are positive emotions, engagement, relationships, meaning, and accomplishment (21). These therapies are distinct from anti-bullying programmes, depression treatments, and quit smoking initiatives, in that they aim to make individuals happier by eliminating or reducing the negative factors that contribute to their misery (22). As critical as it is to eliminate things that make you unhappy, Keyes' two-factor theory of well-being indicates that programmes aimed at improving things are as critical (23). As previously stated, positive psychology studies and practises are intended to complement rather than replace approaches to wellbeing that focus on minimising negative experiences.

Positive education is an educational approach that is founded on both traditional academic skills and skills for happiness and well-being (24). Schools shall teach both

health skills and success skills without jeopardising either (25). Positive education is predicated on the premise that the same abilities and attitudes that enable us to be happy, have healthy relationships, and be decent individuals also enable us to study and perform well in school (26). Students who are happy are more likely to succeed academically has been evidenced in numerous studies. A meta-analysis of 213 studies including more than 270,000 kids from kindergarten through high school, revealed that pupils who participate in social and emotional learning programmes scored 11 percentage points higher on achievement assessments than those who did not (27).

Positive education is based on the idea that skills and attitudes that promote happiness, good relationships, perseverance, and character attributes can be taught and assessed in schools (28). Health and wellness abilities may be taught using the same methods and formulas used to teach reading and numeracy (29). In order to use positive psychology in school classroom, educators must first demonstrate that PPIs improve student well-being (30). Because of aforementioned, the goal of this research is to explore school-based positive psychology interventions that focus on generating positive emotions such as hope, appreciation, tranquilly, resilience, and character attributes in order to increase student welfare and academic accomplishment.

School-Based Positive Psychology Interventions

This section will examine the findings of 12 school-based PPIs. In addition to teaching children how to produce positive feelings such as thankfulness and tranquilly, these interventions also aim to instil resilience and character traits in them. To be eligible for consideration in this study, the PPIs must meet three crucial criteria. First, as negative variables are being actively reduced, positive variables must be actively introduced into PPIs. Secondly, PPIs must be implemented with students at schools rather than with efforts for youth wellbeing in other contexts (e.g., church settings, community settings, clinical settings). Third, PPIs must be evaluated using credible and rigorous study methodology and metrics. Reporting on assessments completed in junior, middle, and senior high schools, from various educational systems (e.g., public or private), from other nations, from students from both genders and races, was the purpose of this research.

PPIs to foster a sense of hope in school students

Hope is the process of thinking about one's ambitions, as well as the urge to act toward those goals (agency) and the pathways to those goals (31). Mental action sequences in hope theory are directed at achieving certain goals. It has been shown that a child's positive thinking is connected to their perceived competence, self-esteem, life happiness, and mental health (32). A recent year-long study examined the relationship between hope and life satisfaction in youths aged between 10 and 18. Students who were more optimistic at the beginning of the study reported higher levels of life satisfaction a year later (33).

A randomised controlled experimental trial was carried out with 56 female high school students (mean age 16 years). Random allocation of students was done to coaching group (n = 28) and control group (n = 28). Ten times over the course of two school terms, the coaching group met with their teacher-coach. Hope, cognitive

toughness, melancholy, worry, and stress were assessed in both groups before the exam. Students in the coaching group improved over time but those in the control group did not, according to the findings, showing a significant impact over time on hope and toughness (34). Over the course of time, the coaching group had significant decreases in sadness and anxiety compared to those who didn't participate. Thus, applying goal-setting and coaching therapies might significantly help students feel more optimistic about their education.

Hope-based intervention for middle school students in Portugal (ages 10–12) was studied where the program's objectives included fostering a sense of hope, self-worth, mental health, and academic success (35). Students in the hope intervention group received five 60-minute sessions per week. It was ensured that control group was as similar to intervention group as possible in terms of age, gender, school year, ethnicity. Students in both groups completed assessments at the pre- and post-tests, as well as at the 6- and 18-month follow-ups. Hope, life happiness, and self-worth were all significantly better for the intervention group at the end of the study and at the 18-month follow-up. There was no noticeable change in academic performance between the hope and control groups over time. According to the researchers, a brief hope intervention provided at school can increase students' well-being and that the benefits are long-lasting.

Interventions in schools based on positive psychology to cultivate gratitude among students

As a result of receiving a gift, whether it is a tangible benefit from another person or a moment of serenity brought about by the natural world, a sense of thankfulness is felt (36). Good mood, life satisfaction, optimism, social support, and prosocial behaviour have been found to be connected to gratitude in adolescent samples (37). PPIs that may be utilised in classrooms to increase student gratitude have recently been the focus of contemporary researchers. An intervention called *counting your blessings* was developed by Froh, Sefick, and Emmons in 2008, which involved assigning 11 classes to one of three conditions (N = 221). There were four classes allocated to the gratitude group, four to the hassles group, and three to the no-treatment control group. It was recommended that pupils keep a daily journal for two weeks as part of the appreciation and hassles classes. Students were asked to list up to five things they were grateful for in the thanksgiving condition. Writing on what irritated or annoyed them was a requirement for pupils in the stressful situation. Data on participants' psychological, bodily, and social well-being were gathered throughout the study's pre- and post-test phases, as well as during a 3-week follow-up. When compared to students in the hassles and control circumstances, those who were in the blessings condition felt more gratitude, optimism, and happiness in their lives (38). Student's ability to feel grateful for others' help rose over the two-week intervention, peaking three weeks after it ended. In contrast to pupils who had to deal with stress and control, those who were taught to focus on the positives were more satisfied with their educational experiences.

In a second school-based thankfulness intervention, Froh, Kashdan, Ozimkowski, and Miller in 2009, worked with teachers to conduct a thanks visit with students from grades 3, 8, and 12 (age range: 8–19 years) at a Catholic school (39). Students were randomly assigned to either the gratitude intervention or a control condition. It was a requirement for students taking an appreciation class to write and deliver a thank-you letter to a key

person in their lives. Students in the control groups were required to keep a journal in which they recorded their thoughts and feelings about the activities they had participated in the day before. Both rules were strictly enforced in class for a period of two weeks. There was no correlation between the amount of time people spent being appreciative and their overall health. Students who had low positive affect at the beginning of the intervention exhibited higher levels of gratitude immediately following the intervention. Students who had low levels of positive affect before taking appreciation lessons reported increased levels of positive affect three months later. Students with low positive affect benefited even more from gratitude treatments than those with high levels of gratitude and positive affect (40).

Serenity-Focussed Positive Psychology Intervention in Schools

One of the ten most pleasurable feelings, according to Frederickson, is serenity, which is characterised by a sense of placidity and tranquillity (41). Serenity has several benefits, including insight generation, longer attention, integration of thoughts and emotions, stress reduction, and a heightened sense of compassion (42). It has been found that many students do not feel at ease or tranquil while at school (43). A practise of paying attention, typically to a single item designated as the centre of concentration is one recognised strategy that has been proven to induce the good sensation of tranquilly. Studies on adults have shown that meditation increases feelings of calm, compassion, reduces stress, enhances physical health, promotes self-compassion, increases self-awareness, and encourages self-regulatory behaviour (44). Meditation should thus be employed in schools to improve well-being of students. Meditative exercises have been found to aid pupils in achieving educational objectives such as improved attention, focus, creativity, and self-regulation (45).

Attention to the present moment with intention and without judgement is a state of mindfulness (46). Observing thoughts and sensations non-judgmentally is the purpose of mindful meditation, which is a style of meditation in which the goal is to detach from phenomenon happening outside of oneself and to develop insight and awareness (47). In a Pennsylvania all-girls Catholic school, Broderick and Metz in 2009 evaluated a six-lesson mindfulness meditation curriculum. In order to transact their wellness curriculum, 120 seniors (average age 17.4 years) were involved, with 30 younger pupils from the same high school acted as a control group (48). A pre- and post-test design was used in the investigation. At the post-test (1 week after the mindfulness curriculum was finished), the intervention students reported more tranquilly, relaxation, and self-acceptance, as well as less negativity, compared to the control students. At the end of the programme, the intervention group experienced more emotional control and their physical difficulties decreased.

Studying the effects of mindfulness training on 173 students (aged 14–15) from two private English boys' schools, Huppert and Johnson in 2010 conducted a study. It was part of their religious education to engage in the mindfulness programme (49). Six of the religious education classes used mindfulness training, while the other five acted as controls. Students in the mindfulness-training group got four lessons over the course of four weeks. Students in the mindfulness training group were compared to those in the control group on measures of mindfulness, resilience, and, psychological well-being. Both groups at the end of four-week training had the same level of happiness and

resilience. However, in the mindfulness group, there was a strong correlation between the frequency of mindfulness practise and the overall well-being of the participants. The pupils were enthusiastic about the mindfulness training, with 74% saying they would like to continue practising it.

Transcendental meditation is quite distinct from other forms of meditative practices (50). It uses a relaxing approach that incorporates the repetition of a mantra in order to clear the mind of all the prevailing distractions (51). Nidich et al. in 2011 evaluated the impact of the Transcendental Meditation programme on the well-being, social behaviour, and academic success of middle-school students in a California public school (52). Randomly allocated students ($n = 125$) were expected to meditate for 12 minutes at the start and end of each school day for three months. However, the control group did participate in the school's meditation programme. Teachers noticed that students in the meditation group were calmer, happier, less hyperactive, friendly, and more able to concentrate on academics than they were before the programme. There was a significant increase in students' Math and English achievement scores and performance levels over the course of a year when they practised transcendental meditation. Compared to non-meditating control group students, 41% of the meditating students improved by at least one performance level in Math.

School-Based Positive Psychology Interventions that Strengthen Students' Resilience

Resiliency includes the ability to bounce back from adversity and stress, as well as the ability to seek out new opportunities for growth (53). Is it possible to increase students' resilience if schools use PPIs with this objective in mind? Twenty studies on two school-based curriculum-based resilience programmes are summarised here. Anxiety and well-being improved as a result of these programmes, and quality of learning also improved.

In schools across the United States, the United Kingdom, Australia, China, and Portugal, the Penn Resiliency Program (PRP) has been implemented to promote student resilience (54). Cognitive reframing, assertiveness, decision making, coping, creative brainstorming, and relaxation are all emphasised in the curriculum (55). It has been used with children ranging in age from 8 to 15. Researchers found that students who completed the PRP resilience training had less grief, despair, and anxiety than those who did not complete the training (56). A substantial improvement in well-being was detected at both the two-year and 31-month retests, indicating that the PRP's positive effects were lasting (57). It has been shown that PRP boosts positivity while also easing anxiety.

The 'You Can Do It!' (YCDI) social and emotional resilience training programme was put to test by Bernard and Walton in 2011 in Australia and found to be successful (58). Resilience, confidence, perseverance, organisation and social skills are all taught in the YCDI curriculum. Researchers compared 5th graders from six government schools that had implemented the YCDI programme ($n = 349$) with 5th graders from six government schools that had not adopted the programme (control $n = 208$ children). There were comparisons made based on results from Student Attitudes towards School Survey (59). It was a survey that measured students' feelings about the quality of their educational experience (well-being, educational content, teaching methods). A year later, students were evaluated again in Grade 6. An evaluation of students' self-reported

outcomes from the YCDI schools found significant increases in students' morale and engagement in learning as well as their sense of closeness to peers and classroom behaviour. Student unhappiness was also reduced as a result of these changes. For non-YCDI schools, only classroom behaviour and student safety saw an improvement.

Schools' Positive Psychology Interventions emphasizing Strengthening of Students' Character

Character strengths are pre-existing attributes that arise spontaneously and seem true (60). They are innately attractive to use (61). Character traits like love, optimism, curiosity, and enthusiasm are strongly associated with how contented adults feel about their lives (62). People can survive better when they have hope, kindness, social intelligence, self-control and perspective (63). A study by Park and Peterson in 2008 found that tenacity, honesty, prudence, and love were all negatively associated with aggression, anxiety, and sorrow among middle school students (64). Accomplishment in academic pursuits was proven to be a significant predictor of GPA in addition to an individual's intelligence. Duck and Seligman in 2005 investigated the connection between eighth-graders' self-discipline and academic success (65). According to their longitudinal study, self-discipline beat IQ in terms of academic performance. Studying the character strength of curiosity in fourth-graders, Yost in 1967 found that it predicted their academic achievement when they were re-tested in sixth grade (66). This means that using PPIs in the classroom to teach students about character traits has a lot of potential. Three such PPIs are explored in this paper.

An American programme called Strathhaven Positive Psychology Program aims to educate youngsters how to cultivate happy emotions and recognise their own character traits (67). Values in Action (VIA) was developed by Peterson and Seligman in 2004 and comprises 24 character traits that fall into one of six essential virtues: knowledge, bravery, humanity, justice, temperance, and transcendence (68). It was found that Strathhaven Positive Psychology Program had a positive impact on 347 young students, who were allocated to either positive psychology or non-positive psychology classrooms. There were data collected from both groups of students as well as from their teachers and parents, including data from a 2-year follow-up. Research of student personality traits as well as their academic performance was carried out. There were a few notable differences between the instructors who were asked to conduct assessments of children's character strengths, social skills, and behavioural issues and those who had taught the positive psychology curriculum.

According to pre- and post-test comparisons, students in the positive psychology programme were happier and more engaged in school at the completion of the programme. Educators report that the curriculum enhanced students' capacities in learning-related areas including curiosity, enthusiasm for learning, and creativity. It was also reported by teachers and parents that children who took part in the positive psychology programme had better social skills. However, PPI students showed no change in their feelings of despair or worry.

An Australian strengths-based coaching programme for primary school pupils was developed by Madden, Green, and Grant in 2010 using the VIA framework and the youth VIA survey (69). Researchers at a private all-boys school devised a programme to help

students in Grade 5 (N = 38; mean age = 10.7 years) identify their character strengths, set goals to utilise these strengths in novel ways, and write a “*letter from the future*” to themselves in which they wrote about themselves at their best. The strengths-based coaching programme was included in the personal development and health streams of the curriculum. They received eight coaching sessions from a teacher at school over the course of two school years. Students were pretested on their levels of hope and engagement, and then given the same survey at the end of the strengths-based coaching session to evaluate the program’s effectiveness. The post-test results indicated that the character strengths programme had a positive impact on the students.

According to Gallop Strengths Framework (70), students were randomly assigned to a 6-week strengths programme (n = 255) and were compared to standard curriculum control group (n = 272). A strengths diary was kept by students in the strengths condition who completed the Gallup Clifton Abilities Finder to identify their top five strengths. Following the strengths programme at school, students in the strengths group had higher academic expectations, self-efficacy, self-empowerment, extrinsic motivation and assessments of competence compared to control group children.

There is evidence that character strengths can be explicitly taught in schools and that including character strengths into the curriculum helps students further develop their character strengths and social skills, as well as increasing their enjoyment, hope, and engagement in school and in their academic pursuits (71).

Synthesis of School-Based Positive Psychology Interventions

Author in this paper have reviewed PPIs in schools that are drawn from several international studies. The studies included were extensively diverse, so much so that, interventions were carried out in public and private schools; in coeducational and single-gender settings; they were used with students of various ethnicities; and were used with students of various ages. The PPIs discussed in this paper covered five specific PPI foci (i.e., gratitude, hope, serenity, resilience, and character strengths). Summarily putting, the findings are significant, dependable, and quite promising.

There are numerous strengths to the PPIs reviewed in this article, including large sample size, such as the 347 students in the Seligman research, 221 students in the Froh study, and 173 students in Huppert study. Another strength of PPI research is the use of control groups to compare PPI efficacy. Students in certain studies were randomly assigned to one of two groups: one that received treatment, and the other that received no treatment. In most trials, random assignment was quite difficult because of the use of specific year levels or specific student groups for the intervention. Some studies used extremely small sample sizes as a result of the PPI’s rigorous administration or the class’s small size e.g., (72) and (73). It is imperative that these programmes are thoroughly evaluated as they expand beyond pilot projects and are used with a larger number of students, larger samples, and in diverse contexts. The validity of the PPIs was also validated by evaluating responses from parents and teachers about their children, rather than just relying on the children’s self-reporting, as Seligman et al. in 2009 has done (74).

In establishing positive psychological health programmes, researchers, teachers, and practitioners should take into account the PPIs outlined above. It was found that in almost

all of the 12 PPIs, interventions were more successful because teachers already had a strong and healthy relationship with their students and could continue to teach them even after the curriculum was complete. Positive psychological traits (such as character traits and meditation) may be integrated into already established educational disciplines such as arts, language, health, and religious education. Many studies have shown that student well-being can be improved by pastoral care programmes (75).

Creating a Positive School Environment

There is a strong argument to be made for positive education in schools even if the field is still relatively new, as discussed in previous sections. This may be due to the natural alignment of positive education with demands for 21st century learning to create wholesome individuals (76). Schools serve as the connection between the movement in positive psychology seeking for positive human development and the institutions that could serve as vehicles for growth (77). The four elements that may assist schools in promotion of positive education include : (a) integrating positive psychology concepts into traditional academic disciplines, (b) using the school-wide approach, (c) using strategic frameworks to guide the implementation of positive psychology in schools, and (d) the role of larger educational institutions in promoting positive psychology.

Incorporating positive psychology into more and more academic fields of study

Positive education argues that student well-being comes before academic achievement in the development of the whole person (78). A wellbeing curriculum was formed as a result of the school-based positive psychology therapies outlined above, which explicitly taught youngsters how to cultivate their positive emotions and character attributes to enhance wellbeing. The introduction of positive psychology principles into traditional academic subjects, as well as the use of specific treatments that teach wellbeing skills, can expose students to positive psychology, e.g., maintaining a gratitude diary, etc. (79). If academic curricula are to take positive turns in terms of issues addressed, academics should provide concepts and subject matter that strive to understand human flourishing (80). Students of English could examine topics like optimism and thanksgiving as part of their character and text study (81). In addition, students can improve their analytical, argumentative, and writing skills in English literature by studying both upbeat and depressing books, such as William Ernest Henley's *Invictus* and Dante's *Inferno*, respectively (82). In cultural and religious education, mindfulness and meditation might be studied, as well as self-expression via joy, empathy, and creativity in the performing arts curriculum (83). With the help of this positive turn, schools may supplement the explicit wellbeing skills taught by PPIs with a deeper understanding of the variables that contribute to flourishing (84).

For the most part, positive psychology in schools has only been implemented at the individual PPI level, either in a single class or as part of pastoral care (85). As a result, positive psychology must be introduced to students at various points in their education and in different parts of their schools in order to reap the above-mentioned benefits. Additionally, to the PPIs, a culture of positive psychology must be woven across the school as a whole to achieve long lasting success (23). A systemic approach is required to

combine high-quality education into curricula, pastoral care programmes, and behavioural control policies.

Because positive psychology principles are modelled and reinforced throughout the school's fabric, practises of positive education must be taught to all staffs (teaching and nonteaching). School staff that are emotionally and socially healthy have a positive influence on their students (29). There is no need for an outside expert to develop a curriculum for the programmes studied above, according to the PPIs analysed. This information supports the argument that teachers should get training in positive education (44). If future PPI tests incorporate teacher reports as well as student reports, qualified instructors will be familiar with the positive psychology evaluation indices, which would be advantageous for future PPI evaluations (58).

It is imperative that positive psychology be included into all aspects of the school's human resources policies and processes, including recruiting and selection, development and assessment, promotion and communication between parents and teachers, teaching teams, and remuneration (18).

Implementing Positive Psychology in Schools with the Help of Strategic Frameworks

Positive Education Frameworks (PEFs) are required to ensure that schools go beyond the use of specialised programmes in individual courses to a whole-school approach that becomes the school's usual way of operating. In order to ensure that all aspects of school culture support the conditions that allow students and staff to thrive, positive educational frameworks must address curriculum, co-curriculum, pastoral care, the broader teaching and learning environment, and the playground (37). They must also address organisational structures, policies, and processes (41). In order for a school's positive educational transformation to take hold, all of the school's critical stakeholders must be included and supported. Many people are involved in this process: leaders (such as school boards and councils), employees (such as teachers) and children (including their parents). Getting buy-in from key stakeholders can help in development of a common lexicon and world view (59).

Seligman (2011)'s PERMA approach may help school administrators encourage positive education in their establishments (67). According to the PERMA paradigm, five factors are necessary for people to be happy and content in their lives: positive emotions, engagement, relationships, meaning, and accomplishment. When one adopts the values of this paradigm, he or she is better able to focus on his or her own well-being while simultaneously nurturing a sense of social duty and civic engagement (74). Administrators may use the PERMA framework to guarantee that students at all levels and parts of the school have access to an environment that meets the five standards. There are a number of ways that school principals might conduct a positive psychology audit of their schools to see if each of the five aspects of PERMA model is being satisfied. Performing a positive psychology audit can give school administrators insight into areas in which they might make enhancements. A school's strategic plan may incorporate the five foundations of PERMA following an audit to guarantee that the appropriate expenditures, training, and resources are built up over time to maintain a strong educational environment.

It is also possible to use the Noble and McGrath (2008)'s framework which proposes the use of positive education practises (PEP) as an organising tool to promote child welfare and support learners to achieve learning objectives and engage in prosocial behaviour (8). The five pillars of well-being in the PEP framework are comparable to those in PERMA: social and emotional competence, pleasant emotions, relationships, engagement, and a sense of meaning and purpose.

Endorsement by Larger Educational Systems

Schools, school systems, and universities must think strategically about how to integrate positive psychology into the culture of teacher training, school leadership training, and system-wide educational programmes in order to create a pleasant and effective learning environment for students (24). In order to support the transition to 21st century schools and the positive education movement, education systems must enhance the metrics used to evaluate school performance. Academic achievement is the most common yardstick by which students' progress in school is judged (38). Academic success may be predicted by one's mental wellbeing as well (45). This predominance of children having happy sentiments and strong sense of overall wellbeing is a key predictor of schools' success (59).

Concluding Remarks

A positive psychology method was utilised to examine 12 school-based therapies aimed at boosting students' well-being and academic performance. According to the findings, student well-being and academic achievement are strongly connected with treatments based in positive psychology. Researchers, teachers, and practitioners may use the findings to encourage students to improve their mental health by learning how to create pleasant emotions, resilient attitudes, and strong character. The findings presented in this work might be useful in promoting the use of positive psychology in educational settings. The aim of schools shall be to produce successful learners who are self-assured persons and responsible citizens. These aims can be achieved through positive education.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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