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Effectiveness of Positive Education Program Based on Seligman's PREMA Model on Students' Self-Efficacy and Engagement in Online Classes

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Extended Abstract

Aim

The objective of this research was to examine the impact of a positive education program, which was designed in accordance with Seligman's PREMA model (which delineates the five fundamental components of happiness and well-being), on the levels of student engagement and self-efficacy in online courses. Positive emotions, such as delight, contentment, and happiness, are hedonistic in nature. On the other hand, engagement pertains to the psychological bond formed with organizations and activities, encompassing sentiments of fascination, interest, and active participation in one's life. Positive relationships encompass elements such as social integration, reciprocal support and care for others, and interpersonal contentment. Meaning can be defined as the conviction that one's life holds intrinsic worth and a sensation of being connected to a greater power; accomplishment, on the other hand, pertains to making strides toward objectives, the sense of competence in carrying out routine tasks, and a perception of advancement (Seligman, 2011; Forgeard et al., 2011).

Methodology

In terms of purpose and methodology, this study was experimental research employing a repeated measurements design; it was also an application of research. During the 2019-2020 academic year, secondary public elementary schools in the eleventh district of Tehran comprised the statistical population of the present study. There were a total of 42 of these institutions. A secondary elementary school located in the 11th district of Tehran was selected using the convenient sampling method. The research was carried out on the entire student body of this elementary school, which consisted of 315 female students. This institution comprised a total of 315 students, of which 315 were in the second grade. Yet, there were 2 fourth grade classes with 80 students, 3 fifth grade classes with 117 students, and 3 sixth grade classes with 114 students. Gender, educational level, and educational region were regulated in the current investigation. Entry requirements comprised enrollment in educational sessions and completion of coursework in one of the fourth, fifth, or sixth grades. Exit criteria required non-attendance for a minimum of two sessions. Data collection instruments were, online student engagement scale (OSE), and online learning self-efficacy scale (OLSES). The students were virtually exposed to the positive education program, and their levels of engagement and self-efficacy were assessed on four separate occasions. SPSS software was utilized to conduct multivariate analysis of variance for repeated measures on the data.

Findings

A positive education program founded on Seligman's PREMA model increased online students' engagement and self-efficacy, according to the findings. Thus, the average level of student academic engagement increased by 5.35 points in the second measure relative to the first, by 7.11 points in the third measure, and by 8.40 points in the fourth measure relative to the first. Additionally, the results indicated that the mean scores of students' self-efficacy increased by 2.41 points in the second measure

relative to the first measure, 3.93 points in the third measure, and 6.37 points in the fourth measure relative to the first measure.

Conclusion

It appears that positive psychology experts are in agreement that integrating wellbeing into the curriculum of schools would, in an ideal world, prevent depression, boost life satisfaction, promote social responsibility, inspire creativity, facilitate learning, and even enhance students' performance and motivation. The positive education approach places greater emphasis on enhancing students' positive emotions and well-being through the application of constructive activities and practical skills, as opposed to rectification of their negative cognitions and conduct. Furthermore, in accordance with the broaden-and-build theory, positive emotions stimulate innovative, exploratory thought and action and expand one's awareness. This expanded repertoire of behaviors develops psychological resources and practical abilities over time (Fredrickson, 2001; 2004). Thus, it can be stated that positive emotions among students are linked to an expansion of their range of attention, thoughts, actions, and creativity; ultimately, these emotions unveil a greater number of solutions to life's and education's challenges and obstacles, thereby enhancing students' academic performance. According to this theoretical framework, the creative process facilitates the development of novel competencies, enabling the learner to more effectively navigate demanding circumstances and achieve overall stability in well-being (Shankland & Rosset, 2016). Furthermore, students who perceive their learning environment as supportive and nurturing are more motivated and well-beingful than their peers, according to the self-determination theory (Van Ryzin, Gravely, & Roseth, 2009). The results of this study may provide educational psychologists and school counselors with valuable insights for developing and executing initiatives that foster student motivation and flourishing.

Keywords: Online Classes, PERMA Model, Positive Education, Students' Engagement, Students' Self-Efficacy.

Ethical Considerations

In the present research, ethical principles were observed in all three stages: data collection, analysis and interpretation, and presentation. Following the acquisition of a letter of introduction from the officials of the Faculty of Educational Sciences and Psychology at the University of Tehran, necessary coordination was made with the General Directorate of Education in Tehran province. The objectives and execution methods of the research were explained to them. Subsequently, a message was sent to the parents of students, clarifying the research objectives and seeking their consent for the participation of students. Participating students were also informed about the objectives, implementation methods, and potential benefits of the research. Assurance was given to the students that their information would be used solely for research purposes, and none of the school officials or other individuals would have access to their data. They were then requested to voluntarily and knowingly complete and submit the questionnaire.

Conflict of Interest

There is no conflict of interest in this article.

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