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Review Article

Building an Optimistic Future: Core Principles of Positive Education

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ABSTRACT

Positive education is a transformative approach that combines traditional education with positive psychology principles to promote students' wellbeing and academic success. It has numerous advantages, such as enhancing the quality of life, better relationships, social consciousness, lifelong learning skills, and enhancing academic accomplishments. The present article focuses on the core principles of positive education that can be used in educational practices. Positive education develops the learner's coping abilities, resilience, and self-awareness, which causes more happiness, optimism, and overall quality of life. It helps create a supportive, comforting, and accommodating learning environment in educational institutes, allowing students to contribute constructively to the community. There are various education principles, such as fostering positive emotions, building strong relationships about oneself and others, finding meaning and purpose in life, promoting resilience, focusing on flourishing community and social responsibility, and enhancing academic performance by fostering a supportive environment, positive relationships, and a growth mindset. The successful implementation of positive education depends on different approaches such as mindfulness and gratitude, character education, strengths and positive relationships, strategic integration, social and emotional learning, growth mindset, resilience, mental toughness, cross-disciplinary collaboration, pedagogy, philosophical assumptions, and the educational institution's culture. These programs improve student and teacher wellbeing for personal and professional growth. On the other hand, while implementing positive education, there are various challenges like context, resources, specific needs, an equal knowledge base, concretization, balancing theoretical validity and cultural adaptation, and regulating motivation-a whole-institutional approach. The policymakers should integrate wellbeing into education, promote holistic development, require professional development of teachers for positive psychology interventions, foster positive institutions, promote restorative justice, empower leaders, and align assessments with social-emotional skills, character strengths, and overall wellbeing. Thus, implementing these principles in education can build an optimistic future for our society. There is a great need to engage stakeholders and foster interdisciplinary collaboration to support students' wellbeing. However, positive education needs a lot of commitment from educational institutions to implement its' principles effectively, and it also requires whole-institutional commitment along with parents, teachers, administrators, and students.

KEYWORDS: Positive Education, Principles, Well-being, Mindfulness, Mental health.

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INTRODUCTION

In the present era, as educators, we envisage that learners should be excellent academically and prosper emotionally, psychologically, and socially. They had the mindset to navigate future life's challenges with resilience and optimism. Positive education is a transformative approach that integrates the principles of positive psychology into educational settings. The main aim of positive education is to create a holistic learning environment where students can prosper in all aspects of life. It improves mental and emotional wellbeing, engaging in positive behaviours, character strengths, and emotional intelligence, cultivating positive emotions, meaningful relationships, and a purpose for a fulfilling life. In the same way, White and Kern (2018) ^[53] defined that "positive education can positively impact students, teachers, and the educational community, but success requires a well-designed program that combines evidence-based learning from positive psychology with best practices and school culture." In general, it contributes significantly to enhancing the resilience mindset of students so that they can successfully tackle obstacles in their lives. In this respect, Duan, Chen, and Ho (2020) ^[6] noted that "positive education aims to promote children's psychological wellbeing by employing a holistic approach including positive emotions, engagement, relationships, meaning, and achievement. Studies found teaching resilience, positive emotion, engagement, and meaning improved school children's wellbeing." Positive education focuses on learning through positive reinforcement that encourages positive attitudes, values, and behaviours among them so that they can be able to discourage helplessness. It is committed to inculcating social, emotional, and psychological skills among children, teenagers, students, parents, and educational institutions.

Definitions of Positive Education

Gómez-Baya and Gillham (2019) ^[10] described that "positive education, based on positive psychology, aims to develop skills for wellbeing, flourishing, and optimal functioning in children, teenagers, students, parents, and educational institutions."

Xue, X. (2020) ^[55] stated that "positive education is a new approach to education that aims to create a virtuous cycle for life, future, and the world by promoting positive attitudes, values, and behaviors in students, teachers, and communities."

Shilko, Egorov, Zinchenko, & Emelin (2022) ^[42] defined "positive education, focusing on mental health and psychological wellbeing, is increasingly emerging in university education, with promising potential for using information and communication technologies to enhance wellbeing."

From the above definitions, it is clear that positive education integrates positive psychology with traditional learning to help students succeed academically and in all other areas of life. The research proved that positive education profoundly impacts students' mental health by cultivating a supportive learning culture that encourages wellbeing, resilience, and joy. It is a strengths-based and relationship-guided approach that trusts individual strengths, self-motivation, and positive mentoring relationships to prepare students for success. The primary purpose

of positive education is to enhance mental health and psychological wellbeing.

Core Principles of Positive Education

Positive education is a positive psychology-based approach to education that promotes psychological wellbeing by determining and customizing individual strengths. There are the following core principles of positive education:

Integration of Positive Psychology: - Positive education integrates positive psychology to facilitate a learning environment that promotes positive emotional wellbeing, social skills, and character development. Further, Norrish, Williams, O'Connor, and Robinson (2013) ^[29] defined that "positive education combines principles of positive psychology with best-practice teaching and educational paradigms to promote optimal development and flourishing in schools." In this context, Ronen and Kerret (2020) ^[33] also explained that "integrating positive psychology and environmental sustainability in education can promote sustainable wellbeing, enhancing individual and environmental wellbeing." Similarly, Duan, Chen, and Ho (2020) ^[6] described that "this approach focuses on the prominence of positive emotions, engagement, relationships, meaning, accomplishment, and health- together known as the (PERMA-H model)" which Seligman developed as a fundamental framework in positive education that consists of first five elements that contribute to human flourishing after that positive health (H) was added to the PERMA model to embrace a holistic view of physical and psychological health (Norrish *et al.*, 2013) ^[29]. Thus, the main components of integrating positive psychology with education are inculcating positive emotions, engagement, relationships, meaning, accomplishment, and health among the students.

Cultivating Positive Emotions: Positive emotions have been identified as a key component of positive education as they facilitate the learning process, boost wellbeing, encourage stronger social connections, and promote motivation in the classroom. Positive feelings extend students' attention, help cognitive flexibility, and increase creativity and these can also reduce stress and promote resilience and emotional stability. Rowe, Fitness, and Wood (2015) ^[34] stated "positive emotions play a crucial role in learning and teaching for university students and lecturers, with their experiences and perceptions varying across different emotions." In the same line, Dimovska (2018) ^[4] reported that "positive psychology in education improves students' happiness, optimism, self-confidence, social and emotional competence, leading to higher personal, emotional, and social achievements." Further, Ramachandram (2016) ^[31] also suggested that "positive education programs in schools can improve students' emotional management, self-identity, and social skills, leading to increased academic achievement and reduced depression and anxiety." Positive emotions directly influence all levels of students' learning and teaching experiences. Thus, positive education cultivates positive emotions, such as joy, gratitude, and hope, among the learners to enhance their happiness and resilience. It also promotes positive environments, teaching emotional skills, focusing on strengths, and connecting learning to students' interests and values, provokes positive emotions in

educational institutions. It not only serves students by cultivating positive emotions but also leads to success in their general lives.

Focus on Positive Engagement: Positive education fosters a deep engagement in learning activities by considering students' strengths, needs, and interests. In this line, Golab *et al.* (2018)^[8] noted "positive education as a strong relationship between positive emotions and engagement, engagement and relationship, engagement and meaning, and engagement and accomplishment." In a research study, Jie, Roslan, Muhamad, Khambari, and Zaremohzzabieh (2022)^[22] explored that "positive education intervention based on the PERMA model significantly reduces academic boredom and increases intrinsic motivation among Chinese college students." Overall, positive education raises motivation amongst students through good moods, positive reinforcements, rewards, a decrease in academic boredom, and better interactions with teachers, peers, and as encouragement in the learning process, enhancing the motivation of the students to learn and perform well in all personal and professional aspects.

Emphasis on Positive Relationships: - Positive education emphasizes building strong and supportive relationships with each other's. It focuses on the positive relationship between learners and teachers, teacher-teacher, learners-learners, teachers, and students with administration and supportive staff. Sullivan (2019)^[45] elucidated it as "positive education aims to develop social and emotional skills to foster strong and nourishing relationships, promoting happiness and flourishing in students." Positive education promotes positive relationships between learners, teachers, supportive staff, administration, and other stakeholders of educational institutions. Positive relationships between teacher and student are associated with optimal learning, particularly in cognitive, affective, and behavioural domains. Positive teacher-student relationships undoubtedly enhance students' engagement, reduce school/university absences, and increase motivation for learning. Furthermore, it promotes academic excellence among them. Therefore, it helps to develop healthy relationships among all education stakeholders.

Cultivating Meaning and Purpose: One of the principles of positive education is cultivating the real meaning and purpose of learning and life among the learners. It helps to set their goals in life. Jacobs and Renandya (2019)^[21] reported that "positive education and student-centered cooperative learning can enhance each other, promoting positive emotions, engagement, relationships, meaning, and achievement in students." Similarly, Steger, O'Donnell, and Morse, (2021)^[44] also noted that "positive education programs can help students find meaningful pathways to life, enhancing their wellbeing and contributing to the flourishing of students and their communities." In this line, Hill, Sin, Almeida, and Burrow (2020)^[16] described that a "sense of purpose predicts a higher frequency of daily positive events and reduces the impact of positive events on positive affect, potentially promoting affect stability." The meaningful life believes that using one's strengths to serve something more significant than the self can improve learning and satisfaction with life. So, finding meaning also comes from work and contribution. According to positive psychology, individuals should look for their character strengths to align with finding meaningfulness.

Therefore, positive education and wellbeing is about supporting individuals in their search for the meaning and purpose of life. It offers frameworks for individuals to identify their values, uncover their strengths, and exercise them in achieving something bigger than themselves to engage in more fulfilling, flourishing lives.

Emphasising Positive Accomplishment: Positive accomplishment refers to the potential developed of each individual through goals, perseverance, and competencies, which promotes wellbeing and mental health. It is one of the key components that focuses on the significance of setting and achieving goals and experiencing a sense of mastery. Seligman *et al.* (1963)^[40] stated that "positive education promotes holistic health, focusing on mindfulness, optimism, resilience, and general health behaviours, which improve students' performance in school and life." Henderlong and Lepper (2002)^[15] defined it as "providing specific, positive feedback that highlights students' efforts and strengths, reinforces positive behaviours, and motivates them to achieve further accomplishments." Moreover, Peterson and Seligman (2004)^[30] also described that "positive education emphasizes identifying and developing character strengths (e.g., perseverance, gratitude, curiosity)." Positive education emphasizes a strengths-based approach, promoting emotional and social wellbeing, a growth mindset, character strengths development, goal selection, constructive reinforcement, and resilience building. These strengths are directly linked to positive accomplishments in their lives. It may ensure that students learn in a supportive environment that cultivates a love for learning and success to meet their academic and personal goals and excel in the field of interest. Positive education focuses on academic achievement, improves emotional and social wellbeing, encourages growth mindsets, and nurtures good character. Overall, it imparts a sense of positive accomplishments amongst all stakeholders of academic institutions.

Focus on Positive Health: Positive education promotes positive health among learners. Seligman *et al.* (1963)^[40] described that "positive education promotes holistic health, focusing on mindfulness, optimism, resilience, and general health behaviours, which improve students' performance in school and life." In this regard, Shilko, Egorov, Zinchenko, & Emelin (2022)^[42] suggested that "positive education, focusing on mental health and psychological wellbeing, is increasingly emerging in university education, with promising potential for using information and communication technologies to enhance wellbeing." Further, Wang, (2023)^[49] stated that "positive psychology can enhance college life and health education by creating a positive teaching environment, stimulating positive personality, cultivating positive energy individuals, and integrating psychological education and life health education organically." Thus, positive education focuses on an incredible ecosystem that enhances students' health. Moreover, studies also indicated that it enhances mindfulness, optimism, resilience and general health behaviours, and positively influences academic and life performance. It improves the positive learning environment, stimulates the optimistic personality, and promotes positive health among the teachers and students.

Emphasis on Flourishing: Positive education practices gratitude, resilience, optimism, and curiosity in the teaching and learning process to flourish individuals, schools, and communities. Norrish, Williams, O'Connor, and Robinson (2013) ^[29] clarified that "positive education in schools promotes optimal development and flourishing, with a focus on character strengths, targeting six wellbeing domains (emotional, physical, social, intellectual, occupational, and spiritual) and enhancing academic success." The educational institutions foster a sense of belonging and community and provide opportunities for students to find meaning and purpose in their learning to experience greater happiness, resilience, and overall wellbeing.

Encourage Strengths: Positive education identifies and develops individual strengths rather than solely addressing weaknesses (Seligman, 2011) ^[38]. In the same line, Jacobs and Renandya (2017) ^[20] defined, "positive education principles include connections with others, responsibility, gratitude, positivity, strengths, kindness, and meaning." Moreover, Williams *et al.* (2018) ^[54] suggested that "positive psychology in higher education can enhance academic achievement, character strengths, self-efficacy, resilience, and flexible thinking skills, potentially driving a transformation in colleges and universities." Thus, positive education focuses on individual strengths and encourages personalised learning experiences tailored to each student's needs, strengths, and interests. It imparts and practices essential human strengths among the learners, like a sense of belonging and cooperative skills, positive thoughts, feelings and behaviours, creativity, curiosity, perseverance, kindness, etc.

Development of Self-Awareness: Self-awareness is the basis for personal and professional growth. Positive education helps to encourage self-awareness among learners. In this concern, Simel (2020) ^[43] described that "positive education focuses on raising students' awareness about their internal strengths and possibilities of choice, emphasizing freedom, independence, and individuality." In the same way, Williams *et al.* (2018) ^[54] reported that "positive education increases self-awareness, emotional control, self-efficacy, resilience, and flexible thinking skills in higher education." Thus, positive education promotes self-awareness, self-efficacy, and self-concept among students of all levels of education.

Integrating Mindfulness: Mindfulness practices are integrated with positive education, emphasizing living in the present and accepting ourselves as who we are. The various mindfulness practices, like meditation, deep breathing, and other exercises, enable students to create self-awareness, handle stress, and increase their engagement levels in learning. In the same line, Schonert-Reichl & Lawlor (2010) ^[36] also defined that "the mindfulness education program significantly increases optimism and improves social and emotional competence in pre-and early adolescents, with more positive benefits for preadolescents." Gueldner and Feuerborn (2016) ^[12] described that "mindfulness-based practices can be integrated into social and emotional learning curricula to foster resilience and improve student wellbeing in school settings." Moreover, Hirshberg, Flook, Enright, and Davidson (2020) ^[17] noted that "integrating mindfulness into preservice teacher education improves

classroom practices, particularly in instructional supports and emotional supports, without affecting negative affect or wellbeing." Positive psychology techniques and their practical applications include mindful gratitude, strengths-based mindfulness, mindfulness self-compassion, helping to nourish and appreciate positive experiences, and enhancing mindfulness through being included in educational settings. Thus, positive education integrates mindfulness practices into educational institutions to help students manage their emotions and improve their attention span.

Focus on Positive and Open Communication: Positive education focuses on positive and open communication to create a supportive learning environment. McManus (2019) reported that "maintaining open communication in organizations can prevent breakdowns and ensure the flow of necessary power for daily functions." Thus, positive education encourages active listening, honest speech, and respectful expression, fostering dialogue, collaboration, and emotional intelligence. Most administrative and behavioural problems in educational institutions occur due to a lack of positive open communication among administration, teachers, students, and stakeholders. Positive and open communication reduces mental health issues, increases connectedness, and promotes emotional intelligence. Further, Zare and Derakhshan (2021) ^[58] defined that "positive teacher interpersonal communication behaviours, such as care, clarity, credibility, rapport, stroke, immediacy, and confirmation, positively predict student academic outcomes and engagement." Thus, positive education emphasizes on required skills to maintain good mental health by providing a positive environment through positive and open communication where teachers and students can use themselves for optimum development.

Inspires for Personalised Learning Goals: The positive education principle adapts learning objectives according to each learner's unique needs, interests, and abilities. It does not emphasize a one-size-fits-all curriculum and transactional strategies for all learners. Similarly, Joseph, Murphy, Holford (2020) ^[23] described that "positive education and person-centered education share a concern for human flourishing, but understanding Carl Rogers' scholarship can broaden the scope and create healthy theoretical tension in how positive education can be delivered." Moreover, Reber, Canning, and Harackiewicz (2018) ^[31] also stated that the "personalizing education through context personalization, choice, and active personalization can increase situational interest, potentially increasing individual interest in subjects." Thus, one of the positive education principles focuses on inspiring learners to achieve personalized learning goals by providing them with self-directed and customized learning opportunities.

Increasing Social Responsibility: Positive education inculcates social responsibility among students. Manju (2017) ^[27] defined that "positive education promotes creativity among students by fostering wellbeing, increasing life satisfaction, encouraging social responsibility, and enhancing academic achievement." As Lian (2023) ^[25] also described, "cultivating a positive social mindset among college students in the new era can enhance their overall comprehensive qualities and contribute to socio-economic

development in China." The various programs and models of positive education support personal development, ethical and prosocial behaviour, and community engagement that strengthens social responsibility that influences society and the academic performance of students and teachers' wellbeing. Moreover, Wentzel (1991) ^[52] described that "student social responsibility positively impacts academic achievement by promoting positive interactions with teachers and peers and providing additional incentives to achieve." Positive education aims to make the students and teachers more responsible, morally and civically responsible, and improve their wellbeing, life satisfaction, and social life. Thus, positive education encourages social responsibility within educational institutions.

Focus on Social and Emotional Skills Development: Research in the field of positive psychological interventions in education has explored the fact that these are capable of reducing negative emotions and depression and enhancing overall life satisfaction. Similarly, Sullivan (2019) ^[45] reported that "positive education helps students develop social and emotional skills to create and promote strong relationships with self and others, impacting adaptive and healthy growth." It encourages the social skills of the students and teachers as there is open communication between both, and students work in groups to learn from diverse perspectives. Further, Golub and Jovičić (2023) ^[9] also confirmed that "positive education, focusing on personality development and building positive interpersonal relationships, positively impacts students' motivation, engagement, and socio-emotional development." Thus, positive education imparts meaningful social and emotional skills among teachers and students that help them to cope effectively with life's challenges.

Promoting Resilience: Positive education imparts resilience among learners by improving their ability to adapt and recover from adverse situations and to cope with adversity. In this context, Seligman, Ernst, Gillham, Reivich, and Linkins (2009) ^[39] defined "positive education, teaching skills for resilience, positive emotion, engagement, and meaning, can significantly increase happiness and wellbeing in school children." Similarly, Waters (2011) ^[51] stated that "positive education seeks to build resilience in students so they can learn from setbacks and continue to work towards positive accomplishments." Moreover, Fernandes, Gouveia, Silva, and Peixoto (2020) ^[7] also reported that "positive education promotes resilience in teachers through strategies like wellness activities, stress relief, and work-life balance." Positive education focuses on developing students' and teachers' resilience skills, coping mechanisms, and views so that they can take challenges as opportunities for personal growth. Thus, positive education fosters well-being, nurturing mindfulness, optimism, and resilience, enhancing students' performance across academia and life. It develops the confidence and ability of students to bounce back from setbacks so that they can tackle the obstacles in their future life.

Enhancing Motivation: Positive education encourages intrinsic motivation through engagement in quality learning experiences. In this context, Golub and Jovičić (2023) ^[9] stated that "positive education increases students' motivation and engagement in the learning process through active learning methods, discussions,

and projects." Positive education also practices curiosity and autonomy, promoting confidence and competencies for what students can do effectively. It also includes goal setting as one of their key aspects. It imparts a growth mindset to reframe challenges and obstacles as opportunities for personal growth. It helps students to discover meaning and purpose in their learning. Thus, it is building places where students want to learn and can learn by their own choice. Teachers trust positive reinforcement, engaging activities, and a supportive community to inspire improvement among students. Moreover, positive education promotes positive emotions like joy and hope, significantly motivating students for effective learning.

Encouraging Growth Mindset: Positive Education emphasizes developing the learners' positive and growth mindset. In the same line, Green, Leach, and Falecki (2021) ^[11] stated that "strategic integration and cross-disciplinary collaboration are crucial for successful implementation of positive education approaches, such as social and emotional learning, character education, growth mindset, resilience, and mental toughness." Thus, positive psychology encourages a growth mindset among the students by encouraging them to face the challenges as opportunities for learning rather than threats. This perspective helps students to develop their resilience and adaptability to face setbacks.

Implement Constructivist Approach: Positive education principles emphasize taking care of the individual student's needs and interests to engage them actively in the learning process. Similarly, Yuen (2023) ^[57] stated that "integrating positive psychology, constructivist teaching, and STEAM education in Hong Kong secondary schools enhances student engagement, critical thinking skills, resilience, and wellbeing." Thus, the integrated positive education approach supports Dewey's constructivism approach, where learners actively construct their knowledge through experience by interacting with the task and environment relevant to their lives.

Apply Cooperative and Social Constructivist Approach: This approach fosters a collaborative learning environment where students can construct their knowledge by interacting with the task, peers and their ideas also are appreciated. As Hausfather (1996) ^[13] reported, "Vygotsky's sociohistorical approach to cognitive development suggests that schooling should promote interactive knowledge construction and teacher education should focus on creating a supportive social environment for learning." Further, Jacobs & Renandya (2019) ^[21] suggested that "positive education and student-centered cooperative learning can enhance each other, promoting positive emotions, engagement, relationships, meaning, and achievement in students." Moreover, in the same line, Mishra, (2023) ^[28] defined that "the social constructivist approach emphasizes learners' autonomy, reflective thinking, problem-solving, collaborative learning, scaffolding, and discussion, promoting meaningful learning achievement through intra and interpersonal interaction." Thus, overall, the positive education approach supports to Vygotsky's social constructivism approach, where learners work in groups, most effectively in collaborative environments, actively constructing knowledge through their interactions with peers, teachers, and their surrounding social context.

Emphasis for Personal Growth: Gómez-Baya and Gillham (2019) ^[10] stated that "positive education focuses on wellbeing, personal development, resilience, emotional intelligence, flow, and character strengths, based on positive psychology and empirical research." Further, Cobos-Sanchiz (2021) ^[3] described that "positive adult education can counteract learned helplessness and enhance learning by promoting personal growth and development through positive reinforcement. In the same way, Sandholm, Simonsen, Ström, & Fagerlund (2022) ^[35] also explained that "positive education training leads to personal and professional growth for teachers, as well as positive changes in their students, but challenges arise due to time constraints or lack of support from colleagues." Thus, positive education focuses on personal growth where anyone can face challenges, tackle setbacks, and develop student resilience.

Focus on Inculcating Human Values: Along with academic excellence, positive education cultivates core human values among the students, such as respect, empathy, honesty, responsibility, kindness, peace, integrity, resilience, character strengths, relationships, nurturing curiosity, creativity, gratitude, positivity, character-building, social responsibilities, and social skills such as cooperation, assertiveness, self-control responsibility, and healthy relationships. In the same way, Jacobs and Renandya (2017) ^[20] clarified that "positive education principles include connections with others, responsibility, gratitude, positivity, strengths, kindness, and meaning." Further, Trask-Kerr, Chin, & Vella-Brodrick (2019) ^[46] stated, "positive education students attribute success and prosperity more frequently to relationships, but less frequently to money, suggesting potential for further development of positive education programs to promote social equity, health, and collective wellbeing" Similarly, Wang, Derakhshan, & Zhang (2021) ^[50] also defined that "positive psychology, including academic engagement, emotion regulation, enjoyment, grit, loving pedagogy, resilience, and wellbeing, can enhance second/foreign language learning and teaching experiences." Thus, positive education fosters and incorporates essential human and universal values among the learners and teachers.

Strengthen for Optimal Development: Positive education promotes optimal development by inculcating positive attitudes and social and emotional competence among learners. In this regard, Norrish, Williams, O'Connor, and Robinson (2013) ^[29] described that "positive education in schools promotes optimal development and flourishing, linking wellbeing to academic success through a focus on character strengths". It also equips learners with cognitive, affective, and psychomotor skills by promoting active learning, problem-solving, critical thinking, creativity, curiosity, perseverance, and kindness that contribute to sustainable development challenges. These elements contribute to improved academic performance, increased well-being, enhanced social and emotional skills, greater resilience, increased motivation and engagement in learning, and reduced stress and anxiety levels. Hence, positive education aims to create a holistic learning experience that empowers students to thrive academically, socially, and emotionally and strengthens them to achieve optimal development.

Emphasis on Overall Wellbeing: Positive education prioritizes wellbeing as a core aspect of education, recognizing that it is essential for academic achievement and overall flourishing (Seligman, 2011) ^[38]. Further, Gander, Proyer, and Ruch (2016) also reported that "positive psychology interventions based on pleasure, engagement, meaning, positive relationships, and accomplishment effectively increase wellbeing." Further, Duan, Chen, and Ho (2020) ^[6] described that "positive education focuses on psychological wellbeing, which is classified into five domains: positive emotions, engagement, relationships, meaning, and accomplishment." Vazquez-Marin, Cuadrado, and López-Cobo (2023) ^[47] also confirmed that "the arts in education can connect positive psychology and sustainable human development, promoting individual wellbeing through character strengths and competencies." Thus, inclusive practices of positive education focus on developing vitality, grit, optimism, self-control, gratitude, social intelligence, and students' curiosity for their overall well-being. This approach also focuses on the (PERMA-H model)-positive emotions, engagement, relationships, meaning, accomplishment, and health for the development of human beings as an overall well-being.

Create a Positive Culture in Educational Institute: Positive education encourages care, respect, and support and genuinely connects with peers and teachers. Moreover, all teachers, supportive staff, and administrators follow the shared beliefs, values, norms, and customs that positively guide students' attitudes and behaviour toward learning. White and Kern (2018) ^[53] defined that "positive education can positively impact students, teachers, and the educational community, but success requires a well-designed program that combines evidence-based learning from positive psychology with best practices." Overall, it creates a positive impact on the culture of educational institutes. Thus, positive education's main principles emphasize promoting student engagement and collaboration, focusing on connections, responsibility, gratitude, and positivity. It helps students develop social and emotional skills, promoting strong relationships and self-compassion. It also includes academic engagement, emotion regulation, enjoyment, and resilience and can enhance overall learning and teaching experiences.

Implementation and challenges for applying principles of positive education in educational institutions

There are various approaches that can be implemented for positive education as Shankland, & Rosset, (2017) ^[41], described that "brief positive psychology interventions, such as mindfulness, gratitude, strengths, and positive relationships, can positively impact student learning and wellbeing, but require high commitment from school administrators and teachers". In the same line, Green, Leach, & Falecki, (2021) ^[11] stated that "strategic integration and cross-disciplinary collaboration are crucial for successful implementation of positive education approaches, such as social and emotional learning, character education, growth mindset, resilience, and mental toughness." Further, Vo, & Allen (2022) ^[48] also noted that "school-based positive psychology interventions, such as mindfulness and gratitude interventions, positively impact teacher wellbeing, with

structure being as important as content." Although, White, & Kern (2018)^[53] explained that "successful positive education programs blend evidence-based learning from positive psychology, best practices in learning and teaching, whole school strategy, and evaluation, and consider pedagogy, philosophical assumptions, and the school's culture." These approaches enhance strengths, manage weaknesses, and reduce negative traits, making students a practical and easy-to-implement strategy. Thus, positive education approaches, including brief interventions like mindfulness and gratitude, strategic integration, and cross-disciplinary collaboration, are crucial for successful implementation, and these institutional-based interventions also positively impact on the wellbeing and professional growth of teachers and students. Successful programs blend evidence-based learning from positive psychology, best practices, whole institutional strategy, and evaluation. On the other hand, there are various challenges to implementing positive education, and the professional development of teachers is essential to equip educators with the knowledge and skills to integrate positive psychology principles into their teaching practices. Others challenges may include, resistance to change, time constraints, and the need for ongoing professional development. In this context, Hoare, Bott, and Robinson (2017)^[18] defined that "barriers to implementing positive education effectively include context, specific needs, and available resources." Moreover, Heiskanen, Karhu, Savolainen, & Närhi (2023)^[14] also clarified that "challenges of implementing positive education interventions include an equal knowledge base, sufficient concretization, balancing theoretically valid and culturally adapted implementation, regulating motivation and enthusiasm, and balancing everyday life realities and implementation." Thus, implementing positive education effectively requires context, specific needs, resources, an equal knowledge base, concretization, balancing theoretical validity and cultural adaptation, and regulating motivation. Moreover, positive education principles enhance relationships, develop a sense of belonging, foster emotional wellbeing, and support learning and academic accomplishments. However, educational institutions require a high commitment and a whole-institutional approach involving teachers, administrators, students, and parents to implement positive education principles.

CONCLUSION

Positive education is a practical approach that supports a positive learning environment, lessening the amount of stress that students and teachers experience. Student positive learning experiences translate into academic performance and beyond through happiness, life satisfaction, and learning engagement. Positive education deepens ties to the community by emphasising community and social responsibility. It improves academic performance by creating a safe space, encouraging positive emotions, and cultivating a growth mindset. In the same way, Sullivan (2019)^[45] defined that "positive education helps students develop social and emotional skills to create and promote strong relationships with self and others, focusing on emotional and social intelligence, active-constructive responding, gratitude,

forgiveness, and self-compassion." The framework focuses on building a supportive and inclusive community, achieving and promoting positive emotions, enhancing engagement and a sense of meaning, developing grit and resilience, and encouraging the development of healthy habits. In general, positive education develops the practical skills in the learners to do the right things in life, beat back the challenges of life, live life with happiness and success, and positively contribute to society. In the same line, Arguís-Rey (2021)^[2] reported that "positive education practices vary globally, but all educational settings need it for optimal results, regardless of characteristics or financial resources." By applying positive education principles, educators can help students live a fulfilling and meaningful life. It enhances institutional development through holistic learning and strengths-based educational practices. All educational institutes can empower students' wellbeing and academic success by embedding these principles into education systems. The practices of positive psychology principles in education provide the foundation for acknowledging individual strengths, enhancing a resilient mindset, and a more balanced view of the definition of success outside of academics. Moreover, educational institutions practicing positive education can positively change educational outcomes. Hence, this kind of education is about utilizing a student's strengths, resilience, and a holistic view of success beyond academic excellence. It is suggested to policymakers that education policy must integrate wellbeing into the core curriculum, promote holistic development, require professional development of teachers for execution of positive psychology interventions in educational institutes, foster positive educational institutions' cultures, promote restorative justice, empower leaders, and assessment is also need to be aligned with social-emotional skills, character strengths, and overall wellbeing. Education institutions should be accountable for promoting wellbeing, mental health and creating a positive learning environment. All education stakeholders, including parents and the wider community, must be engaged, and interdisciplinary collaboration is crucial for creating an educational ecosystem to facilitate support for students' wellbeing and the overall process of positive education.

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