

Promoting psychological well-being through school environment

تعزيز الرفاه النفسي من خلال التدخل المدرسي

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Abstract:

This research paper deals with the issue of promoting psychological well-being through school intervention. It highlights the importance of promoting psychological well-being in the field of mental health of the pupils and trying to provide a vision of some models of its promotion, which states that school interventions based on positive feelings, can reduce psychological distress.

Psychological well-being plays a preventive role as suggested by Ryff and Singer in several studies. It also represents positive psychological functioning and achieves the potential of the individual. It is necessary to direct school interventions to promote psychological wellbeing in the pupil to improve his mental health and increase his ability to resilience, endurance, and coping with mental disorders likely to be exposed to achieve his talents and abilities.

Key words: Psychological well-being- promoting- school environment.

المخلص:

تتناول هذه الورقة البحثية موضوع تعزيز الرفاه النفسي من خلال التدخل المدرسي. ويسلط الضوء على أهمية تعزيز الرفاه النفسي في مجال الصحة النفسية للتلاميذ ومحاولة تقديم رؤية لبعض نماذج تعزيزه، والتي تنص على أن التدخلات المدرسية القائمة على المشاعر الإيجابية، يمكن أن تقلل من الضغط النفسي.

يلعب الرفاه النفسي دورًا وقائيًا كما اقترحه Ryff & Singer في العديد من الدراسات. كما أنه يمثل الأداء النفسي الإيجابي ويحقق إمكانات الفرد.

من الضروري توجيه التدخلات المدرسية لتعزيزه لدى التلميذ بهدف تحسين صحته العقلية وزيادة قدرته على الصمود والتحمل والتعامل مع الاضطرابات النفسية التي يحتمل تعرضها لتحقيق مواهبه وقدراته.

الكلمات المفتاحية: الرفاه النفسي؛ تعزيز؛ التدخل المدرسي

Introduction:

Mental Health According to WHO, 1962 is a balanced development of personality, which enables a person to interact harmoniously with society (Satnam Kaur Johal & Pooja, 2016: 1) .

Mental health and well-being are fundamental to our collective and individual ability as human to think, express, interact with each other and enjoy life. On this basis, the promotion, protection and restoration of mental health can be considered as a vital concern for individuals, communities and worldwide. A long history of work - both research and in practice - has focused on negative aspects of individual Functioning, disorders in psychopathology, mental health problems or difficulties). In recent decades, there has been a growing shift towards consideration of positive dimensions such as life satisfaction, happiness, and resilience both in general and in the context of schooling (Diener, 2000; Diener et al., 1999; Seligman et al., 2009; Banerjee, 2016: 6)

The importance of mental health in the context of education is important in strengthening the student's personality from potential disorders because of exposure to mental stress within the school .

Mental health psychology has adopted a predictive approach, taking all necessary precautions to prevent and anticipate the problem before it occurs (prediction of violence, mental disorders, child and adolescent delinquency, and prediction. Addiction and school failure.... (Alawi, 2017: 86). We also find that there is a noticeable rise in psychological problems in children and adolescents,

and in our society, it is also widespread where the study showed a large proportion of psychological stress estimated at 60.1% experienced by Middle school pupils in Oran.

In an exploratory study on the prevalence of psychosocial and school problems experienced by schoolchildren in Algeria on a sample of 362 middle and high schools in the provinces of Algiers and Blida, The results of the study showed that the majority of adolescents reported various problems, including psychological depression, shy, fear, attempted suicide) And family (divorce, troubled relationship in the family) and school (a problem with the teacher and absence and low results) and according to the problems experienced by pupils, according to the officials of educational institutions mentioned in this study are anxiety and fear Exam, drug addiction, Internet addiction, sexual deviation, smoking.

The activation of school programs, as added by Ruini et al, 2006, is essential for their contribution to the prevention of psychological disorders. It is conceivable that their activation may have long-term benefits, both in terms of developmental processes and in terms of prevention of distress (Ruini et al, 2006:331)

Schools can be conceived not only to develop learning and educational processes but as “positive institutions” to facilitate human and social development (Seligman & Csikszentmihalyi, 2000; Ruini et al, 2009: 523).

Despite an increasingly narrow focus on educational attainment goals, it seems clear that schools are an important social context that can shape children's life paths in terms of their emotional health and well-being. (eg Gustafsson et al., 2010; Gray et al., 2011; Hagell et al. 2012)

Damaging educational, evaluation practices, and repeated and chronic school failure can have long-term effects on later well-being (Banerjee, McLaughlin, Cotney, Roberts, & Peereboom, 2016: 11).

It has become increasingly important to prepare schools to manage the emotion associated with stressful life events in children and adolescents. (Ruini et al, 2006: 334)

School-based interventions have great potential to reduce risk factors and increase protective factors to enhance the mental health and well-being of children and adolescents.

A comprehensive, well-timed school program that employs teachers as facilitators have the potential for building competencies and lead to long-term returns on children and adolescents (Vranda, 2015: 1) and for enhancing psychological well-being through school interventions can improve resilience, coping methods Growth in children (Caffo & Belaise,2005;Ruini et al,2006:334).

Although none of the interventions were intended to promote it, Ryff and Singer (1996) noted that distress with an absence of psychological well-being can affect mental health and as a result, promoting psychological well-being may play an important role in clinical and evolutionary conditions,

The application of the principles of psychosocial well-being in schools is innovative and can pave the way for further interventions to promote optimal functioning (Ruini et al, 2006: 332)

The following questions can be asked:

-What is the importance of promoting psychological well-being in the field of mental health of the schoolchild?

-What are some models to promote psychological well-being in the school and how to benefit from them in the face of psychological disorders when the schoolchildren?

1- the importance of promoting psychological well-being in the field of mental health of the school child

In fact, the school can make a significant contribution to the health and well-being of its students (Puolakka, Haapasalo- Pesu, Konu, Åstedt-Kurki, & Paavilainen, 2014; Veltro et al, 2015: 170) and schools can be decisive places to promote mental health, as they an accessible environment with daily and direct contact with children and their families (Visani, Albieri, & Ruini, 2014: 177).

One of the motivations for focusing on mental health in schools is the growing awareness of the increasing number of children and young people with mental health problems. (Patel et al, 2007& Ruini, 2014: 177). As for the psychological well-being aspect, Seligman, 2011 also stated that well-being is the subject of positive psychology and there is a strong empirical support base for the importance of studying and promoting well-being (DeBiase, 2017: 7). It is not just a feeling of happiness. Thus, it consists of activating the individual's true potential and making the most of his talents and abilities (Ryff 1989; Waterman 1993; Visani, Albieri, & Ruini, 2014: 180) Defined as a challenge, effort, personal development and pursuit of growth (Waterman, 1993; Satnam Kaur Johal & Pooja, 2016: 2). According to psychological well-being theory, Psychological health depends on the positive functioning of the individual, he must have positive relations with others, and be dominant in the environment and accept himself and his past and has a purpose and meaning in his life, has personal growth and ability to make decisions (Özen, 2005; Satnam Kaur Johal & Pooja, 2016: 2). Education is positively associated with psychological well-being (Keyes et al. 2002). According to the objectives of the Norsayyidatina Che Rozubi and Lau Poh

Li (2015) study in order to improve children's mental health, they chose the theory of psychological well-being Ryff (1989, 1995) as a basic model because it has a philosophical background and strong theoretical guidance including theories such as Maslow, Rogers, and Ericsson.

2- Some models promote psychological well-being in school

The Ruini et al, (2017) study aims to explore children's well-being and positive emotions using a novel narrative approach, including interviews for data collection and group discussions in a sample of 95 fourth-grade primary pupils. In addition, fairy tales written and discussed. The sample of children was asked to tell situations, events or things that triggered happiness and well-being, and then they were asked to use these positive emotions to create and write their own fairy tales. According a qualitative analysis of the children's reports, interpersonal relationships (with both peers and family members) were found to be the most common determinants of happiness and well-being, followed by goal achievements, self-fulfillment and then material values (such as receiving gifts, toys, or extra pocket expenses). Cases involving curiosity or openness to new experiences were rarely mentioned, as was the case with funny moments. As for these results, they confirm the results of previous studies in this area that indicate active participation in social activities as well as participation in society associated with high levels of happiness and satisfaction with life (Helliwell & Putnam, 2005; Ryff & Singer, 1998; Ruini, 2017: 4)

The novels developed during school intervention relate to stories of friendship, continued pursuit of goals, creative problem solving, adventures, or traveling with family members. In its descriptive nature, this study is limited to a self-selected sample with no quantitative measures of happiness / positive emotions. It provides interesting data about children's well-being and promotion through school intervention based on fairy tales.

In the Ruini et al, (2009) study, the effectiveness of a new school program for the promotion of psychological well-being and optimal human functioning in adolescence was verified (Ryan & Deci, 2001; Ruini et al, 2009: 523)

The Ryff model was originally developed To reflect the positive functioning of adults (Ryff, 1989; Gao, & McLellan, 2018) theoretical point of view, given that adolescents go through a transition period from childhood to adulthood, they are more likely to share similar aspects of positive functioning as adults (Cusullo, Castro-Solano2001; Gao, & McLellan,2018:2). For example, autonomy is as important for both adolescents and adults, but teenagers may express a much stronger need for autonomy (Coleman, Hendry, 1999; Gao, & McLellan, 2018:2).

Its results the study of Ruini et al, (2009) show that CBT strategies exist, but the focus was on promoting well-being, according to the Ryff's (1989) model, with a focus on its six dimensions (autonomy, personal growth, positive relationships, etc.....)

This intervention was effective in promoting psychological well-being with particular reference to personal growth (Ruini et al, 2009: 530). This study has many limitations due to its primary nature: limited number of sessions and sample characteristics (selected school students from only one secondary school in Furthermore, this intervention has also been found to be effective in reducing distress, in line with a preliminary investigation into the WBT school program at the preparatory school (Ruini et al., 2006). The protocol consists of six two-hour sessions held once a week.

Sessions,

Focus on emotions and improve teamwork in the classroom:

1. Students are trained to pinpoint, recognize and express a wide range of emotions (positive and negative) and they are asked to associate different colors

or different animals with different emotions to help them recognize a variety of emotions they can feel and how all these emotions can affect their behavior. In addition, students are trained to recognize emotions through facial expressions or physical gestures, and through role-playing, they are asked to communicate their emotions to the class in a resolute way.

2. Focus on the relationship between thoughts and emotions, according to the cognitive model: Students are trained to self-observation and were asked to write in their diary about their everyday situations (at school, with friends, with parents) to help them realize that the way they interpret situations can affect their emotions.

3. Cognitive restructuring According to the model CBT it is performed through role-playing and games in the class. Students are taught to recognize and distinguish negative thoughts and useful thoughts, taking examples of their daily activities. They are directed to identify and correct their cognitive errors with more positive alternative interpretations.4. Focus on positive relationships and self-acceptance:

4. Students are asked to recognize some of the positive characteristics of their classmates and are then asked to tell each other a compliment. They were asked to write in their diary about the praise they received. This allows students to express how it can be hard to be nice to a schoolmate, but also how we can be pleased to receive an unexpected compliment.

5. Autonomy (perception of the individual's skills and abilities) and purpose in life (goals to be achieved in the future) with a focus on realistic goals they can achieve.

6. The last session depends on the happiness and emotional well-being:

Students were asked to communicate and share with their classmates some of the positive moments they had experienced during their lives.

They are instructed to identify the daily positive moments that they can try to write in their diary

(Visani, D., Albieri, E., & Ruini, C. 2014: 181).

Some investigations have shown that a good emotional and social climate in secondary schools is associated with higher academic success, problem solving and self-esteem among students, and less psychological and behavioral problems. (Hoge, Smit, & Hanson, 1990; Roeser, 1998; Roeser, Midgley, & Urdan, 1996; Roeser, Eccles, & Sameroff, 1998; Ruini et al, 2009: 529)

The need for self-fulfillment is linked to what motivates the individual to achieve and express himself and be creative and productive (Talaat Mansour 19: 1977 Abdel Wahed Ibrahim, Soliman, 2014: 104)

In the preliminary research Ruini et al., 2006 the school intervention consisted of four sessions conducted directly in the classroom and included psychological education, cognitive-behavioral techniques, and Ryff's model of psychological well-being. The results of this study showed that this new school program was associated with reducing anxiety and increasing well-being in children (Ruini et al, 2009: 523). The project aimed to prevent psychological distress, promote well-being in a school environment, 111 students were registered.

It was based on:

(A) A protocol for affective education, particularly a focus on negative emotions, using theories and techniques derived from CBT (Beck, 1979; Ruini et al, 2006: 332)

(B) A protocol derived from well-being therapy, which focused on positive emotions and on the dimensions of psychological well-being (Fava, et al, 1998; Fava & Ruini, 2003; Ruini et al, 2006: 332). Role-playing games and discussions

were held and the first two sessions were similar and were based on identifying different emotions and improving teamwork in the classroom.

Commentary:

The intervention applies cognitive-behavioral therapy in our environment in comparison to well-being therapy. The Ben Saleh Hedaya study (2015) on the effectiveness of a behavioral therapy program in reducing psychological stress in the adolescent school in Tlemcen, indicated the program's ability to reduce the psychological stress in Adolescents taught through cognitive and behavioral techniques

However, mainly the Ruini et al., 2009 study indicated that CBT had short-term positive effects but its long-term prophylactic efficacy remained controversial.

It also entails a growing area of interest in promoting psychological well-being to help students recognize their strengths, talents and abilities, and consider adversity as transformative opportunities for personal growth. As a result, preventing “negative” (psychological distress) through targeted school programs is one goal, but generating “positive”, by promoting psychological well-being, can be another way to reach the same goal (Visani, D., Albieri, E. ., & Ruini, C. 2014: 183). Through some models that tried to highlight the preventive role of psychological well-being played in the face of mental disorder in the field of mental health school we have reached the following results:

- These school interventions promote psychological well-being through some tools and methods such as identifying different positive and negative emotions and improving teamwork in the classroom also using the fairy tales method at the primary school level.

- School interventions through the promotion of psychological well-being according to the model of the RYFF, and to achieve balance in its six dimensions

(autonomy, personal growth, purposeful life, self-acceptance ...) have positive and effective effects on the psychological and behavior of the student.

- It is necessary to diversify in such studies of using psychological enhancement programs in theory and practice and to conduct them on different samples of pupils and students to verify their effectiveness, in addition, to contribute to long-term prevention and challenge the future circumstances and difficulties and prevent psychological disorder and realize the potential and talents of its students.

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