Running head: ENHANCING POSITIVE PSYCHOLOGY AND POSITIVE EDUCATION OF

PRE-SERVICE TEACHERS

A Project entitled

Enhancing pre-service- teachers' classroom and emotion management through watching the

video with positive psychology and positive education

Submitted by

Ho Yuen Man, Angel

submitted to The Education University of Hong Kong

for the degree of *Bachelor of Education (Honours) (History)*

in *April 2023*

Declaration

I, *Ho Yuen Man, Angel*　　　　 declare that this research report/ project report represents my own work under the supervision of *Dr. WAN Lai Yin, Sarah* and that it has not been submitted previously for examination to any tertiary institution.

Signed

Table of Content

List of Tables

List of Figures

Abstract

This research aims to identify the importance of positive psychology in education and how the concepts can help improve classroom management and teaching quality. 30 pre-service teachers in final year studies from The Education University of Hong Kong were invited to participate in the study. One primary English teacher and one secondary History teacher were asked to share their teaching experience in the video. Two survey studies and individual interviews were conducted. Participants needed to finish a pre-test at first that evaluates the basic understanding of positive psychology and a post-test, emphasizing evaluating how the positive psychology concept in the video can help with their future teaching career and personal mental health. The questions in the pre-test and the post-test are the same, to compare the differences in scores after the training. In addition, the effectiveness of positive psychology teaching was asked in the post-test. 4-5 participants have been selected to participate in the individual interviews. A questionnaire about the understanding and knowledge check of the video was included in the interviews to identify if the video can help to enhance teaching skills in the future teaching profession. The results from the analysis conducted that 1. positive psychology can help to improve classroom management and teaching quality; 2. pre-service teachers can explore themselves and get well prepared through learning positive psychology concepts; 3. pre-service teachers' emotion management can be improved to utilize in the future teaching profession. The study enhances the understanding of how positive psychology in a classroom can help with the development of students and teachers. On the applied level, this study can inform psychologists and educators who provide a professional teacher training programme.

Keywords: positive education, positive psychology, teaching quality, pre-service teachers, mental health, classroom management, psychological development

Enhancing pre-service- teachers' classroom and emotion management through watching the video with positive psychology and positive education

Filling the public demand of increasing expectations of education, higher qualification of teachers is needed for maintaining teaching professionalism which creates tension in the teaching profession (Dora, 2006). Wong (2022) stated that one insight into teacher professionalism emphasizes the external qualities, responsibilities, and criteria while the other sights focus on the construction of how their subjective experiences and subjective histories can contribute to the teaching profession. Sometimes it may be contradictory to the public expectations of the teaching profession. Complexity and ambiguity of teaching professionals have been created (Wong, 2022).

Teachers' professional and self-identity are created by life experiences which various life values, personalities, attitudes, and beliefs (Dunne, 2011). Fredrickson (2011) stated that the purpose of positive psychology is to evaluate the foster factors in individuals, communities, and societies. Teachers' social rewards are strongly influenced children's behaviour like approval, smiles and praise (Swinson & Harrop, 2012). Teachers can establish an advantageous educational atmosphere by fostering positive psychology fundamentals from the human learning process. Positive emotions assist in promoting an approach for assessing or ongoing response that accomplishes psychological advancement and enhances well-being over time (Fredrickson, 2011).

Teachers frequently encounter stressors including student misbehaviour, time or resource limitations, poor colleague relations, and professional recognition (Dicke et al., 2014). Beginning teachers almost always find it challenging to deal with students' behaviour issues. Emotional exhaustion is a form of vocational and long-term strain resulting from prolonged stress-related events (Dicke et al., 2014). Early-career teachers and even the education department are encountering a rise in emotional exhaustion and pressure. According to Day and Gu (2014), teachers are more likely to persist in adversity than to encounter such obstacles for a brief period.

Teaching is greatly influenced by emotion and stress. Teachers' emotional well-being is

significant not only for themselves but yet for their students (Fernández-Berrocal et al., 2017). Positive psychology aims at addressing fundamental human desires by measuring, enhancing, and highlighting human abilities (Rashid et al, 2004). Self-efficacy is characterized by the capacity to maintain one's mental health and achieve one's aspirations in a challenging or stressful circumstance (Gurney, 2020). According to Dicke et al. (2014), teachers' self-efficacy in the classroom contributes to decreasing psychological stress and classroom disturbances. Classroom management self-efficacy aids in the development of teachers' conceptions of their ability to perform classroom management duties like creating classroom guidelines, controlling problematic behaviours, and communicating with both individuals and groups (Lauermann & Berger, 2021).

Effective educational approaches are necessary for the well-being of both students and teachers. Positive education, which prioritises establishing a wanting-to-learn setting that allows pupils to participate in established school curriculum and knowledge for 'well-being', is highly recommended (Riedel et al., 2020). Seligman's (2011) PERMA Model was applied in positive education to introduce the concepts: 1. Positive emotion - factors that influence human behaviour; 2. Engagement - the attachment to and amount of involvement in how humans enjoy; 3. Relationships - constructing strong networks and interacting with others 4. Meaning and Purpose - the reason we want to accomplish matters to us; 5. Accomplishment - continuing to live a satisfying and productive life (Kun et al., 2017). Positive psychology helps to improve studying and participation skills and talents like creativity, curiosity, and love of learning, which can improve teaching effectiveness and classroom management (Seligman et al., 2009).

A teacher in the twenty-first century must be open to new experiences, be active in effective communication, and widen consciousness through professional training (陳錦榮, 2005). Dunne (2011) claimed that educator identification is affected by learning, the awareness of being a learner, and preliminary hopes for and future aspirations of the profession of teaching. The metaphors are linked with teaching and life-long active learning. Not only does positive psychology benefit

students, but it also rewards teachers' mental health and the formation of an engaging educational setting. Pre-service teachers can try exploring themselves and become well-prepared for the forthcoming profession of teaching by attempting to learn the abilities and expertise in the highly qualified teacher education program.

According to White (2016), educational institutions are essential in maintaining pupils' well-being and capacity for critical thinking. Positive education demonstrates not just academic skills but also skills for strengthening pleasure, well-being, and hopefulness (Schiavon et al., 2020). Pre-service educators are required to gain related teaching skills which will support the synchronisation of future teaching development. In this project, I would like to examine the role of positive psychology in education as well as how the theories can significantly boost classroom management and teaching effectiveness. Positive education not only profits pupils' learning, it additionally advantages educators' mental health, so they can feel successful and pleased in their educational careers (Chuan et al., 2020). I would additionally like to explore positive psychology knowledge and skills and evaluates the teachers' effectiveness.

I projected that participants would be able to apply the techniques demonstrated in the video. The people taking part will be introduced to an online pre-test and post-test, and I will identify the data collection. The tests are self-evaluations which participants take to illustrate the fundamental concepts of positive psychology. Participants will acquire a more thorough comprehension of positive psychology and enhance their teaching skills. An individual interview will be utilized to identify participants' constructive comments and the project's effectiveness. The sharing clip is suitable for use as a formative assessment in professional education. The research results will help psychologists, principals, teachers, and professional teaching education in effectively grasping the requirements of both educators and pupils.

Method

The objective of this investigation is to determine the significance of positive psychology in academic achievement and how its concepts can be implemented to strengthen classroom management and curriculum design. We hope to explore how positive psychology can guide to train professionals in the field of education to establish an enjoyable learning atmosphere while boosting teachers' emotional management by watching the shared video from two front-line teachers and evaluating data. Furthermore, we would like to examine the efficacy of positive education support in pre-service professional growth for teachers.

Participants

30 pre-service teachers from The Education University of Hong Kong are the main participants of the research. Participants informed the primary or secondary education programs are invited and they should be in their final year of study. Participants need to comprehend and speak in English and Chinese and thus be familiar with the Hong Kong education curriculum. Participants are mainly between the age of 22-25. Pre-service teachers are invited to participate in the research via the researcher's social media account, and email invitation. Data was collected via a Google form. The researcher also explained the benefits and the purposes of the research that can help to enhance teaching quality. If they have any questions, they will be reminded to contact the researcher. A written consent form was then sent out to the speakers of video sharing and the survey of participants. Participants who agreed to join the study needed to submit the consent form to the researcher before the Google form was provided. The researcher collected all consent forms before the data collection. There also contains a reminder in Google form about the confidentiality and protection of privacy.

Instrument

Participants should spend 15-17 minutes completing the three main components of this survey online at any location where they can connect to the Internet, including the 1. Pre-test, 2. Video

watching, and 3. Post-test. The questionnaires in the pre-test and post-test are the same so that the differences in scores after training can be compared. The student investigator evaluated the mean scores of the pre-test and post-test to assess the efficacy of how the video can reinforce the participants' knowledge of positive education. The video shows up in the Google form. All three parts have been combined into a single Google form and distributed online at a time convenient for participants. Individual interviews were conducted for qualitative research. 4-5 participants were selected to participate in the interviews. A questionnaire about the understanding and knowledge check of the video was included in the interviews. The interviews took 30-45 minutes for each participant and were conducted via Zoom. The interviews were videotaped (without revealing the participants' faces), and the researcher gathered the information for collecting data. The respondents' opinions have been used to determine the effectiveness of positive psychology teaching and demonstrate how the video can benefit future training for educators.

Procedure

To begin, they should complete a 5-minute online pre-test of basic knowledge about positive psychology. Respondents should watch a 7-minute video regarding positive psychology teaching skills. Participants should finish the internet-based post-test in about 5 minutes to determine if the video concept can guide and enhance educational techniques.

A questionnaire survey using Q&A is administered as a pre-test (5 minutes). Participants needed to answer 6 same multiple choices questions before they start to watch the video. It is a self-evaluation for the participants to demonstrate the basic ideas of positive psychology. Moreover, the flourishing scale was conducted in the pre-test and participants need to measure their scale from 1 to 5 (1= strongly disagree, 5= strongly agree), for example, 'I am engaged in positive education', 'I am optimistic about the future of my teaching profession' and 'I have a good emotional management skill'. The questionnaire helps to evaluate participants' resilience and emotion

management. After finishing the pre-test, participants needed to watch the sharing video of two front-line teachers and deepen their knowledge of positive psychology.

In the video, one primary English front-line teacher and one secondary history front-line teacher were invited to share their teaching experience and positive psychology teaching skills. We conducted individual interviews with each teacher and used their responses to illustrate the sharing of video ideas. The interviews took place before the start of the research. The consent form was used to carry out the agreement. Two weeks after the interviewee signs the agreement, the interview was conducted. The interview took approximately 1 hour - 1 hour 30 minutes for each teacher and was conducted via Zoom. Each section of the video had one to two open-ended questions (1. Introduction to positive psychology and positive education; 2. Classroom management with positive psychology teaching skills; 3. Activities in positive education; 4. Stress and coping in the teaching profession). For example, 'Why we should understand the concept of positive psychology in teaching?', 'What class activities or techniques do you recommend in establishing a positive learning environment' and 'What difficulties teachers will encounter and how we should tackle them?'. The interview was video/voice recorded (without revealing the interviewee's face), and the researcher took notes for data collection.

There are five parts to the video: 1. Introduction of positive psychology and positive education, 2. Classroom management with positive psychology teaching skills, 3. Activities in positive education, 4. Stress and coping in the teaching profession and 5. Concept check-challenge. At the end of the video, participants were given concept check challenges to use for self-evaluation, allowing them to develop a more thorough comprehension of positive psychology. This is a summary of the video's greatest crucial details.

A questionnaire survey using Q&A is administered as a post-test (5 minutes). Participants needed to finish the questionnaire after they have watched the sharing video. The pro-test helps to evaluate the effectiveness of the video and identify the importance of positive psychology teaching

and the concepts of positive education. The questions in the pre-test and the post-test are the same, to compare the differences in scores after the training. In addition, the effectiveness of the positive psychology teaching will be asked in the post-task, for example 'I have learned how to manage my emotions after watching the video', 'The teaching knowledge and skills introduced in the video have helped me to reflect on my strengths and weaknesses in teaching' and 'I think the video has helped me enhance my knowledge of understanding students' needs'. Participants were expected to measure the scale in the post-test.

Individual interviews were planned with 4-5 participants to pinpoint feedback. The agreement has been made in the consent form, and 4-5 participants were randomly selected. Each participant was given an interview to reply to 6 open-ended inquiries regarding the efficacy and the improvements of the research, for example, 'Do you think the video helped to develop your teaching skills' and 'What techniques do you think are the most effective/the least effective? Why?' The interviews took 30-45 minutes for each contributor and have been conducted via Zoom. The interviews have been video and voice recorded (without revealing the participants' faces), and the researcher took notes for data collection.

Analysis plan

For the quantitative research, I would like to use one-way ANOVA to evaluate the difference before and after watching the video and the effectiveness of the video. I have stated two hypotheses, the null hypothesis and the alternative hypothesis. For the null hypothesis, I assume that the two groups mean scores are equal, meaning the video is useless. For the alternative hypothesis, I expect that the video is valuable and the mean scores of the two groups are different. The significance level of the research is 0.5. If the p-value is >0.05, the null hypothesis is right, and the video is useless. In another case scenario, the p-value is <0.05, the alternative hypothesis is correct and brings out the point that the video is effective. The measuring scale for the effectiveness of positive psychology teaching in the video will additionally be employed to determine whether the video is beneficial.

I would like for determining the comments of the selected interviews for the qualitative research. The feedback of each participant will be analysed in evaluating the usefulness of positive psychology education and how the video could contribute to future teacher professional development. The feedback will be implemented for improvement and further study.

Results

The results support our research. For the quantitative research, I have asked 6 same multiple choices questions in the Google form which are the same: 1. Which of the following items are included in positive psychology? 2. Are negative emotions included in positive psychology? 3. Is emotional exhaustion related to an occupational and prolonged specific form of strain? 4. Self-efficacy is...?, 5. Compared with other psychology approaches, positive psychology emphasizes...? and 6. Positive education is only available to students.

Table 1

Descriptive statistics of pre-test and post-test

Pre-test		Post-test	
Mean	19.333333	Mean	24.5
Standard Error	1.6261748	Standard Error	1.3102163
Median	19.5	Median	26
Mode	20	Mode	27
Standard Deviation	3.9832985	Standard Deviation	3.2093613
Sample Variance	15.866667	Sample Variance	10.3
Kurtosis	1.5756303	Kurtosis	-1.780564
Skewness	0.6286754	Skewness	-0.789559
Range	12	Range	7
Minimum	14	Minimum	20
Maximum	26	Maximum	27
Sum	116	Sum	147
Count	6	Count	6

The descriptive statistic in Table 1 indicates that the video is effective. The pre-test mean score was 19.3 out of 30, whereas the post-test mean score reached 24.5 out of 30, an increase of 5.2 in

total. The standard deviation has been reduced from 3.98 to 3.21. The sum has been reached from 116 to 147. The outcome demonstrates that the shared video thoroughly guides educators to engage professionals and advertise the concept of positive education.

Table 2

ANOVA analysis of pre-test and post-test

| Anova: Single Factor						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Pre-test	6	116	19.333333	15.866667		
Post-test	6	147	24.5	10.3		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	80.083333	1	80.083333	6.1210191	0.032875	4.9646027
Within Groups	130.83333	10	13.083333			
Total	210.91667	11				

The ANOVA analysis in Table 2 describes the video's efficiency. The p-value for the between groups is 0.032875, a smaller value than 0.05, according to the table. The data support the alternative hypothesis and refute the null hypothesis.

For the evaluation of the video, participants' responses determine positive psychology can help to train professionals in the education field to create a positive learning environment and improve teachers' emotional management. There are 6 evaluation questions in the protest which they need to measure on a scale from 1 to 5 (1= strongly disagree, 5= strongly agree): 1. I have learned what positive psychology is, 2. I have learned how to manage my emotions after watching the video, 3. The teaching knowledge and skills introduced in the video have helped me to reflect on my strengths and weaknesses in teaching, 4. I think the video has helped me enhance my knowledge

of arranging class activities, 5. I think the video has helped me enhance my knowledge of understanding students' needs 6. How likely are you going to recommend this video to other teachers?

Figure 1

Evaluation of the video
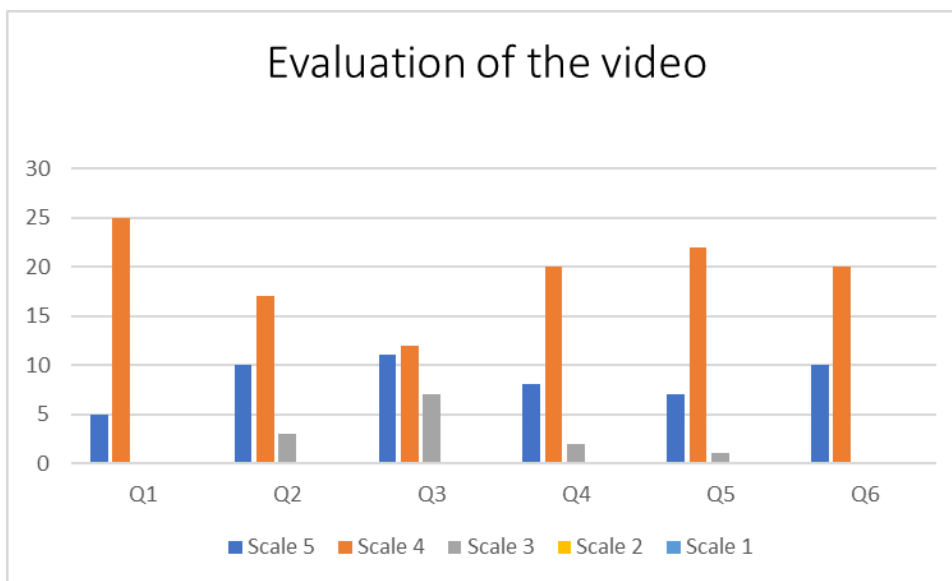
The video helps cultivate pre-service teachers' positive psychology concepts, according to the measuring scale in Figure 1. From Q1 through Q6, the scales of 4 and 5 (agree and highly agree) are the most frequently answered, whereas no one chooses the scales of 2 and 1 (disagree and strongly disagree). The analysis of the measuring scale states that positive education is beneficial in the professional training of pre-service teachers.

The success of the video is highlighted in the opinions of the participants for the qualitative investigation (refer to the appendices). The majority of participants contend that the video is a thorough method to encourage teachers' utilization of positive education in the educational setting. They also feel that reinforcing the concept of positive psychology in the video is favourable. The vibrant colour cartoon and photographs encourage them to pay attention to what the video is saying. The video is engaging, according to the interviewees, and they hope to apply positive education

techniques for learning in their future teaching careers.

Discussion

E-learning is a flexible system that combines instructional materials, instruments and capabilities while being productive for training and education (Zhang et al., 2006). Video is a rich and effective platform for e-learning which possesses the ability to convey knowledge engagingly and reliably (Zhang et al., 2006). The above-mentioned result represents that video is capable of helping pre-service instructors understand the principles of positive psychology by contrasting the mean score of the pre-test and post-test. The component of positive agency plays an essential role in individuals expressing gratitude and demonstrating resilience and achievement in dealing with crises and difficulties (Hyvärinen et al., 2022). The participants' feedback reflects the significance of the investigation and how it strengthens education.

According to Mercer et al. (2016), one of the top five industries where the pressure at work is cause for concern is teaching while 70% of instructors and teachers report that their jobs have been detrimental to their well-being. Teachers' occupational beliefs, ideas, and sentiments influence their general mental well-being, stress tolerance, and capacity to handle pressure to avoid burnout (Mercer et al., 2016). Utilizing values like benevolence, feelings of worth, and enthusiasm in the classroom help to boost teachers' fulfilment with their work (Haslip & Donaldson, 2021). Communication and collaboration are essential in education as school is a place for students to develop life and work skills, promoting maturity in culture, moral consciousness, and psychological intelligence (White & Murray, 2015). Teachers are the key point of relationships and interaction, and so, the environment in the classroom and the interaction among the students are substantially affected by how well they are performing (Mercer et al., 2016). For self-actualization and the schooling category, teachers must learn positive psychology concepts.

The study's findings demonstrated the importance of positive psychology in the field of education, yet there are certain restrictions. We are unable to confirm that viewers stayed focused on

the message conveyed and completed it. Participants must complete the test procedure on their behalf given that it is a voluntary research project. A handout might also be distributed before the test to emphasise the main ideas of positive psychology, according to some participants, even though the research is well-organized. If there are any equivalent additional studies on video learning, it is advised to separate the video of each section and needs respondents to give answers right away. This will help to guarantee that they are focused and will assist in collecting more accurate data.

The development of wellness for educators is favourable for constructing an atmosphere in the classroom that stimulates students' well-being (Yeh & Barrington, 2023). Through feelings of happiness, constructive behaviour, and optimistic thinking, the positive psychology intervention attempts to promote comprehensive growth and well-being (Vo & Allen, 2022). According to Yeh & Barrington (2023), initiatives aimed at enhancing well-being in schools through PPI programmes typically prioritise strengthening students' well-being over teachers' viewpoints and involvement. To promote teachers' mental health, it has been advised that additional PPI programmes be adopted. The investigation's primary participants are pre-service teachers while fresh teachers find it challenging to manage the multitude of emotions that this obligation leads to (Peters & Pearce, 2012). It is advised that further study be carried out for figuring out how prosperous positive education assistance is in professional education for various seniorities and how E-learning may help without compromising the limitations of time and space.

Reference

Chuan-Chung Hsieh, Chiu-Ping Huang, & Hui-Hsuan Yu. (2020). A Study on the Relationships Among Positive Education, Teachers' Well-Being and School Effectiveness in Elementary Schools. Jiao yu yu xin li yan jiu, 43(1), 33–62. https://doi.org/10.3966/102498852020034301002

Day, C., & Gu, Q. (2014). Why the best teaching and learning in school requires everyday resilience. In C. Day & Q. Gu, Resilient teachers, resilient schools: Building and sustaining quality in testing times (pp. 14-30). London; New York: Routledge.

Dicke, Parker, P. D., Marsh, H. W., Kunter, M., Schmeck, A., & Leutner, D. (2014). Self-Efficacy in Classroom Management, Classroom Disturbances, and Emotional Exhaustion: A Moderated Mediation Analysis of Teacher Candidates. Journal of Educational Psychology, 106(2), 569–583. https://doi.org/10.1037/a0035504

Dora, H. (2006). Understanding the complexity of preschool teaching in Hong Kong: The way forward to professionalism. International Journal of Educational Development, 26(3), 305–314. https://doi.org/10.1016/j.ijedudev.2005.08.005

Dunne, M. (2011). Who do you think you are… and who do you think you will be as a teacher? In D. McGregor & L. Cartwright (Eds.), Developing reflective practice: A guide for beginning teachers (pp. 39-54). Berkshire: Open University Press.

Fernández-Berrocal, P., Gutiérrez-Cobo, M. J., Rodriguez-Corrales, J., & Cabello, R. (2017). Teachers' Affective Well-being and Teaching Experience: The Protective Role of Perceived Emotional Intelligence. Frontiers in Psychology, 8, 1–8.

Gurney, ProQuest Information Learning Co, & Ashford University. Psychology. (2020). How Does Exercise Intensity Level Affect Stress and Coping Self-Efficacy?

Haslip, M. J., & Donaldson, L. (2021). What character strengths do early childhood educators use to address workplace challenges? Positive psychology in teacher professional development. International Journal of Early Years Education, 29(3), 250–267.

https://doi.org/10.1080/09669760.2021.1893666

Hyvärinen, S., Äärelä, T., & Uusiautti, S. (Eds.). (2022). *Positive education and work: Less struggling, more flourishing*. Cambridge Scholars Publishing.

Kun, Balogh, P., & Krasz, K. G. (2017). Development of the work-related well-being questionnaire based on Seligman's PERMA model. Periodica Polytechnica. Social and Management Sciences, 25(1), 56–63. https://doi.org/10.3311/PPso.9326

Lauermann, & Berger, J.-L. (2021). Linking teacher self-efficacy and responsibility with teachers' self-reported and student-reported motivating styles and student engagement. Learning and Instruction, 76, 101441. https://doi.org/10.1016/j.learninstruc.2020.101441

Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping Language Teachers to Thrive: Using Positive Psychology to Promote Teachers' Professional Well-Being. In Positive Psychology Perspectives on Foreign Language Learning and Teaching (pp. 213–229). Springer International Publishing AG. https://doi.org/10.1007/978-3-319-32954-3_12

Peters, J., & Pearce, J. (2012). Relationships and early career teacher resilience: a role for school principals. Teachers and Teaching, Theory and Practice, 18(2), 249–262. https://doi.org/10.1080/13540602.2012.632266

Rashid, Dumont, R., & Fairleigh Dickinson University. (2004). Enhancing strengths through the teaching of positive psychology.

Riedel, Vialle, W., Pearson, P., & Oades, L. G. (2020). Quality Learning and Positive Education Practice: the Student Experience of Learning in a School-Wide Approach to Positive Education. International Journal of Applied Positive Psychology, 5(1-2), 53–75. https://doi.org/10.1007/s41042-020-00029-5

Schiavon, Teixeira, L. P., Gurgel, L. G., Magalhães, C. R., & Reppold, C. T. (2020). Positive Education: Innovation in Educational Interventions Based on Positive Psychology. Psicologia, Teoria e Pesquisa, 36. https://doi.org/10.1590/0102.3772e3632

Seligman, Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. Oxford Review of Education, 35(3), 293–311. https://doi.org/10.1080/03054980902934563

Swinson, & Harrop, A. (2012). Positive psychology for teachers. Routledge.

Vo, D. T., & Allen, K.-A. (2022). A systematic review of school-based positive psychology interventions to foster teacher wellbeing. Teachers and Teaching, Theory and Practice, 28(8), 964–999. https://doi.org/10.1080/13540602.2022.2137138

White, M. A. (2016). Why won't it Stick? Positive Psychology and Positive Education. Psychology of Well-Being, 6(1), 2–2. https://doi.org/10.1186/s13612-016-0039-1

White, M. A., & Murray, A. S. (Eds.). (2015). *Evidence-based approaches in positive education: Implementing a strategic framework for well-being in schools*. Springer Netherlands.

Wong, J. M. S. (2022). "Are we becoming professionals?" Pre-service early childhood teachers' perceptions of the professionalism of early childhood teachers in Hong Kong. Early Years (London, England), 42(1), 23–38. https://doi.org/10.1080/09575146.2021.1954604

Yeh, C. S.-H., & Barrington, R. (2023). Sustainable positive psychology interventions enhance primary teachers' wellbeing and beyond – A qualitative case study in England. Teaching and Teacher Education, 125. https://doi.org/10.1016/j.tate.2023.104072

Zhang, D., Zhou, L., Briggs, R. O., & Nunamaker, J. F. (2006). Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness. Information & Management, 43(1), 15–27. https://doi.org/10.1016/j.im.2005.01.004

陳錦榮 (2005)：成為廿一世紀的好老師，輯於許景輝等編：《領袖教師與教師專業發展》，(頁 175-188)，香港，匯智出版有限公司

Appendices

Video

YUEN MAN HO. (2023, February 6). *Capstone project video* [Video]. YouTube.

https://www.youtube.com/watch?v=oQPuCmVzPw0

Online questionnaire

Capstone project- Enhancing pre-service teachers' classroom and emotion management through watching the video with positive psychology and positive education. (n.d.). Google Docs. https://docs.google.com/forms/d/1AGk4EV1ARNXiTEbcZ-83Fu2zsNWIHJKlJO89da8FOmc/edit

Consent form (Interviewee)

THE EDUCATION UNIVERSITY OF HONG KONG
DEPARTMENT OF PSYCHOLOGY

CONSENT TO PARTICIPATE IN RESEARCH (FOR INTERVIEWEE)

Enhancing pre-service teachers' classroom and emotion management through watching the video with positive psychology and positive education

I _____ hereby consent to participate in the captioned research supervised by Dr WAN, Lai Yin Sarah and conducted by Ho Yuen Man who is a staff/student of the Department of Psychology at The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved.   My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of Interviewee:

_____

School:

_____

_____

Position:

_____

Signature of Interviewee:

_____

Date:

_____

INFORMATION SHEET

Enhancing pre-service teachers' classroom and emotion management through watching the video with positive psychology and positive education

You are invited to participate in a project supervised by Dr WAN, Lai Yin Sarah and conducted by Ho Yuen Man, who are staff/students of the Department of Psychology at The Education University of Hong Kong.

Introduction of the research
Teachers can establish a positive learning environment by applying the principles from the human learning process in positive psychology, which would be beneficial to student learning and student development. This study aims to identify the effectiveness of applying how positive psychology can help to enhance teaching quality and help pre-service teachers acquire the knowledge related to positive psychology teaching for their future teaching and professional development.

Methodology of the research
Participants
This study will invite a sample of 30 participants from pre-service primary and secondary teachers in Hong Kong from Nov 2022- June 2023. The major participants will be pre-service teachers in this study and they need to be:
- final year students in an education program at an EdUHK
- able to comprehend and speak in English and Chinese
- familiar with the Hong Kong education curriculum

Interviewee
Student investigators have invited one primary English front-line teacher and one secondary front-line History teacher to share their teaching experience and positive psychology teaching skills. Their sharing will be helping to demonstrate the idea of video-sharing content. An individual interview with each teacher will be conducted to understand their professional experience and insights regarding the project topic. The interview will be conducted before the main data collection.

Procedure
In this study, you are invited to share your teaching experience and positive psychology teaching skills in the video. We will conduct an individual interview and demonstrate the ideas of the sharing video. The interview will be conducted before the research started. The interview will be conducted via Zoom and will last 1 hour - 1 hour 30 minutes. There are about 8 open-ended questions in each section of the video (1. Introduction of positive psychology and positive education; 2. Classroom management with positive psychology teaching skills ; 3. Activities in positive education; 4. Stress and coping in the teaching profession) which 2 questions represented in each section. The interview will be video/voice recorded (with no showing face) and the researcher will jot down the notes for data collection.

Potential benefits
It is expected the project will enhance the knowledge about positive psychology in teaching. Participants may be able to learn about positive psychology and mental health, which may potentially enhance their sense of achievement and happiness in their teaching careers. Participants can be more

well-prepared for their future teaching profession.

Potential risks

There is no potential risk. Your participation is voluntary, and you can withdraw from the study at any time without any negative consequences.

Voluntary Participation & Confidentiality

Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential and will be identifiable by codes known only to the researcher. Identifiers for the code will be stored separately from the anonymised data and the data file containing identifiable information will be encrypted. Entered data will be stored on a password-protected file and a password-protected computer until 5 years past publication, including the video/voice recording of the interviews. Only the Principal investigator and her research supervisor can access the data.

Use of Research Data

The findings from this research will be published for the Thesis of the program of Bachelor of Education (Honours) (History) in EdUHK, and potentially be published in academic journals or presented at academic conferences. All reports of the research will be devoid of identifiers.

Contact for Further Information

If you would like to obtain more information about this study, please contact Ho Yuen Man at telephone number   or her supervisor by email address

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to the Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Ho Yuen Man
Student Investigator

Consent form (Participants)

THE EDUCATION UNIVERSITY OF HONG KONG
DEPARTMENT OF PSYCHOLOGY

CONSENT TO PARTICIPATE IN RESEARCH (FOR PARTICIPANT)

Enhancing pre-service teachers' classroom and emotion management through watching the video with positive psychology and positive education

I _____ hereby consent to participate in the captioned research supervised by Dr WAN, Lai Yin Sarah and conducted by Ho Yuen Man who is a staff/student of the Department of Psychology at The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the attached information sheet has been fully explained.   I understand the benefits and risks involved.   My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of Participant:

_____

Signature of Participant:

_____

Date:

_____

INFORMATION SHEET
Enhancing pre-service teachers' classroom and emotion management through watching the video with positive psychology and positive education

You are invited to participate in a project supervised by Dr WAN, Lai Yin Sarah and conducted by Ho Yuen Man, who are staff/students of the Department of Psychology at The Education University of Hong Kong.

Introduction of the research
Teachers can establish a positive learning environment by applying the principles from the human learning process in positive psychology, which would be beneficial to student learning and student development. This study aims to identify the effectiveness of applying how positive psychology can help to enhance teaching quality and help pre-service teachers acquire the knowledge related to positive psychology teaching for their future teaching and professional development.

Methodology of the research
Participants
This study will invite a sample of 30 participants from pre-service primary and secondary teachers in Hong Kong from Nov 2022- June 2023. The major participants will be pre-service teachers in this study and they need to be:
- final year students in an education program at EdUHK
- able to comprehend and speak in English and Chinese
- familiar with the Hong Kong education curriculum

Interviewee
The student investigator has invited one primary English front-line teacher and one secondary front-line History teacher to share their teaching experience and positive psychology teaching skills. Their sharing will be helping to demonstrate the idea of video-sharing content. An individual interview with each teacher will be conducted to understand their professional experience and insights regarding the project topic. The interview will be conducted before the main data collection.

Procedure
In this study, you will be invited to watch a 15-minute video about positive psychology teaching skills. Before you would watch the video, you need to finish an online pre-test about the knowledge related to positive psychology (20 minutes). After watching the video (15 minutes), you need to finish an online post-test (20 minutes) which evaluates your understanding of positive psychology teaching. To further explore the feedback of participants, 4 to 5 participants will be invited to participate in an Individual interview.

Individual interview invitation
You are invited to participate in an Individual interview to identify the feedback specifically. Participants will have an interview to answer 10 open-ended questions about the effectiveness and the improvements of the research. The interview will be conducted via Zoom and last for 30 -45 minutes. The interview will be video and voice recorded (with no showing face) and the researcher will jot down the notes for data collection.
Your participation is meaningful to identify the effectiveness of professional training. Your participation in the project is voluntary. 4-5 participants will be chosen randomly. The researcher may find you for further investigation. Thank you.

Potential benefits
It is expected the project will enhance the knowledge about positive psychology in teaching. Participants may be able to learn about positive psychology and mental health, which may potentially enhance their sense of achievement and happiness in their teaching careers. Participants can be more well-prepared for their future teaching profession.

Potential risks
There is no potential risk. Your participation is voluntary, and you have the right to withdraw from the study at any time without negative consequences.

Voluntary Participation & Confidentiality
Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential and will be identifiable by codes known only to the researcher. Identifiers for the code will be stored separately from the anonymised data and the data file containing identifiable information will be encrypted. Entered data will be stored on a password-protected file and a password-protected computer until 5 years past publication. Only the Principal investigator and her research supervisor can access the data.

Use of Research Data
The findings from this research will be published for the Thesis of the program of Bachelor of Education (Honours) (History) in EdUHK, and potentially be published in academic journals or presented at academic conferences. All reports of the research will be devoid of identifiers.

Contact for Further Information
If you would like to obtain more information about this study, please contact Ho Yuen Man at telephone number   or her supervisor by email address

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to the Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Ho Yuen Man
Student Investigator

Transcriptions of interviews

Interviewer: Ho Yuen Man, Angel (YM)

Interviewee: Primary Teacher (PT)

Date and time: 23/01/2023 15:00

Location: Zoom

YM: Thank you for taking time with me! It is my honour to invite you! **PT:** You're welcome! I am so happy to answer your questions! Positive psychology and education are very important, but they seldom talk about teachers' mental health. I am pleased to share my thoughts here. **YM:** Thank you very much for your interest! Yes, teachers' mental health needs to be aware in the teaching profession! Shall we start now? **PT:** Sure!

YM: First, I would like to ask do you know anything about positive psychology.

PT: Yes. Our school promote positive psychology as well. Positive psychology emphasises human all-rounded development as everyone owns their strengths and talents.

YM: Yes, I agree! Positive psychology is very meaningful, so this is one of the reasons why I choose positive psychology for my capstone project. Second question, do you think beginning teachers are very stressed nowadays?

PT: Yes… Actually, not only beginning teachers but the whole education industry. Beginning teachers feel stressed because they lack teaching experience. It may be out of their expectations when they enter this industry.

YM: Would you mind explaining more?

PT: Teachers are not only handling teaching materials but more, for example, classroom management, school matters, school parents communication, colleague relations, etc…..

YM: Yes, I just finished my block practices and I found it is not easy to be a teacher. So, do you think positive psychology is important in the teaching profession, especially beginning teachers?

PT: I can't agree more! A positive attitude is important! Beginning teachers need to know how to

handle their work-related pressure otherwise it is easily burnout. Here I have some tips! I practice meditation every night before I go to bed. It is good practice as I can clear my mind and feel relaxed. I remember when I was still a beginning teacher I could not sleep well. After I tried the meditation, my sleeping quality improved! It is very useful to relieve stress. Moreover, remember to smile! A smile makes me feel comfortable and I am happy to make someone smile too!

YM: Meditation is a good daily practice! Do you have any suggestions for our participants if they want to promote positive education in their future teaching profession?

PT: As I am an English teacher, I think weekly gratitude journal and storytelling sessions are highly recommended! These activities not only can enhance students' writing and reading skills but also foster positive values, for example, gratitude, hopefulness, life satisfaction etc. Instilling correct values in students can help to decrease classroom disturbances, every time I mark their journals, I am pleased to see their improvement and it reminds my passion for teaching. For the storytelling session, the teacher can select a short and simple one for students to read. It is highly recommended to organize some follow-up activities as well like sharing sessions and book reports. It helps to develop students' reading interests.

YM: Thank you for your sharing! It is very useful, and I believe that students love your lessons! The last question, do you have anything to tell our participants if they decide to enter to education profession?

PT: It is usual to see that teachers feel stressed if there are a lot of things to do. It's ok to be not ok. Remember why you are here, and you will find your sense of achievement and accomplishment.

YM: Thank you very much for your sharing! I learnt lots too.

PT: You are welcome!

Interviewer: Ho Yuen Man, Angel (YM)

Interviewee: Secondary Teacher (ST)

Date and time: 23/01/2023 16:30

Location: Zoom

YM: Thank you for taking time with me! It is my honour to invite you! **ST:** Thank you for inviting

me, the topic is very interesting! **YM**: Thank you very much. I like studying psychology as I think it

is important to everyone. **ST:** You are right!

YM: First, I would like to ask do you know anything about positive psychology.

ST: Yes, I have attended some workshops before. It is very meaningful, no matter for students or

me. Understanding more about positive psychology helps my personal growth too. It helps to

deepen my self-understanding and my teaching strategies.

YM: It is pleased to hear that positive psychology helps you! Second question, do you think

beginning teachers are very stressed nowadays?

ST: To be honest, being a teacher is not easy. We need toa great stress and coping strategies as there

are so many unpredictable things happening in a classroom. Beginning teachers may find it hard as

it may be out of their control however time will tell everything. No one is perfect at first, right?

YM: Yes, I agree with you! Beginning teachers may find it difficult at first so this is also a reason

for me to start this research project. So, do you think positive psychology is important in the

teaching profession, especially beginning teachers?

ST: Definitely! It is important not only for beginning teachers but all teachers too. I like attending

the workshop about education and psychology as it broadens my horizons. Understanding what

students need our responsibility is but we should not ignore teachers' mental health as well since it

affects our teaching quality.

YM: It is inspiring your answers. Teachers' mental health is important so we can be always

reminded of what we want to achieve in the teaching profession. Do you have any tips for me and

our participants?

ST: I always put a happy song on my playlist! It is delighted to listen to my favourite songs! I will dress up too and it makes me feel happy and comfortable. These are the tips I tried, and it is useful!

YM: Listening to happy songs and dressing up will make me feel happy too! Do you have any suggestions for our participants if they want to promote positive education in their future teaching profession?

ST: I am a history teacher and I emphasize students' critical thinking skills, so I always let them have group-based activities. No matter whether group discussion, role play session or presentation, these opportunities develop students learning motivation and enhance peer learning. Students can learn from their pupils and establish a vivid learning environment.

YM: Thank you for your sharing! It is very useful, and I believe that students love your lessons! The last question, do you have anything to tell our participants if they decide to enter to education profession?

ST: Get well-prepared and don't be afraid! There are lots of unpredictable things that happen every day but if you are well-prepared everything works well too! Enjoy your time in the teaching profession.

YM: It's great sharing! Thank you very much!

ST: Thank you! Hope it helps! Goodbye!

Interviewer: Ho Yuen Man, Angel (YM)

Interviewee: Participant A (A)

Date and time: 21/02/2023 15:00

Location: Zoom

YM: Thank you for taking time with me! Your comments will be beneficial for evaluating the effectiveness of my research project. **A:** Thank you for inviting me! I am happy to share my thoughts here. **YM**: Thank you very much. Shall we start now? **A:** Sure.

YM: First of all, do you have any comments on the content of the video?

A: I think it is a comprehensive video. I have finished my two block practices and I found it difficult to manage the class and there are always unpredictable things happening. The video helps to reinforce the knowledge of positive psychology and I think it is helpful.

YM: Which part of the video do you like the most?

A: I like the part which is talking about activities in class. Even though I am going to be a secondary teacher, I think the activities suggested in the video is effective for both primary and secondary teacher. I like the activity 'Gratitude journal'. I think it is a good way to instil correct values in students so they can know how to express gratitude in life.

YM: Yes. I agree. I also think that a 'Gratitude journal' is attractive. Anything else?

A: Let me see… yes yes! I think the research is well-organized too. The questionnaire is not difficult to answer and participants and compare their scores after watching the video. I think it is good to reinforce the concept of positive psychology so we can understand the core value of this research.

YM: How will you design your classroom rules in your future lessons after you have participated in our research?

A: I think peer evaluation is beneficial. Apart from teachers' guidance, I think peer learning is helpful too. I may organize some peer-learning group events for my lessons as it can improve

students' interpersonal relationships and learn from others.

YM: What technique(s) will you use to get the attention of students?

A: I think approval is a good way to do so. Students' behaviour is highly influenced by how an adult reacts. If students are doing right, we need to admit them which can enhance their confidence and learning motivation. Time by time, students will understand what they want and pay attention in class.

YM: Thank you for your comments and I am happy to hear that our research works well for you. Last question, do you think there is any improvement to the study?

A: I am interested in organizing positive education activities. As I am a future secondary teacher, I would like to know more about the ideas of organizing secondary positive activities. If there are any follow-up further studies, I hope to participate in them and it will be advantageous to my teaching profession.

YM: Thank you very much. Your comments are beneficial to our study, and I am pleased to hear from you. Have a nice day!

A: You are welcome! Bye.

Interviewer: Ho Yuen Man, Angel (YM)

Interviewee: Participant B (B)

Date and time: 21/02/2023 16:00

Location: Zoom

YM: Thank you for taking time with me! Your comments will be beneficial for evaluating the effectiveness of my research project. **B:** You are welcome! I think your study is very interesting and it is very useful. **YM:** It is happy to hear that! Shall we start now? **B:** Yes.

YM: First of all, do you have any comments on the content of the video?

B: It is a very educational video! I learnt lots from the video. I think it is very important for teachers to learn positive psychology. It is not only for students but also teachers in which teachers' mental health need to be aware.

YM: Yes! I agree with you! Teachers' mental health is important!

B: Teachers nowadays need to handle different things and we need to have good emotional management.

YM: You are right! Which part of the video do you like the most?

B: I think 'Stress and coping' is the section I like the most. I think I need to enhance my emotional management if I want to be a teacher. The tips shared by the two teachers are very useful. I think I will try meditation if I am stressed. It seems to be very useful to my emotional management.

YM: Stress and coping are important to everyone. I will try it too! Anything else?

B: Yes. I think the video is very colourful which grabs my attention. I know it is difficult to include all the information in one video, but I think the video is very comprehensive for guiding pre-service teachers to our teaching profession.

YM: It is happy to hear that. How will you design your classroom rules in your future lessons after you have participated in our research?

B: The research highlighted the importance of psychology. It is essential to manage our emotions.

Instead of teaching, I think I will share my life value with my students. I think teaching is not only about knowledge but also about life skills. I hope my students can utilize my teaching in the future.

YM: You are right! Mental health is important. What technique(s) will you use to get the attention of students?

B: I like the point of group-based activities. I think I should offer more opportunities for students to express their thoughts and enhance students' participation. I think it is a good way to grab their attention in class.

YM: Last question, do you think there is any improvement to the study?

B: To reinforce our knowledge about positive psychology, I think a handout can be distributed before we start to participate in the research. This may be helpful for participants to understand the basic idea of positive psychology which is more effective.

YM: It is a good idea! Thank you for your suggestions!

B: You are welcome.

Interviewer: Ho Yuen Man, Angel (YM)

Interviewee: Participant C (C)

Date and time: 25/02/2023 13:00

Location: Zoom

YM: Thank you for taking time with me! Your comments will be beneficial for evaluating the effectiveness of my research project **C:** Thank you for inviting me! **YM:** Shall we start now?

C: Sure!

YM: First of all, do you have any comments on the content of the video?

C: It is a very interesting video. I like the content provided in the video. It is very well-organized. Positive psychology is important to everyone. The tips given in the video are favourable and I learnt a lot.

YM: Which part of the video do you like the most?

C: I like the part about why teachers need to study positive psychology. To be honest, I didn't know much about positive psychology however the video raise its importance and I am interested in knowing more about it.

YM: Anything else?

C: The video is very attractive. Even though I didn't know much about positive education, it helps to enrich my knowledge. The guidance is clear and easy to follow. I like it.

YM: It is happy to hear that. How will you design your classroom rules in your future lessons after you have participated in our research?

C: I like the activities mentioned in the video. I think weekly gratitude journal and storytelling sessions are very inspiring. I would like to organize these activities in my future class. I think it brings out the idea that education is not just for academic results but for life-long learning as well. I hope I can be a teacher who students can rely on and contribute to our society.

YM: You will be a good teacher since you stand by the students' side. What technique(s) will you

use to get the attention of students?

C: I like colourful backgrounds and cartoons as well. I want students to stay focused in my lesson perhaps I need to spend more time making my PowerPoint and teaching materials. Apart from that, I agree that approving students is essential. Students need to know what is correct and what is wrong, so it helps to decrease classroom disturbance.

YM: Thank you. Last question, do you think there is any improvement to the study?

C: I think it will be better if the video clips can separate into different parts. It helps participants to stay focused on the video and it will be more effective.

YM: Thank you for your opinions! It is very helpful.

C: You are welcome.

Interviewer: Ho Yuen Man, Angel (YM)

Interviewee: Participant D (D)

Date and time: 25/02/2023 15:00

Location: Zoom

YM: Thank you for taking time with me! Your comments will be beneficial for evaluating the effectiveness of my research project. **D:** I am happy to be here! **YM:** Thank you. Shall we start now? **D:** Why not?

YM: First of all, do you have any comments on the content of the video?

D: It is attractive! The video provides clear guidance for pre-service teachers to know more about positive psychology. It is very inspiring, and I believe everyone has the same thoughts too.

YM: Thank you for your positive feedback about the video. Which part of the video do you like the most?

D: I like the part which is talking about activities in class! I learnt lots from the video. Organizing these kinds of activities can help to enhance students learning motivation. Students-centred education always helps.

YM: Yes, I agree. Anything else?

D: Ummm…. Yes, I like the concept check challenge too. It helps to reinforce the key points of the video and participants can do self-evaluation as well.

YM: It is happy to hear that. How will you design your classroom rules in your future lessons after you have participated in our research?

D: I agree that students' participation is important if we want to enhance students learning motivation. For me, I think I will make a record booklet for recording students' behaviour. If there is something that needs to be apprised of, I need to give them praise. In another case, if they do something wrong, there is punishment. Students need to understand what is good and bad to foster their critical thinking skills.

YM: Yes! I agree! What technique(s) will you use to get the attention of students?

D: I think group-based activities are helpful. It helps to enhance the sense of belonging and achievement of students. They need to learn how to cooperate and communicate with others. It helps to establish an interactive learning environment.

YM: Thank you. Last question, do you think there is any improvement to the study?

D: I think the study is comprehensive. If there are any further studies, I think positive education can be utilised by different teachers. I want to know more about the effectiveness of positive education.

YM: Thank you for your advice. It helps lots.

D: Thank you! Goodbye!