

The Impact of Classroom-based Psychological Education on Student Well-being

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Abstract

The study's findings provide robust evidence supporting the positive impact of classroom-based psychological education on student well-being. The observed improvements in emotional states, as indicated by increased positive affect and decreased negative affect, along with a significant reduction in perceived stress levels, underscore the effectiveness of the psychological education program. These outcomes emphasize the importance of integrating such programs into educational practices to foster a positive emotional climate and equip students with essential skills for stress management. While acknowledging study limitations, including reliance on self-report measures and sample size, the results offer valuable insights and contribute to the growing body of evidence advocating for the holistic integration of psychological education in educational settings. As education continues to evolve, prioritizing the psychological well-being of students remains a vital component in creating conducive learning environments for academic success and personal development.

Keywords: Psychological Education, Student Well-Being, Positive Affect, Negative Affect, Perceived Stress, Stress Management

Introduction

Student well-being is a multifaceted and crucial aspect of the educational experience, encompassing not only academic achievement but also emotional, social, and psychological dimensions. As educational systems globally continue to evolve, there is an increasing recognition of the need to go beyond traditional approaches and consider the holistic development of students. In this context, the integration of classroom-based psychological education has emerged as a promising avenue to foster well-being and equip students with essential skills to navigate the challenges of academic life and beyond.

The significance of student well-being in educational settings is underscored by its association with various positive outcomes, including academic success, mental health, and overall life satisfaction (Rappleye et al., 2020; Kiuru et al., 2020; Franzen et al., 2021). Recognizing this, educational institutions are increasingly incorporating psychological education into their curricula to address the diverse needs of students. Psychological education, broadly defined, encompasses a range of strategies aimed at enhancing emotional intelligence, resilience, and coping skills among students (Harrington et al., 2020; Leidl et al., 2020).

While the potential benefits of psychological education are evident, understanding its impact within the classroom setting is a complex undertaking. This introduction seeks to explore the rationale behind investigating the impact of classroom-based psychological education on

student well-being, emphasizing the need for evidence-based practices in education and the potential transformative effects on student outcomes.

In recent years, the landscape of education has undergone significant transformations, moving beyond the traditional emphasis solely on academic achievement. Recognizing the interconnectedness of cognitive, emotional, and social dimensions, educators and policymakers are increasingly acknowledging the importance of a comprehensive approach to student development (Riechers et al., 2020; Sen & Guchhait, 2021)). This shift is not only responsive to the evolving demands of the 21st-century workforce but also aligned with a growing understanding of the role education plays in shaping well-rounded individuals capable of contributing positively to society.

Well-being, a broad and multifaceted construct, extends beyond the absence of illness or distress. Key elements include emotional resilience, social connectedness, and a positive sense of self (LaBelle, 2023; Albott et al., 2020). In the educational context, promoting well-being goes hand in hand with fostering an environment that supports not only academic success but also the development of essential life skills.

Psychological education in the classroom represents an intentional effort to equip students with the psychological tools necessary to navigate the challenges of academic and personal life successfully. This encompasses the development of emotional intelligence, coping mechanisms, and interpersonal skills (Dugué et al., 2021; Hurley et al., 2020). The rationale for incorporating psychological education lies in its potential to contribute to a positive school climate, enhance student engagement, and provide a foundation for lifelong well-being.

As the educational landscape evolves, there is a growing emphasis on evidence-based practices that inform decision-making and pedagogical approaches (Crawford & Cifuentes, 2022). This shift is not only a response to the demand for accountability in educational interventions but also a recognition of the ethical responsibility to provide students with interventions that are proven to be effective. In this context, examining the impact of classroom-based psychological education on student well-being becomes paramount.

While the potential benefits of psychological education are widely acknowledged, there is still a need for empirical research to substantiate these claims and provide insights into effective implementation strategies. Current literature, while supportive of the positive outcomes associated with psychological education, often lacks the depth and specificity needed to guide educators and policymakers in implementing evidence-based practices tailored to the unique needs of diverse student populations.

This research contributes to the existing body of knowledge by delving into the specific dynamics of classroom-based psychological education and its impact on student well-being. By conducting a thorough investigation, we aim to identify the factors that contribute to the success of these programs and explore potential challenges that may impede their effectiveness. This research is not only timely but also essential for informing educational policies and practices that prioritize the holistic development of students.

Methods

In the conducted study, a quantitative research design was employed to investigate the impact of classroom-based psychological education on student well-being. The participant selection process involved purposive sampling, with participants meeting specific inclusion criteria such as enrollment in the psychological education program. Informed consent was obtained from

both participants and their legal guardians to ensure transparency about the study's purpose, procedures, and confidentiality measures.

The study followed a pre-test/post-test design, collecting baseline measures of well-being before the initiation of the intervention. The psychological education program, spanning, comprised weekly interactive sessions, group activities, and skill-building exercises. Quantitative data were collected through self-report surveys administered at predetermined intervals, These instruments, widely acknowledged for their reliability and validity, aimed to assess changes in well-being over the course of the intervention.

Statistical analysis, included descriptive statistics such as means and standard deviations for baseline and post-intervention well-being scores. Paired-sample t-tests were employed to examine significant changes over time, and regression analysis explored potential predictors of improvements in well-being, considering variables. A significance level of $p < 0.05$ was set to determine statistical significance.

Despite the rigorous methodology, several limitations were acknowledged. The use of self-report measures introduced the potential for response bias, and the study's duration and sample size may limit generalizability. To mitigate biases, the study employed a systematic participant selection process and utilized established instruments with known psychometric properties.

Result and Discussion

Table 1. Descriptive Statistics for Well-being Scores - PANAS

Measure	Baseline Mean (SD)	Post-Intervention Mean (SD)
Positive Affect	25.4 (4.2)	28.7 (3.5)
Negative Affect	18.2 (3.8)	15.6 (2.9)

The table presents the mean scores and standard deviations for positive and negative affect at baseline and post-intervention. A noticeable increase in positive affect scores and a decrease in negative affect scores suggest a potential positive impact of the psychological education program on students' emotional well-being.

Table 2. Descriptive Statistics for Well-being Scores - PSS

Measure	Baseline Mean (SD)	Post-Intervention Mean (SD)
Perceived Stress	28.1 (5.6)	22.3 (4.1)

The table displays the mean scores and standard deviations for perceived stress at baseline and post-intervention. A decrease in the mean score post-intervention indicates a potential reduction in students' perceived stress levels, suggesting a positive effect of the psychological education program on stress management.

Table 3. Paired Sample t-tests for Well-being Scores

Measure	t-value	p-value
Positive Affect	3.68	< 0.01
Negative Affect	-2.45	0.03
Perceived Stress	5.92	< 0.001

The table summarizes the results of paired-sample t-tests comparing baseline and post-intervention well-being scores. The significant p-values suggest that the changes in positive

affect, negative affect, and perceived stress are likely not due to chance, providing statistical evidence of the impact of the psychological education program.

The obtained results from the descriptive statistics and paired-sample t-tests provide valuable insights into the impact of classroom-based psychological education on student well-being. The study employed validated instruments, namely the Positive and Negative Affect Schedule (PANAS) for measuring emotional states and the Perceived Stress Scale (PSS) for assessing stress levels, both administered at baseline and post-intervention.

The results in Table 1 demonstrate a notable improvement in emotional well-being, as evidenced by changes in positive and negative affect scores. The mean scores for positive affect increased from 25.4 (SD = 4.2) at baseline to 28.7 (SD = 3.5) post-intervention. Concurrently, there was a decrease in negative affect scores from 18.2 (SD = 3.8) at baseline to 15.6 (SD = 2.9) post-intervention. These findings align with previous research indicating that psychological education interventions can positively influence emotional well-being (Kuijpers et al., 2020; Gismero et al., 2020).

The observed increase in positive affect suggests that students experienced higher levels of positive emotions such as joy, enthusiasm, and interest after participating in the psychological education program. This aligns with the program's focus on enhancing emotional intelligence and fostering a positive mindset. The decrease in negative affect indicates a potential reduction in feelings of distress, fear, and anger, reflecting the effectiveness of the program in mitigating negative emotional states (Zhang et al., 2021; Brooks et al., 2020).

Table 2 displays a substantial reduction in perceived stress levels post-intervention. The mean score for perceived stress decreased from 28.1 (SD = 5.6) at baseline to 22.3 (SD = 4.1) post-intervention. This finding is consistent with the literature suggesting that interventions targeting stress management can lead to significant improvements in perceived stress levels (Amanvermez et al., 2020; Lau et al., 2020).

The psychological education program's emphasis on coping skills, resilience, and stress reduction strategies appears to have had a positive impact on students' ability to manage stressors. The decrease in perceived stress aligns with the program's objectives and underscores the potential of classroom-based psychological education to equip students with practical tools for navigating academic and personal challenges.

The statistically significant results from the paired-sample t-tests (Table 3) provide further support for the observed changes in emotional well-being and stress reduction. The t-values for positive affect, negative affect, and perceived stress are 3.68 ($p < 0.01$), -2.45 ($p = 0.03$), and 5.92 ($p < 0.001$), respectively. These findings suggest that the observed changes are unlikely to be due to random variation and provide statistical evidence of the program's effectiveness.

The significant improvement in emotional well-being and stress reduction is particularly noteworthy in the context of academic environments, where students often face high levels of pressure and stress. The findings suggest that integrating psychological education into the classroom can be a valuable strategy for promoting a positive emotional climate and enhancing students' ability to cope with stressors.

The positive outcomes observed in this study have several implications for educational practice. Firstly, the findings underscore the importance of incorporating psychological education programs into school curricula. Educators and policymakers should recognize the

potential of such programs in promoting not only academic success but also the emotional and psychological well-being of students.

Secondly, the results highlight the need for ongoing support for mental health initiatives within educational settings. Implementing evidence-based psychological education programs can contribute to the creation of a supportive and positive school environment, fostering the holistic development of students.

Despite the promising results, several limitations should be acknowledged. The study utilized self-report measures, which may introduce response bias. Future research could employ a multi-method approach, including objective measures or qualitative assessments, to provide a more comprehensive understanding of the program's impact.

Additionally, the study's duration and sample size may influence the generalizability of findings. Longitudinal studies with larger and more diverse samples could offer insights into the sustained effects of psychological education programs and their applicability across different demographic groups.

Conclusion

The study's findings provide robust evidence supporting the positive impact of classroom-based psychological education on student well-being. The observed improvements in emotional states, as indicated by increased positive affect and decreased negative affect, along with a significant reduction in perceived stress levels, underscore the effectiveness of the psychological education program. These outcomes emphasize the importance of integrating such programs into educational practices to foster a positive emotional climate and equip students with essential skills for stress management. While acknowledging study limitations, including reliance on self-report measures and sample size, the results offer valuable insights and contribute to the growing body of evidence advocating for the holistic integration of psychological education in educational settings. As education continues to evolve, prioritizing the psychological well-being of students remains a vital component in creating conducive learning environments for academic success and personal development.

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