

Socio-Cultural Pedagogy and Positive Education: A Study Among Secondary School Students in Kerala

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ABSTRACT: It is a generally accepted broad concept that positive education is based on well-being and satisfaction of all living beings on this terrestrial globe. The pedagogy according to the changing social setup and cultural background is very important to attain a positive outcome in education. In simple terms, this is the background of scholarly thoughts on positive education. Implementing apt pedagogy for positive education and testing of the positive outcome of education etc., are very much essential for curriculum reformers and teacher educators. The present study is a humble effort to showcase the strategies adopted on the basis of socio-cultural pedagogy to contextualise the real-time environment and experiences of the learners at secondary level, in the form of a case study to exemplify the outcome of positive education. Also, it is to assess the outcome of the intended positive education in the current scenario school curriculum using quantitative methodology. The investigator used a qualitative approach to prove the impact of sociocultural pedagogy in a rural Government Higher Secondary School in Idukki District in Kerala and tested the impact of education with reference to the parameters of positive education, among the students at the Higher Secondary Schools in Kerala using quantitative techniques. The Flourishing Scale (FS) developed by Diener and Robert Biswas-(Diener 2009 January) and the Satisfaction With Life Scale (SWLS) developed by Ed. Diener and colleagues (Diener et al, 1985; Pavot & Diener, 1993) were used as tools to measure well-being and life satisfaction in the quantitative part. Thus, in this paper, the author tries to showcase the socio-cultural aspects of positive education in its pedagogic approach in a qualitative manner and to converge it with the findings of the quantitative analysis of the study that she conducted.

KEYWORDS: Socio-Cultural Pedagogy, Positive Education, Well-being, Life satisfaction, Secondary School Students.

I. INTRODUCTION

“He, Who Opens a School Door, Closes a Prison” — Victor Hugo

The famous quote of a humanist who experienced his life like a university of positive education can be considered the most realistic and constructivist philosophical definition of positive education. The well-known novel ‘Les Misérables’ stands ever as a lighthouse of a humanistic approach imparting positive education.

Positive Education is the education that blends academic learning with the character and well-being of the individual learners, the society where they live and the world in which they exist. This approach helps to create a supportive environment to foster academic success as well as personal development and mental health. Seligman (2011) proposes five elements of optimal well-being, such as positive emotions, engagement, relationships, meaningfulness, and achievement. Similarly, Diener et al. (2010) define flourishing as a psychosocial construct that includes having rewarding and positive relationships, feeling competent and confident, and believing that life is meaningful and purposeful. According to Keyes & Annas (2009), feeling good and functioning well are important elements of psychological health.

Another component of positive education, flourishing in schools, exists on multiple levels. Flourishing of the Individual students by their happiness, their social relationships, their achievements with competence and confidence, and their ability to contribute to others. Flourishing of the Staff members of the school through positive experiences from the school, the value of their work, and their valuable position in the school community and society. Like that, the class as a whole and the school community also may be flourishing with the promotion of their social culture, positive engagements, inclusion, and social responsibilities. Hence, the goal of promoting flourishing relates to multidimensional outcomes across multiple levels within the school system. “Feeling good and functioning well are important elements of psychological health” (Keyes & Annas, 2009).

Child and adolescent development do not occur in isolation and social context has a powerful impact on adaptive and healthy growth (Bronfenbrenner, 2004). Positive social relationships is essential for positive education. The theory behind the socio-cultural pedagogy is Sociocultural Theory of Cognitive Development by Vygotsky. The contributions of the concept of More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD) is very crucial in positive education. According to

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these concepts related to the Sociocultural Theory of Cognitive Development the constructivist level of the students can be maximized to attain their individual objectives for their wellbeing and flourishing. Any person among teachers, family members, peers and members from their society can be the part of their potential development by imparting guidance through problem solving. Hence, we can say that “Learning is a process that is deeply social and cultural, and educators must engage with the social fabric of their students’ lives.”— *Dr. Barbara Rogoff*, author of *Apprenticeship in Thinking*.

Norrish and his fellow scholars wrote in 2013 that “The fundamental goal of positive education is to promote flourishing or positive mental health within the school community”. Thus, positive schools, positive teachers, positive curriculum, and positive pedagogy along with the positive social environment and family are the fulcrum for producing well-being in a society. Whatever be the theoretical framework of curriculum and syllabus, pedagogy holds a critical role in fostering positivity of education and thereafter the wellbeing and happiness among the learners. The following strategies are essential in imparting positive education irrespective of levels of education.

- Focusing on strengths of the students instead of their weaknesses
- Developing positive emotions like happiness, gratitude, empathy, mindfulness etc.
- Engaging students in activities giving them confidence, satisfaction, purposefulness and self esteem
- Creating situations in and out the classrooms, for making good relations with peers, teachers, members of the society and members of the family.
- Creating situations to accomplish meaningfulness and purpose of their activities at school and family
- Giving opportunity to utilize tools and strategies at its maximum to overcome challenges and difficulties to resolve issues with the help of experienced and responsible persons in the school to develop confidence, strength and hopefulness.
- Giving focus to holistic development of the students by integrating academic achievement, soft skills, physical health, mental health, vocational skills, cultural and social skills and digital skills.
- Giving awareness to be self-disciplined against substance abuses, violence, sex abuses and other social evils and to develop a value-based culturally refined positive individual, familial and social life.
- Training for proper utilization of digital devices as assistive technologies effective learning

This study has been designed in a broad spectrum of the components of pedagogy and positive education. In the opinion of Davies, (1994), “Pedagogy involves a vision (theory, set of beliefs) about society, human nature, knowledge and production, in relation to educational ends, with terms and rules inserted as to the practical and mundane means of their realisation”. So, beyond the structured steps of science of teaching, teachers must have to implement contextual strategies to overcome the barriers of societies, families and human nature. The purpose of the qualitative method adopted in this paper is to investigate the ways of contextual learning as socio-cultural pedagogy based on Vygotskian theory of Socio-cultural learning and constructivist approach to teaching. The real time experiences of the contextual pedagogy implemented by the investigator gave her a road map to continue in her efforts for attaining the objectives of learning according to the need of the learners those who were not able to achieve according to the mainstream strategies of the subject teachers. The divergent approaches of socio-cultural pedagogy will help teachers in maximizing the effectiveness of their teaching and will enhance the outcome of positive education into the well-being and life satisfaction of the learners.

Objectives of the Study

- To identify the core characteristics of socio-cultural pedagogy of Positive education in the light of the qualitative analysis done on the real time experiences of the case study done in the Secondary School in Idukki District.
- To find out the level of attainment of the factors of well-being by the Secondary School students in Kerala
- To find out the level of attainment of the factors of life satisfaction by the Secondary School students in Kerala
- To converge the findings of the qualitative and quantitative analysis of the data in terms of socio-cultural pedagogy and positive education at secondary level.

Operational definition of key terms

Positive Education: Positive education is the application of the theory and principles of positive psychology in the actual field of education. In positive education, the learning process is to achieve a better life, to be motivated to engage with social activities, to develop their capabilities and skills, to develop values and a total inspirational environment to go ahead with confidence and strength to face their life in their own social and cultural habitat.

Well-being: Well-being is “the combination of feeling good and functioning well” (Huppert & Johnson. In the context of socio-cultural pedagogy of positive education, it is the positive impact of learning process to lead the life of the individuals according to their interests, ambition and goal orientation toward a successful life.

Socio-Cultural Pedagogy: Socio-cultural pedagogy has two components. One is the social aspects of pedagogy, and the other is the cultural aspects of pedagogy. Both indicates the social constructivist paradigms of education which emphasizes the need of considering the social and cultural contexts of the students in the process of education. It is about constantly creating and providing opportunities for learning through interaction with children; joint activities; being in relationship with community and family. In

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operation, the practice of social learning must be happened in the own environment of the learners by providing all the needed facilities - physical, social and psychological- to attain the curricular objectives. Also enable the students to uphold their cultural identities while developing fluency in other cultures along with educational outcomes.

Secondary School students: According to the latest classification in NEP 2020, the levels in school education have been redefined as 5+3+3+4. The students of 9th standard to 12th standard comes under Secondary level. In the present study the investigator conducted a case study in a secondary school and a quantitative study on positive education among the students of 12th standard from six Schools in Kerala.

Review of related literature

Gloria Ladson-Billings (1994) created culturally relevant teaching to describe “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.” Accordingly, the areas come under socio cultural pedagogy are Student learning, Cultural competency and Critical consciousness. Student Learning is the students’ intellectual growth and moral development, and their ability to solve problems in a reasonable manner. Cultural competence is the skills that support students to affirm and appreciate their culture of origin while developing fluency in at least one other culture. In Critical Consciousness students may be able to identify social issues, to analyze the issue in and out, and they may be able to suggest solutions on the issues and solve real-world problems which are having anti effect in societies on the basis of the syllabus or content. This is what positive education expects from students and from citizens in future.

Social Pedagogy Professional Association (SPPA) (2017) endorse social pedagogy qualifications and practices in the workforce to promote best practice on the theory and practice of social pedagogy. Many programmes started at different levels like Diploma, bachelor’s degree and master’s Degree on Positive Education all over the world to professionalize social pedagogy.

Adler, (2016) has also mentioned the development and implementation of a wellbeing curriculum for the benefits of academic performance, student connectedness, perseverance, and engagement.

The conceptualization of well-being in the present study originated from several studies. Vander Weele (2017) defines flourishing in terms of complete human well-being and distinguishes its six domains such as (1) life satisfaction and happiness, (2) meaning and purpose in life, (3) mental and physical health, (4) satisfactory relationships, (5) character and virtue and (6) financial and material stability. The flourishing scale used in this study justifies most of these components.

The famous Indian films Tare Zameen par (Like stars on Earth) (2007), Three Idiots (2009), Master (2021), Rakhasi (Demoness)(2019), Sphatikam(1995), Olympian Anthony Adam (1999) etc. were strongly standing for positive education as envisaged by the positive psychologists giving importance to the balanced state of satisfaction, mental health and their scholastic achievements and success in life.

American Psychological Association (1993) commented on the The Satisfaction With Life Scale (SWLS) that it was developed to assess satisfaction with the respondent's life as a whole. The scale does not assess satisfaction with life domains such as health or finances but allows Ss to integrate and weight these domains in whatever way they choose. The Normative data are presented for the scale, has good convergent validity with other scales and with other types of assessments of subjective well-being.

II. METHODOLOGY

In this study, multiple methodologies have been used to showcase the pedagogy in socio cultural context and to measure the impact of current education towards positive education. Qualitative method is used to highlight the importance of socio-cultural pedagogy through a case study of real time experience of positive education and Quantitative research methodology has been used to assess positive education using two standardised tools. To identify some of the core characters of socio-cultural pedagogy of Positive education in the light of the qualitative analysis done on a real time classroom case for the first objective, the investigator analysed her own positive education experiences in a school where she worked as a teacher. To attain the other two objectives, objective (2) ‘to find out the level of attainment of positive education’ by assessing psychological well-being of the Secondary School students in Kerala’ and the objective (3) ‘to find out the level of attainment of life satisfaction of positive education integrated with present day curriculum of School education in Kerala’, the researcher conducted two surveys using **Flourishing Scale (FS)** developed by Diener and Robert Biswas-(Diener2009 January) and the **Satisfaction With Life Scale (SWLS)** developed and standardized by Ed. Diener and colleagues (Diener et al, 1985; Pavot & Diener, (1993) since psychological wellbeing and life satisfaction are two main aspects of positive education. Both the tools are standardized tools and studies have shown that both FS and SWLS are valid and reliable for measuring life satisfaction and psychological well-being across various age groups, including adolescents.

These tools were administered among the 12th standard students at Secondary schools in six Districts in Kerala. A sample of 215 and 209 students were taken for data collection for **FS and SWLS** respectively. The data collected were analyzed and calculated the percentage of agreement towards each item in the questionnaires and came to a conclusion on the attainment of the core factors of positive education well-being and life satisfaction of the sample selected.

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A. Qualitative Analysis and its Results of the Real Time experiences as a Case Study of Positive Education

During the tenure of the investigator's service at different Government schools in Kerala she got opportunity to experience the ground level realities of many children who were coming from different sectors of the disadvantaged societies with different socio-cultural backgrounds. They were deprived in many ways. They didn't have good food. They didn't have good dress. They didn't have safe houses. They didn't have even their parents together. Also, some were of single parents. In such a situation the theoretical and scientific practical approach of positive pedagogy would not have been working effectively and the general approaches could not have found the intended results. There were many unique issues needed to have individualised attention and contextual approaches according to their social and cultural backgrounds. That approaches made them enable to cop up with their peers in all curricular, co-curricular and extracurricular activities. This need-based social pedagogy and cultural pedagogy ensured inclusiveness against the in socio-cultural differences.

The case of Salimon, a grown-up boy and a repeater in the lower classes reached in 10th std B division who was a late comer and also a frequent absentee. He was coming to the school only two or three days in a week. Whenever he came, he was scolded and punished by most of the teachers. They kept him outside the classroom for the previous day's absence. The investigator who joined that school a few months before by transfer was observing the issues of Salimon for several days. When she noticed him outside the classroom several times, she enquired about the routine 'out standing' and he was not ready to share anything with her and replied sarcastically to her questions with the strength of his seniority of many experiences. But the teacher strictly instructed him to sit in her classes. This decision was shared in the staffroom and some of the teachers were not happy with the new teacher's over involvement and they hinted it too. The teacher stood stern in her decision and allowed him to sit in her subject classes. He was very intelligent in language use but was irregular and his notebooks were not completed. She helped him to complete his notes by offering him other's Notebooks on her own risk and finally, he submitted all the pending class notes and assignments for internal assessment.

Gradually he started to maintain rapport with her and once he told his life story to the teacher. He lost his father in an accident and thus the boy of 13 years took over all the responsibilities of his family of four members including his mother and two other siblings. His elder sister was studying in the same school in the Vocational Higher Secondary section and the younger boy was in 8th std in the same school. He was working with the elders who were doing mining sand overnight from the nearby river and was not able to come to school after the overnight hardships. Most of the days at that time he had been suffered from cold and body pain. He was the only person to look after the whole family. He was coming to the school only to get a 10th pass certificate and thereafter to obtain a driving license since. 10th pass certificate was essential to get driving license in Kerala. The teacher promised her support to attain his small dream, but it was a big dream for him. The teacher promised her support to attain his small dream, but it was a big dream for him. By that time all teachers of 10th standard became very much cooperative and understanding and all of them had stopped the unscientific punishment given to him for his absence at school.

With the permission of the Headmistress and other colleagues she started to teach him all subjects. At 7.30 or 7.45 am the teacher reached the school and had been waited for him till 8.30 some days. He came every day, even though it was late. Before three months of the board examination, the school decided to give intensive final stage preparations categorically according to the level of achievement of the students in the previous examinations. As per the investigator's own wish students who were with very less achievement scores in all subjects were attached with her along with Salimon for examination-oriented preparations. He was the leader and motivator for others. By referring old question papers, they were trained to answer the frequently asked pattern of questions to attain pass marks. None of them were from a good socio- economic background and had to experience the unpleasant home environment and were engaged with many domestic affairs as a routine work. It was a challenge for them to obtain the pass mark for all subjects with a period of three months.

Through the close interactions and full-time engagement with a friend like teacher they became very confident and tried their best to solve the problems with limited portions. In the meantime, there have been many emotional moments. They have been worried about the time they wasted; they have been proud of the talents they have. They have been enjoyed on the occasions of resolution of mathematical problems. They helped each other. This was surely a turning point in their school life. The teacher adopted peer evaluation as an important strategy of teaching and learning. The tests conducted were evaluated by the peers with the help of answer keys prepared jointly by the teacher and students. Using the answer keys, they evaluated, assessed, and guided each other for better answers. This practice was repeated till they attain 100 percentage score for those questions. For all subjects, the simplest content areas were selected, socially and culturally relevant examples were given, initiatives from the learners with suitable learning experiences from their habitats were appreciated for a better understanding and application. Everybody was allowed to go home for doing their routine domestic works to avoid a conflicting situation at family since some of the parents were not bothered about their studies and even about their future. Thus, the balanced approach for healthy family atmosphere and a flexible school environment made them relaxed and confident to engage peacefully in their studies. They were happy with their friends those who had almost same backgrounds and academic achievements. The point to be underlined was they all were at a hight of their life skills. By implementing a socio-cultural pedagogy with contextual applications created good social relations, mental health, goal orientation, confidence, motivation, inspiration, mindfulness etc.

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Finally, in their first attempt all of them have passed the Secondary School Leaving Certificate (SSLC) examination. Now, Salimon is an excellent driver and a registered owner of a Mahindra Jeep. His sister got married. His brother after completing his 12th standard joined in an automobile workshop. Mother lives happily with her sons.

Thereafter in every September 5th, the teacher has been got a call from driver Salimon since 5th of September is celebrated as teacher's day in India. This is one of the examples of socio-cultural pedagogy and positive education. Many such instances of implementation of socio-cultural pedagogy according to the social and cultural background of the students from different environments have been experienced by the investigator while working in different Government schools of Idukki District, one of the backward districts of Kerala.

Hence, as a result of the qualitative analysis of the real time experiences in connection with the implementation of socio-cultural pedagogy which strengthens positive education among students can be characterised as follows.

- ✓ Courage to present skill-based experiences in the context of content areas and to clarify doubts for clarification of concepts as a prerequisite for further learning and thereafter to develop problem solving abilities in life.
- ✓ Humanity to consider the needs and problems of peers and other fellow beings with empathy and to take responsibility for the wellbeing of self and others.
- ✓ Justice and right to equal opportunity for education
- ✓ Confidence on local awareness, abilities, and life skills to relate with learning activities.
- ✓ Temperance with the unsatisfactory and annoying domestic situations which keep away the learning environment.
- ✓ Positive Emotions which strengthen relations for positive behavioural patterns
- ✓ Opportunity to develop emotional intelligence and to utilise time in a fruitful manner to achieve goals and success in life.
- ✓ Positive Relationships with peers, teachers and the school community for an effective education
- ✓ Meaningfulness in one's own actions, education, family, society etc. for keeping, interest, readiness and continuous success in life.
- ✓ Acceptance of the socio-cultural contexts of the learners in an empathetic manner and to create suitable pedagogical approaches to scaffold them to attain educational outcomes which enable them to sustain their life in a positive manner.
- ✓ Understanding positive education according to socio-cultural contexts to fill the gap between education and life.

B. Quantitative Analysis: - For assessing the impact of our school education in the line of positive education the author conducted a study among the 12th grade students in Kerala State. The sample for the study was selected from the six districts in Kerala-Idukki, Ernakulam, Kozhikode, Malappuram, Kannur and Thiruvananthapuram. The tools used were the Flourishing Scale (FS) and the Satisfaction With Life Scale (SWLS). A total number of 215 students responded to the Flourishing Scale and 210 students responded to the Satisfaction With Life scale. Both the scales were prepared in the form of Google Form for an easy, quick and authentic administration. With the permission of the school heads and the teachers those who have the role of group admins of WhatsApp groups created for various educational purposes, Google Form link was shared with the students. The responses received in the Google Form were analysed in terms of the total scores obtained by the respondents for each item of the scales and calculated the percentage of each item.

Analysis of Data Collected Using Flourishing Scale (FS): The Flourishing Scale is a brief scale with 8-items to get the summary measure of the respondent's self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism. The scale provides a single psychological well-being score (Diener, et.al.,2009). Using the Likert model 7-point scale to indicate their agreement with each item such as Strongly Disagree (SDA), Disagree (DA), Slightly Disagree (Sl. DA), Mixed or Neither Agree nor Disagree (NA/NDA), Slightly Agree (Sl. A), Agree(A) and Strongly Agree(A).

The scores obtained for each item as per the rating of the respondents were summed up and calculated the percentage of agreement to each item given in the flourishing scale. By observing the percentage of agreement, we can come to a conclusion about how the individual students perceive themselves thriving across or experiencing challenges in the key areas of their life , such as meaning and purposefulness of their life, supportive and rewarding social relationships, interest and engagement in their daily life activities, competencies and capabilities to deal important tasks in their life , self -feeling like a good person living a good life and their optimism about their future. The percentage of higher scores against each item indicates the greater sense of flourishing of the 12th grade students at Secondary Schools in Kerala as an indicator of the long-term outcome of the intended positive education. At the same time the percentage of the lower scores will indicate the areas at which more attention is needed to be given and the strategies to be adopted for developing the psychological well-being of the school children in Kerala. The percentage of the scores obtained for each item in the scale by the total sample of 215 twelfth grade students at Secondary Schools of Six districts in Kerala are given in table No.1

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Table 1. Summary of the item-wise percentage of the responses

Sr. No.	Items	SDA	DA	Sl. DA	NA/ NDA	Sl. A	A	SA
1	I Lead a purposeful and meaningful life.	7%	3.3%	3.8%	9.9%	18.3%	36.2%	21.6%
2	My social relationships are supportive and rewarding.	4.8%	9.5%	10.5%	11.9%	44.8%	14.3%	4.3%
3	I am engaged and interested in my daily activities	4.2%	6.1%	6.6%	8.9%	13.6%	37.1%	23.5%
4	I actively contribute to the happiness and well-being of others	7.5%	3.3%	3.8%	6.6%	14.1%	35.2%	29.6%
5	I am competent and capable in the activities that are important to me	4.7%	3.8%	2.3%	6.6%	13.6%	37.1%	31.9%
6	I am a good person and live a good life	5.7%	3.3%	2.8%	8%	12.3%	38.2%	29.7%
7	I am optimistic about my future	6.6%	3.8%	2.4%	6.6%	13.7%	28.4%	38.4%
8	People respect me	8.5%	4.7%	6.1%	20.2%	24.9%	26.3%	9.4%

The table no.1 shows the percentage of the item wise scores of the total sample responded to the Flourishing Scale. A moderate level of Percentage of scores obtained for the Strongly Agree (SA) rating is only for two items, item no. 5 and item no. 7. But they expressed their agreement under the Agree(A) rating for 5 items, item no.1, 3, 4,5 and 6 in a moderate percentage. Which means students have a moderate level of agreement with the items characterising self-esteem, purpose, and optimism.

The students responded in a very low percentage under SA rating to the items, item no. 2 (4.3%) and item no.8 (9.4%) which characterizes their supportive social relations. Their responses under 'Agree' rating points are also 14.3% and 26.3% respectively. But 44.8% of students Slightly Agree (Sl. A) with item no.2 and 24.9% with the item no.8. Hence, it is interpreted that the scores obtained for their supportive social relations are in a very low level. The percentage of the scores obtained totally within the range of interpretation of the FS by the total sample of 215 twelfth grade students at Secondary Schools of Six districts in Kerala are given in table No.2

Table 2. Summary of the percentage of responses of the total sample

S. No.	Total students(N)=215	SDA (8-15)	DA (16-23)	Sl. DA (24-31)	NA/ NDA (32)	Sl. A (33-40)	A (41-48)	SA (49-56)
1	Number of students responded within the range of scores	11	9	10	0	38	91	56
2	Percentage of the students responded within the range of scores	5.11%	4.19%	4.65%	0%	17.67%	42.33%	26.05%

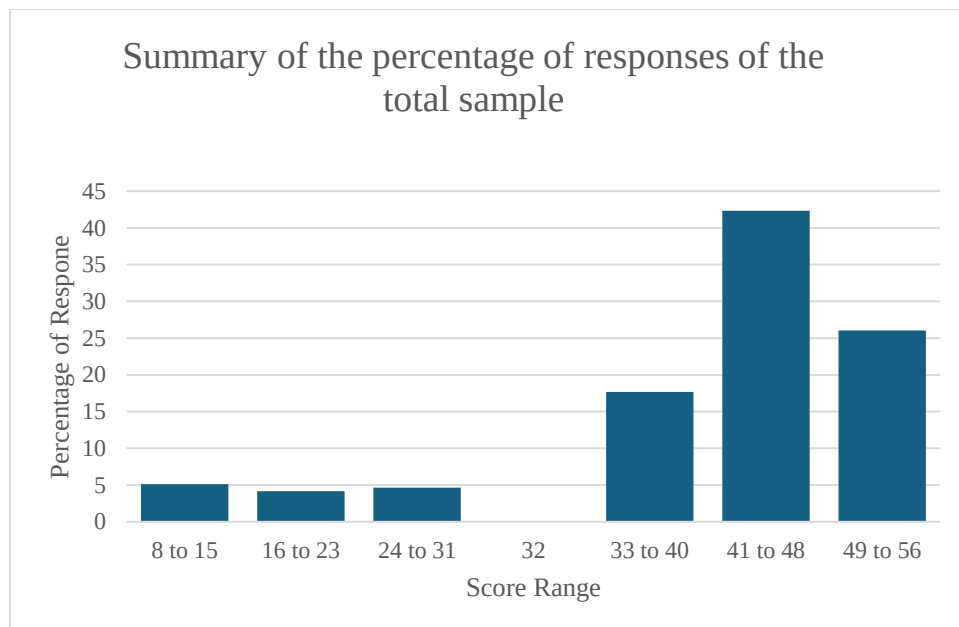
On further observation on the range of summated scores of the total samples under each rating point for the total items, it is found that 26.05% of secondary school students in Kerala have attained an extreme level of sense of flourishing in their life and 42.33% of students have attained a satisfactory level of sense of flourishing in their life.

Among the rest of the students 17.67% slightly agree with their attainment of flourishing, 4.65% slightly disagree, 4.19% disagree and 5.11% strongly disagree. Also, it is to be noted that nobody has responded under the scale 'Neither Agree nor Disagree' as it is 0%. Considering the response to Agree and Strongly agree rating together, 68.38% secondary school students of Kerala are with a sense of flourishing, and they have attained a satisfactory level of well-being.

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The summary of the percentage of respondents under each range of scores denoting the level of well-being is shown in the figure below (figure 1)

Figure-1



Analysis of the Data Collected Using Satisfaction with Life scale (SWLS): Satisfaction With Life Scale is a 5-item scale in Likert Scale model designed to measure global cognitive judgements of one's own life satisfaction. It is not a measure of either positive or negative affect. Participants indicate how much they agree or disagree with each of the 5 items using a rating scale with 7-points that ranges from strongly agree (7) to 1 strongly disagree (1). The SWLS scores are associated with a wide range of personal factors like measures of happiness and positive domains of quality of life based on individual perception. The scores obtained from SWLS were treated for analysis and the summary of the item-wise percentage was calculated and shown in the Table No. 3

Table 3. Summary of the item-wise percentage of the responses

S. No	Items	SDA	DA	Sl. DA	NA/ NDA	Sl. A	A	SA
1	My Life is close to my ideals	0.5%	0.5%	5.9%	15.1%	27.1%	27.1%	11.8%
2	The condition of my life is excellent	1.5%	2.9%	2.9%	7.8%	17.5%	33%	16%
3	I am satisfied with my life	2.9%	1.5%	5.9%	5.4%	13.2%	37%	17.1%
4	So far, I have got the important things I want in life.	2.9%	6.8%	3.9%	6.8%	17%	29.6%	10.2%
5	If I could live my life over, I would change almost nothing	10.7%	10.2%	5.9%	8.8%	8.8%	26.8%	7.8%

The table 3. shows the percentage of the item wise scores of the total sample responded to the Satisfaction With Life Scale (SWLS). A satisfactory level of percentage of responses has not been obtained for any item in the tool under the Strongly Agree (SA) rating point. The students expressed a moderate level of satisfaction considering their agreement under the Agree(A) rating point for 2 items, item no.2 and 3. Their agreement with 'Agree' and 'Strongly Agree' ratings together represents a moderate satisfaction since the sum of percentage of both the ratings are 38.9%, 49%, 54.1%, 39.8% and 34.6%. Which means students have a moderate level of agreement with the items characterising life satisfaction. The percentage of the scores obtained totally within the range of interpretation of SWLS by the total sample of 210 twelfth grade students at Secondary Schools of Six districts in Kerala are given in table No.4

Table 4. Summary of the percentage of responses of the total sample

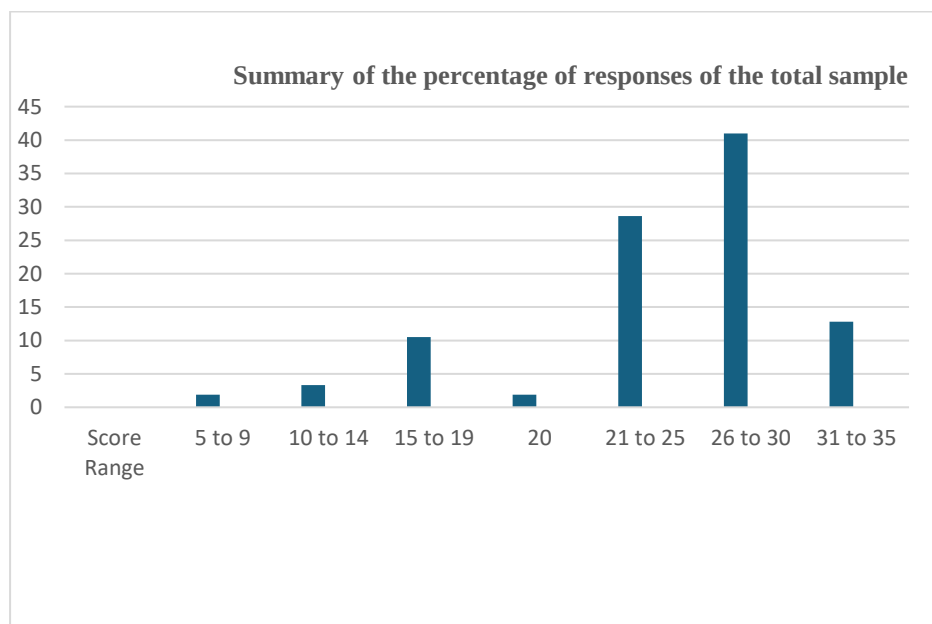
S. No.	Total students(N)=210	SDA (5-9)	DA (10-14)	Sl. DA (15-19)	NA/ND A (20)	Sl. A (21-25)	A (26-30)	SA (31-35)
1	Number of students responded within the range of scores	4	7	22	4	60	86	27
2	Percentage of the students responded within the range of scores	1.9%	3.3%	10.5%	1.9%	28.6%	41%	12.8%

On further observation on the percentage of students responded in different range of summated scores of the total samples, it is found that only 12.8% of secondary school students in Kerala have attained an extreme level of satisfaction in their life and 41% of students have attained satisfaction with their life. 28.6% of students slightly satisfied with their life 10.5% are slightly dissatisfied, 3.3% dissatisfied and 1.9% strongly dissatisfied. Also, it is to be mentioned that 1.9% of students are neutral in their response.

Considering the response to Agree and Strongly agree rating together, 53.8% of secondary school students of Kerala are with a perceived satisfaction with their life conditions. It is a moderate level of attainment of life satisfaction after a long period of formal education.

The summary of the percentage of respondents under each range of scores denoting the level of Satisfaction with life is shown in the figure below (figure 2)

Figure-2



III.CONVERGENCE OF THE FINDINGS OF THE QUALITATIVE AND QUANTITATIVE ANALYSIS

The qualitative analysis of the real time experiences in connection with the implementation of socio-cultural pedagogy which strengthens positive education among secondary school students has given an insight into the strategies to be adopted among the learners those who express low level of flourishing and dissatisfaction with life. The contextually relevant sociocultural pedagogy will motivate them to involve in learning experiences meaningfully and fruitfully. The continuous efforts from the side of the teachers in this way will help them to create good social relations, mental health, goal orientation, confidence, motivation, inspiration, mindfulness etc among the learners. Application of socio-cultural pedagogy will give them courage and confidence to identify themselves with the correlates of well-being and to be optimistic in life. This will strengthen their ability to perceive themselves with satisfaction in life. The link between social learning theories and positive education enhances educational outcomes in a desired manner.

The students have interest and engagement in their daily life activities, competencies and capabilities to deal important tasks in their life, self -feeling like a good person living a good life and they are optimistic about their future.

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But the result of analysis of the responses of learners to the item no. 2 (4.3%) and item no.8 (9.4%) in the FS is very much pertinent in this study since it focuses on Socio-cultural pedagogy which characterizes the social learning theories. The lowest scores obtained against these items show the poor social supportive relations of the secondary school students in Kerala. The great vacuum exists in the social relationship of the school students indicates development of several undesirable social constructs among the school students in the state leading towards negative impacts in their studies, family relations, social development and their psychological wellbeing. The students responded in a very low percentage under SA rating to the items in the SWLS. However, 28.6% of students were with 'Slightly Agree' rating. That means, by proper involvement and implementation of Socio-Cultural Pedagogy, a huge majority from this category can be converted into the category of respondents of 'Agree' and Strongly Agree. Also, the number of respondents from Disagree and Strongly Disagree can also be converted to the higher rating categories. The experiment described in the qualitative study is an example of positive impact of Socio-cultural pedagogy. The following dimensions of suggestive steps in research in multiple methodologies will help researchers and educational practitioners to identify the gaps occur in social learning. These studies will be helpful to create a luminating scenario of social learning in school education in Kerala to promote education a positive process.

Suggestions for Further Research

- Study to correlate FS and with social relationship indices with
- Experimental studies may be conducted with pre-tests and post-tests using FS and SWLS before and after implementing Socio-Cultural Pedagogy with contextual relevance.
- The strategic implementations of socio-cultural pedagogy can be studied in a wider manner using case study method to identify varied approaches of positive education in different states, in different managements, in different types of schools and in different localities like urban, rural, tribal, coastal etc.
- The approaches of positive education in different states, in different managements, in different types of schools and in different localities like urban, rural, tribal, coastal etc. can be conducted using quantitative methodologies. Also, it opens platform for extension studies of comparison.
- Studies can be conducted to identify socio-cultural strategies of Positive education, integrated with the prevailing curriculum, practices suggested and to study about the assessment techniques incorporated with it.
- Again, systemic research can be conducted as major/minor projects to assess how positive education is imparted at schools.
- Studies on positive education can be conducted using different scales of psychological well-being and life satisfaction as correlates of parental, social and economic and cultural factors.

Delimitation of the Study

This study has been conducted within a very short span of time and the sample selected was also not large. With the result of the qualitative analysis done on a single case was to exemplify the impact of socio-cultural pedagogy. Also, the investigator limited her study with an analysis of percentage of the respondents on each rating points. However, the study throws light into the possibilities of correlational studies in the form of suggestions for further research. This study can be considered as a guiding force for research on positive education in multiple methodologies and multiple dimensions as mentioned in the part of suggestion for further research and it opens a way ahead in educational research.

IV. CONCLUSION

Studies on Socio-Cultural pedagogy and positive education provide a road map to researchers and teachers to rethink on the parameters of academic achievement in line with positive education. Also, it bridges the gap between education and psychological well-being to define educational goals by redefining, revising and framing school education curriculum with a strong basis of positive education. The future curriculum and teaching learning strategies for our sustainable life on earth is a major area of education. Hence, it is inevitable to think future education in the line of positive education. To conclude, the author wants to suggest positive education as an ultimatum of objective of learning. Hence, it will be relevant to add another quote that no student should say, "Going to school was like going to prison". (Huang, 2017).

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