

**An investigation into how increased well-being (using
'the three principles' model) can improve and enhance
experiences of education:**

The principles of mind, consciousness and thought help
people to return to innate health and well-being.

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An investigation into how increased well-being (using ‘the three principles’ model) can improve and enhance experiences of education:

The principles of mind, consciousness and thought help people to return to innate health and well-being.

Abstract

This paper is a critical review of 'the three principles' as a tool for facilitating well-being in a Sure Start children's centre and a probation setting.

The principles of mind, consciousness and thought create all human experiences, according to a psychological model called 'the three principles'. Through understanding these principles it is claimed that all people can return to innate health and well-being (Banks 1998, 2001, 2002, 2007, 2010).

Well-being is lacking in the UK according to Unicef (2007). The UK government are tackling the issue through the Every Child Matters agenda. Barker (2008) suggests that Sure Start centres are fundamental to the holistic delivery of the Every Child Matters agenda. In probation well-being is essential to cut re-offending rates. Therefore well-being is high on the agenda at both of my settings.

When my students began their courses I could see a need for my students to increase in well-being. I thought 'the three principles' model could improve their well-being and improve and enhance their experiences of education.

Research into the use of 'the three principles' in education, has found it results in a reduction of negative behaviours that impede learning (Modello& Homestead Gardens). There are however two outcomes from the literature based on more positive behaviours: Achievement increased (Cherry 1992 and Stewart 1985), and there were improved teacher perceptions and relationships (Rees-Evans 2011).

This research focused on the *positive* outcomes of 'the three principles' for education. It focused on *why* education improves as well as *how* it improves.

This real world case study of was carried out with women in a Sure Start children's centre and a probation setting. The case study consisted of an unstructured group interview, questionnaires and observations. The women were asked to discuss if and how knowledge of 'the three principles' helps them in education. This was followed by a questionnaire using mostly open ended questions. Observations were made during the courses. The results from the two settings were compared. Also two well-being questionnaires (RS-14 Resilience Scale and WHO Well-being Scale-5) were completed at the start and end of the probation course.

The outcomes of the research were that 'the three principles' model improves well-being and creates positivity and a better state of mind (causes), which in turn decrease perceived barriers in education and increase confidence and clarity (effects). These five attributes of well-being improve and enhance the women's experience of education in a Sure Start and probation setting.

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Introduction

This paper is a critical review of 'the three principles' as a tool for facilitating well-being in a Sure Start children's centre and a probation setting. The introduction discusses well-being on a national level. My institutions are introduced next, followed by the needs and justification for the research. Finally 'the three principles' are outlined in brief.

'Be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic and social well-being' (DfE 2003, p.1). These are the Every Child Matters outcomes. Every Child Matters is a UK government initiative aimed at tackling, amongst other things, the issue of low well-being in the UK. According to Unicef (2007) the UK came bottom in a league table of child well-being across 20 OECD countries, for both overall well-being and subjective well-being.

I work with women in two settings; a Sure Start children's centre and a probation centre. In both of these sectors well-being is high on the agenda. As Sure Start was being rolled out across the country (1998-2002) the every child matters initiative was being brought in (2003). Barker (2008) suggests that Sure Start centres are fundamental to the holistic delivery of the Every Child Matters agenda. The Sure Start outcomes state that they focus on improving outcomes for young children and their families through improving parents' aspirations and self-esteem (amongst other factors) (DfE, 2012).

In the probation sector, the inspection team use three purposes; Punish, Help and Change, and Control. The second section 'Help and Change' is concerned with changing the offender which includes increasing well-being. David Cameron has also highlighted the need to rehabilitate prisoners, he is addressing this fact with what he calls the 'rehabilitation revolution' (Cameron 2012 p.1). So the government's focus is on rehabilitating. Part of rehabilitation has to be increasing well-being. In probation well-

being is essential to cut re-offending rates. Therefore well-being is an essential topic in both my institutions.

It became clear to me from observing and talking with my students, they lacked in aspects of well-being. When the Sure Start group started it was clear that they needed help with negative self-talk, communication, and they needed focus to achieve their goals: They had dreams but were often too reluctant to pursue them. When the probation group started I could see that their behaviour was an issue. For example one student would walk out of class. The probation students also demonstrated low self-esteem and confidence. The student's lives seemed chaotic, and without the stability well-being gives they may re-offend, and re-offending rates are important as they are used to assess the effectiveness of interventions. They are also going to be used in the 'payment by results' initiative.

As there was no behaviour policy in either of the settings it was down to myself and the other teachers how behaviour was managed. We do not have the support structure of a school environment like in my previous settings (of secondary and FE). I felt that, from what I knew of 'the three principles' model personally (being introduced to it 18 months prior to this research), it could help with these issues by increasing well-being. Reading around the subject, 'the three principles' have been used to great effect in many sectors including criminal justice and mental health (e.g. Kelley and Bailey). There is some research into the use of 'the three principles' in education, but this could be explored further. Hence I find myself researching 'the three principles' and education. Through increasing the well-being of my students I hoped that experiences of education would be improved and enhanced.

My first institution; a Sure Start children's centre in a deprived area of Birmingham, became particularly interested in well-being following an Ofsted report in 2010. The centre received a critical grade 4 from Ofsted, one of the areas highlighted was the need to develop parents' "confidence, skills and self-esteem" (Ofsted 2010, p.5). A programme was established introducing 'the three principles' for the mothers, in the hope this would increase well-being amongst mothers and their families. I had the opportunity to help teach the group, and it is this group that forms the basis of the first case study.

The second group for my case study, are a group of women who are receiving a variety of training opportunities as part of their probation orders, in a rural location. The county had a glowing report from HM Inspectorate of Probation. The inspectorate's report praises services dealing with lifestyle, attitudes and emotional well-being (HM Inspectorate of Probation, 2012). It also praises their commitment to try new innovative approaches (HM Inspectorate of Probation, 2012). Therefore implementation of 'the three principles' with this group that I help teach, was a pilot scheme to test the new approach. It is this group that forms the basis of the second case study.

The model being used to raise well-being is 'the three principles' model. 'The three principles' were first 'discovered' by Sydney Banks in the 1970s. He proposed that 'the three principles' of mind, consciousness and thought create all human experiences. Through understanding these three principles it is claimed that all people can return to innate health and well-being (Banks 1998, 2001, 2002, 2007, 2010).

Mind, Consciousness and Thought are the three principles that enable us to acknowledge and respond to existence. They are the basic building blocks, and it is through these three components that all psychological mysteries are unfolded. They are what I call the psychological trinity (Banks 1998, p. 21).

Following my professional autobiography there will be a review of the current literature. This will be followed by the methodology and procedures of the case studies. Lastly there will be an analysis and discussion of the results, finally drawing conclusions.

Professional autobiography

The professional autobiography will outline my background, beliefs and possible biases. It is important as a researcher to state any fundamental beliefs that underpin the study, so that the audience is informed of any potential bias. I will endeavour to eliminate personal bias where at all possible throughout the study.

My background

I used to be a music teacher in an inner city secondary school, before leaving due to stress. (Prior to this I taught in the FE sector.) A few years later I came across 'the three principles' as a way to improve my mental health and well-being. Over the next year my mental health improved. I believe had I known 'the three principles' whilst in my teaching post I would have been better equipped to deal with stress. Also if the pupils had been taught 'the three principles' it could have reduced the poor behaviour that led to my stress. This led me to have a personal interest in 'the three principles' and how education can be improved using this model.

A year after being introduced to 'the three principles' I became involved with teaching women in the Sure Start children's centre setting. At the start of this research I had been teaching them for 6 months and it is this group that form the basis of the first part of my research. Since they have learnt about 'the three principles' I have seen the women increase many aspects of their well-being, and predict that 'the three principles' could improve and enhance education. I began teaching the probation group part way through this research.

Beliefs and possible bias

As I have found 'the three principles' helpful in my personal life and think they may be helpful to education, I must be careful not to let this influence my case study. I was originally sceptical of 'the three principles' when I was first introduced to them. I need now to be equally sceptical as I begin my case study so as to read the data accurately and really see if and how they improve and enhance education.

As a woman working exclusively with women I need to be careful to guard against gynocentricity. Gynocentricity is as potentially damaging as the feminist movement saw androcentricity. When generalising my research I will only be able to generalise to other women as there are no men in my case study.

There are many paradigms governing the social sciences that all look at research from a slightly different perspective. Each has a different point of view on ontology, epistemology, human nature and methodology. The assumptions made about social science will have a bearing on how the research is carried out. I am approaching the research from a critical realism perspective. As such I am assuming a realism perspective on ontology and an anti-positivism perspective on epistemology. This will be discussed further in the methodology section.

A review of the literature

The review of the literature will begin by looking at educational theory. Secondly well-being will be explored. Next 'the three principles' will be explained in more depth. Exemplar models of practice (the case studies) will be examined. Finally an initial conceptual model will be created and the remaining questions to be answered by the research will be stated.

Educational research

The link between well-being and learning is clear: Happier people do better in education. Lyubomirsky, King and Diener (2005) found that, in all three domains of work, love and health, happy people did better on average than unhappy people did. Therefore increased well-being will aid education.

Well-being is rooted in Humanism. From 1960 emerged the Humanist movement. Humanism is a school of thought that believes humans possess different capacities not found in other species (such as animals) (Edwards 1989, cited in Huitt 2009). A central assumption is that human beings act out of intentionality and values (Kurtz 2000, cited in Huitt 2009). Humanism has been attractive to post-16 education whose students have been unhappy with their own schooling (Walker-Gleaves 2003). The Humanist movement was developed as a reaction to behaviourism which reduced the concept of the human being. In Humanism "the person was seen as being worthy of dignity and teachers needed to develop qualities of worth and self esteem" (Walker-Gleaves 2003, p. 88). Therefore increasing well-being is key to Humanistic approaches to education.

The dominant view within Humanism is modern (or naturalistic) humanism. This can trace its lineage to Aristotle and Socrates (Gogineni 2000, cited in Huitt 2009). Modern humanism defines itself as a naturalistic philosophy rejecting all supernaturalism, relying instead on reason and science, democracy and human compassion (Huitt 2009).

There are two branches within modern humanism: secular and religious. Advocates of a secular humanism believe that an individual human being has within themselves all that is necessary to grow and develop their unique capacities. Religious humanists believe that religion is an important influence on human development. 'The three principles' model is one of secular humanism, despite its spiritual elements.

To achieve psychological well-being or self-actualization is one of our basic needs as humans. As Maslow famously states;

There are at least five sets of goals, which we may call basic needs. These are briefly physiological, safety, love, 'esteem, and self-actualization. In addition, we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires. (Maslow 1943, p.13).

Maslow describes self-actualization as;

Musicians must make music, artists must paint, poets must write if they are to be ultimately at peace with themselves. What humans *can* be, they *must* be. They must be true to their own nature (Maslow 1954 p. 22).

I believe one of my goals as a teacher is to help my students fulfil their potential as human beings. I especially feel that the students that have been to prison have tremendous potential, which has been hidden for whatever reason through their life circumstances so far. Therefore I have a Humanist approach to education.

However, "the standard text book version of this hierarchy is inaccurate as a reflection of Maslow's later descriptions of his motivational theory" (Koltko-Rivera 2006, p. 302). Koltko-Rivera (2006) proposes that Maslow had envisaged a sixth level of self-transcendence. The level of transcendence is helping others achieve self-actualization.:

At the level of self-transcendence, the individual's own needs are put aside, to a great extent, in favour of service to others and to some higher force or cause conceived as being outside the personal self (Koltko-Rivera 2006, p. 306-7).

Koltko-Rivera (2006) points out that Maslow died before incorporating self-transcendence level in his hierarchy of needs in book form.

The level of self-transcendence is particularly interesting as the level of self-actualization has to be reached before you can help others achieve self-actualization. Therefore a teacher needs to have achieved self-actualization first before helping their students achieve it. This links with the health of the teacher, and is discussed in more depth later.

Jack Pransky (2003) compares being in line with your inner wisdom (in 'the three principles' model) to Maslow's idea of self-actualization. Maslow, like 'the three principles', agrees that all people have the capacity to be self-actualized. To me self-actualization means fulfilling your potential in your life, and this is how I would describe it to my students.

Maslow also identified two types of thinking similar to 'the three principles':

The most nearly aligned extant theory is Abraham Maslow's two types of cognition, which he called Deficit (D) and Being (B) cognition (Maslow, 1968). On first glance, these appear to parallel POM *processing* and *free-flowing thinking*... [however he viewed it as] the purview of people functioning at exceptionally high levels of self-actualization (George Pransky 1998, p. 149).

Another famous Humanist was Carl Rogers. He placed the learner at the centre of education (as well as the client at the centre of psychotherapy.) He proposed two types of learning; cognitive and experiential. Experiential is the type of learning I am aiming for in my teaching. Kolb suggested a learning cycle for experiential learning: Active experimentation, concrete experience, reflective observation and abstract conceptualisation (Kolb, D., Boyatzis, R., Mainemelis, C. 1999, first stated in 1984). I can see this cycle at play in my workplaces: In my teaching of 'the three principles' students are encouraged to reflect on their thinking and through abstract conceptualisation they will hopefully understand their thinking better, enabling them to actively experiment with their thought patterns, creating concrete experiences to reflect on further.

Kolb's learning cycle can also be used to assign learning styles to students. Kolb cites Jung's (1977) typologies as the foundations for his learning styles development (Garner 2000). Kolb claims learning styles can be mapped onto Jung's concept;

The sensing type is associated with the accommodative learning style, and the intuitive type falls in the assimilative quadrant; the feeling personality type is divergent in learning style, and the thinking types are convergent (Kolb 1984, pp. 82-83, cited in Garner 2000, p. 342).

However Garner states;

The statistical analysis points towards only occasional weak connections. The connections Kolb is able to imply between types and styles is based only on dominant aspects of Jung's types and pays no attention to the subordinate aspects of any type... Kolb's claim that his work draws on the same psychological features as Jung's is not founded. (Garner 2000, p. 343).

Therefore Garner (2000) warns against using Kolb's learning cycle as a set of learning styles, rather it should be used as a tool to enable learners learn more effectively (Garner 2000).

In the early 1970s Knowles introduced the term 'andragogy' to describe the differences between adult learners and children (Knowles, Swanson and Holton 2005, cited in Ota et al. 2006). Andragogy refers to the methods or techniques used to teach adults, as in my settings:

The field of adult education has long sort a glue to bind its diverse institutions, clientèles, and activities into some sense of unity; perhaps andragogy will give it at least a unifying theory (Hartree 1984, p. 203).

In my teaching I use different approaches for my women students, than I would have done for the children I used to teach in secondary school, or even the teenagers I used to teach in FE.

Knowles (1983) identified six assumptions made about adult learning: The need to know, self-concept, experience, readiness to learn, orientation to learning and motivation. For the last of these; motivation, he suggests that the best motivators for adults are internal. As I am teaching to raise well-being, this should be an internal motivator. Knowles et al. (2005, cited in Ota et al. 2006) suggests that motivation can be blocked by teaching that ignores adult learning principles, therefore I always treat my students as adults and employ adult learning theories such as transformative learning theory (discussed later). Regarding orientation to learning, Knowles et al. (2005, cited in Ota et al. 2006) suggest that students want to learn what will be relevant to them in their everyday life. Well-being is certainly helpful in all aspects of daily life, so motivation to learn within my students, according to Knowles, should be high.

In summary, the aim of increasing well-being fits with the Humanist approach to education; where the whole of the individual is considered.

Well-being research

What is well-being? Much research has been done into the growing field of happiness. Psychologists studying happiness then proposed the term subjective well-being (SWB) (Diener 1984 cited in Diener 2009) as a more accurate description. SWB (subjective well-being) refers to people's evaluations of their lives and includes both cognitive judgements of satisfaction and affective assessments of mood and emotions (Diener 2009). The research into SWB is concerned with how and why people experience life in a positive way (Diener 2009). SWB is subjective. Campbell (1976 cited in Diener 2009) suggests that SWB is within the experience of the individual. Tatarkiewicz (1976, p. 29 cited in Diener 2009, p.42) states "the important thing is not what a man has, but how he reacts to what he has."

According to Diener (2009) there are three definitions of well-being: The first is defined by external criteria such as holiness or virtue (Diener 2009). The second is life satisfaction. For example according to Shin and Johnson (1978), SWB is a global assessment of quality of life according to the person's own criteria. Thirdly, well-being is described by Bradburn (1969

cited in Diener 2009) as a dominance of positive affect over negative affect. More recently psychologists have broken down SWB into components:

Modern psychologists...have made a discovery of...the separate components of subjective well-being[;]...life satisfaction...satisfaction with important life domains...positive affect...and low levels of negative affect (Diener 2009 p. 62).

Happiness (or SWB) has been a topic for philosophical discussion since the Greek philosopher Democritus (~460BC-370BC) suggested happiness is a man's cast of mind (Diener 2009). During the age of enlightenment (17th and 18th centuries) the idea of happiness became more secular. This is interesting because 'the three principles' redresses this balance by including a spiritual element (Mind). In the modern age happiness is a big topic evidenced by the amount of self-help books available.

In the 1960s much research was done regarding happiness. Wilson (1967) reviewed the emergent field and summarized that a happy person is a;

young, healthy, well-educated, well-paid, extroverted, optimistic, worry-free, religious, married person with high self-esteem, high job morale, modest aspirations, of either sex and a wide range of intelligence (p.294).

He drew two broad conclusions: People with the most advantages were happiest and little progress had been made on understanding happiness since the Greek philosophers (Diener 2009).

Concerning the demographic factor of education, Palmore, (1979 cited in Diener 2009) and Palmore and Luikart, (1972 cited in Diener 2009) suggest that the effects of education on SWB are not strong. Education seems to interact with other variables such as income (Bradburn&Caplovitz, 1965 cited in Diener 2009). But all these variables are hard to separate from each other. This however shows the link between education and well-being, not well-being and education. Lyubomirsky, King and Diener (2005) then conducted a meta-analysis of 225 papers on life outcomes in the domains of work, love and health. They found that, in all three domains, happy people did better on average than unhappy people

did. Therefore increased well-being will aid education according to Lyubomirsky, King and Diener (discussed earlier).

More recent research has found demographic factors (like those researched by Wilson 1967) to be of small significance in SWB: Demographic factors account for 8-15% of the variance in SWB (Diener, Suh, Lucas and Smith, 1999). So researchers went from looking at external factors, to internal factors such as personality and attitudes.

The first dimension is whether the theory places the locus of happiness in external conditions such as income and status, as many sociological theories do, or within the attitudes and temperament of the individual, as many psychological theories do. (Diener 2009 p.3)

Lykken and Tellegen (1996) studied twins to see how much of SWB is genetic. They stated;

Neither socioeconomic status, educational attainment, family income, marital status, nor an indicator of religious commitment could account for more than about 3% of the variance in WB. From 44% to 52% of the variance in WB, however, is associated with genetic variation.

Diener (2009 p.83) summarizes “the most important factor in determining a person’s SWB appears to be the personality with which he or she is born.” He goes on to say;

the correlation between SWB and personality characteristics such as extraversion and neuroticism are stronger than correlations with any demographic predictor or major life circumstance that has been studied so far (p.95).

As the personality traits a person is born with are a large determining factor in SWB, personality should be a part of any theory into SWB according to Diener (2009).

However Wilson (1967) counteracts this by stating;

It is only natural that tests of personality adjustment should correlate with happiness, although sometimes these correlations are surprisingly low, for example, -.26 with neurotic tendency (Hartmann, 1934), .15 with emotional

stability (Wessman & Ricks, 1959), -.44 with anxiety (Wilson, 1960), and -.19 with worry (Gurin et al., 1960) (Wilson 1967, p. 304).

High self-esteem is one of the personality traits most closely linked with SWB (e.g. Anderson, 1977 cited in Diener 2009). Interestingly self-esteem drops during periods of unhappiness (Laxer, 1964; Wessman & Ricks, 1966) which supports the idea.

So if SWB is genetic, why are we trying to improve SWB? Diener (2009 p. 75) states "personality can to some degree change over time, and with it, levels of subjective well-being can change." Even biological characteristics in the right circumstance can be changed (Davidson et al., 2003). Therefore if SWB can be changed these changes need to be at an internal level such as personality changes.

The theories of well-being show us the differing views about well-being: Telic theories of SWB suggest that happiness is reached when some state, such as a goal or need is achieved (Diener 2009). "Satisfaction of needs causes happiness and conversely, the persistence of unfulfilled needs causes unhappiness." (Wilson 1960 p. 71 cited in Diener 2009). This idea links in with Maslow's hierarchy of needs where lower levels need to be fulfilled before higher levels can be achieved (discussed later). Activity theory suggests that happiness is a by-product of human activity, for example Csikszentmihalyi's flow. Top-down theories state that "causation proceeds from the higher-order elements down through the lower or more elemental levels" (Diener 2009 p. 42). So a particular personality trait may cause happiness. This is like a Kantian view. Bottom-up theories state that happiness is the sum of smaller pleasures (Diener 2009). According to Kozma & Stones (1980 cited in Diener 2009) in philosophy this is related to Lockean reductionistic or atomistic views. Associationistic theories include "memory, conditioning or cognitive principles" (Diener 2009 p. 43). For example one cognitive approach examines the attributions people make about events (e.g. Schwarz & Clore, 1983 cited in Diener 2009). So if you believe the cause of success is internal one will gain more satisfaction. Judgement theories suggest that happiness results from comparing standard and actual conditions. For example if someone is better off than someone else they will feel better (Carp & Carp, 1982 cited in Diener 2009). So the theories are divided in their view of well-being.

Oishi, Diener and Lucas (2007 p. 347) state;

The utilitarian theorists, such as Jeremy Bentham and J.S. Mill, went so far as to suggest that the principle of promoting the greatest amount of pleasure for the greatest number of people should be the bedrock of morality.

However, you do not have to be at the top of the well-being scale to do well (Oishi, Diener& Lucas, 2007). So what levels of happiness are optimal? This is a topic that is likely to be of importance in the coming years (Diener, 2009). Research so far has found that optimal levels of happiness differ for different domains:

People who experience the highest levels of happiness and the most successful in terms of close relationships and volunteer work, but that those who experience slightly lower levels of happiness are the most successful in terms of income, education, and political participation (Oishi, Diener& Lucas, 2007 p. 1).

To achieve well-being therefore, we need to examine the internal factors working within an individual. This is precisely what 'the three principles' does, working from an inside-out approach. 'The three principles' is a top-down theory of well-being, as it aims to change the whole person to aid well-being.

The idea that we can improve our happiness or SWB comes from a Humanist perspective:

The belief that we *can* get happier is rooted in the Humanistic view of man. Rather than a helpless being expelled from Paradise, man is seen as autonomous, and able to improve his condition by the use of reason. This view was at the core of the 19th century Utopian movement and is still at the ideological basis of the 20th century Welfare States (Veenhoven 1994, p. 104).

'The three principles' model in more depth

'The three principles' has been described as a new psychology (Suarez, Mills and Stewart 1987), a model (Kelley 2003), a paradigm (Mills & Spittle 2001), an approach, an understanding and a discipline (Jack Pransky 2003). According to Jack Pransky (2003) 'the three principles' is two things simultaneously; an understanding of 'the three principles' and an approach to help people achieve well-being through using 'the three principles' in their lives.

In 'the three principles' the term 'principle' is akin to a universal law, such as the law of gravity (Jack Pransky 2003, Jack Pransky 2011a, George Pransky 1998, Banks 1998, Mills & Spittle 2001). The three principles are Mind, Consciousness and Thought:

Mind, which is the source of all intelligence, Consciousness, which allows us to be aware of our existence, and Thought which guides us through the world we live as free-thinking agents (Banks 2008a, cited in Rees Evans 2011).

Banks describes these principles as elements which create psychological compounds, which become our psychological realities (Banks 1998).

The paradox of 'the three principles' is that they cannot be intellectually understood, they have to be "realized from beyond the intellect" (Jack Pransky 2003, p. 75). In other words its only through living 'the three principles' that you can fully appreciate their power; you have to do more than just understand them.

In the 1970s an ordinary man had a spiritual epiphany which brought to him the understanding of 'the three principles'. This did not evolve out of any other understanding (Jack Pransky 2003). In 1976 George Pransky and Roger Mills began turning Bank's ideas into a new psychology called Psychology of Mind (Jack Pransky 2003). In 1978 Mills, Blevens&Pransky wrote the first paper introducing this new psychology to the world. By the late 80s it became a formalized discipline under the name of Health Realization (HR). According to Jack Pransky (2003) in 1999 it worked soley out of the essence of 'the three

principles', and took on the name 'the three principles'. In September 2000, the Sydney Banks Institute for Innate Health was opened at West Virginia University School of Medicine to research 'the three principles', but this has now unfortunately closed.

'The three principles' have been used in many fields. In 1990 'the three principles' (under the name neocognitive therapy) was introduced to the criminal justice field (Jack Pransky 2003). In 1991 it was introduced to the field of prevention and in 1994 it was introduced to social work. In 2000 Jack Pransky and Lori Carpenos introduced it to schools (discussed in more depth later). "This understanding and approach seems to be able to be applied generically with consistently impressive results" (Jack Pransky 2003, p.113). 'The three principles' (3Ps) also goes under the name of Health Realisation (HR), Psychology of Mind (POM) and HR/POM.

Thought

Central to 'the three principles' is the idea that thoughts create our perception of the world. "Your thoughts are like the artist's brush. They create a *personal* picture of the reality you live in" (Banks 1998 p. 56). We see the world through our own filter based on memories, beliefs and values. The thoughts themselves are not real (Banks 1998) but they create our reality.

Thought, in this model, is viewed as a generic, continuous mental process, as essential to psychological functioning as a beating heart is to physical functioning (Kelley 2003 p. 52).

Each individual has their own unique perception of the world and does what seems best to them at that time given their perceived options (Mills and Spittle 2001). Feelings are a barometer of our thoughts at any given time (Banks 1998, George Pransky 1998, Jack Pransky 2011a). According to Whisler (1991) when we are aware that we create our thoughts we have the power to change our perceptions of the world. There are two modes of thought; one based on memories and learned thoughts, and one from our inner wisdom (Mills 1997, Mills & Shuford 2003, George Pransky 1998).

Inner wisdom in 'the three principles' is "a level of intelligence, innate in every human being, which is deeper and more comprehensive than what we associate with an IQ score" (Suarez, Mills and Stewart 1987, p. 108).

'The three principles' may be better understood by taking an example of a real life situation. For example if your thoughts are saying you can't climb to the top of a mountain, you may believe them and probably not make it to the top. These thoughts may be based on past experiences and beliefs about yourself. They may make you feel less good about yourself. However these thoughts are not real, they are just your perception of the world. However if your thoughts are more positive and encouraging there is every possibility you will climb to the top of the mountain. Your thoughts feel real and you will often act out your expectations.

Consciousness

George Pransky (1998) states that consciousness indiscriminately displays through experience each thought. It is "the gift of awareness" (Banks 1998, p. 39). Through the course of a day we move within different levels of consciousness where higher levels are more rational and clear (Whisler 1991). As one's level of consciousness rises so does their awareness that their reality is subjective (Suarez, Mills and Stewart 1987). As Jack Pransky puts it "*Consciousness*, in essence, is the power to experience" (Jack Pransky 2003, p. 77). In summary "according to HR, consciousness transforms thought, or mental activity, into subjective experience through the physical senses" (Kelley 2003, p 52).

In other words, with our example earlier of climbing a mountain, if your awareness rises your thoughts will naturally become more positive. So if you are aware for example of other people in less health who have climbed the mountain, you can put your own misguided thoughts in perspective and achieve it for yourself.

Mind

Mind in 'the three principles' is the life force or energy of life (Kelley 2003). Some people interpret mind as God. In certain Eastern religions they use the term 'Big Mind'. Physicists use the term 'energy' (George Pransky 1998). But ultimately "*Mind* refers to the universal, formless energy or intelligence behind life, the life force that is the source of All things" (Jack Pransky 2003, p. 77).

As George Pransky states;

The intelligence that enables us to conceive thinking, the quality of which transcends our education and experience, is a property of Mind, which is the source of human capacity for thought and consciousness and the source of the transcendent (George Pransky 1998, p. 26).

Previously two modes of thought were mentioned. The universal mind or impersonal mind is unchangeable and constant. The personal mind is fluctuating. Everyone has the capacity to synchronize their personal mind with their impersonal mind to bring harmony (Banks 1998).

So in our mountain climbing example, mind is the greater energy that gives power to our thoughts and consciousness. By relaxing our personal minds we can become more in line with universal mind, therefore bringing harmony and well-being, ultimately achieving the mountain climb.

Innate health

'The three principles' works on the premise that "every child starts out in life with an innate capacity for and a propensity...toward mental health" (Mills 1990c, p. 5, cited in Whisler 1991, p. 8). Given this premise therapists (and indeed teachers) only need to draw out the

health in their clients (or students), rather than working from an illness model (George Pransky 1998). As Jack Pransky puts it;

Innate Health is a fundamental property of the three principles that is an intrinsic, natural state of well-being or wisdom, arising from pure consciousness and accessed via a clear mind or from realizing the infinite capacity for formless creation of new experience via thought (Jack Pransky 1999 cited in Jack Pransky 2003, p. 89).

Is this really new? Although Jack Pransky (2003) says this did not evolve out of any other understanding, Larimer in her PhD thesis states “the concepts that Banks delineated are not new; but rather, restate philosophical and psychosocial descriptions of human nature and function” (Larimer 2008, p. 42). (It is worth noting that Larimer is less authoritative than Jack Pransky as the source is a PhD thesis and Jack Pransky has written books on ‘the three principles’.)

To back up her claims Larimer states Hegel (philosopher) “it is through thought, concrete thought, or, to put it more definitely, it is by reason of his being Spirit, that man is man” (Hegel 1962 p1 cited in Larimer 2008, p. 42). Larimer also states psychology focuses on self-determination for example ‘self as agent’. McCombs (1991) states “the degree to which one chooses to be self-determining is a function of one’s realization of the source of agency and personal control” (p. 7, cited in Larimer 2008 p. 43). This links to locus of control discussed later.

Larimer goes on to quote Seligman;

Our thoughts are not merely reactions to events; they change what ensues...One of the most significant findings in psychology in the last twenty years is that individuals can choose the way they think (1991, pp7-8 cited in Larimer 2008, p.43).

Although this places importance on thought, it is not identified as a principle.

Although Larimer quotes some links with psychology, 'the three principles' is a very new way of looking at well-being. It states three underlying principles not established previously and offers a way to inner wisdom rarely seen in psychology which often comes from a pathology perspective.

Psychology can be viewed from a wellness or illness model. According to Kelley (2003), prior to World War II psychology appeared to be heading in the direction proposed by William James, a principal founder of psychology, who predicted the discovery of fundamental causal principles that would describe all human behaviour. In 1947 the National Institute of Mental Health was founded which offered grants to psychologists researching mental dysfunction (Kelley 2003). Therefore psychology shifted to look at mental dysfunction rather than mental wellness.

Another way of looking at well-being and dysfunction is to determine whether it begins outside an individual or within themselves. Kelley (2003) sees current psychology as viewing the problem to be external, whereas he advocates an inside-out approach.

Resiliency

"Resiliency is the capacity that allows people to become free from the grip of their circumstances" (Mills and Spittle 2001, p. 114). In the 1990s resilience research flourished thanks to Bonnie Bernard (1991), Nan Hendersen (1997) and others (Jack Pransky 2003).

Some researchers use 'the three principles' as a way to achieve resilience. Some researchers have wrongly *equated* 'the three principles' with resiliency (e.g. Jefferson 2010). (However it is worth noting that this is a MSc thesis, so has less weighting than peer reviewed articles.)

As Jack Pransky states:

The notion of resiliency was a huge step forward for the field. However, many resiliency proponents appear to have assumed their own cause and effect, assuming if the research identified protective or resiliency conditions were built, it would result in changed behaviors and healthier people. Again, while again true as a correlation, cause and effect cannot be assumed; another intermediary exists still. I submit this intermediary is *Thought* (Jack Pransky 2003, p. 57).

He goes on to say that 'the three principles' would be more readily acknowledged and accepted if it were part of resiliency (Jack Pransky 2003). However resiliency is an outside-in approach so different from 'the three principles' (Jack Pransky 2003).

The three principles' is yet to be widely accepted as a discipline. According to Wartel;

POM/HR has refined its tenets over the past 2 decades, becoming a true strengths-based model. Yet, it has not achieved widespread recognition in the human service field (Wartel 2003, p.190).

'The three principles' in a psychological context

'The three principles' was originally proposed as a new psychology (Suarez, Mills & Stewart 1987). I shall therefore look at 'the three principles' in a psychological context.

'The three principles' defines thought as "*all* mental activity" (George Pransky 1998 p. 144).

Cognitive Therapy restricts its definition to "self-talk", beliefs and assumptions. Traditional behaviourism intentionally ignores thought altogether because it is not deemed observable (George Pransky 1998, p. 144).

The idea of how thought is formed is also different in contrasting areas of psychology:

Cognitive Psychology offers a limited definition of the way people form thought. It assumes external events *directly* impact our senses, and thought intervenes *after* that point (George Pransky 1998 p. 144).

The way in which 'the three principles' operates is different to other fields of psychology as described by George Pransky:

Behaviourists reprogram memory with desensitization and other behavioral techniques. Cognitive therapists process faulty assumptions, and Rogerian clients challenge their own thought systems. POM suggests leaving the content of this thinking alone, merely recognizing it for what it is and making allowances for it (George Pransky 1998 p. 150-151).

Therefore 'the three principles' is different from other schools of thought within psychology, as it avoids the content of thought and looks instead at the nature of thought.

Exemplar models of practice

As there is limited research on 'the three principles' I have included older articles in the exemplar models of practice as well as more recent examples. As 'the three principles' movement is more established in America some of the articles are from research carried out in the US. Although there are significant differences between the education system in the US and the UK there are still useful points to be made. For example violence in schools is a big issue in the US, in the UK however, although less problematic, it is on the increase.

It is worth noting that as 'the three principles' only became 'the three principles' in 1999 (Jack Pransky 2003), the earlier studies were of health realization (the predecessor of 'the three principles'). Although this is very similar there may be small differences. In Health Realization there was not a focus on three principles but the basic premises were there alongside innate health.

Modello& Homestead Gardens

The biggest and most cited case study is that of Modello and Homestead Gardens written up by Mills in 1990. A book was then written about the project by Jack Pransky in 1998, (revised in 2007 and 2011). Modello and Homestead Gardens were two 'crime ridden' housing estates in Miami, Florida. For two and a half years Mills worked with residents teaching them about 'the three principles' to turn around the community. According to Kelley (2003) the first priorities for residents were youth truancy and school failure. By the end of the programme truancy was down 80% and only one student was failing at middle school level from a baseline 64% failure rate (Kelley 2003, Kelley, Mills&Shuford 2005). In addition police reported no drug trafficking or burglaries for almost a year and 60% of households became employed from a baseline of 85% on public assistance (Kelley 2003). "Unfortunately, the quality of research left something to be desired, went unpublished, and very few took notice" (Jack Pransky 2003, p. xviii). A similar project was carried out in Coliseum Gardens but this was initially more crime focused.

Cherry 1992 collected school data from Modello& Homestead Gardens and Coliseum Gardens projects. They found that grade point averages of those receiving 'the three principles' training increased by 64% in year 1, 56% in year 2 and 57% in year 3. Interestingly students who left three principles training after one year continued to show 24% improvements in years 2 and 3 (Cherry 1992, cited in Kelley 2003). Therefore 'the three principles' had a lasting effect. By the end of year three there was a 58% reduction in absenteeism and an 81% decrease in discipline referrals (Kelley 2003, Kelley Mills &Shuford 2005). Therefore 'the three principles' is effective in tackling negative behaviours in schools and also raises attainment.

Glenwood/Lyndale Community Center

Glenwood/Lyndale, was a similar project on two 'crime ridden' housing estates. Glenwood and Lyndale are public housing projects in Minneapolis. In 1993 Mills began to work with

them teaching them 'the three principles', he wrote up the project in 2000. An outcome of the study was that "crime within schools has dropped to next to nothing from the prior high rate more typical of public housing communities around the city"(Kelley 2003, p. 63).

Avalon Gardens

Avalon Gardens was a low-income housing project where the principles of health realization were taught following the Los Angeles riots. This was a four year project in which amongst other activities men in the community created a group forum that helped empower the neighbourhood. One of the outcomes of the project was that school truancy and school failure was reduced by 40% (Boyd 1998, cited in Borg 2002).

The Vistalio Valley Community Resiliency Project

This five year project taught Health Realization to agencies including schools. The project led to further programs that "substantially improved school climate and student attitudes, and reduced both school suspensions and discipline referrals" (Kelley, Mills & Shuford 2005, p. 9). In addition 92% reported improved self-esteem and 90% felt more respected at school (Harder & Co. 2000, cited in Kelley, Mills & Shuford 2005).

Mills (1990c)

In this project students worked with a social worker trained in Health Realization. Outcomes of the project included that 30% raised their grade point average by at least one full grade point. The number of students receiving failing grades dropped from 63% to 46%. Attendance increased by 30%. Discipline referrals dropped by 46% and dysfunctional school behaviour dropped by nearly 75% (Whisler 1991).

This project demonstrated an increase in achievement as do the following two case studies:

Stewart (1985)

Stewart 1985 worked with remedial reading students in Miami over a six week period. The experimental group's instructor was trained in Health Realization. She focused more on building rapport and teaching in teachable moments than on traditional reading exercises (Kelley 2003, Kelley, Mills&Shuford 2005). The experimental group gained fourteen months in reading level compared to the control group that gained seven months.

Stewart concluded that effective states of mental health and well-being significantly impact learning and that learning is accelerated when both teachers and students are in a positive, stress-free state of mind (Kelley 2003, p. 64).

This research highlights the link between well-being, learning and attainment. Although this is an old study I still feel it is relevant as no more recent studies of its kind have been carried out.

Hawaii Counseling and Education Center

This project was based on the island of Oahu. The centre offers mental health services to at risk youth and the program was evaluated over 12 years, being written up by Mills & Spittle in 2003. The outcome of this study was that

program evaluations revealed that these interventions were significantly more effective than traditional intervention methods for improving the educational performance and reducing the acting-out behaviour of emotionally impaired students (Mills & Spittle 2003 cited in Kelley, Mills &Shuford 2005 p. 8).

Grenelle (2001)

Also at Hawaii Counseling and Education Center, Grenelle 2001 carried out a longitudinal study into pupils. They found "improvements independent of age, gender,

diagnosis...ethnicity” proving that this is cross culturally valid. ‘The three principles’ “surpassed other interventions in both results and its underlying philosophy of equality across cultures” (Kelley, Mills &Shuford 2005, p. 9).

The following four studies report teacher implications (amongst other outcomes).

Mills (2000)

This school project was carried out in Aurora Colorado. They found that suspension rates dropped, grades improved, there was a decrease in absences and fewer discipline referrals (Mills 2000, cited in Kelley 2003). “All parents participating in principle-based empowerment training sessions reported a positive impact on their relationships with their children” (Mills & Spittle 2002 cited in Kelley, Mills and Shuford 2005 p. 8).

Teachers reported that they were able to change their perceptions of high-risk students, to see them in less judgemental ways, and to establish more positive relationships which resulted in students taking more interest in school and achieving higher grades (Kelley 2003 p. 65).

Heath, Emiliano&Usagawa (1992)

This project worked with emotionally disabled students from kindergarten to year 12 for two years. 85% demonstrated a significant improvement (Heath, Emiliano and Usagawa 1992, cited in Mills and Shuford 2003).“Students’ grades improve dramatically as their state of mind improves. They are better able to concentrate, memorize and learn in a productive way” (Mills &Shuford 2003, p. 26).

Results also confirmed that teachers who remained calm, loving, firm, positive and self-confident had more control, and set an emotional tone for the classroom that facilitated more positive, productive student-teacher relationships, enhanced learning and reduced violence (Kelley, Mills &Shuford 2005, p. 9).

Mills (1988)

Mills 1988 trained teachers in health realization. The outcome of the project was that;

Teachers after 1 yr reported they enjoyed teaching more, felt less stressed, functioned at higher mood levels, and were more creative in their teaching and in their ability to involve students in the learning process (Whisler 1991, p. 24).

Rees-Evans (2011)

The research discussed so far has been US based. This next study is a MSc dissertation study based in Essex, UK. (Therefore this is not peer reviewed so has less weighting.) Rees-Evans (2011) found that 'the three principles' leads to a reduction in stress. The research also found

potential for staff to work in a more relaxed and resilient way, reconnecting with a more common sense and intuitive approach to their relationships with peers, senior management and the pupils with which they work (Rees-Evans 2011, p.114).

Report on Year 2 of the National Community Resiliency Project (NCRP)

Another recent source is the year 2 report of the NCRP written in 2010. This report looked at three NCRP projects in five American states. Overall they found that 'the three principles' "improved school behaviours and achievement" (Mills-Naim 2010, p. 5).

In Des Moines "even though official 3P training for staff was not revived in Year 2, behavioural issues and student academic performance improved, even in the midst of the district's financial crisis" (Mills-Naim 2010, p. 9). The project director of the West Des Moines Youth Justice Initiative stated

the kids are overall doing better in school by as much as *one full grade level* on average. Discipline issues are down, attendance is up, based on school data. And these kids are very high risk...They're turning around! (Mills-Naim 2010 p. 11).

At Lakewood "school dropout rate for neighbourhood children decreased by over 50%" (Mills-Naim 2010, p. 18). Also "the percentage of Lakewood children scoring at or above grade level increased by nearly 80% (from 42.1% to 75%) – and is now only 0.9% below the city wide average" (Mills-Naim 2010, p. 18).

The report states that 'the three principles' saves money on a cost ratio of 1:11, by preventing incarcerations (Mills-Naim 2010, p. 27). This does not include other cost savings such as savings on health and police services.

Health of the teacher

From the research various advice can be gleaned for teachers:

Whisler (1992, p. 8) states "students tend to live up to the expectations of their teachers". Therefore it is important as a teacher to notice the expectations we have of our students and to raise them where necessary. In Mills (2000) teachers were able to change their perceptions of 'problem' students therefore improving relationships. Heath, Emiliano&Usagawa (1992) and Rees-Evans (2011) also stated relationships improved following implementation of 'the three principles'. A side effect is that Mills (1988) and Rees-Evans (2011) also said it helps reduce stress for the teacher.

The teachers' own health impacts on the students. "The key to children's mental health according to Mills and his colleagues...is the teacher's own level of consciousness or mental health" (Whisler 1992 p. 21). "The more teachers learn about their own mental workings, the more excitement and job satisfaction they will discover in their classrooms" (Mills 1997, p.2).

Pransky&Carpenos' middle school curriculum

Jack Pransky and Lori Carpenos (2000) have written a curriculum for the teaching of 'the three principles' in schools.

This curriculum focuses on reducing negative behaviours in schools:

This is a curriculum for the prevention of violence, sexual abuse, substance abuse, delinquency, teenage pregnancy, teenage suicide, school disruptions, school failure and truancy and more (Jack Pransky and Carpenos 2000, p. 5).

The curriculum is based on the ideas of relapse prevention (including elements of cognitive-behavioural treatment) and health realization (Jack Pransky and Carpenos 2000).

The book states that

using the word "curriculum" in conjunction with "Health Realization" is really a contradiction in terms. In Health Realization the only learning that counts occurs through insight...The irony is that nothing a curriculum can teach and nothing a teacher can do can *make* insights happen within another human being (Jack Pransky and Carpenos 2000, p. 8).

Therefore the object of the curriculum is to make the students think and have their own insights from their own lives in relation to 'the three principles'.

The book proposes that the curriculum should be taught in a supportive atmosphere, there should be a good rapport between the teacher and the student, the teacher should be in a healthy state and the teacher should see the health in all the students (Jack Pransky and Carpenos 2000). This links to the advice from the research discussed later.

The curriculum goes through topics such as; thoughts are the basis of everything, thoughts lead to behaviours, feelings are a barometer of our thoughts, levels of understanding

(consciousness), innate health, and topics such as self-esteem, stress and relationships. Therefore the curriculum 'teaches' 'the three principles' through understanding the students' own experiences, and aims to return students to their innate health therefore preventing problematic behaviours within education.

Analysis of case studies

An overwhelming theme from the case studies is that 'the three principles' helps tackle negative behaviours in schools: Suspensions are reduced (Modello& Homestead Gardens, Mills 2000, Vistalion valley). There are fewer discipline referrals (Mills 2000, Grenelle, Vistalion valley, Mills 1990c). Dysfunctional behaviour reduces (Hawaii counseling and education center, Mills 1990c). There are fewer absences and less truancy (Mills 2000, Mills 1990cModello& Homestead Gardens). Less students are failing (Modello& Homestead Gardens, Mills 1990c). Also crime within schools dropped (Glenwood/Lyndale).Therefore so far the research predominantly says that 'the three principles' can help improve and enhance education through the reduction of negative behaviours that impede learning. One of the reasons for this negative bias in the research to date may be the focuses in US education, or it may be that it is easier to measure negative behaviours such as suspensions, than less tangible positive outcomes.

There are however two outcomes based on more positive behaviour: Achievement increased (Stewart 1985, Cherry 1992, Mills 2000, Heath, Emiliano&Usagawa, Mills 1990c), and there were improved teacher perceptions and relationships (Mills 2000, Rees-Evans 2011, Mills 1988).

For teaching, the reduction in negative behaviours will aid the flow of the lessons enabling the teaching to be of higher quality. The improved teacher-student relationships will also help teaching. In regards to learning, the precise factors which improve learning have not been identified by the research to date: It has just been established that 'the three principles' improves attainment, not *how* it improves attainment.

The outcomes from the research to date are represented in the spider diagram below:

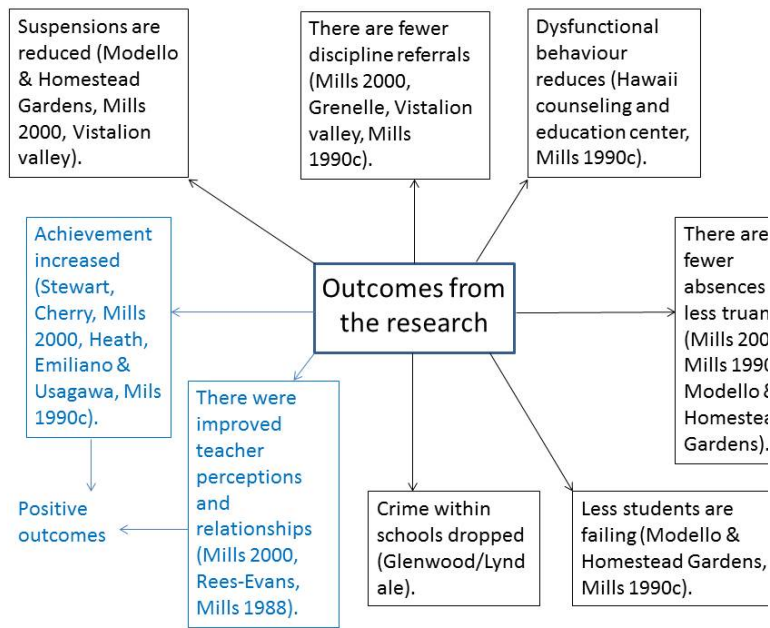


Figure 1. Outcomes from the research

Analysis of the literature

From the educational research we can glean that to achieve higher levels on Maslow's hierarchy, the lower levels need to be achieved first. So to reach self-transcendence and help teach others, a teacher needs to have achieved self-actualization first. Therefore the well-being of the teacher is as important as the well-being of the students.

From the examination of research into well-being, it is clear that internal factors have the highest correlation with SWB, accounting for 44% to 52% of the variance (Lykken and Tellegen 1996). Therefore to achieve well-being we need to look to the internal factors of

an individual. This is exactly what ‘the three principles’ does, by working from an inside-out approach.

An outcome from the case studies is that ‘the three principles’ helps tackle negative behaviours in schools (Modello and Homestead Gardens). There are however two outcomes based on more positive behaviour: Achievement increased (Stewart 1985), and there were improved teacher perceptions and relationships (Rees-Evans 2011).

For teaching, the reduction in negative behaviours will aid the flow of the lessons enabling the teaching to be of higher quality. The improved teacher-student relationships will also help teaching. In regards to learning, the precise factors which improve learning have not been identified by the research to date: It has just been established that ‘the three principles’ improves attainment, not *how* it improves attainment.

The teachers’ own health impacts on the students. “The key to children’s mental health according to Mills and his colleagues...is the teacher’s own level of consciousness or mental health” (Whisler 1992 p. 21). “The more teachers learn about their own mental workings, the more excitement and job satisfaction they will discover in their classrooms” (Mills 1997, p.2). This also links to Maslow’s idea of having to reach self-actualization before reaching self-transcendence, and being able to help others achieve self-actualization (discussed above).

Initial conceptual model

The outcomes from the research to date are represented in the diagram below:

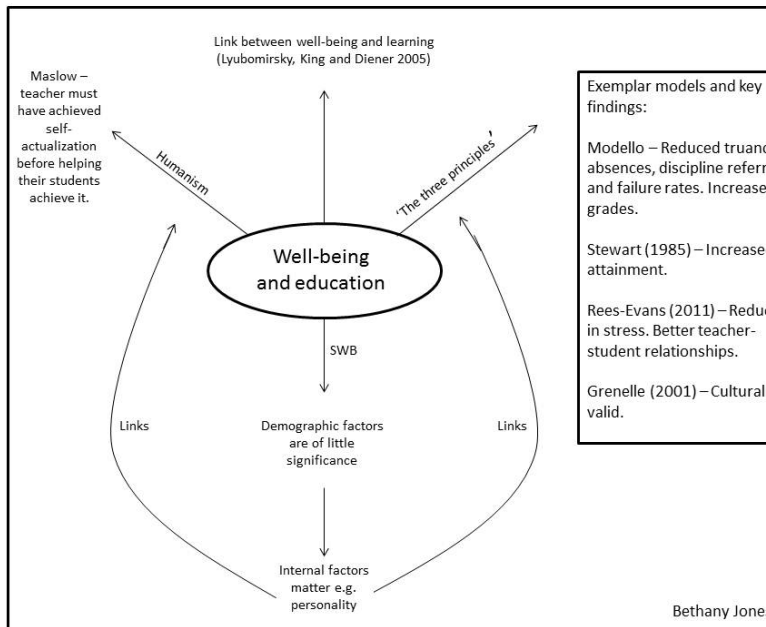


Figure 2. Initial concept model

The remaining research questions

In my setting of teaching women in Sure Start children's centres, there is not a problem with negative behaviours. Therefore the research will be focusing instead, on improving positive behaviours within education. When I began teaching the probation group (half way through the research) there were behavioural issues. However when they started learning 'the three principles' their well-being and therefore their behaviour improved.

I felt before beginning my research that 'the three principles' can help in various positive areas such as increased well-being, improved communication, improved attitudes towards education and improved student focus. The potential difficulty with these positive

behavioural outcomes is that they are less measurable. However it is the less tangible outcomes that I feel will have the greatest effect on well-being and so ultimately education.

Secondly, the literature so far has looked at *what* improves, for example attendance, not *how* it improves. This importance distinction is the second issue I will address in my research as it appears lacking in the research to date.

Finally, if 'the three principles' can be proved to improve and enhance education, I will look at how it can be used most effectively in education making some recommendations for practice.

Methodology and methods (5000 words)

The methodology and methods section will begin by outlining the process of the research. Research as a topic will be discussed. Next beliefs and values about the research will be examined focusing on critical realism and feminism. The data collection methods will be discussed and justified, followed by the analysis methods. Finally ethics will be examined.

The process of the research

The first part of this real world case study of was carried out with five women in a Sure Start children's centre setting. The women were in their 30s and 40s, all had children attending the Sure Start children's centre, and had chosen to attend a programme called 'The Future is Now'. In this programme they learnt about 'the three principles'. The course was two hours a week for 24 weeks. The research was carried out in week 20. The second setting was a group of three women on probation, who were ordered to attend by the court. They were in their 20s and one was in their 40s. They studied 'the three principles' for 4 hours a week for 10 weeks, with the research being carried out in week 6. They also completed training in farm skills and woodwork on the other day of their probation training.

The case study consisted of a discussion, questionnaires and observations. To aid the discussion a statement was written on the board: 'Knowing 'the three principles' helps you in education' agree or disagree? The women were asked to discuss their views. The discussion was recorded and later transcribed. This was followed by a two page questionnaire which the women filled in independently. The data was supplemented by observations I had made of the women over the course of the programmes. Finally well-being questionnaires (RS-14 Resilience Scale and WHO Well-being Scale-5) were completed at the start and end of the probation course.

What is research?

People have always wanted to understand their environment. There are three ways of achieving this; experience, reasoning and research (Mouly 1978, cited in Cohen, Manion and Morrison 2011). These categories according to Cohen, Manion and Morrison (2011), should be seen as “complementary and overlapping” (p. 3).

Research has been defined by Kerlinger as

the systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena (Kerlinger 1970, cited in Cohen, Manion and Morrison 2011, p. 4).

Research has three characteristics that distinguish it from experience and reasoning; research is systematic and controlled, empirical, and self-correcting (Cohen, Manion and Morrison, 2011). Kerlinger says “subjective, personal belief has to have a reality check against objective, empirical facts and tests” (Kerlinger 1970, cited in Cohen, Manion and Morrison 2011, p. 4). Regarding self-correcting Mouly says “Incorrect results in time will be found and either revised or discarded” (Mouly 1978, cited in Cohen, Manion and Morrison 2011, p. 4).

Overall

Research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth, particularly as far as the natural sciences are concerned (Borg, 1963, cited in Cohen, Manion and Morrison 2011 p. 4).

This research combines experience and reasoning in a scientific way to create a ‘truth’ about the situation.

Beliefs and values

Prior to completing the research I believed well-being aids learning. This is based on Maslow's theory of motivation where the lower needs (physiological needs, safety, love/belonging and self-esteem) are required to enable self-actualisation. I hold true that education can always improve and that 'the three principles' works in most cases from my prior experience of it. Therefore through a priori reasoning, I thought prior to my research that 'the three principles' would help education through raising well-being, motivation and therefore subsequently achievement.

As the research is not sponsored it is relatively politics free. It does not need to prove a particular point, therefore can be free to make the correct interpretations of the data.

Critical realism

As a researcher I can never be completely impartial. Everything I observe and interpret is clouded by my own consciousness, therefore it is important to state my biases. As stated earlier in the autobiography I am coming to the research from a critical realism perspective.

Bhaskar wrote about transcendental realism and critical naturalism. Others then coined the name 'critical realism'. Bhaskar's main contention is with empiricism (e.g. positivism) and idealism (the opposite of realism) (Collier 1994).

According to Collier (1994), the transcendental realism argument is that mechanisms can be shown to be real through transcendental arguments. A transcendental argument asks the question 'what must be true in order for x to be possible?' (Collier 1994). Bhaskar identifies that nature is stratified, for example physics is lower on the strata than chemistry, biology is lower than psychology etc. "The 'lower' the strata in hierarchy of rootedness and emergence, the closer we get to a closed system" (Collier 1994, p. 121).

This therefore presents problems for the scientific study of the upper strata (Collier 1994) such as the social sciences.

The critical naturalism argument contests reductive naturalism that is deep-rooted in empirical realism, and contests anti-naturalistic positions deep-rooted in idealism (Collier 1994).

Like hermeneutic theorists but unlike positivists, he holds that the study of any social practice must start with the agents' conceptions of it. But unlike the hermeneuticist and like the positivist, he holds that social science can go on to refute these conceptions. He holds social explanation to be both causal (as does the positivist) and interpretive (as does the hermeneuticist), denying their shared premise that these two notions will not cohabit. And he rejects their shared acceptance of a Humean account of causality (Collier 1994, p. 167).

The purpose of experiments for critical realists is to isolate a mechanism.

Once we can isolate mechanisms and test their effects in closed systems, we can sometimes use the knowledge thus obtained to predict the effects (other things being equal) of their conjoint operation with other known mechanisms in open systems (Collier 1994, p. 35).

Therefore the research will aim to isolate the mechanisms that improve and enhance learning, in order to clarify their impact on education.

Feminism

I have also considered the feminist perspective in my research. "The purpose of feminist enquiry is to facilitate female emancipation and the understanding of women's views of the world" (Robson 2002, p. 28).

According to Robson (2002), some feminists reject quantitative methods and approaches, as they see them as representations of patriarchal thinking by separating the researcher from the participants. Feminists are advocates of non-exploitative research aiming instead for an empathetic understanding between the participants and the researcher (Robson 2002). They therefore advocate a flexible qualitative design of research (Robson 2002). Reinharz (1992) however warns against the assumption that all qualitative designs are feminist (Reinharz 1992, cited in Robson 2002). Jayaratne (1993, cited in Cohen 2011) advocates a fit for purpose design as qualitative methods may not always be appropriate. Feminism therefore is more to do with how the research is carried out to eliminate power issues, rather than a clear cut difference such as quantitative versus qualitative.

Oakley (1981) suggests interviewing women in a formal manner implies an exploitative relationship so she suggests a guided dialogue (Cohen 2011). This is what I did in my research, therefore this is a feminist approach.

Feminists have been criticised for disregarding other imbalances such as race domination (Gordon 1995) and people with disabilities (Oliver 1992) (cited in Robson 2002). The race issue could be a potential problem in the research: I am white and all the women in the first group are non-white. This could create a power issue if participants feel there is a difference between myself and them. This may be reduced however by the fact they know I have mixed-race children, therefore I have some understanding of the race issues they face.

Data collection methods and justification

I decided to do a case study as it allows me to look at a small sample in great detail, giving a wealth of information to analyse. Often new areas of study start with exploratory models like case studies, so a case study may be typical of a new and emerging field such as 'the three principles'.

Adelman et al (1980) define a case study as "the study of an instance in action" (Cohen, Manion and Morrison 2011, p. 289). I used a multiple case design as I looked at two settings and compared the results.

Yin (1994) notices that carrying out multiple case studies is like doing multiple experiments. This may be for replication or to build upon the first experiment (cited in Robson 2002). Robson states "This activity, whether for multiple case studies or for multiple experiments...is not concerned with statistical generalization but with analytic generalization" (Robson 2002, p. 183).

The advantages of doing a case study include that it is understood by a wide audience, it is strong on reality, and unique (Nisbet and Watts 1984, cited in Cohen, Manion and Morrison 2011). The case studies' weaknesses are that it is less generalizable and hard to cross check, so may be biased and selective (Nisbet and Watts 1984, cited in Cohen, Manion and Morrison 2011).

As Cohen, Manion and Morrison state:

"The researcher's choice of which data and events to include [in a case study] inevitably involves a personal choice, but this choice has to be fair to the phenomena under investigation" (Cohen, Manion and Morrison 2011, p. 540).

I will endeavor as a researcher to be fair in my selection of data to make a reliable and valid case study. By replicating the study in a second setting (probation), I will increase the reliability (analytical generalization) of the case study. This is a form of triangulation mentioned in more depth later. As Miles and Huberman (1994) state "comparison is a time-honored classic way to test a conclusion" (p. 254).

The discussions (see appendix B) allowed ideas to come forward without me imposing my views. The questionnaires (see appendix C) then consolidated views around the areas

raised in the discussion and gave data which could be compared more easily. The observations then clarified the data (triangulation), and the well-being questionnaires confirmed that the students had indeed increased in well-being.

The discussion (see appendix B) used the method of unstructured group interview. "Oppenheim suggests that a sentence-completion item is a useful adjunct to an open-ended question" (Oppenheim 1992, p 56-57, cited in Cohen, Manion and Morrison 2011, p. 393). Therefore in my discussion I began with a statement which the participants then discussed: The statement was 'knowing 'the three principles' helps you in education' agree or disagree? The women were asked to discuss their views. The discussion was recorded and later transcribed.

Both groups quite clearly agreed that 'the three principles' does indeed help in education. They were passionate about 'the three principles' and how it has helped them in their lives, and felt this could help them in education also. With the probation group the discussion was slow to get going then we ran out of time. I think they took a while to get focused as it was the last week before the break. If I did the research again I would not plan to carry it out at the end of term.

As sociology is the study of interaction, and interviewing is interaction, interviewing is an important part of sociology (Benney and Hughes 1956, cited in Fontana and Frey 1994). Therefore interviewing is of paramount importance in the study of the social sciences such as education. An interesting element of the interview is that "both parties behave as though they are of equal status for its duration, whether or not this is actually so" (Benney and Hughes 1956 p. 142 cited in Fontana and Frey 1994, p. 361). This enables participants to speak freely and honestly about their views (as they did in my discussions), giving a wealth of qualitative data to be analysed.

According to Watts and Ebbutt (1987), group interviews generate a wider range of responses than individual interviews (cited in Cohen, Manion and Morrison 2011). This may

be because ideas can be 'bounced' between participants, and participants can add to others' ideas, as in my discussions (see appendix B).

As my research is exploratory, I decided to use predominantly open ended questions in my questionnaire. As Bailey states "open-ended questions are useful...if the questionnaire is exploratory" (Bailey 1994, p. 120, cited in Cohen, Manion and Morrison 2011, p. 382). The research required qualitative, descriptive data, which the questionnaires were successful in achieving.

One of the advantages of questionnaires is that responses can be compared between participants. However questions have to be carefully designed so as not to bias participants towards any particular answer. I found in the trial run of my questionnaire that I had biased the first question. I had asked; 'What have you gained from knowing 'the three principles'?' I then revised this to the less biased; 'have you gained anything from knowing 'the three principles'? If so what have you gained?'

The questionnaire (in appendix C) asked 14 questions. It began by asking what the participants had gained from knowing 'the three principles'. This was to gain some general overview of the benefits of 'the three principles'. It then went on to ask how 'the three principles' could help in education. In order to do a comparison between education before and after knowing 'the three principles', it asks about prior and current educational experiences, and how knowing 'the three principles' has helped. The questionnaire goes on to ask about attitudes to education prior to knowing 'the three principles' and following this knowledge, to see if there are any changes in attitude. Finally questions were asked concerning ethnicity, religion and age. Although the data sample was small there may have been some differences in opinions according to ethnicity, religion and age. Ultimately I did not have enough data to compare on demographic factors.

In the questionnaires the participants were keen again to explain how 'the three principles' could help them in education. All but one of the participants(which could have been down to error), agreed that 'the three principles' would help them in education or has done

already. Participant H stated in the questionnaires that 'the three principles' has changed her life. The questionnaires were suitable for the time available, except participant E ran out of time due to English being her second language. If I did the research again I would have someone with her to assist.

The observations were made by myself each week as the courses progressed. The benefits of observations include that they produce a wealth of qualitative data, and interesting insights into the situation. One of the weaknesses of observations is the Hawthorn effect (discussed later).

As the courses progressed I saw a big change in the students week on week. For example participant F came in one week full of self-confidence. She has scars from self-harming which she is normally conscious to cover, but this day she was wearing a shorter sleeved top. She did not mind that other people could see her scars. This was a complete turnaround for F, who had started the course very self-conscious and lacking in confidence. I could see as my research unfolded that 'the three principles' was raising their well-being and aiding their experiences of education. Students in both groups were coming in with smiles, and talking so positively about their lives. I could see that 'the three principles' as a model works and should be implemented in other educational settings.

The well-being questionnaires used were the RS-14 Resilience Scale and the WHO Well-being Scale-5. I used these questionnaires because of their widespread acceptance. The participants understood these fairly well.

As I am using a case study design I will predominantly be using qualitative data. This has its advantages as I can capture the uniqueness of the situation and obtain detail to the study.

For qualitative research, Miles and Huberman (1994 p.74) also suggest the replacement of 'hypotheses' with 'propositions', as this indicates that the qualitative research is not necessarily concerned with testing a predetermined

hypothesis as such but, nevertheless, is concerned to be able to generate and test a theory (cited in Cohen, Manion and Morrison 2011, p. 226).

As such my research will not test a hypothesis, but will be concerned with the generation of a theory.

Despite stating my research is qualitative, there are inevitably some quantitative elements when it comes to analysis. As Miles and Huberman state:

When we say something is “important” or “significant” or “recurrent,” we have to come to that estimate, in part, by making counts, comparisons, and weights (Miles and Huberman 1994, p. 253).

Another quantitative use of qualitative data is the use of graphs: Miles and Huberman (1994) advocate the use of graphic displays of data as a way to economically reduce qualitative data. Therefore there is a quantitative element to my case study as I have used various tables and graphs to represent my data.

To demonstrate validity and reliability in my research I used triangulation. Denzin (1978) suggested four types of triangulation; data, investigator, theory and methodological triangulation. I used data and methodological triangulation as I used two educational settings and three methods of data collection. I also used analysis triangulation as I used both content analysis and discourse analysis.

“Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell and Fiske, 1959)” (cited in Cohen, Manion and Morrison 2011, p. 195). “Silverman (1985) suggests that the very notion of triangulation is positivistic” (Cohen, Manion and Morrison 2011, p. 197). However I think anything that helps check validity is worthwhile although not fool proof as stated below: “Patton (1980) suggests that even having multiple data sources, particularly of qualitative data, does not ensure consistency or replication” (Cohen, Manion and Morrison 2011, p. 197).

Concerning the validity of well-being questionnaires; “there is evidence that momentary mood influences subjects’ responses to SWB questions” (Schwarz & Clore 1983, cited in Diener 2009, p.22). Therefore a snapshot of their well-being may not be a true indication of their well-being over time. However the well-being questionnaires are backed up by my observations, which make them more valid. Overall “research examining the psychometric properties of SWB measures has shown that self-report scales tend to be reliable and valid” (Diener 2009, p. 80).

The sample of participants were not representative of the population as a whole. Random sampling would not have been applicable for this case study. As Blumer states

seeking participants...who are acute observers and who are well informed...A small number of such individuals brought together as a discussion and resource group, is more valuable many times over than any representative sample (Blumer 1969, p. 41, cited in Fontana and Frey 1994, p. 364-365).

Data analysis methods and justification

To analyse is to

find some way or ways to tease out what we consider to be essential meaning in the raw data; to reduce and reorganize and combine so that the readers share the researcher’s findings in the most economical, interesting fashion (Ely, Anzul, Friedman, Garner and McCormack Steinmetz 2001, p. 140).

As I am carrying out the research in a critical realism paradigm I used Miles and Huberman’s approach as this fits with the paradigm. Miles and Huberman state

We see ourselves in the lineage of “transcendental realism” (Bhaskar 1978)...That means we think that social phenomena exist not only in the mind but also in the objective world – and that some lawful and reasonably stable relationships are to be found among them (Miles and Huberman 1994, p. 4).

Miles and Huberman “define *analysis* as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification” (Miles and Huberman 1994 p. 10). Therefore I shall follow these steps in my data analysis.

As recommended by Miles and Huberman (1994) I shall use coding in my analysis of the data. Weber describes content analysis or coding as “many words of text are classified into much fewer categories” (Weber 1990, p.15, cited in Cohen, Manion and Morrison 2011, p. 559). Flick and Mayring describe content analysis as “a strict and systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data” (Flick 1998, p. 192, Mayring 2004, p. 266, cited in Cohen, Manion and Morrison 2011, p. 563). I used open coding; I decided on categories which seemed most appropriate for the data once it was collected.

One of the weaknesses of coding is that by presenting data in terms of themes you can lose the wholeness of each individual, also data is decontextualized (Cohen, Manion and Morrison 2011). For this reason I have presented the data in different ways. Also I have included participant A’s responses in the appendices so that data can be seen in context.

Although my primary data is qualitative, as mentioned previously there is a quantitative element to coding:

Anderson and Arsenault (1998: 102) indicate the quantitative nature of content analysis when they state that ‘at its simplest level, content analysis involves counting concepts, words or occurrences in documents and reporting them in tabular form (Anderson and Arsenault 1998, p. 102, cited in Cohen, Manion and Morrison 2011, p. 564).

I decided to use discourse analysis for a triangulation of methods of analysis: “Because language has such a central role in social life, the study of it provides the key to understanding our social functioning” (Robson 2002, p. 365). Discourse analysis studies not

only the substance of what is said but the styles and the strategies of the language user (Robson 2002). For some discourse analysis covers all research dealing with language in its social and cognitive context (van Dijk 1985), whereas others focus on the use of language of different social groups (e.g. Milroy 1980, cited in Robson 2002).

Discourse analysis has been criticized for its “lack of systematicity” (Coyle 1995, cited in Robson 2002 p. 452), “emphasis on the linguistic construction of a social reality” (Robson 2002, p. 452), and for shifting attention towards the analysis rather than towards what is being analysed (Robson 2002). Therefore in my research I have guarded against becoming too involved in the analysis to the detriment of the original material. I also am aware that this is just my interpretation. As Ashmore (1989) identifies; the discourse analysis itself is a text that in turn can be analysed, creating a need for reflexivity to be high (Ashmore 1989, cited in Robson 2002).

Wetherall et al (2001) identified four methods of discourse analysis:

Analysing words in context (eg. cultural, social, group)...Analysing interactions conducted through language...Analysing patterns of language use (eg. language used to express wishes, emotions, reactions)...Analysing the links between language and the constitution structure and nature of society (Cohen, Manion and Morrison 2011, p. 575).

These are the four methods employed in the research.

As the case study was on a small scale there may be difficulties in generalising the findings. However because of its small size the subject could be covered in much detail giving a wealth of different information to analyse.

Ethics

There are two schools of thought within ethics; absolutist (set rules in ethics) and relativist (situation defines ethics) I am a relativist. As Oliver states about relativists:

Indeed they would argue that it is essential to respect the context in which the research takes place, culturally, ethnically, socio-economically, and that these should be judged in their own terms (Oliver 2003: 53). (Oliver 2000, p. 53, cited in Cohen, Manion and Morrison 2011, p. 87).

Whilst I will look at the ethics in my specific situation, I also feel it is important that there are some guidelines for all researchers to follow to ensure some equality across the research sector. This is deontological ethics. One of the arguments against ethic committees is that "They may provide advice and guidance, but not prospective judgements about specific research projects" (Howe and Moses, 1999, p.53 cited in Cohen, Manion and Morrison 2011, p. 101).

I looked at the guidelines produced by the British Educational Research Association (Bera). The guidelines suggest voluntary informed consent, openness and disclosure, the right to withdraw and privacy (Bera 2011). Bera states

The association takes voluntary informed consent to be the condition in which participants understand and agree to their participation without any duress, prior to the research getting underway (Bera 2011, p.5).

Diener and Crandall go further describing informed consent as

the procedures in which individuals chose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions (Diener and Crandall 1978, p. 57 cited in Cohen, Manion and Morrison, 2011 p. 78).

The principle of informed consent comes from the participants' right to freedom and self-determination (Cohen, Manion and Morrison 2011).

Informed consent was obtained prior to the research from all the participants (see appendix A). I also obtained permission from the Sure Start children's centre manager and the probation centre manager to carry out the research and use the data.

Secondly Bera states

The securing of participants' voluntary informed consent, before research gets underway, is considered the norm for the conduct of research. Researchers must therefore avoid deception or subterfuge unless their research design specifically requires it to ensure that the appropriate data is collected or that the welfare of the researchers is not put in jeopardy (Bera 2011, p. 6).

Therefore it is important to be open in research and disclose all relevant information prior to commencing the research. In the research I was open about what I was investigating and there was no deception.

Bera goes on to state "researchers must recognize the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right" (Bera 2011, p. 6). Participants have the right to self-determination as mentioned earlier: "As part of the right to self-determination, the subject has the right to refuse to take part, or to withdraw once the research has begun" (Frankfort-Nachmias and Nachmias 1992, cited in Cohen, Manion and Morrison 2011, p. 78). Although problematic for the researcher, all participants must be allowed to withdraw at any time. I informed all participants of their right to withdraw in the consent form (see appendix A).

Finally Bera state "The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research" (Bera 2011, p. 7). As Caplan (1982) suggests privacy is a basic human need (p. 320, cited in Cohen, Manion and Morrison 2011, p. 90). Therefore the privacy of participants must be respected.

In the research all the participants' names have been kept confidential as explained in the consent form. In addition the names of the Sure Start and probation centres have also been omitted as;

"A participant or subject is therefore considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided" (Cohen, Manion and Morrison 2011 p. 91).

An argument against anonymity is that;

Anonymity is also a double-edged sword...anonymity might become a cloak behind which participants can hide whilst making a range of negative, unsupported, even slanderous or libellous comments (cf. Oliver 2003 p.81 cited in Cohen, Manion and Morrison p. 93).

I abided with Bera's recommendations throughout my research.

The results, analysis, explanation and discussion

The data will be described in this section, followed by content analysis and discourse analysis of the data. This will be followed by the creation of a new conceptual model. Next will follow a discussion including links with educational theory, in particular transformative learning theory. Finally I will self-evaluate the findings and reflect on my own practice.

The data

Description of the data

The discussion statement was; "Knowing 'the three principles' helps you in education. Agree or disagree? Discuss" An outline of the Sure Start group discussion is below: (The full discussions are in appendix B.)

A- "Yes because if you're not in good state of mind you can't concentrate."

B – "Yeah, I would probably think it's more achievable, I previously would have put up barriers for myself."

C – "I think it helps with your confidence...State of mind is important for studying... I think three principles have helped me to stress less about things."

B – "So you'd have better coping mechanisms?"

C- "Better, yes."

A- "If you think good you feel good, that's what I've really grabbed at."

B- "I think my self-negative talk would be a lot quieter. Now I'd probably keep looking at ways of working around obstacles and just challenging my negative self-talk."

D – "I think if I went back now I ...[would] have more confidence in myself. Cause before I think I put up barriers."

B – “Half the time we’re just the biggest barriers to our own selves.”

C – “I think it’s about being prepared as well cause there are real barriers out there. But when you’re prepared, when you’ve got the right mindset, you recognise you can either handle things in a positive way or a negative way.”

Figure 3. Outline of Sure Start discussion.

Below is a summary of some of the answers given to the questionnaires:

Question	Some responses
1. Have you gained anything from knowing ‘the three principles’? If so what have you gained?	<p>“Positivity.”</p> <p>“Self-belief.”</p> <p>“Peace of mind, more compassion, more clarity.”</p> <p>“Self-belief and an awareness of my mind-set.”</p>
2. Have you learnt any skills? If so what?	<p>“Confidence.”</p> <p>“To listen to others and myself.”</p> <p>“Think good and I will feel good.”</p> <p>“Dealing with conflict more positively.”</p> <p>“Recognition of my state of mind and the mind of others.”</p>
3. How could what you have learnt help you in education in the future?	<p>“Being in a better frame of mind and not obsessing about events of the past would help me to focus on studies better.”</p> <p>“Be more capable of achieve more.”</p> <p>“Sometimes you think negative but you can do stuff.”</p> <p>“Breaking barriers instead of allowing them to stop me.”</p>
4. Give any examples of how it has helped already.	<p>“Changed my life.”</p> <p>“Good state of mind.”</p>

	<p>"Understanding people and their mind sets."</p> <p>"Don't put myself down have a better outlook on life."</p>
5. What was the last educational setting you were involved with prior to learning about 'the three principles'?	<p>"Childrens centre."</p> <p>"College."</p> <p>"Probation."</p>
6. What was the last course you were involved with prior to learning about 'the three principles'?	<p>"Literacy."</p> <p>"Numeracy level 2 NVQ."</p> <p>"Beauty."</p> <p>"First aid."</p>
7. Are you currently involved in any education other than 'the three principles' course?	<p>"Breast feeding peer support."</p>
8. Have your experiences of education differed between the two courses? If so how?	<p>"Less stressful."</p> <p>"I would obsess less about personal issues that arise while on courses – putting problems in context better."</p> <p>"I couldn't be bothered at college now more focused."</p> <p>"Clarity of mind. My state of mind is higher."</p>
9. Prior to knowing 'the three principles' what was your attitude towards education?	<p>"I lacked the confidence, self belief."</p> <p>"That it was difficult and hard to do."</p> <p>"Useful only if you pursue a career."</p> <p>"Positive"</p>
10. Since knowing 'the three principles' what is your	<p>"More focused."</p>

attitude towards education?	<p>"I want to learn more and feel I can do anything."</p> <p>"I'm more positive, can achieve anything I want to just need to work hard at it."</p> <p>"Useful in all aspects of your life, even how we use that education to educate those around us by our behaviour and in bringing up children."</p>
11. Do you behave any differently in educational settings now that you have learnt 'the three principles'? If so what is different?	<p>"I'm more outspoken, not afraid to voice my opinion."</p> <p>"More belief in myself."</p>
12. What is your ethnicity?	<p>"Azad Kashmiri"</p> <p>"African Caribbean."</p> <p>"Bengali."</p> <p>"British"</p>
13. Do you have a religion? If so which religion?	<p>"Christian."</p> <p>"Muslim."</p> <p>"None."</p>
14. Which age bracket do you fit into?	<p>"20s."</p> <p>"30s."</p> <p>"40s."</p>

Figure 4. Sample responses to questionnaires (both settings).

The observations can be seen in appendix C. Below are a sample of them:

Sure Start
<p>E has been very quiet in all classes so far due to speaking English as a second language. Today she had the confidence to speak a few sentences.</p>
<p>D told us today that her goal is to open a bakery. She was previously daunted with the prospect of retraining although she desired it, but today she was talking with such optimism. She no longer sees the steps along the way as obstacles. This was a complete change in D's outlook, due to 'the three principles'.</p>
Probation
<p>F usually walks out when the topic we are discussing is personally difficult for her. Today she stayed in the room and fully co-operated with the lesson. She is overcoming her barriers.</p>
<p>F said today that she has more self-belief. This is evidenced through the clothes that she is wearing. Her top doesn't cover her scars but she is wearing it with confidence. This is a complete turnaround for F.</p>

Figure 5. Sample observations (both settings).

An example of the well-being questionnaires can be found in appendix D. I used the RS-14 Resilience Scale and the WHO Well-being Scale-5.

Issues arising

There were a few issues arising from the research: There was not enough data across the two groups to look at the factors of age, ethnicity and religion.

In the Sure Start group participant E did not contribute to the discussion as she has language issues, she also ran out of time to complete the questionnaire.

Participant A contradicts herself; in the discussion she clearly states that 'the three principles' helps in education. However in the questionnaire she identifies 'the three principles' as helping in life but does not identify any ways of it helping in education. Participant A speaks English as an additional language so may have misunderstood the questionnaire. I feel she is more likely to get across her true views in the discussion as her speech is better than her writing. This may however mean that her answers have less weighting due to this contradiction.

In the discussion with the Sure Start group the issue of barriers to education came up. I would not have thought of this category. Perhaps because I am white I don't experience the barriers non-whites (in my first case study) experience. However participant C was transfixed on (racial) barriers in the discussion which skewed the data. Despite this participant B mentions it 4 times and participant D once, so others are backing it up. (Participant C mentioned it 9 times!)

In the probation group discussion, the conversation got cut short. Much of the conversation was about confidence and self-belief, until just at the end they began

discussing positivity and barriers. Had time allowed they may have explored these areas more fully. Therefore the data was skewed towards confidence and self-belief.

Analysis and explanation of the data

I coded the data using open coding. That is I put them into categories decided after the collection of data. The eleven codings I used were as follows: **barriers**, **think positive/ less negative self-talk**, **clarity/ state of mind**, **confidence/ self-belief**, **compassion**, **external v/s internal**, **less stress**, **control thinking and understanding others' thinking**, **new awareness of education**, **learnt to listen**, **changed my life**. An example of the coded data can be seen in appendices B, C and D.

As Miles and Huberman (1994) suggest the use of tables and graphs to represent data I have displayed the data in various forms:

In this graph the responses to the questions in the questionnaire are plotted against the question numbers (y axis):

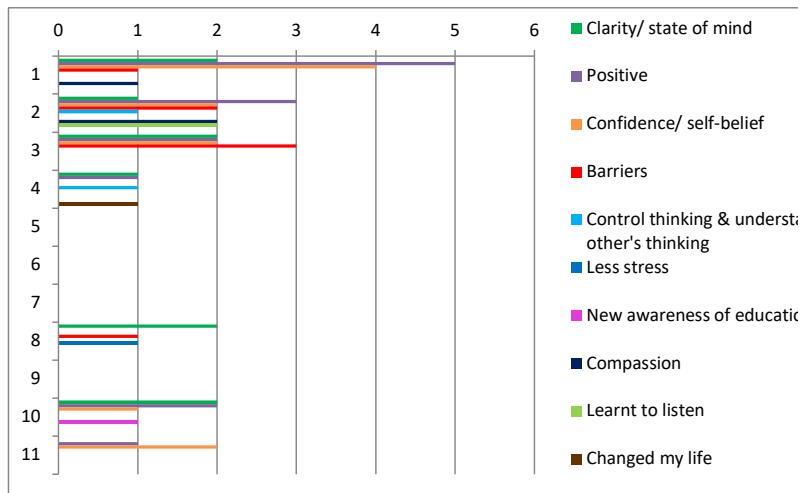


Figure 6. Graph showing responses by question. Sure Start and probation.

Question one was “Have you gained anything from knowing ‘the three principles’? If so what have you gained?” As you can see from the graph the answer was overwhelmingly that they had gained positivity, confidence and self-belief. However the answers to the other questions were split between the different codings.

Question 2 asked ‘have you learnt any skills? If so what?’ The most responses given (three) were from the positivity coding. So more participants reported learning positivity than any other category. However two participants reported confidence, barriers, compassion and learnt to listen. All the remainder of the questions also had split responses. Therefore analysis by question is problematic.

As all the responses are attributes towards improving or enhancing education I totalled the frequency of responses. I then compared the two settings, and finally compared the questionnaires with the discussions and observations.

Therefore I created pie charts of the responses given in the discussion and questionnaires:

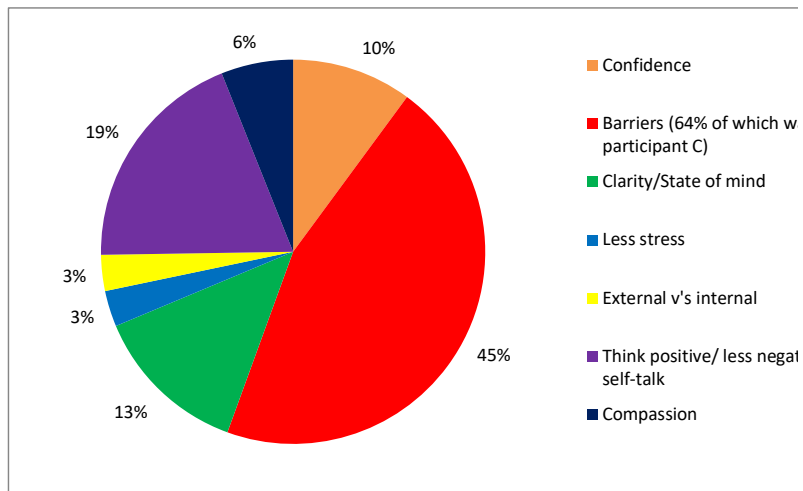


Figure 7. Pie chart for discussion responses from Sure Start group.

Figure 7 shows the discussion responses from the Sure Start group. Three separate people raised issues of confidence, barriers, clarity and positivity so strongly collaborating, more than half the group. Barriers made up nearly half of the responses but this was because participant C was transfixed on barriers, she contributed 64% of the barrier coded responses.

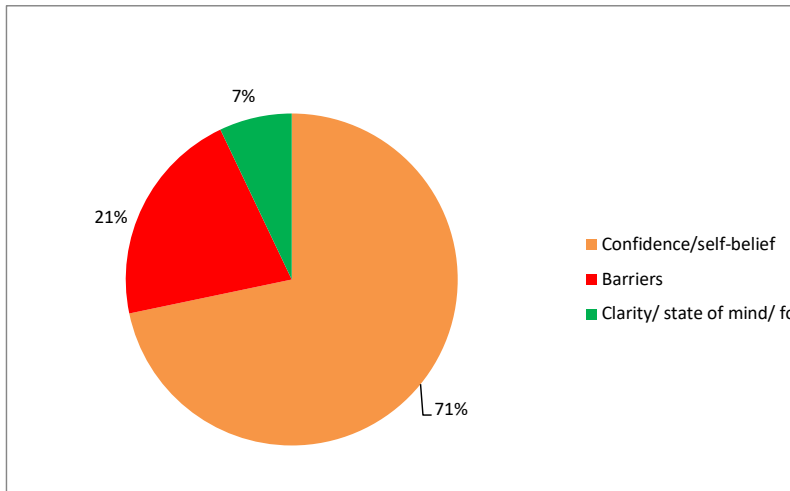


Figure 8. Pie chart for discussion responses from probation group.

Figure 8 shows that in the probation group the discussion was skewed towards confidence and self-belief, but it was not one particular person; it was split quite equally.

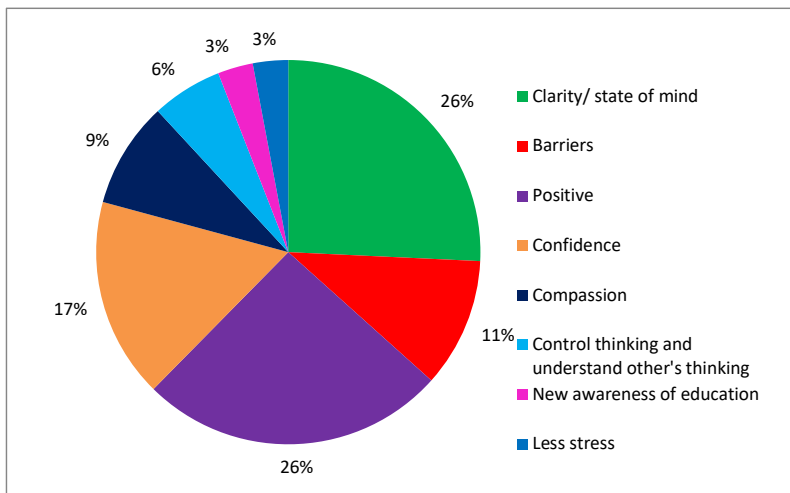


Figure 9. Pie chart for questionnaire responses from Sure Start group.

In the questionnaires for Sure Start, clarity, positive and confidence were collaborated by three or more participant, more than half the group.

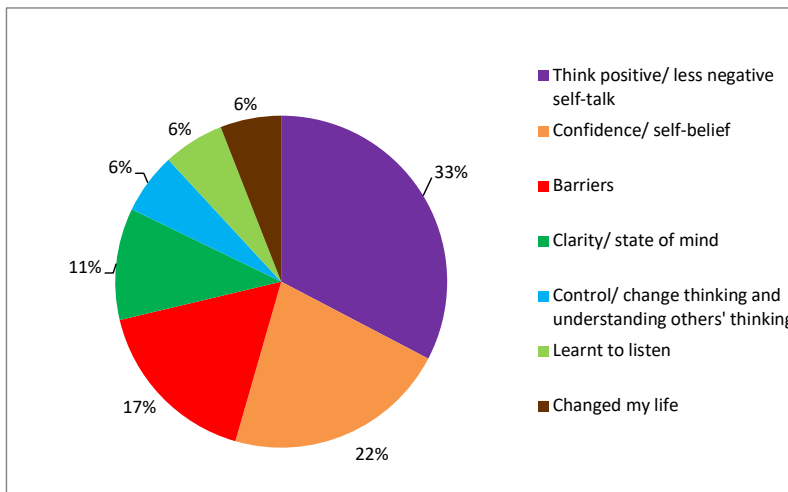


Figure 10. Pie chart for questionnaire responses from probation group.

In the probation group the questionnaire responses again highlighted the same four categories.

Overall for Sure Start the codings of barriers, confidence, clarity/state of mind and positivity make up 87% of discussion and 80% of questionnaire comments. For probation they make up 100% of the discussion comments and 80% of the questionnaire comments. So these are the main points.

Now to examine the observations: A sample of the observations can be seen in appendix D.

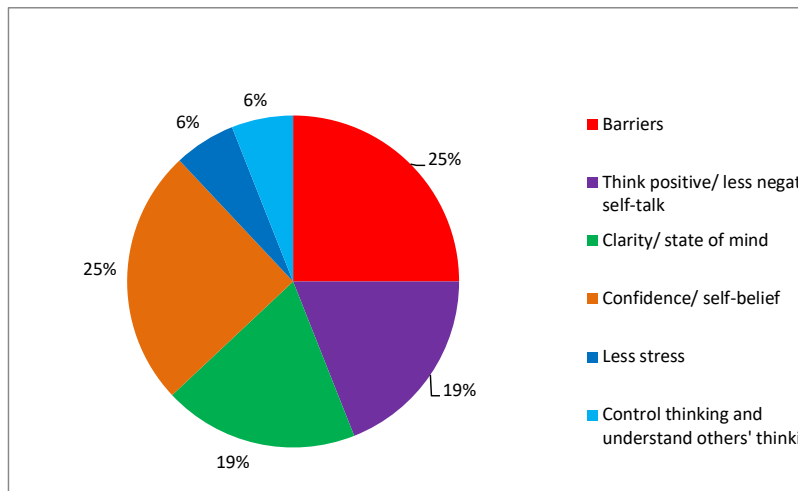


Figure 11. Pie chart for observations across both groups.

Figure 11 shows the same four codings scoring highly in the observations of both groups. Therefore again the observations show barriers, positivity, clarity and confidence as the main points, taking up 88% of all observations.

The discourse analyses can be seen in appendices F to H. The main outcomes of the discourse analyses are described below:

In both discussions all participants agreed that ‘the three principles’ improves and enhances education. In the questionnaires there was one participant who contradicted herself, answering two questions agreeing with the statement and two disagreeing. This may have been due to language and understanding issues. I feel that her speech being better than her writing, she was more likely to of expressed her true views in the discussion rather than the questionnaire. (As discussed above.)

From the coding analysis the issue of barriers in the Sure Start discussion seemed to have been initiated by participant C. However from the discourse analysis we can see that B is first to raise the issue, with C then agreeing.

In the probation discussion the conversation was cut short, so given more time a greater variety of topics may have been pursued.

One of the criticisms of questionnaires and interviews is people can say they have changed but not necessarily really change. In the research the participants proved they had changed by what they said. For example one participant stated "I am thinking is now I start learning my basic English. Then I start my future what I want." This shows the confidence rather than her just stating that her confidence had risen.

Two other factors were raised that could be contributing to the improvement and enhancement of education. These factors were age and the influence of others. (These will be discussed in more depth later.)

The results of the well-being questionnaires (RS-14 Resilience Scale and WHO Well-being Scale-5) are as follows:

(Higher score meaning higher well-being.)

Participant	Baseline RS-14 Resilience Scale score	Final RS-14 Resilience Scale score	Baseline WHO Well-being Scale-5 score	Final WHO Well-being Scale-5 score
F	62%	82%	60%	84%
G	67%	73%	68%	80%
H	72%	97%	76%	96%

Figure 12. Well-being questionnaire results for probation.

All probation participants showed an increase in well-being across both scales. The probation group had a baseline of 67.5% at the start of the course, rising to 85% by the courses end. Overall this was a 17.5% increase in well-being, showing that ‘the three principles’ does indeed increase well-being. This is also backed up by my observations (appendix D) which demonstrated a big increase in well-being across the duration of the course (triangulation).

Summary of what the data shows

We can see from the data that all probation participants improved in well-being across two scales during the course, proving that ‘the three principles’ is effective in increasing well-being. (Well-being questionnaires were not carried out on the first group.) All participants (from both groups) said in the discussions that they believed ‘the three principles’ would help in education. All but one of the participants gave this view also in the questionnaires (but this may be due to error). The main points made across the discussion, questionnaires and observations from both groups were concerning barriers, confidence, clarity/ state of mind and positivity.

A new conceptual model

The codings can be divided into two broader categories of causes and effects. Taking the top four codings (which have a total of 88% of discussion, questionnaire and observation comments) we can draw the following model:

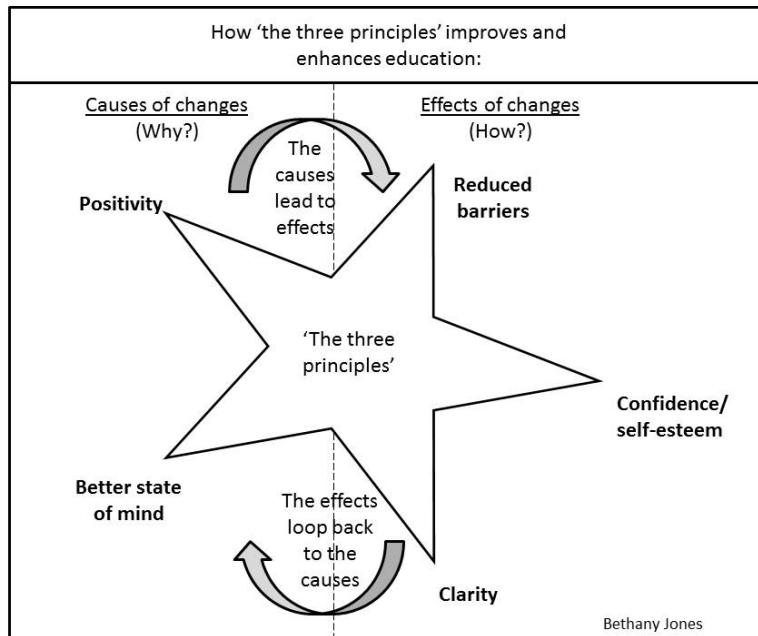


Figure 13. New conceptual model.

This diagram shows that learning 'the three principles' helps bring about positivity and a better state of mind (causes). These attributes then help by reducing barriers and increasing confidence/self-esteem and clarity (effects). Therefore 'the three principles' bring about five main changes that can improve and enhance education.

(In order to separate categories into causes and effects the category of clarity/state of mind was split. Despite splitting this category they both individually still ranked as being in the top categories.)

The cause-effect cycle is a loop. As Weick (1979) states "When you have two related events, it is often hard to call one a "cause" and the other an "effect". The variables control each other in a loop" (Weick 1979, cited in Miles and Huberman 1994, p. 152). As such the

causes and effects in my research loop into each other. This creates a vicarious cycle of improvement.

Therefore the outcomes of the research are that ‘the three principles’ increases well-being and gives positivity and a better state of mind which in turn decrease barriers and increase confidence and clarity. These improve and enhance the women’s’ experience of education, in the Sure Start and probation setting.

I can only generalise for ethnic minority, inner city mothers, and white and mixed, rural probationers as these were the women included in my study. Results could be different for different groups of women.

Discussion

The link between well-being and effective learning is clear. The higher a student’s well-being the more effective their learning will be. Maslow (1943) highlighted that lower needs of well-being are required before the higher levels of self-actualization can be achieved. In well-being research “happiness emerges from available data as the resource leading to the development and better use of intellectual skills and resources.” (Diener 2009, p.66).

Answering the research questions

I aimed to focus in my research on the positive attributes created by ‘the three principles’. The participants naturally brought up positive attributes without being prompted, with the only exception being the reduction of perceived barriers. Therefore the research found many positive implications of ‘the three principles’. From working with the women I can see the positive effects of ‘the three principles’, for example increased confidence and positivity (as evidenced in the observations appendix D).

The research endeavoured to look at not just *what* improves but *how* it improves. The final conceptual model addressed this issue by subdividing codings into causes and effects. The effects of reduced barriers, confidence/self-esteem and clarity are caused by the increases in positivity and the better state of mind created by 'the three principles'. This creates a vicarious cycle of improvement. Therefore education has to focus on improving confidence/self-esteem and clarity, and the rest will follow.

I will look now at how 'the three principles' can be used most effectively in education. In my settings both the programmes have been successful and will be implemented in the same way for other centres.

In education as a whole, one way of teaching 'the three principles' would be through using the Jack Pransky and Carpenos (2000) curriculum. In a school setting however, I feel 'the three principles' would be best integrated across the whole school rather than taught as an 'add on' subject, as it affects all aspects of school life from behaviour down to learning. 'The three principles' advocates teaching in teachable moments, as you cannot force students to have insights when they are not ready. Therefore it is difficult to be taught as a subject, but would be more suitable across the whole curriculum as and when relevant.

'The three principles' could be used across all areas of education, from young children to adults. There is a book by Amy Kahofer and Jack Pransky 'What is a thought? (A thought is a lot)' which is aimed at explaining 'the three principles' to young children, including lesson plans. Also Mills-Naim (2005) wrote a book for teenagers. Although my research looked at adults, well-being affects all ages of students. Therefore I feel increasing a child's well-being through using 'the three principles' will ultimately improve their education. I know of a primary school successfully using 'the three principles' to increase well-being and aid education, and I also use 'the three principles' with my own children. Therefore I know of its effectiveness in children also. Further studies are needed to determine the differences between introducing 'the three principles' to children rather than adults, before results can be generalised across all ages.

Discussion points

There were a few issues arising in the research which I will discuss. As I am looking at qualitative data there is a potential issue: In qualitative data research methods Giddens (1976) warns of a double hermeneutic process (Cohen, Manion and Morrison 2011):

“[The] researcher interprets the data from participants who have already interpreted their world, and then relates them to the audience in his/her own words” (Cohen, Manion and Morrison 2011, p. 540). Therefore the double interpretation creates more room for error.

There is a problem when generalizing from what people say in a survey and what they do. (Hanson 1980) This could present itself in both the discussion and questionnaire; however I have been working with the women for weeks and know through my experiences with them that these claims of increased confidence and self-esteem are genuine. Also there were examples in the research of increased confidence where the participant demonstrated that fact rather than merely stating it (see discourse analysis).

There are some criticisms of content analysis as used in my research: Coding assumes the comments are of equal importance, they are not (Cohen, Manion and Morrison 2011). In my research one of the participants contradicted herself. Should her comments be taken at equal weight to the other participants? In my research they were. Another issue with coding is as Anderson and Arsenault 1998 state; “Content analysis only analyses what is present rather than what is missing or unsaid” (Anderson and Arsenault, 1998, p. 104 cited in Cohen, Manion and Morrison 2011, p. 568). For this reason I carried out discourse analysis as well; a triangulation of methods.

Also on the theme of coding, Ely, Anzul, Friedman, Garner and McCormack Steinmetz (2001) advocate looking for themes rather than just categories. In my research although categories were used they were later grouped into themes; causes and effects.

The very fact that participants are being researched could affect the result of the research. This is impossible to avoid whilst gaining informed consent from the participants. This is called the Hawthorn effect.

The biggest difficulty with the research was to isolate a mechanism. As Abbott states; “the causes of any particular event are always multiple” (Abbott 1992a cited in Miles and Huberman 1994, p. 146). The participants highlighted two other possible variables of age and the influence of others. These variables are impossible to eliminate as there is an inevitable age difference between the two courses compared in the questionnaire, and all people are affected by others around them.

Despite these potential weakness of the data, I feel the data was as true as was possible and could not have been gained in a more unbiased way. There are always potential weakness especially when dealing with qualitative data.

‘The three principles’ in an educational context

‘The three principles’ explains how our minds work, so it is important to see how this fits with our understanding of how minds learn. As ‘the three principles’ is based on internal changes it does not fit with a Behaviourist or Neo-behaviourist learning theory that focuses on external reinforcements. It does fit however with other learning theories. The insight from inner wisdom in ‘the three principles’ links with the Gestaltist idea of insights where the learning falls into place. The value of reflection fits with a Cognitivist view. ‘The three principles’ however has the most in common with the Humanist approach. Humanists place importance on the whole person as does ‘the three principles’. Maslow’s idea of self-actualization is the ultimate aim for ‘the three principles’. Both Humanism and ‘the three principles’ place importance on motivation coming from within. ‘The three principles’ approach believes all people have potential within themselves, and the Humanist approach also values that each person has potential within.

Transformative learning theory

'The three principles' is most closely linked with the theory of transformative learning, which like our research looks at adult learning (author). The development of transformative learning theory has been strongly influenced by the evolution of adult learning theory in general (Taylor, Cranton and Associates 2012).

Transformative learning theory is rooted in constructivist assumptions, and based on humanistic assumptions and critical social theory (Taylor, Cranton and Associates 2012, p.5). Mezirow's stated about his constructivist assumptions, that he has a

conviction that meaning exists within ourselves rather than in external forms such as books and that personal meanings that we attribute to our experience are acquired and validated through human interaction and communication (Mezirow 1991, p. xiv).

Regarding humanistic assumptions:

These humanist assumptions are inherent in transformative learning theory. If we could not make the assumptions that people can make choices, have the potential for growth and development, and define their own reality, transformative learning could not be described as it is described (Taylor, Cranton and Associates 2012, p.6).

Humanistic assumptions as stated above also underlie 'the three principles'.

As Mezirow states; "Making meaning is central to what learning is all about" (Mezirow 1991 p. 11). "Learning may be understood as the process of using a prior interpretation to construe a new or a revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow 1991, p. 12). Mezirow acknowledges that not all learning is transformative (Mezirow 1991).

Transformative learning is;

Meaning is constructed through experience and our perceptions of those experiences, and future experiences are seen through the lens of the perspectives developed from past experiences. Learning occurs when an alternative perspective calls into question a previously held, perhaps uncritically assimilated perspective (Taylor, Cranton and Associates 2012, p. 8).

I have noticed in my teaching how students learn through exploring the belief systems that their thoughts are based on. When they get a new thought that does not fit in their understanding, new understanding is then developed.

Mezirow notices how transformative learning operates in a similar way to the process of paradigm shifts within science as highlighted by Kuhn (1970) (Mezirow 1991). According to Taylor, Cranton and Associates (2012, p. 39) to date transformative learning theory has largely been investigated qualitatively.

Similarities and differences

There are many similarities between transformative learning theory and 'the three principles':

The central responsibility of the adult educator who wishes to encourage transformative learning is to foster learners' reflection upon their own beliefs or meaning schemes through a critical examination of the history, context, and consequences of their assumptions and premises (Mezirow 1991, p. 225).

This is like 'the three principles' which asks students to reflect on their thoughts, coming to more accurate thoughts in line with their inner wisdom.

Secondly I will look at the role of the teacher. "As conscientious educators committed to working for a transformed world, we are challenged to take seriously the call to personal transformation in our own lives" (Taylor, Cranton and Associates 2012, p.544). This applies

equally to transformative learning theory and 'the three principles'. The teacher has to model the learning and behaviour to the students. This also links to Maslow (discussed earlier).

It is not only the teachers' health that is important, but also the teacher-student relationship:

In every review of transformative learning, the role of relationships has been identified as being significant in the process of transformation. It happens "through trustful relationships that allow individuals to have questioning discussions, share information openly and achieve mutual and consensual understanding (Taylor, 2007, p. 179)" (cited in Taylor, Cranton and Associates 2012, p.44).

In 'the three principles', as highlighted in the literature review, the relationship between teacher and students has to be trusting so that information can be shared openly and without judgement.

In transformative learning transformations may be epochal or cumulative (Taylor, Cranton and Associates 2012). This is the same with 'the three principles' (evidenced in the interviews in Jack Pransky 2003 and through the observations appendix D).

Reflection is an important part of both transformative learning and 'the three principles'. As Mezirow states: "Reflection on content, or process may result in the elaboration, creation, or transformation of meaning schemes" (Mezirow 1991, p. 6). Mezirow puts reflection at the centre of intentional learning: (Mezirow 1991)

The two major elements of transformative learning are first, critical reflection...on assumptions...and second participating fully and freely in dialectical discourse to validate a best reflective judgement (Illeris 2009, p.94).

'The three principles' puts an initial step into this process of noticing your thoughts. According to 'the three principles' once you notice your thoughts the rest will follow naturally.

According to transformative learning theory;

A frame of reference encompasses cognitive, conative and affective components, may operate within or outside awareness and is composed of two dimensions: a habit of mind and resulting points of view (Illeris 2009 p. 92).

This is a difference between 'the three principles', because in 'the three principles' you need to be aware of your thoughts before changes can occur.

Therefore 'the three principles' fits fairly well with the transformative learning theory despite there being some differences.

Self-evaluation of the research findings

The changes in the participants quite clearly showed that the research findings were correct. The behaviour of the probation group improved dramatically and the well-being of the women in both groups was evident through their positivity and self-belief. The students would come into lessons smiling and speaking positively, which was a huge change from the beginning of each course (see observations in appendix D).

The research findings could indicate ways in which 'the three principles' improves and enhances education. Further studies in different settings are required to be able to make this generalisation (as mentioned above).

If the results are applicable for all aspects of education, it could be a relatively inexpensive intervention as it just requires people to be taught 'the three principles'. As Marshall states:

Resilience and health realization hold tremendous promise for all schools and communities. This change is relatively inexpensive because it involves a shift in

thinking systemwide and does not require entirely new systems or programs to be created (Marshall 1998 p. 57).

If a small percentage of the population were introduced to 'the three principles' this would still have a profound effect:

An active working community only needs to have 15 to 20% of its members experience higher levels of well-being for the entire population to be effected (Mills 2009, cited in Rees-Evans 2011, p. 116).

'The three principles' can save money too on a cost ratio of 1:11, by preventing incarcerations, (Mills-Naim 2010, p. 27) This does not include other cost savings such as savings on health and police services. Therefore 'the three principles' is cost effective, which is important in the current economic climate.

There was evidence in the literature concerning the health of the teacher and how this impacts on the students. The higher the well-being of the teacher the more effective their teaching will be. Therefore 'the three principles' helps teachers as much as students. Also it reduces stress for teachers. From discussing with the other teachers on my programme, they felt relaxed and stress-free, so this is definitely being evidenced in my settings. Therefore I think that 'the three principles' should be taught to teachers and students alike.

Reflections on own practice

I have enjoyed researching the impact of 'the three principles' in education. The research has impacted on my practice: I have noticed in my teaching that I am now focusing more on the well-being of my students. I have seen my students develop as people, and begin to achieve their potential. I understand now that to help this I need to draw out their positivity and help create a good state of mind. This can be done through the teaching of 'the three principles'. This will in turn foster confidence, clarity and help reduce perceived

barriers, which improves and enhances the women's' experience of education, helps my teaching and aids their learning.

The students have an improved experience of education as evidenced through their enthusiasm for the classes and the high attendance rates in the Sure Start group (which was voluntary attendance).

It is difficult to assess how 'the three principles' has affected student outcomes, as the outcomes for the lessons are to have personal insights. Although this is very personal and unique to the individual, they sometime shared their insights. So although they were achieving their learning outcomes, this is not measureable in the same way as assessments of other subjects may be.

I was interested to read about the advice for teachers (literature review). I now place greater importance on maintaining my own health and well-being, so that this can be demonstrated and passed on to my students.

My own learning has also benefited from the insights gained through this research. I am in a better state of mind to learn and 'the three principles' has given me clarity which is useful in my studying.

Conclusion

The conclusion will begin by summarising why the research was justified. Secondly there will be a summary of how the literature answered the research questions. The research will be summarised followed by the findings and conclusions. Lastly ways forward will be suggested.

The link between well-being and effective learning is clear. Maslow highlighted that lower needs of well-being are required before the higher levels of self-actualization can be achieved (Maslow 1943). However according to Unicef (2007) the UK came bottom in a league table of child well-being across 20 OECD countries, for both overall well-being and subjective well-being, so this is an area that can be greatly improved in the UK. One of the ways the government is addressing the issue is through the Every Child Matters programme.

In my two institutions well-being was high on the agenda, yet my students evidenced low well-being. I felt that 'the three principles' model would address these issues by raising well-being therefore improving and enhancing education.

An outcome from the case studies was that 'the three principles' helps tackle negative behaviours in schools: For example reduced truancy, absences, discipline referrals and failure rates (Modello and Homestead Gardens). There are however two outcomes from the literature based on more positive behaviours: Achievement increased (Cherry 1992 and Stewart 1985), and there were improved teacher perceptions and relationships (Rees-Evans 2011).

This real world case study of was carried out with women in a Sure Start children's centre and a probation setting. The case studies consisted of an unstructured group interview (discussion) and questionnaires. To aid the discussion I wrote a statement on the board: 'Knowing 'the three principles' helps you in education' agree or disagree? I asked the women to discuss their views. This was followed by a two page questionnaire using mostly

open ended questions. Observations were made throughout the programmes for triangulation and well-being questionnaires were completed by the probation group.

I used triangulation in my research to demonstrate validity: I used data and methodological triangulation as I used two educational settings and three methods of data collection. I also used analysis triangulation as I used both content analysis and discourse analysis.

The data shows that all probation participants improved in well-being across two scales during the course, proving that 'the three principles' is effective in increasing well-being. (The Sure Start group did not complete well-being questionnaires.) The increased well-being then improved their experiences of education as evidenced in the discussions, questionnaires and observations of both groups (appendices B-D): All participants said in the discussions that they believed 'the three principles' would help in education. All but one of the participants gave this view also in the questionnaires (but this may be due to error). The observations also collaborated that 'the three principles' was helping the students with their education. The main points made across the discussion, questionnaires and observations from both groups were concerning barriers, confidence, clarity/ state of mind and positivity.

The outcomes of the research were that 'the three principles' increases well-being and gives positivity and a better state of mind which in turn decrease barriers and increases confidence and clarity. These five attributes improve and enhance the women's' experience of education, in the Sure Start children's centre and probation settings. '

Teachers too can benefit from learning 'the three principles', as this improves their teaching by increasing positive attributes. Therefore all aspects of education can be improved and enhanced by 'the three principles'. The three principles' is a good model for Sure Start and probation. The courses will now continue in other centres following the success of these courses studied.

I would recommend from this research that more case studies need to be carried out particularly in school environments, to verify the findings across all sectors of education. Once done I think that 'the three principles' should be taught to students and teachers to aid education. One way of doing this would be through using the Jack Pransky and Lori Carpenos (2000) curriculum. However I feel 'the three principles' would be best integrated across the whole school rather than taught as an 'add on' subject, as it affects all aspects of school life from behaviour down to learning.

The next step in terms of research is establishing the link between well-being and how this improves attainment. Ultimately 'the three principles' can bring many positive attributes to education. I have seen and documented the changes in my students over the two programmes, and hope this model can be adopted elsewhere in education to similar good effect.

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Appendices

Appendix A – Example consent form

Appendix B – Discussions transcribed and coded

Appendix C – Questionnaire coded

Appendix D – Observations coded

Appendix E – Well-being questionnaires

Appendix F – Discourse analysis of discussions

Appendix G – Discourse analysis of questionnaire

Appendix H – Discourse analysis overview

Appendix A - Example consent form

Consent Form

Please will you take part in my research project looking at how 'the three principles' can improve and enhance education? The project is part of a MA in Education from Middlesex University. Participants will be recorded having a discussion and will complete two questionnaires. Observations will also be made. The data collected will be anonymous and only used for this research project. You have the right to withdraw from the research at any time, for any or no reason. If you have any questions please contact me (Bethany Jones) on [omitted]. Thank you.

I agree/do not agree (please delete as appropriate) to take part in the research project.

Signed _____

Name (please print) _____

Date _____

Appendix B - Discussions transcribed and coded

Sure Start discussion.

Codes:

Barriers 14

Think positive/ less negative self-talk 6

Clarity/ state of mind 4

Confidence/ self-belief 3

Compassion 2

External v's internal 1

Less stress 1

"Knowing 'the three principles' helps you in education."

Agree or disagree?

Discuss

(Nobody speaks)

Interviewer –So if you were to do an education course now, if you were to go next week and start at college, and knowing 'the three principles', would that help you in your course compared to a course you did before you knew 'the three principles'?

A- Yes because if you're not in good state of mind you can't concentrate. You always have to be in state of mind, good state of mind.

B - Yeah, I would probably think it's more achievable, you know how you have barriers and stuff, I previously would have put up barriers for myself. Now if I went into that I would probably be questioning myself a lot more: Well who says you can't achieve this? Why can't you put the effort in? Why can't you achieve your goal? So probably questioning myself a lot more.

C – I think it helps with your confidence doesn't it? I think if you your stressing less about things, day to day things and what people are doing, and you're having fewer confrontations and stuff you can probably focus more on your studies. I think sometimes the things that drain you are all the other day to day issues. When you learn to let go of them you've got more clarity basically, so you can focus on your goals.

Interviewer – Yes, so you're in a better state of mind?

C- Yeah, state of mind is important for studying. I mean I know when I started teacher training I had so many things going on in terms of looking after my little one, worrying about her, relationship issues, money. All these things I was worried about, now I wouldn't worry as much. I'd just have a more positive outlook rather than a negative outlook. In the end it led me to give up on the course, because I became so stressed out by all the worries.

B – And that was all in your head?

C- Yes really it sort of blocked me from thinking about solutions and bringing in the right support as well.

Interviewer – What's that a teacher training course you did?

C - Yes

Interviewer - PGCE?

C - No it was a BEd at the time, this is going way way back to 94.

Interviewer – If you were to go back now and to do it now, just hypothetically, how would you deal with it differently now that you know ‘the three principles’? Would you do it any different?

C – I think three principles have helped me to stress less about things. Realising that a lot of the things going around that I was obsessing about was in my head. So for instance at the time I was on my own as a single woman, mother, but had ex relationship issues. I was embroiled in all of that. Whereas I’d probably would have let that go, and not have allowed that to have an impact. I was worried about my daughter and the fact she was in nursery, and not happy. And I wasn’t really seeing her much because on the course your there until 4.00/5.00 at the time. By the time I got in there was just about an hour for us to eat and stuff, and then I’d spend all the time trying to get her to bed and I had limited amount of time to study. I’d be quite worn out the next day. I think the worry was what was really draining me more than anything, it wasn’t the task but it was because I felt under pressure. Now I realise those pressures weren’t real, it was something I had created. Do you know what I mean? I was worried financially about finances cause I had a mortgage and I wasn’t getting support on that. So I took a job. If I was thinking more clearly I could have done without taking that job because it meant I was working nights and it did have an impact on my studies and on my thinking as well. So yes if I was to do it now I would recognise the role that stress plays in affecting whether I stayed or left the course.

B - You would probably like overcome obstacles and stuff.

C - I wouldn’t turn them into obstacles, I’d find solutions.

B - Yes rather than a reason to quit find a way around them.

C - That’s right. And listening to the negative around me because you know, my daughter was young and I went back after I had her. It’s just a lot of pressure to do certain things. I was also doing a lot of negative talk about what I should be doing.

Interviewer - So how much was internal and how much was external?

C – A lot of it was external but I internalised it. Now I think I pay less regard to the external voices, I listen to what's really going on within me, what's best for me. Whereas then I did listen and take on board a lot of the external pressures.

B - And now I suppose we realise that's their thinking.

C - That's their thinking, exactly. Also on the course I felt some of the lecturers were a bit negative, there was a lot of racism going on at the time and stigmatizing because I was a single mother with a baby, and a black woman. So also those issues, and I did raise those in terms of making complaints about certain lecturers that were quite insulting. I think now I let certain things go, it's their problem, I don't need to take that on. I don't need to fight as much as I was doing back then. I did a lot of fighting. And so you asked the question, that's what I'd do now. I'd be a lover not a fighter (laugh) More compassion for people. I think, you know what, that man's a bigot. It goes way back before my time. It's not my problem, I've got an assignment and a lesson plan to do and that's all I'm going to think about. And like how dare he come to me? How dare he embarrass me in front of all those people? How dare he tell me you might as well forget it?

B - And it would be a distraction?

C - Yeah

B - That's all you can think about.

C- Yeah

B - So you'd have better coping mechanisms?

C- Better, yes. Age also plays a part, I was in my 20s

B - Yeah, I think it's about letting things go, I just don't let things eat me up anymore. So if I went into education and the lecturer said something to me or whatever I'd probably, it would affect me but I'd get over it a lot quicker. That's what I do, issues I tend to get over.

[Discussion fizzles out]

Interviewer - Any skills you think you've learnt from 'the three principles'?

A- Thinking. If you think good you feel good, that's what I've really grabbed at, because I need to think good. If I don't think good, if I keep all my thoughts in here [points to heart] I will feel bad. If I think good I think positive, then I will feel a lot better cause feelings count.

Interviewer - So if you were to do your course, what would you do differently than say when you were at school?

A - Oh I would think good, like for example C was saying that at her time they were kind of racist. I really think I'd focus on something but not dwell on it. The negative issues. Even if you don't like me I don't care.

B - I think my self-negative talk would be a lot quieter. I'd mentally be having a talk to myself as well, like why you thinking like that? I'd really be challenging my own thoughts. Whereas previously I'd get carried away with it the negative thoughts. It's not worth it. Now I'd probably keep looking at ways of working around obstacles and just challenging my negative self-talk.

D - I think if I went back now I probably, I don't know, have more confidence in myself. Cause before I think I put up barriers. I'd think I wasn't able to pass. Attitude, I don't know. Obviously self-doubt wasn't it? Yes because of 'the three principles' got clarity of mind. One thought away from happiness. Think happy thoughts so you're going to feel better about yourself. If you're feeling better about yourself you've got that confidence and you can pretty much do whatever you want to. So definitely I think I if I understood the principles when I was younger going through school, I'm sure I would have come out with better grades, maybe even went on to Uni, definitely.

B - Half the time we're just the biggest barriers to our own selves. So thinking back I'm the one that's accumulating all this negative. And accumulating like, oh well I can't do it cause of this and that, and everything like that. And I'm the one who's clutching on to these things. I'm just shooting myself in the foot about it. And I need to stop doing that really. But it's just about being positive isn't it? She's talking about this bakery and being positive about it. We'll believe in it, we'll believe in it with her. And like of course you can do it. You'll always find, okay if I can't bake, I'll find a way of baking.

Even if she didn't do a course she might have the basic skills there, that's amazing. It's just your own positive thinking about it. But if she started saying well no I don't think so. You know how I was putting up barriers. I think that makes everyone else disbelieve as well. So I think you've got to keep upbeat about things and positive. Think yes I can achieve this. It helps to have people around you who bring that out of you as well.

Interviewer - It's about having good friends isn't it?

B - Yeah and family support as well.

C - I think it's about being prepared as well cause there are real barriers out there. But when you're prepared, when you've got the right mindset, you recognise you can either handle things in a positive way or a negative way. So when I talk about for instance a lot of the racism going on when I was on this course. I could be in a lecture and they'd talk about immigration in Britain, and someone might say black people have come to this country ruining the country and all of this stuff. Then another person might chip in and say, yeah my child goes to a school and she's the only white child in this class, and everybody else is Bengali. And she's not being educated. So my response would be okay they've really got in in for me cause I'm black. So then I'd respond negatively, whereas now I think compassion would come in and okay that's their experience.

B – You'd think where are they coming from?

C - Where are they coming from? And this particular man was in England at a particular time and he's seen an influx of immigrants. And he's seen the country go down, but it's not my problem, you know what I mean? But, so I'd just have more compassion. I'd just see them as people rather than haters of me. And you know go home and literally obsess for weeks. That would change cause it would be a thought and it would go like that now, whereas before it would affect me for a very long time. And I'd analyse all the conversations and get really paranoid, you know. You should fight back in a different way I think.

Interviewer - That's brilliant, you've come up with some really good things. Thank you.

Probation discussion.

Codes:

Confidence/ self-belief 10

Barriers 3

Clarity/ state of mind/ focus 1

"Knowing 'the three principles' helps you in education."

Agree or disagree?

Discuss

F - *Three principles has given me more self-confidence and self-belief.* To be honest I don't think my attitude to education was bad, I was always up for courses like the DBT course I did. *But now I have more self-belief.* I was focused on education, *but now more focused.*

G- I think yeah that some people have this view of education, that they can't do it. For instance my last year in college I couldn't be bothered, I thought "I don't know this." I let my friends do my coursework for me, I couldn't be bothered. *But now I think if I stopped thinking I couldn't do it, then I could do it, innit,* if that makes sense.

F - *Believe in yourself and you can do it.*

G – Yeah, that's what I think anyway.

F – *It's about self-belief isn't it?* It's easy to sit there and think "I can't do it." Like G says.

H – That's what I used to do. But with what I know now, I know it was my thoughts which were stopping me from learning. Before I had no confidence and self-belief. Now I know the three principles *I can achieve anything.* I could be running the country in a few years! I used to panic. I used to get really nervous and walk out of lessons. Now if I went back I think I'd pass with honours. I'd love the opportunity to go back to school and do all those subjects I couldn't do. I know I'm ready to do it and my fears won't get in the way this time. A lot of it was my thoughts were challenging me and putting the fear into me. I was listening to that instead of a clear thought. *But now I feel I could do anything.*

F - *I think it's that self-belief.* For so long we're told "you can't," "you won't," that we begin to believe that. But with the three principles, it just shows you that when that thinking settles, like H says, *you can do anything.*

H- It's like if I do something and I don't pass I'll keep trying til I do it. It's like when you take your driving test, if you don't pass first time, it's whether you've got the confidence to do it again. *And I have.* I keep doing it until I get it. Like life really. Three principles has taught me a lot.

G – The three principles gets you to stop thinking negative. Thoughts aren't real. All the bad things you think aren't real. If you think bad things then you just go back to the fact that thoughts aren't real. You know what I mean?

F – Yeah, like thinking you can't do it. It's just your thoughts so it's not real. Three principles lifts barriers that were once there.

H – It's definitely lifted barriers for me. I used to have a wall in my way. I used to try and block it out, but now everything is lifted, definitely.

Interviewer - Thank you, you've come up with some really good ideas.

Appendix C - Questionnaire coded

Questionnaire

Name A

(I need your name so that I can link it up to what you said in the discussion; in the project you will be anonymous).

Have you gained anything from knowing 'the three principles'? If so what have you gained?

Being in a good state of mind.

Thoughts are real

Have you learnt any skills? If so what?

Think good and I will feel good

Feel good.

How could what you have learnt help you in education in the future?

State of mind

Thought are real

Give any examples of how it has helped already.

Good state of mind

We will now look at education you were involved with prior to and after learning about 'the three principles'.

What was the last educational setting you were involved with prior to learning about 'the three principles'? (e.g. Sure Start, School)

Children center

What was the last course you were involved with prior to learning about 'the three principles'? (e.g. Breastfeeding, GCSEs)

Literacy

Are you currently involved in any education other than 'the three principles' course? Please state.

Breast feeding peer support

Have your experiences of education differed between the two courses? (or between the previous course and 'the three principles' course.) If so how?

Prior to knowing 'the three principles' what was your attitude towards education?

Good (Doesn't feel it helps – only one that thinks this – yet contradicts her in discussion.)

Since knowing 'the three principles' what is your attitude towards education?

Good

Do you behave any differently in educational settings now that you have learnt 'the three principles'? If so what is different?

No

What is your ethnicity?

Do you have a religion? If so which religion? Christian

Which age bracket do you fit into? Under 20 20s 30s 40s Over 50

(I would like your ethnicity, religion and age so that I can identify any cultural/age related patterns. If you don't want to give this information just leave blank.)

Any other comments you would like to make:

Thank you for filling in this questionnaire.

Appendix D – Observations coded

A selection of the observations are below, coded:

Sure Start

E has been very quiet in all classes so far due to speaking English as a second language. Today she had the confidence to speak a few sentences.

C told us about issues she was having with her ex-partner and the way she used to behave towards him. Now she says she has clarity, and she is dealing with him in a more mature way. This was evidenced by the mature way she was speaking about him.

B suffers with a lot of negative self-talk, especially around the time of the month. She said today however, that she has noticed this reducing, and she is calmer. She certainly seems calmer.

A told us about some difficulties she was having regarding helping someone find a room to rent. She had been blamed for the room being substandard when all she was trying to do was help. We discussed the idea of separate realities and now she can see that this is just the other person's perspective.

D told us today that her goal is to open a bakery. She was previously daunted with the prospect of retraining etc. although she desired it, but today she was talking with such optimism. She no longer sees the steps along the way as obstacles. This was a complete change in D's outlook, due to 'the three principles'.

Probation

F usually walks out when the topic we are discussing is personally difficult for her. Today she stayed in the room and fully co-operated with the lesson. She is overcoming her barriers.

F said today that she has more self-belief. This is evidenced through the clothes that she is wearing. Her top doesn't cover her scars but she is wearing it with confidence. This is a complete turnaround for F.

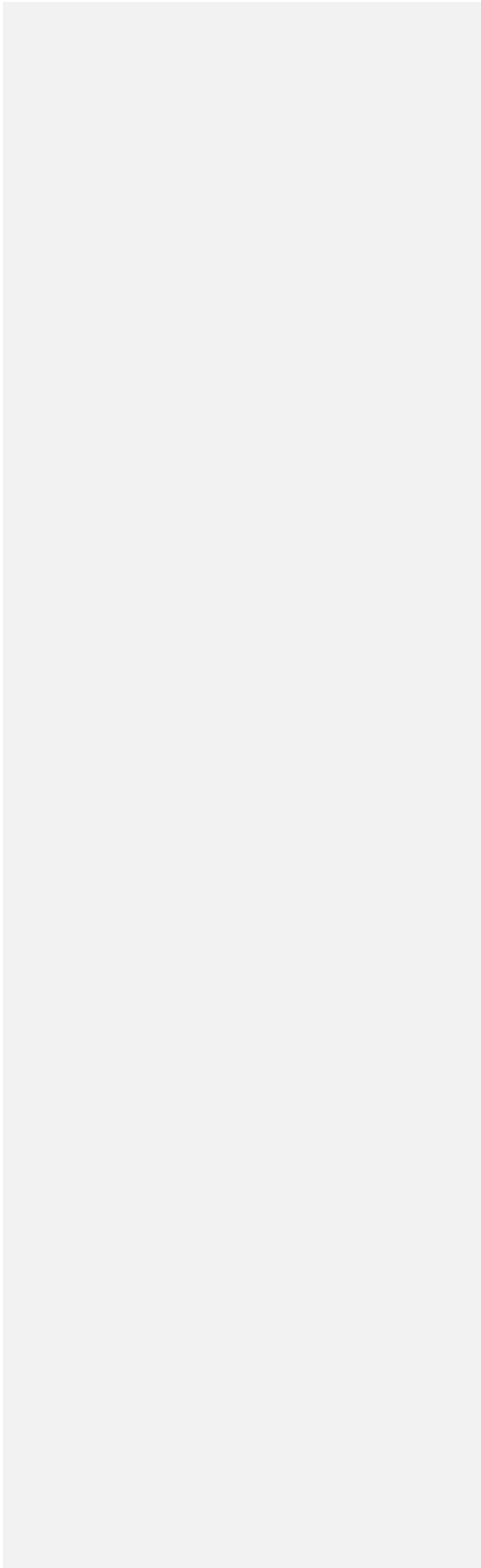
G said today that she hasn't argued with her Mum this week. She has been thinking more positive thoughts and less negative thoughts. This is also evidenced through her points raised today which were all positive. G's life seems to be becoming more stable, less chaotic.

H is a different person from when she started. She said today that the clarity of mind she gets from 'the three principles' has changed her life.

Tally of all observations:

Coding	Tally
Barriers	4
Think positive/ less negative self-talk	3
Clarity/ state of mind	3
Confidence/ self-belief	4
Less stress	1
Control thinking and understanding others' thinking	1

Appendix E - Well-being questionnaires



Well-being Questionnaires

Name

RS-14 Resilience Scale

For each statement circle the number that reflects how you feel about each statement. If you 'strongly disagree' circle '1'. If you are 'neutral' circle '4' and if you 'strongly agree' circle '7'. You must answer every question to submit the survey for scoring.

	Strongly Disagree			Strongly Agree			
1. I usually manage one way or another.	1	2	3	4	5	6	7
2. I feel proud that I have accomplished things in life.	1	2	3	4	5	6	7
3. I usually take things in my stride.	1	2	3	4	5	6	7
4. I am friends with myself.	1	2	3	4	5	6	7
5. I feel that I can manage many things at a time.	1	2	3	4	5	6	7
6. I am determined.	1	2	3	4	5	6	7
7. I can get through difficult times because I've experienced difficulty.	1	2	3	4	5	6	7
8. I have self-discipline.	1	2	3	4	5	6	7
9. I keep interested in things.	1	2	3	4	5	6	7
10. I can usually find something to laugh about.	1	2	3	4	5	6	7
11. My belief in myself gets me through hard times.	1	2	3	4	5	6	7
12. In an emergency, I'm someone people can generally rely on.	1	2	3	4	5	6	
13. My life has meaning.	1	2	3	4	5	6	7

14. When I'm in a difficult situation, I can usually find my way out of it.	1	2	3	4	5	6	7
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WHO Well-Being Scale-5

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. For example: If you have felt cheerful and in good spirits (item 1) more than half the time during the last two weeks circle the number 3.					
	All of the time	Most of the time	More than half of the time	Some of the time	At no time
1. I have felt cheerful and in good spirits.	5	4	3	2	1
2. I have felt calm and relaxed.	5	4	3	2	1
3. I have felt active and vigorous.	5	4	3	2	1
4. I woke up feeling fresh and rested.	5	4	3	2	1
5. My daily life has been filled with things that interest me.	5	4	3	2	1

Appendix F - Discourse analysis of discussions

Sure Start data:

“Knowing ‘the three principles’ helps you in education.”

Agree or disagree?

Discuss

(Nobody speaks)

Interviewer –So if you were to do an education course now, if you were to go next week and start at college, and knowing the three principles, would that help you in your course compared to a course you did before you knew the three principles?

A- Yes because if you’re not in good state of mind you can’t concentrate. You always have to be in state of mind, **good state of mind.**

Commented [BJ1]: Three principles terminology; means higher consciousness.

B - Yeah, I would probably think it’s more achievable, you know how you have barriers and stuff, **I previously would have put up barriers for myself.** Now if I went into that I would probably be questioning myself a lot more: Well **who says you can’t achieve this? Why can’t you put the effort in? Why can’t you achieve your goal?** So probably questioning myself a lot more.

Commented [BJ2]: B is bringing up barriers before participant C.

Commented [BJ3]: Voice in head.

C – I think it helps with your confidence **doesn’t it?** I think if you your stressing less about things, day to day things and what people are doing, and you’re having **fewer confrontations** and stuff you can probably focus more on your studies. I think sometimes the things that drain you are all the other **day to day issues.** When you learn to let go of them you’ve got more clarity basically, so you can focus on your goals.

Commented [BJ4]: Wants agreement.

Commented [BJ5]: Cultural link as later states racism.

Commented [BJ6]: Her barriers.

Interviewer – Yes, so you’re in a better state of mind?

C- Yeah, state of mind is important for studying. I mean I know when I started teacher training I had so many things going on in terms of looking after my little one, worrying about her, relationship issues, money. All these things I was worried about, now I wouldn’t worry as much. I’d just have a more positive outlook rather than a negative outlook. In the end it led me to give up on the course, because I became so stressed out by all the worries.

Commented [BJ7]: Shows an improvement in education.

Commented [BJ8]: Talking about a past experience.

B – And that was all in your head?

Commented [BJ9]: Conversational.

C- Yes really it sort of blocked me from thinking about solutions and bringing in the right support as well.

Commented [BJ10]: Indicating what she would do now.

Interviewer – What’s that a teacher training course you did?

C - Yes

Interviewer - PGCE?

C - No it was a BEd at the time, this is going way way back to 94.

Interviewer – If you were to go back now and to do it now, just hypothetically, how would you deal with it differently now that you know the three principles? Would you do it any different?

C – I think three principles have helped me to stress less about things. Realising that a lot of the things going around that I was obsessing about was in my head. So for instance at the time I was on my own as a single woman, mother, but had ex relationship issues. I was embroiled in all of that. Whereas I’d probably would have let that go, and not have allowed that to have an impact. I was worried about my daughter and the fact she was in nursery, and not happy. And I wasn’t really seeing her much because on the course your there until 4.00/5.00 at the time. By the time I got in there was just about an hour for us to eat and

stuff, and then I'd spend all the time trying to get her to bed and I had limited amount of time to study. I'd be quite worn out the next day. I think the worry was what was really draining me more than anything, it wasn't the task but it was because I felt under pressure. Now I realise those pressures weren't real, it was something I had created. Do you know what I mean? I was worried financially about finances cause I had a mortgage and I wasn't getting support on that. So I took a job. If I was thinking more clearly I could have done without taking that job because it meant I was working nights and it did have an impact on my studies and on my thinking as well. So yes if I was to do it now I would recognise the role that stress plays in affecting whether I stayed or left the course.

Commented [BJ11]: Day to day issues/barriers.

Commented [BJ12]: Three principles terminology.

Commented [BJ13]: Shows now thinking clearer.

B - You would probably like overcome obstacles and stuff.

C - I wouldn't turn them into obstacles, I'd find solutions.

Commented [BJ14]: Saying what she would do now.

B - Yes rather than a reason to quit find a way around them.

Commented [BJ15]: Conversational.

C - That's right. And listening to the negative around me because you know, my daughter was young and I went back after I had her. It's just a lot of pressure to do certain things. I was also doing a lot of negative talk about what I should be doing.

Commented [BJ16]: Three principles talk.

Interviewer - So how much was internal and how much was external?

C - A lot of it was external but I internalised it. Now I think I pay less regard to the external voices, I listen to what's really going on within me, what's best for me. Whereas then I did listen and take on board a lot of the external pressures.

Commented [BJ17]: I instigated this comment.

B - And now I suppose we realise that's their thinking.

Commented [BJ18]: Conversational.

C - That's their thinking, exactly. Also on the course I felt some of the lecturers were a bit negative, there was a lot of racism going on at the time and stigmatizing because I was a single mother with a baby, and a black woman. So also those issues, and I did raise those in

Commented [BJ19]: Criticism of power.

terms of making complaints about certain lecturers that were quite insulting. I think now I let certain things go, it's their problem, I don't need to take that on. I don't need to fight as much as I was doing back then. I did a lot of fighting. And so you asked the question, that's what I'd do now. I'd be a lover not a fighter (laugh) More compassion for people. I think, you know what, that man's a bigot. It goes way back before my time. It's not my problem, I've got an assignment and a lesson plan to do and that's all I'm going to think about. And like how dare he come to me? How dare he embarrass me in front of all those people? How dare he tell me you might as well forget it?

Commented [BJ20]: Realizing her mistakes.

Commented [BJ21]: What she would do now.

B - And it would be a distraction?

C - Yeah

B - That's all you can think about.

C - Yeah

B - So you'd have better coping mechanisms?

Commented [BJ22]: Conversational.

C - Better, yes. Age also plays a part, I was in my 20s

Commented [BJ23]: Other factor.

B - Yeah, I think it's about letting things go, I just don't let things eat me up anymore. So if I went into education and the lecturer said something to me or whatever I'd probably, it would affect me but I'd get over it a lot quicker. That's what I do, issues I tend to get over.

[Discussion fizzles out]

Interviewer - Any skills you think you've learnt from the three principles?

A - Thinking. If you think good you feel good, that's what I've really grabbed at, because I need to think good. If I don't think good, if I keep all my thoughts in here [points to heart] I will feel bad. If I think good I think positive, then I will feel a lot better cause feelings count.

Interviewer - So if you were to do your course, what would you do differently than say when you were at school?

A - Oh I would think good, like for example C was saying that at her time they were kind of racist. I really think I'd focus on something but not dwell on it. The negative issues. Even if you don't like me I don't care.

Commented [BJ24]: What she would do now.

B - I think my self-negative talk would be a lot quieter. I'd mentally be having a talk to myself as well, like why you thinking like that? I'd really be challenging my own thoughts.

Commented [BJ25]: Self-talk.

Whereas previously I'd get carried away with it the negative thoughts. It's not worth it.

Now I'd probably keep looking at ways of working around obstacles and just challenging my negative self-talk.

Commented [BJ26]: Three principles talk.

D - I think if I went back now I probably, I don't know, have more confidence in myself.

Commented [BJ27]: Unsure of self.

Cause before I think I put up barriers. I'd think I wasn't able to pass. Attitude, I don't know.

Obviously self-doubt wasn't it? Yes because of 'the three principles' got clarity of mind. One thought away from happiness. Think happy thoughts so you're going to feel better about yourself. If you're feeling better about yourself you've got that confidence and you can

Commented [BJ28]: Self-doubt.

pretty much do whatever you want to. So definitely I think I if I understood the principles when I was younger going through school, I'm sure I would have come out with better grades, maybe even went on to Uni, definitely.

Commented [BJ29]: Convincing herself.

B - Half the time we're just the biggest barriers to our own selves. So thinking back I'm the one that's accumulating all this negative. And accumulating like, oh well I can't do it cause of this and that, and everything like that. And I'm the one who's clutching on to these things. I'm just shooting myself in the foot about it. And I need to stop doing that really. But it's just about being positive isn't it? She's talking about this bakery and being positive

Commented [BJ30]: Referring to earlier before the discussion; D wants to open a bakery.

about it. We'll believe in it, we'll believe in it with her. And like of course you can do it.

You'll always find, okay if I can't bake, I'll find a way of baking.

Commented [BJ31]: Boosting D's confidence.

Even if she didn't do a course she might have the basic skills there, that's amazing. It's just your own positive thinking about it. But if she started saying well no I don't think so. You know how I was putting up barriers. I think that makes everyone else disbelieve as well. So I think you've got to keep upbeat about things and positive. Think yes I can achieve this. It helps to have people around you who bring that out of you as well.

Commented [BJ32]: People believe what you think about yourself.

Commented [BJ33]: Other factor; influence of others.

Interviewer - It's about having good friends isn't it?

B - Yeah and family support as well.

C - I think it's about being prepared as well cause there are real barriers out there. But when you're prepared, when you've got the right mindset, you recognise you can either handle things in a positive way or a negative way. So when I talk about for instance a lot of the racism going on when I was on this course. I could be in a lecture and they'd talk about immigration in Britain, and someone might say black people have come to this country ruining the country and all of this stuff. Then another person might chip in and say, yeah my child goes to a school and she's the only white child in this class, and everybody else is Bengali. And she's not being educated. So my response would be okay they've really got in in for me cause I'm black. So then I'd respond negatively, whereas now I think compassion would come in and okay that's their experience.

Commented [BJ34]: Three principles terminology; means consciousness.

B - You'd think where are they coming from?

C - Where are they coming from? And this particular man was in England at a particular time and he's seen an influx of immigrants. And he's seen the country go down, but it's not my problem, you know what I mean? But, so I'd just have more compassion. I'd just see them as people rather than haters of me. And you know go home and literally obsess for

weeks. That would change cause it would be a thought and it would go like that now, whereas before it would affect me for a very long time. And I'd analyse all the conversations and get really paranoid, you know. You should fight back in a different way I think.

Interviewer - That's brilliant, you've come up with some really good things. Thank you.

Commented [BJ35]: Three principles terminology.

Probation discussion:

"Knowing 'the three principles' helps you in education."

Agree or disagree?

Discuss

F - Three principles has given me more self-confidence and self-belief. To be honest I don't think my attitude to education was bad, I was always up for courses like the DBT course I did. But now I have more self-belief. I was focused on education, but now more focused.

Commented [BJ36]: F introduces idea of confidence and self-belief.

Commented [BJ37]: Change in attitude.

G - I think yeah that some people have this view of education, that they can't do it. For instance my last year in college I couldn't be bothered, I thought "I don't know this." I let my friends do my coursework for me, I couldn't be bothered. But now I think if I stopped thinking I couldn't do it, then I could do it, innit, if that makes sense.

Commented [BJ38]: Negative thinking.

Commented [BJ39]: Repetition to clarify importance.

Commented [BJ40]: Now got self-belief.

F - Believe in yourself and you can do it.

Commented [BJ41]: Clarifying point.

G - Yeah, that's what I think anyway.

Commented [BJ42]: Agreeing.

F - It's about self-belief isn't it? It's easy to sit there and think "I can't do it." Like G says.

Commented [BJ43]: Bringing it back to self-belief.

H - That's what I used to do. But with what I know now, I know it was my thoughts which were stopping me from learning. Before I had no confidence and self-belief. Now I know the three principles I can achieve anything. I could be running the country in a few years! I used to panic. I used to get really nervous and walk out of lessons. Now if I went back I think I'd pass with honours. I'd love the opportunity to go back to school and do all those subjects I couldn't do. I know I'm ready to do it and my fears won't get in the way this time.

Commented [BJ44]: Recognises the importance of thoughts.

Commented [BJ45]: Demonstrating confidence.

Commented [BJ46]: Regret.

Commented [BJ47]: Fears were a barrier.

A lot of it was my thoughts were challenging me and putting the fear into me. I was listening to that instead of a clear thought. But now I feel I could do anything.

Commented [BJ48]: Change of focus now.

Commented [BJ49]: Demonstrating confidence.

F - I think it's that self-belief. For so long we're told "you can't," "you won't," that we begin to believe that. But with the three principles, it just shows you that when that thinking settles, like H says, you can do anything.

Commented [BJ50]: Referring to H's self-belief.

Commented [BJ51]: Three principles talk.

H- It's like if I do something and I don't pass I'll keep trying til I do it. It's like when you take your driving test, if you don't pass first time, it's whether you've got the confidence to do it again. And I have. I keep doing it until I get it. Like life really. Three principles has taught me a lot.

Commented [BJ52]: Demonstrates confidence

Commented [BJ53]: Magnitude of change.

G – The three principles gets you to stop thinking negative. Thoughts aren't real. All the bad things you think aren't real. If you think bad things then you just go back to the fact that thoughts aren't real. You know what I mean?

Commented [BJ54]: Three principles talk.

Commented [BJ55]: Example of thoughts aren't real.

F – Yeah, like thinking you can't do it. It's just your thoughts so it's not real. Three principles lifts barriers that were once there.

Commented [BJ56]: Introduces new topic.

H – It's definitely lifted barriers for me. I used to have a wall in my way. I used to try and block it out, but now everything is lifted, definitely.

Commented [BJ57]: Confirming 'the three principles' lifts barriers.

(Time ran out so the discussion had to be stopped.)

Commented [BJ58]: Just began exploring some other topics and we ran out of time. So they would have probably expanded on these points if time had allowed.

Interviewer - Thank you, you've come up with some really good ideas.

Appendix G – Discourse analysis of questionnaire

Questionnaire

Name A

(I need your name so that I can link it up to what you said in the discussion; in the project you will be anonymous).

Have you gained anything from knowing 'the three principles'? If so what have you gained?

Being in a good state of mind.

Commented [BJ59]: Three principles terminology for high consciousness.

Thoughts are real

Commented [BJ60]: Mixed up, not in line with 'the three principles' thinking, maybe a language issue.

Have you learnt any skills? If so what?

Think good and I will feel good

Feel good.

How could what you have learnt help you in education in the future?

State of mind

Commented [BJ61]: Being in a good state of mind – can improve and enhance education (contradicts this later though).

Thought are real

Commented [BJ62]: Mixed up, not in line with 'the three principles' thinking, maybe a language issue.

Give any examples of how it has helped already.

Good state of mind

We will now look at education you were involved with prior to and after learning about 'the three principles'.

What was the last educational setting you were involved with prior to learning about 'the three principles'? (e.g. Sure Start, School)

Children center

What was the last course you were involved with prior to learning about 'the three principles'? (e.g. Breastfeeding, GCSEs)

Literacy

Are you currently involved in any education other than 'the three principles' course? Please state.

Breast feeding peer support

Have your experiences of education differed between the two courses? (or between the previous course and 'the three principles' course.) If so how?

Prior to knowing 'the three principles' what was your attitude towards education?

Good

Since knowing 'the three principles' what is your attitude towards education?

Good

Commented [B163]: Doesn't show any improvement (contradicts discussion & question 3).

Do you behave any differently in educational settings now that you have learnt 'the three principles'? If so what is different?

No

Commented [B164]: Doesn't show any improvement (contradicts discussion & question 3).

What is your ethnicity?

Do you have a religion? If so which religion? Christian

Which age bracket do you fit into? Under 20 20s 30s 40s Over 50

(I would like your ethnicity, religion and age so that I can identify any cultural/age related patterns. If you don't want to give this information just leave blank.)

Any other comments you would like to make:

Thank you for filling in this questionnaire.

Appendix H - Discourse analysis overview

Sure Start group:

In discussion participants always in agreement with each other, in questionnaires just A contradicts herself (may be language/understanding issue). Overwhelmingly agree with statement.

Participant A states in questions 10 and 11 that she has not changed her attitude to education neither would she behave any differently in education, therefore 'the three principles' has no effect. However in question 3 "How could what you have learnt help you in education in the future?" she answered state of mind (presumably being in a good state of mind). And when asked in question 4 "give any examples of how it has helped already" she answered good state of mind. In the discussion she said in response to the statement "yes because if you're not in good state of mind you can't concentrate." So she clearly believed 'the three principles' does improve and enhance education.

B is first to raise barriers as an issue, despite C talking a lot about it. Previously thought all C.

Participant C controls conversation in parts.

Participant B and C often conversational.

Used three principles terminology such as state of mind

Some of the comments showed how they had improved (so not just saying they have improved).

Eg. "I am thinking is now I start learning my basic English. Then I start my future what I want."

I instigated external v's internal comment

Saying what they would do now knowing the three principles.

Other factors raised: age, influence of others.

D sounds in discussion unsure of herself, still had some self-doubt. Eg. "Obviously self-doubt wasn't it?" D shows in the questionnaire that her confidence and self-belief have returned. Said in questionnaire; "I'm more positive, can achieve anything I want to just need to work hard at it."

B boosts D's confidence

Participant A is mixed up as states "thoughts are real" (language/understanding issues?)

Probation group:

F introduces the idea of confidence and self-belief. She contributes 60% of the confidence/self-belief responses in the discussion, however all mention it. This has skewed the data – as with the Sure Start discussion on barriers. However the probation group did shift the conversation to positivity and barriers towards the end, and given more time (as time ran out) probably would have expanded on these points.

Participants demonstrate changes rather than just stating a change. For example "I can achieve anything. I could be running the country in a few years!" (Demonstrates confidence.)

All participants are agreeing that 'the three principles' helps in education.

Questionnaires:

All participants are agreeing that 'the three principles' helps in education.

Expressing magnitude of change "It changed my life."

Participants believed it improved behaviour and attainment.

It also changed attitudes towards education.

Participants were saying it had helped already in education.

[End]