

EFFECTS OF LIFE EDUCATION ON ATTITUDES TOWARD WELL-BEING

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Abstract

The purpose of the research related to Life Education should be concretely implemented in all stages of learning, to guide students to understand themselves from the process of exploring the meaning of life, and then to demonstrate unique life values, the importance of which is unmistakable. However, at present, the twelve-year state school only has a formal and systematic life education program, while the country and small and medium-sized adopted the teaching approach to integrate themes, therefore, this study aims to understand the impact of the life education programme on the attitude of life and sense of well-being, as well as the relationship of life attitude and feeling of happiness, in order to incorporate life education programs in the national stage.

Keywords: *Life education, attitudes toward life, well-being.*

1. Background

In 1979, an Australian pastor, Ted-Noffs (1926-1995) founded the Life Education Center in Sydney, originally intended to provide resources for anti-drug education for children and adolescents. In 1988, New Zealand established the Life Education Trust to help youth reject drugs, prostitution, and escape poverty and decadence (Huang, 2014).

Taiwan's life education began in 1998, when due to the frequency of adolescent suicide and murder events, the rapid social change made people float, the prevalence of multi-value values led to the youth to lose self, so that the society began to value the reform and upliftment of mental and human literacy, Ho (2001) with "social decline, decline in the situation, material and spiritual imbalance to accelerate the decline of society, economic miracles defeat the miracles of education" explained the social phenomenon of Taiwan at the time. With this in mind, at the time, the Taiwan Provincial Education Administration chief, Mr. Chen Yinhua, summoned scholars and experts to start promoting the "Life Education Implementation Program for National High Schools" (Niu, 2004).

In recent years, when researchers conduct life education courses, a remarkable phenomenon has been discovered, that students have expressed their interest in playing video games, or the increasing number of people who are becoming lost in the state of video game, there are more and more students say their future dream is to be a web, youtuber or e-sports player, this phenomena may represent the difficult situation of Taiwan scholars and the 3C world; although life education has been implemented in Taiwan for 20 years, but in view of the social situation in Taiwan, people's material standard of living has increased, but the level of the mind has not followed the steps of society's openness.

In addition to, when researchers conducted life education courses, a remarkable phenomenon was discovered: Students said that, according to data from the Department of Health (2019), the age of first-use of drugs in 2019 was 45 years, 20-29 years, 20.9 years, and more than 60 percent were young people. In addition, adolescent suicide whistleblowers in the past 10 years also show a year-on-year trend, the Center for Suicide Prevention and Control announced that in 2017 there were more than six thousand cases of 15 to 24 year-old adolescents who suicide (Administrative Academy of Health Suicid Prevention Center, 2019), and suicide has become the second leading cause of death among Taiwanese adolescents.

2. Methodology

This scale uses Tseng (2008) for the "mental health scale" compiled by university students, the scale content is based on the Keyes and Magyar-Moe (2003) proposed to measure the "subjective happiness" architecture of three directions such as psychological well-being, social happiness and emotional happiness, a total of 15 subjects to evaluate, a scale scale of five scale tables to answer, 1 point

expressed very disagree, 5 points expressed highly agree. The three tables are described as follows (Tseng, 2008):

The theme of psychological well-being was developed according to Ryff (1989) from the perspective of positive psychology, including individual autonomy, control over the environment, personal growth experience, building positive relationships with others, life purpose and sense of meaning, and self-acceptance.

Social happiness is based on the Keyes (1998) Social Happiness Index, which includes social belonging, social contribution, social achievement, social acceptance, and social consistency.

The theme of emotional well-being is mainly based on the definition of subjective happiness by Diener et al. (1999), as well as reference to Keyes and Magyar-Moe (2003) on emotional happiness definition, for positive emotion, negative emotion, life satisfaction, and awareness of happiness, a total of 4 subjects, for a scale of 12 to 15, of which the 13th is a reverse score.

3. Research findings

Based on the observation and interview, the study showed that the two indicators of "philosophy and life" and "personality integration and spiritual development" have a significant predictive ability for the three happiness indicators at the same time, indicating that the relationship between the attitude of life and the two aspects of personality and spiritual growth are of relative importance, and the greater the difference between the level of "privacy and personality" and the "spiritual development" of life attitude in the country, the happiness is more positive.

Therefore, this study assumes that "after the implementation of life education courses, the life attitude of a child in a country can predict his or her happiness", and that the attitude to life of a person in the country is supported for predicting a portion of his/her happiness, but life education program implementation has no significant influence on the predictiveness of life attitudes and happiness.

This study learns that the "philosophy and life" and "personality integration and spiritual development" of the life-attitude measure can significantly predict happiness, "philo-life" is from a philosophical perspective to think about the meaning of life, "personnel integrity and spiritual growth" is through philosophy to explore the harmonious development of the human body and soul, to improve the situation of life and toward good, both of which respond to each other, is to generate the wisdom of life after emotional internalization, to the integration of personality and know the practice of unity.

Tsai(2015) pointed out that a person's life attitude needs to be formed for a long time, and the measurement test is more inclined to the cognitive level, less easy to measure the emotional and behavioral aspects, therefore, should be combined with other multiple assessment methods, in order to have a more comprehensive understanding of the attitude of the students' life. The life education program observed by the Institute, because the teaching time is limited, must be integrated into the seven main aspects of life education in the fourteenth section of the course, it is really difficult to explore the various aspects in depth.

In addition, middle school students are in their adolescence, and there are more factors that affect their physical and mental level, which may also affect the results of this study.

Although the life attitude and happiness of students after the implementation of life education program did not show significant differences, but the scores of the pre- and post- measurement were high, from the feedback sheet of students also found that students have a positive perception of life attitudes, and can start to think about life-related issues, and the majority of students for life education programs like, happy, so the conclusion that life education courses for students' attitudes and feelings of happiness has a positive meaning.

4. Conclusion

In this study, to learn about the state of health in the country and the family atmosphere can most influence their attitude and well-being, so the inference that when adolescents worry about their own and family's health, as well as the work problems, economic stress and emotions caused by parents because of the shock of the epidemic, can affect the harmonious atmosphere in the home, the above are closely related to the youth's daily life, the study may also be one of the external factors affecting the results of this study.

Research has found that the use of positive thinking, enhancing self-efficacy, and positive hopes can help the resilience of people with epidemic depression, and alleviate the negative emotional problems caused by epileptic isolation, which shows that people under epidemics need to learn more stress adjustment methods (Wu et al., 2021). In the twenty-first century, people must coexist with the virus, and under the epidemic, education and life education can help people find the ultimate meaning of life in the midst of suffering.

Expecting teachers to integrate the theories of positive psychology and well-being into life education programs, such as positive optimism, gratitude, forgiveness, mindfulness and other courses in education, to help students define the value of self-life, and learn the ability to adapt to stress and positive thinking, will be a new development of life education under the epidemic.

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