



A Brief Discussion of the Integration of Social Cognitive Theory and Positive Psychology

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INTRODUCTION

The purpose of this study is to examine the effects of kindergarten teachers' self-efficacy on their perceived teacher-child relationships, as well as the relationships between self-efficacy and two types of positive affective states (flow experience and psychological well-being) as an antecedent of efficacy beliefs. This research included 796 kindergarten teachers from Hong Kong. Teachers' flow experience and psychological well-being were found to be significantly related to their perceived positive teacher-child relationships, and teacher self-efficacy significantly mediated the effects of teachers' positive affective states on their perceived teacher-child relationships.

DESCRIPTION

Findings highlight the importance of incorporating social cognitive theory and positive psychology into the study of teachers' positive affective states, self-efficacy, and teacher-child relationships in early childhood education settings. Theoretical and practical implications are discussed. The ADDIE developmental model study investigated the most effective tool for educating children about healthy eating and physical activity to prevent obesity. Four educational psychologists were interviewed and 38 children from kindergartens aged 3-6 participated in a discussion group. We found that 75% of children have bad eating habits. The four psychologists agreed that a child-friendly educational psychology tool should be used as a teaching and learning method that instill healthy behaviour in children. In conclusion, the best teaching method is a child-friendly concept, which we recommend for any modules, activities or programs focused on early childhood education. This can encourage children to apply their knowledge in everyday life. The psychology of acculturation has recently come under fire for its contemporary conceptualization of acculturation experiences among families in cultural transition. This article will consider how these critiques can inform theory and research aimed at

clarifying the connection between the process of acculturation and the quality of parent-child relationships in families in cultural transition.

CONCLUSION

Understanding acculturation in the family context provides a particularly rich opportunity to clarify the dynamic and multidimensional nature of the construct of acculturation and its complex relationship to the quality of family relationships. The purpose of this article is to highlight recent critical analyses of the psychology of acculturation and argue that a close examination of these critiques can help clarify the relationship between acculturation experiences and the quality of parent-child relationships among families in cultural transition begin by providing an overview of current research findings on acculturation and family relationships to achieve this goal. The following section will present some key arguments in critical analyses of acculturation theory and research. These latter critiques may be useful not only for the field of acculturation psychology in general, but may also provide new conceptual and methodological insights to better guide research that attempts to clarify the relationship between the acculturation process and the quality of relationships between families in cultural transformation. Finally, it is suggested that rethinking acculturation as a dialogic, relationally constituted, and constantly negotiated process best captured through narrative and qualitative methodologies is essential to understanding the impact of family members' acculturative experiences on children.

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CONFLICT OF INTEREST

The author's declared that they have no conflict of interest.

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