IMPORTANCE OF AFFECTION IN TEACHING YOUNGER CHILDREN

Pratistha Kumari

M.Phil., Roll No.: 150564 Session-2015-16
Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India
E-mail: pratistha1212@gmail.com

ABSTRACT

The cultivation of a sense of proximity, trust, and emotional attunement in interpersonal interactions requires the provision of care for the connections involved (Noddings 2013). Because of how dependent children's development and education are on the kind of care described here, this is obligatory (Cekaite 2010; Taggart 2016). In early childhood education, one of the most important responsibilities that teachers have is to provide their students with care. This is as a result of the fact that it provides a constructive contribution to the children's well-being, which is a precondition for the children's academic development and personal development. In relational conceptualizations of care, fulfilling the requirements of intimacy and closeness, in addition to moral manifestations of empathy and compassion, may be accomplished using a range of verbal and non-verbal means (Bergnehr and Cekaite 2018; Hundeide 2007; Keane 2016; Noddings 2013).

Keyword: Childhood, Education, Obligatory, Conceptualizations of Care

Pratistha Kumari *, *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

INTRODUCTION

It is possible that the significance of physical contact in caring relationships may be related to the fact that it is an efficient way to exhibit empathy, that it helps to manage the recipient's emotions, and that it contributes to the growth of long-lasting forms of intimacy (Montagu 1986). (Wyschogrod 1981). It has been recognised for a very long time that human communication, sociality, closeness, and care for one another all benefit greatly from the use of touch as a resource. Children's mental, social, and physical development all benefit greatly from it since it provides opportunities for engagement with the outside world (Field 2014; Hertenstein et al. 2009).

Touch, on the other hand, hasn't been the subject of a lot of research in ECEC up to this point. Touching behaviour in educational settings has come under scrutiny in recent years, both in the context of political discourse and societal viewpoints (for instance, in Anglo-Saxon countries). As a consequence of more widespread cultural ideas and attitudes, the "no contact rules" approach has been proposed as a possible way to solve the issue (Piper and Smith 2003). These problematic viewpoints on touch indicate that regulations should be established to protect the integrity of children from the potential of adults to physically control or manipulate them in some way. It is also argued that legislation requiring "no contact" between parties have the ability to prevent both sexual and physical abuse, in addition to charges of abuse (Bergnehr and Cekaite 2018; Piper and Smith 2003). However, a number of recent research on touch practises in early childhood education and care (ECEC) have emphasised the beneficial features of physical contact between an educator and a child. This research have shown that educators utilise contact with children as a caring act of aiding, relaxing, and demonstrating care for the kid (Bergnehr and Cekaite 2018; Fleck and Chavajay 2009; Lipponnen 2017). In this study, we align with research perspectives that highlight the significance of touch in human sociality and direct our attention to embodied practises of care, intimacy, and compassion in the everyday life of children and staff at a Swedish preschool for 1–5-year-olds in Sweden. The preschool was located in Sweden. At the preschool, these routines were seen both among the students and the teachers and staff. One of the practises that was witnessed was one that used touch. Using video-ethnographic recordings of interactions that take place in preschool settings, we investigate the prevalence of adult contact that is initiated only by chance.

2/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

To be more specific, we investigate the practises of loving touch as well as affectionate-controlling touch, and we document: I when and how touch is utilised, and (ii) how the children and educators react to – and engage in – these haptic (touch) interactions. This allows us to draw conclusions about how loving touch and affectionate-controlling touch are used in the care of young children. We make use of a phenomenological theory of the subject in which it is understood that the subject is an essentially embodied "being in the world" (Merleau-Ponty 1964, 175) that takes part in the intercorporeal sense-making of oneself and co-present others. Intercorporeality draws attention not only to the materiality and physicality of bodily existence, but also to the duality of the body, which is that of being both sensible and sensitive; this duality is especially visible in interpersonal touch encounters. Intercorporeality is a concept that was developed by philosophers in the 1960s. Philosophers were the ones who first invented the notion of intercorporeality. Illuminating the reciprocal structure of nurturing haptic practises is the focus of the present study, which has been undertaken with the intention of contributing to an improved comprehension of relational care in early childhood education and caregiving. The investigation of the interactions that occur in certain settings will serve to attain this goal.

Because of the role that schools play, they have a tremendous influence not only on the development of individuals but also on the efficient functioning of communities. Even though the primary purpose of schools has historically been the administration of academic curricula, there is an ongoing conversation about expanding the focus of education to take into account the relational needs of young people as well as their ethical involvement with the environment in which they are educated. This research aims to explore the role that love and relational learning play in an environment that has historically been centred on academic learning. Specifically, the objective of this study is to look into the function that love and relational learning play in the classroom. Participants in this research come from a wide variety of professional backgrounds, but they all have the common experience of working with students in educational settings. Their points of view are going to be considered in the investigation of this topic. The concept of "love" is loaded with profound connotations. It is able to conjure up distinct mental images, intense sentiments, and even, in some situations, a fundamental physiological response. Because of the many different ways in which we use a single word, the meaning of that word is not always clear. We use the phrase to represent a wide range of feelings that can't be compared to one another in any manner. We use the term "love" to represent a wide variety of experiences that evoke strong feelings in us. Even while

3/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

discussions on love's role in professional practise and the public arena of service connections have started to emerge in academic literature, there is still some uncertainty regarding love's place in professional contacts. This kind of uncertainty may give rise to feelings that can vary from uneasiness all the way up to downright fear in circumstances when children are involved. This research project aims to analyse the perspectives held by school professionals on the role that love plays, both ethically and positively, in their interactions with children. The purpose of this research project is to analyse the perspectives held by school professionals on the role that love plays in their interactions with children.

When I first started thinking about conducting this study, one of my primary goals was to investigate and get a better understanding of the role that teachers and other school professionals play in providing kids with social and emotional support. Specifically, I wanted to know how teachers and other school professionals can best help students. It piqued my interest to investigate the less formal means by which educators and other professionals working within the framework of schools (such as principals, social workers, educational assistants, child and adolescent counsellors, and so on) care to the non-academic needs of children and adolescents. The term "social-emotional" has already been incorporated into the mainstream discourse of standardised curricula and education. As a direct consequence of this, the bulk of the help that is being offered to kids in this area has transitioned from being informal to being formal. Despite the fact that the advantages of having social and emotional support from others are fairly common knowledge, I nevertheless came to this realisation very rapidly.

 The phrase "Social Emotional Learning" (SEL) refers to a conceptual framework that is often discussed in the academic literature that originated from the United States of America and focuses on school-based support systems. This conceptual framework was given its name by the acronym SEL. According to Buchanan et al. (2009), social and emotional learning (SEL) refers to the process through which individuals acquire the knowledge and skills necessary to aid them in overcoming the challenges that they will encounter during the course of their life (p. 189). A significant amount of the research that has been carried out and published in the field of SEL demonstrates a trend towards the establishment of evidence-based methods (EBTs) that promote SEL and that can be used in a variety of schools. This trend can be seen in a significant amount of the research that has been carried out and published (Mowat, 2010). I realised that the terminology I would use to lay the groundwork for my research study requires some modification in order to accommodate my focus because

4/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

I am interested in the non-formal methods in which school personnel provide assistance to children. This realisation came about as a result of the fact that I am looking into the topic of my research study

Instead of conducting research on the methods that school professionals use to provide students with social and emotional support, I have decided to investigate the role that love plays in schools, as well as the conceptions that school professionals have regarding the inclusion of love as a component of ethical practise with students. I will also investigate the beliefs that school professionals have regarding the importance of love in schools. It would be dishonest of me to claim that my intellect was the only factor behind the development of the term "love." I had never given any thought to addressing this topic in any of my own work, despite the fact that I had had casual conversations on the role of love in schools with a small number of professionals (child and adolescent care practitioners and teachers) from my background. These professionals came from my background. My presumption was that if I discussed love in my academic writing, I would be confronted with challenges regarding the value of my work, that my research would be derided as being inconclusive, and that people would consider me to have poor boundaries and unhealthy attachments with the children I work with in my own practise. However, this was not the case at all. All of this was predicated on the fact that I had previously written in my academic work on various aspects of love. A critical feminist social worker, Michele Butot was my professor at the University of Victoria's School of Child and Youth Care, where I was pursuing my Master of Arts degree in Child and Youth Care. During that time, I took one of her classes. She was the one who showed me Butot and made me realise that love could be addressed in the framework of academia. She was also the one who introduced me to Butot. Michele Butot had already volunteered to come to the event and speak to my students about both her work and her personal experiences doing research when she was a graduate student. The objective of Butot's (2004) master's thesis, which was titled "Love as Emancipatory Praxis: An Exploration of Practitioners' Conceptualizations of Love in Critical Social Work Practice," was to "offer participants an opportunity to speak love as positive, critical practise into existence in the social work literature." Butot's thesis was published under the title "Love as Emancipatory Praxis: An Exploration of Practitioners' Conceptualizations of Love in Critical Social Work Practice".

5/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

WHAT WE MEAN BY MENTAL HEALTH AND HYGIENE

Although there is widespread consensus regarding the importance of maintaining one's physical health and cleanliness, very little is known regarding the relevance of maintaining one's mental health and hygiene, despite the fact that doing so is equally as important as maintaining one's physical health and cleanliness. A definition of mental health can be found in the Annual Report of the World Federation for Mental Health. This definition states that mental health is "not simply the absence of mental disorder, but... a state in which the individual lives harmoniously with himself and others, adapting to and participating in an ever-changing social setting, and with the sense that he is achieving self-realization through satisfaction of his needs." In a manner that is analogous, the World Health Organization (WHO) defined mental health as "... a condition that is subject to fluctuations due to biological and social factors, which enables the individual to achieve the satisfactory synthesis of his own potentially conflicting, instinctive drives, to form and maintain harmonious relations with others, and to participate in constructive changes in his social and physical environment" (Schneiders, 1965; 48). To put it another way, mental health can be defined as an individual's capacity to adjust to themselves and the outside world in a manner that is characterised by full effectiveness, satisfaction, cheerfulness, and socially considerate behaviour, as well as the capacity to confront and accept the unavoidable truths of life. In other words, mental health refers to an individual's ability to deal with the realities of life without becoming overwhelmed by them. It is a term used to describe a state of mental well-being in which a person is not overly conscious of unfulfilled wants, does not exhibit socially inadequate or unacceptable behaviour, and maintains themselves intellectually regardless of the surroundings, even if those circumstances are unfavourable. One definition of mental health is the capacity to adapt to the numerous stresses that we encounter in life in a satisfactory manner, and one definition of mental hygiene is the practises that people engage in to ensure that they are able to do so.

Another definition of mental health is the capacity to function normally despite the presence of these stresses. In order to maintain our body health, we must adhere to a set of principles and regulations about the appropriate way to clean ourselves. In a similar manner, we adhere to a set of standards and practises for optimal mental hygiene in order to maintain our mental health in excellent form (Symonds, 1935).

6/15 | **Pratistha Kumari ***, *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

WHAT THE SCHOOL AND TEACHERS CAN DO TO PROMOTE MENTAL HEALTH OF THE CHILDREN

Students who are productive or successful in the activities of the classroom; who derive pleasure from the successes they are experiencing and have reasons for doing so are demonstrating mental health in the classroom and contributing to the overall well-being of their classmates. Students who derive pleasure from the successes they are experiencing and have reasons for doing so also demonstrate mental health in the classroom. Because they are productive and find pleasure in what they do, they are content with the work that they perform and the connections that they keep up because of it. And last but not least, they are able to operate both alone and in conjunction with other individuals. It is necessary to take into consideration the fundamental requirements of the child and the ways in which the educator can meet those prerequisites because one's mental health is based on the degree to which one's needs are met. Because of this, it is imperative that consideration be given to the child's needs.

LITERATURE REVIEW

Michael J. Haslip (2019) The development of positive character characteristics, such as love, compassion, and forgiveness, is beneficial to the emotional health of both children and adults because these qualities encourage the formation of meaningful relationships and enhance well-being. However, there hasn't been a lot of research done to investigate how early childhood educators demonstrate love, compassion, and forgiveness in the workplace, or how they perceive these traits growing in the children they deal with. This is a topic that deserves more attention. A strength-spotting intervention that had been adapted from positive psychology was used to collect 216 written examples of love, kindness, and forgiveness between a teacher and a child from 16 early childhood educators who were attending professional development in a large city in the northeastern United States. The city in question was located in the United States of America. Following that, text analysis and topic analysis were used in order to codify the behaviours that are related to these character qualities. It was shown that emotions of love between a teacher and a pupil were most often related with acts of unprompted empathy and tenderness. It was common practise for the student as well as the instructor to establish a connection with one another via acts of kindness. When both the student and the instructor were able to let go of the past, respond with compassion, communicate constructively, and provide another person with another

7/15 **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

chance, they were able to forgive one another. It turned out to be obvious that feelings of love, compassion, and forgiveness may be communicated via a number of different channels that are all interrelated, such as empathy, generosity, helpfulness, and civility. These traits are taken into account in relation to the goals of social-emotional learning, which include the formation of positive attachment connections with others.

Asta Cekaite (2018) Early childhood education and care are very important for the development and well-being of children because they foster caring interactions, emotional attunement, and intimacy with other individuals (ECEC). This study investigates how they are performed via repeated adult-child physical behaviour, specifically loving and affectionate-controlling contact, in a Swedish preschool setting designed for children aged one to five years old. The setting was chosen because Sweden has one of the highest rates of child abuse and neglect in the world. The data consists of the observations of day-to-day living that were taken on camera for a whole period of twenty-four hours. According to the findings of the study, educators' affectionate-comforting touch was used for emotion regulation as a compassionate response to children's distress; amicable touch engaged children in spontaneous affection; and educators' affectionate-controlling touch was used to mildly control and direct the child's bodily conduct and participation in preschool activities, or to mitigate the educators' verbal disciplining. Moreover, amicable touch engaged children in spontaneous affection. This study demonstrates the emotional complexity of ECEC by examining the ways in which haptic sociality practises are used. [Further citation is required] [Further citation is required] It lends credence to the holistic policies, which contend that embodied relational care needs to be included into early childhood education and care (ECEC). In contrast to the beliefs that equate professionalism with emotional distancing and a lack of physical contact, this position maintains that professionalism does not entail any of those things.

Marcelo Frota Lobato Benvenuti (2014) With respect to the process of academic planning, the goal of this investigation is to provide some food for thought on the need of adopting an integrated view on the development of cognition and attachment. We focused in particular on the influence that is played by the repercussions of student conduct, which is one of the most significant contributions to the area of psychology that behaviour analysis has produced. The learner is seen as an active subject who continually impacts and modifies the environment around them. This is the component of this integrated technique that is considered to be the most significant. This is the crucial step that must be taken in order to realise the full potential

8/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

of this method. In this environment, the formation of social relationships is contingent upon the manifestation of intertwined patterns of behaviour. At other times, individuals serve as essential components of the environment in which other people function. This is in contrast to the times when humans operate over the environment, so changing it. There are occasions when humans serve as a transforming agent over their surrounding environment. This article argues that there is a need to identify interactions between people and their social environments, particularly those relationships that can be defined using the concept of positive social reinforcement, given that these considerations indicate the need of doing so. Specifically, the article focuses on those relationships that may be defined using the concept of positive social reinforcement in the context of the relationship between the individual and their social environment (adding something). According to this point of view, the planning of social interactions must to be carried out with reference to the contributions provided by research revealing the significance of the repercussions of human activity, most notably social behaviour. As a consequence of this, the book places a strong emphasis on the necessity of recognising and addressing the social repercussions of people's actions as the most effective method for resolving issues in the classroom that are associated with difficulties in attachment and cognition. This is because the author believes that this is the best way to help students who are having trouble with both attachment and cognition. The opposition to the idea that needs to deal with the impacts of the consequences, taking into consideration the complexity of human behaviour in social situations, is at the core of the criticism levelled against the concept of reinforcement for the purpose of conducting a study of human behaviour. This criticism is aimed at the fact that the idea necessitates dealing with the impacts of the consequences.

RESEARCH MYTHOLOGY

INTRODUCTION

After doing a literature study on the subject of loving practise across the helping professions, I decided to investigate the matter further by using a qualitative approach and conducting interviews with helping professionals who were ready to describe the role love plays in their work. In this chapter, I will discuss my methodological approach and provide an overview of the specific methodologies that were used throughout this investigation into the function that love plays in educational settings. In addition to this, one of my goals was to provide a setting

9/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

in which I could examine and reflect about the role that I play in this investigation process as well as the effect that I have.

SITUATING THE INQUIRY

The purpose of this research was to investigate the conceptions and experiences of love that are held by school professionals in relation to their work with children in educational settings. I felt that a qualitative exploratory approach was most congruent with my desire to learn through, and with the experiences of these professionals. Because I hoped to gain understanding about the place of love in educational settings through the first-hand, lived experiences of school professionals, I felt that a qualitative exploratory approach was the best way to go about conducting this research. According to O'sullivan, Rassel, and Berner (2008), qualitative research makes it possible to get a more comprehensive and in-depth knowledge of a smaller number of instances. Denzin and Lincoln (2007) define qualitative research as a "situated activity that locates the observer in the world" (page 4) as a result of the researcher's participation in the inquiry process. When doing qualitative research, all aspects of the research setting, including the researcher and the people who are the subject of the study, are interrelated and considered throughout the inquiry process (Padget, 2008). I wanted to avoid becoming preoccupied with condensing 'data' into generalizable findings, so I chose to approach this research using a qualitative methodology. Instead, I have made an effort to authentically reflect the experiences that were shared by participants and the knowledge that was cocreated throughout the inquiry process (Bellefeuille & Ricks, 2010). This desire evolved as a result of the realisation that the site of knowledge building is comprised of relationships and other forms of social interaction (Bellefeuille & Ricks, 2010; Gergen & Gergen, 2004). I have chosen to openly address and reflect on the theories and contexts that have brought me to this research study as they have contributed to and shaped the entire inquiry process. Qualitative inquiry does not "take place in a conceptual vacuum" (Padget, 2008, p. 11); and while the connection between qualitative research and theory is complex and sometimes contested (Carter & Little, 2007; Padget, 2008), I have chosen to address and reflect on the theories and contexts that have brought me to this research study.

This investigation can be categorised as "generic qualitative research," which Caelli, Ray, and Mill (2008) define as research "which is not guided by an explicit or established set of philosophic assumptions in the form of one of the known qualitative methodologies." This inquiry fits within the paradigm of "generic qualitative research," which Caelli, Ray, and Mill

 Pratistha Kumari *, *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

(2008) define as research "which is not guided by an explicit or established set of philosophic assumptions in the form of (p. 2). Generic qualitative research, on the other hand, is directed by the researcher's epistemological and theoretical convictions, which are stated explicitly. Throughout the whole of the general qualitative research that I have been carrying out, it has been essential for me to be aware of, and truthful about, the epistemological, theoretical, and contextual stance from which I approached this study (Caelli, Ray & Mill, 2008; Carter & Little, 2007). When doing research, epistemology is always involved. "A reflective researcher is one who consciously subscribes to a certain theory of knowing. Because it is difficult to participate in the process of knowledge production without making at least some implicit assumptions about what knowledge is and how it is generated, a researcher who is less reflective will inevitably end up adopting a theory of knowledge (Carter & Little, 2007, p. 1319). In spite of the fact that I began this investigation by situating it within the framework of social constructionism and relational child and youth care, I went into it with an attitude of openness and flexibility in order to make room for organic development as I gained knowledge through the experiences and social interactions that were a part of the process.

DATA ANALEYSIS

INTRODUCTION

This chapter's objective is to provide the results that were gleaned from the interviews that were carried out with the participants. When reporting on the participants' ideas and experiences of love in the educational contexts in which they are employed, the framework that I have utilised is helped to be provided by the themes and sub-themes that are included in the final thematic map (See Figure 3 above). Extracts from participants' interviews are provided verbatim, with the exception of a few small edits that were performed in order to protect the individuals' identities. Interview excerpts have not been connected to one another or ascribed to the participants in order to preserve the anonymity of the information obtained from the interviews.

LOVE AS A RELATIONAL PROCESS

 Relationship was a topic that came up in each and every one of the interviews. The descriptions of love that the participants gave in the context of the school all centred on the participants' relationships with other people, most notably with their pupils, but also, at times, with their pupils' families or with their fellow staff members. Because each participant

11/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

discussed continual efforts and everyday encounters that were a part of loving practise, I decided to use the term "process" to represent this subject. This decision was based on the content of the participants' comments. The concept of love as a relational process was rooted in the active language that participants used to describe the connections that they developed with others in their school environment. For example, participants used the verbs "build," "create," and "foster" to describe the connections that they developed with one another. There were many sub-themes that were related with this overarching issue. Some of these sub-themes were love as a universal and developmental need, relationship limits, and fostering connection. Detailed explanations of each subtheme may be found below.

FOSTERING CONNECTION

Developing a relationship requires an investment of time. Every single one of the participants spoke about the effort that they put into developing connections with their pupils on a daily basis and all through the academic year. According to the viewpoints of the participants, loving practise seems to be about understanding students as individuals, as opposed to only recognising students' academic and cognitive capacities. According to the explanation provided by one of the participants, loving practise "has a lot to do with spending the time to create connections with students and getting to know them on a personal level." Another participant shared their insight that the best way to show love to pupils is to "just everyday take an interest in who they are and what they are doing." They went on to add that the student-teacher connection established via this everyday attention goes beyond the usual relationship that a student would have with a teacher within the context of the school system. One participant noted that "there is a lot of modelling that goes into [showing love]" when describing the ways in which love is demonstrated in a school setting. They went on to describe several strategies such as writing notes to students and sending pictures home to parents that they felt demonstrated love. According to the participant, these routines serve as "excellent physical reminders of their successes as well as the connections that are being created." Participants mentioned trust as another component that is essential to loving practise and developing connections with students. One of the participants made the observation that "creating a connection to create trust, above all the curriculum, and making sure that they grasp the subject, should be one of the top concerns as an educator." When "decisions are grounded in love and respect," as one participant put it, there is a clear indication that trust has been developed between the instructor and the students. Another participant described

12/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

how the incorporation of love as an element of daily practise facilitated the growth of trust between the instructor and the students.

There is nothing inherently beneficial about the connection that exists between school employees and the pupils with whom they engage. Participants spoke on how much "time," "effort," and "intentionality" they put into the relationships they have with their pupils. One of the participants made the observation that developing relationships with students is important for all school professionals, and that while many new teachers believe that they need to "demand" respect from their students, respect should instead be earned, in a manner that is comparable to the manner in which one would earn respect from their colleagues. It was also said that cultivating connections is not an easy or straightforward task, and that it may be difficult at times. This is due to the fact that kids do not always behave in a nice or caring manner toward the adults in their life. One of the participants voiced their special worry for children who have developmental complications and communication difficulties, since these youngsters often demonstrate problematic behaviours, such as inflicting damage on themselves or others. Their worry for these youngsters was that the people they would meet over the course of its education would see these behaviours as obstacles to the creation of an atmosphere that is loving and caring for their pupils. The participant explained that it is necessary to approach these students "from a place of understanding," and they reasoned that challenging behaviours are not about students "being bad," but rather, they are "a sign of a challenge that [a student] needs help with." The participant also explained that it is necessary to approach these students "from a place of understanding." Another participant, when asked about the advice they would offer to new teachers, suggested that they take the time to "get to know their students," build relationships, and try not to "take it too personally if they're having a bad day and they take it out on you." This was part of their description of the advice they would offer to new teachers. Participants generally emphasised that in a practise that is founded on love, attempts to develop relationships with students are not reliant on a student's talents, abilities, or behaviours. This was one of the primary themes that emerged from the discussion.

CONCLUSION

The more we understand the nuances and varieties of love, kindness, and forgiveness expressed in the early childhood classroom by teachers and children, the more precisely we will be able to encourage preservice and in-service teachers to practise and teach these traits

13/15 | **Pratistha Kumari *,** *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

in a variety of appropriate ways, across cultural contexts and socio-economic circumstances. This is true regardless of whether the situation is routine and habitual (for example, greeting children in the morning) or more challenging and infrequent (such as when children are having a difficult time with their homework) (preparing a luncheon for parents). As a result of this research, we have a clearer picture of how love, kindness, and forgiveness manifest themselves in early childhood settings. We are able to convey this understanding to other educators, thereby assisting them in demonstrating these qualities to children in a manner that is both more conscious and more consistent. The descriptions of love, kindness, and forgiveness that were reported in this study may be especially helpful for preservice or newer teachers who would benefit from a wide range of examples to understand how to express character strengths and to learn to recognise, value, and facilitate these diverse expressions of prosocial behaviour in children. Preservice or newer teachers would benefit from a wide range of examples to understand how to express character strengths and to learn how to understand how to express character strengths. It is advised that early childhood educators engage in the practise of strength-spotting in order to concentrate their attention on noticing character strengths in themselves as well as in young children as an essential component of social-emotional development and character education.

REFERENCES

1. Adarkar, A., & Keiser, D. (2007). The Buddha in the classroom: Toward a critical spiritual pedagogy. *Journal of Transformative Education, 5*(3), 246-261.

2. Bellefeuille, G., McGrath, J., & Jamieson, D. (2007). A pedagogical response to a changing world: Towards a globally-informed pedagogy for child and youth care education and practice. *Children and Youth Services Review, 30,* 717-726.

3. Bellefeuille, G., & Ricks, F. (2010). Relational inquiry: A child and youth care approach to research. *Children and Youth Services Review, 32*, 1235–1241.

4. Boellinghaus, I., Jones, F., & Hutton, H. (2014). The role of mindfulness and loving-kindness meditation in cultivating self-compassion and other-focused concern in health care professionals. *Mindfulness, 5*, 129-138.

5. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research inPsychology, 3*(2), 77-101.

6. Brito, M., Fink, A., Friend, C., Heidebrink-Bruno, A., Moe, R., Shaffer, K., Robin V., &

 Pratistha Kumari *, *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com

Wharton, R. (2014).

7. Buchanan, R., Gueldner, B., Tran, O., & Merrell, K. (2009). Social and emotional learning in classrooms: A survey of teachers' knowledge, perceptions, and practices. *Journal of Applied School Psychology, 25*(2), 187-203.

8. Carter, S., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. *Qualitative Health Research, 17*(10), 1316-1328.

9. Denzin, N., & Lincoln, Y. (2003). Introduction: The discipline and practice of qualitative research. In Denzin, N., & Lincoln, Y. (Eds.). The landscape of qualitative research. Theories and Issues, 1-45

10. Garfat, T. (2008). The inter-personal in-between: An exploration of relational child and youth care practice. In G. Bellefeuille & F. Ricks (Eds.), *Standing on the precipice: Inquiry into the creative potential of child and youth care practice* (pp. 7–34). Edmonton, Canada: McEwan Press.

11. Garfat, T. (2011). Waiting for the in-between. *Relational Child and Youth Care Practice, 24*(4), 76-78. Garfat, T., & Fulcher, L. (2012). Characteristics of a relational child and youth care approach. In T. Garfat & L. Fulcher (Eds.), Child and youth care in practice (pp. 5-24). Cape Town, South Africa: The CYC-Net Press.

12. Giata, R. (2012). Love and teaching: Renewing a common world. *Oxford Review of Education, 38*(6),761-769.

13. Givens, R. (2007). Mending walls: Recognizing the influence of boundary issues on the teacher/studentrelationship. *Christian Scholar's Review, 36*(2), 127-140.

14. Gergen, K. (2011). The self as social construction. *Psychological Studies, 56*(1), 108–116.

15. Gergen, K., & Gergen, M. (2004). Social construction: Entering the dialogue. Wallingford, PA: TaosInstitute Publications.

16. Gharabaghi, K. (2008). Reclaiming our toughest youth. *Reclaiming Children and Youth, 17*(3), 30-32. Gharabaghi, K. (2008b). Values in child and youth care. *Child and Youth Services, 30*(3/4), 185-209.

Pratistha Kumari *, *Department of Psychology, B.R.A. Bihar University, Muzaffarpur, India.*
E-mail: pratistha1212@gmail.com