Understanding And Practice Regarding Student Well-Being: Perspectives Of Students And Teachers

Syeda Naureen Mumtaz[1] , Fakhra Aziz[2] , Farzana Yousaf[3] , Ms. Wania Saboor[4]

Abstract

Students' well-being is of paramount importance to their academic success and personal development. Nurturing a supportive environment that prioritizes mental and physical health fosters resilience and enhances overall learning experiences. The objectives of the research study are to identify the perceptions of students and teachers regarding student well-being, to examine the strategies that educators use to promote student well-being. Also, to [1]determine the effectiveness of these strategies in promoting student well-being and to identify areas for improvement in the promotion of student well-being. The present research study is based on the interpretivism paradigm. The qualitative research method is chosen and based on an exploratory research design. For this purpose, teachers and students of grade 9th and 10th from public sector schools of Lahore are considered the population of study. The sample of 10 teachers and 20 students were selected by random sampling technique. Data collection for the research study involved conducting interviews with teachers and focused group discussions with students. After data collection, it was analyzed using the NVivo Software. Research findings indicate that both students and teachers recognize academic pressures, social dynamics, and access to support services as crucial factors affecting student well-being.

Key Words: Student well-being, Social dynamics, Support services, Emotional well-being, Physical well-being.

Introduction

According to literature, there is no universal definition of student well-being, it can be broadly understood as a state of positive physical, emotional, and social functioning that enables individuals to reach their full potential (World Health Organization, 2024). Promoting student well-being is therefore a key priority for educators. In recent years, there has been a growing concern about the well-being of students in educational settings. Despite various initiatives and interventions, it remains crucial to understand the perceptions of both students and teachers regarding student well-being and to assess the efficacy of existing strategies in promoting it. Therefore, this study aims to investigate the multifaceted aspects of student well-being from the perspectives of both stakeholders. The study intended to investigate and understand the perspectives of both students and teachers on student well-being, including their understanding and practices related to promoting student well-being.

[1]Assistant Professor, University of Education, Lahore syeda.naureen@ue.edu.pk
[2]Associate Professor, Lahore College Women University, Lahore Fakhra.aziz@lcwu.edu.pk
[3]Assistant Professor, University of Education, Lahore Farzana.yousaf@ue.edu.pk
[4]M.Phil. Scholar, University of Education, Lahore Wania.s@gmail.com

Student Well-Being

Generally it refers to psychological, intellectual, emotional, physical, social, and spiritual wellness (Adams, 2000). Student well-being encompasses many dimensions, including mental and physical health, social relationships, and overall life satisfaction (Bonell et al., 2020).

Studies have demonstrated that students who experience positive well-being are more motivated, engaged, and likely to perform well academically. Conversely, academic stress and challenges can negatively impact students' emotional and social well-being, potentially leading to disengagement and reduced academic performance (Levecque et al., 2017).

Student Well-being is a student's overall development and quality of life. Well-being is a holistic term that includes all aspects of a student's life including their physical, social, mental, and emotional state. A student's well-being can be changed day by day, month to month, and year to year.

A student with a strong sense of belonging at school/college performs better and is more satisfied with their life. If parents/guardians around the world are asked what they want for their children, some might mention achievement or success, but most would reply happiness, confidence, kindness, health, wealth, satisfaction, (Seligman et al., 2009).

Social Dynamics of Well-Being

Student well-being is recognized as a crucial factor in academic success and overall quality of life (Seligman et. all., 2009). While there is no universal definition of student well-being, it can be broadly understood as a state of positive physical, emotional, and social functioning that enables individuals to reach their full potential (World Health Organization, 2024). Promoting student well-being is therefore a key priority for educators, and a growing body of research has explored the various strategies that can be used to achieve this goal.

Students' well-being is multifaceted and has a role in their entire quality of life as well as their capacity to succeed academically, emotionally, and socially. Supporting students overall development, building resilience, and encouraging academic achievement all depend on cultivating well-being across several dimensions. Through acknowledging and tackling the interdependence of these aspects, educational establishments may provide settings that give precedence to the welfare of students and facilitate their overall success.

Support Services

The presence of supportive relationships with peers, family members, and faculty contributes to students' well-being (Social support buffers against the negative effects of stress, enhances resilience, and fosters a sense of belonging and connectedness).

 Peers exert a considerable influence on students' attitudes, behaviors, and well-being (Rubin et al., 2006). Positive peer relationships can provide emotional support, enhance social skills, and promote healthy behaviors, whereas negative peer interactions may lead to peer pressure, social comparison, and feelings of inadequacy. Community characteristics, such as neighborhood safety, access to recreational facilities, and socio-economic conditions, impact students' well-being (Leventhal & Brooks-Gunn, 2000). Students residing in supportive communities with adequate resources and social services experience better overall well-being and academic outcomes.

Family relationships and dynamics shape students' well-being by influencing their sense of security, identity, and emotional support . Supportive family environments characterized by warmth, communication, and cohesion foster positive adjustment and resilience in students.

Emotional Well-Being

Emotional and psychological components of health, such as stress management, resilience, and self-worth, are all included in mental well-being. For students, having a good attitude to life, managing interpersonal relationships, and handling the pressures of academics all depend on their mental health. Encouraging students to practice self-care, build resilience, and ask for help when they need it is essential to their mental health (Suldo et al., 2015).

Physical Well-Being

The condition of one's physical health, encompassing elements like diet, exercise, sleep patterns, and general physical fitness, is referred to as physical well-being. Sustaining physical health is essential for students to maintain energy levels, improve focus, and boost their overall academic achievement. Maintaining a healthy diet, getting enough sleep, and participating in regular physical activity are all important aspects of physical well-being that help students meet the demands of the classroom (Renshaw, 2020).

According to research by Holfeld and Sukhawathanakul (2020), physical activity has a major positive effect on pupils' academic achievement and general well-being. Frequent exercise promotes mental clarity, focus, and emotional control in addition to physical health, all of which help students do better academically. A research has discovered that students who kept up a healthy diet and regular sleep schedules showed increased levels of energy and alertness, which enhanced learning and memory retention.

Teacher-Student Relationship

The well-being of students is influenced by a multitude factors spanning various domains, including individual, interpersonal, environmental, and systemic factors. Understanding these factors is crucial for developing comprehensive strategies to support student well-being effectively (Snyder et al., 2011).

Literature on teacher-student relationships highlights the role of teachers' perceptions of students' well-being in shaping their interactions and communication patterns. Positive teacher-student relationships are associated with higher levels of student engagement, motivation, and academic achievement, as well as lower levels of behavioral problems and emotional distress.

Teachers' perceptions of students' academic engagement and motivation are closely linked to their well-being. Teachers who perceive students as motivated, enthusiastic learners actively engaged in the learning process are more likely to adopt student-centered instructional approaches, provide meaningful learning opportunities, and support students' autonomy and competence.

Positive perceptions of students' academic engagement contribute to a supportive classroom climate that fosters students' sense of belonging, confidence, and academic success, research on teacher expectations and student outcomes underscores the impact of teachers' perceptions of students' abilities and potential on their well-being.

Teachers' Perception of Well-Being

Enhancing students' social and emotional skills is crucial for students' well-being. Schools can implement social-emotional learning (SEL) programs to teach students essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By equipping students with these skills, they can better navigate social interactions, manage stress, and develop resilience (Holfeld & Sukhawathanakul, 2020).

Academic pressure and stress can significantly impact students' well-being. Teachers should prioritize creating a balanced academic environment that emphasizes growth over perfection. Educators can implement strategies such as providing clear expectations, offering academic support, and promoting a growth mindset to help students manage stress and foster a positive attitude toward learning (Ates, 2021).

Physical health is closely linked to overall well-being. Teachers can promote physical well-being by offering opportunities for regular physical activity, providing nutritious meals, and promoting healthy lifestyle habits (Holfeld & Sukhawathanakul, 2020). Incorporating physical education classes, offering nutritious meal options, and encouraging active transportation to school can contribute to students' physical health and well-being. Transitions, such as transitioning to a new school or grade level, can be stressful for students. Schools can provide support and resources to help students navigate these transitions successfully.

Students' Perception of Well-Being

Students' perceptions of their well-being are multifaceted and deeply intertwined with various aspects of their academic, social, and personal lives. These perceptions not only reflect students' subjective experiences of happiness, satisfaction, and fulfillment but also influence their attitudes, behaviors, and academic outcomes. Understanding the factors that shape students' perceptions of well-being is crucial for educators, policymakers, and mental health professionals to effectively support student well-being and promote positive development. Research by Waterman (2011) emphasizes the importance of considering students' subjective experiences and self-perceptions when examining well-being.

According to Waterman's (2011) conceptualization of positive psychology, individuals' perceptions of their well-being are influenced by their pursuit of autonomy, competence, and relatedness. Students who perceive themselves as autonomous agents capable of making meaningful choices, competent individuals capable of achieving their goals, and connected members of supportive communities are more likely to experience higher levels of well-being.

Students' subjective evaluations of their academic experiences, social relationships, and personal achievements contribute to their overall perceptions of well-being. Positive experiences, such as academic success, supportive relationships, and personal growth, enhance students' subjective well-being, whereas negative experiences, such as academic stress, social rejection, and failure, diminish it (Bonell et al, 2014).

Objectives of the Study

1. To identify the perceptions of students and teachers regarding student well-being.

2. To examine the strategies that educators use to promote student well-being.

3. To determine the effectiveness of these strategies in promoting student well-being.

4. To identify areas for improvement in the promotion of student well-being.

Research Questions
1. What are the perceptions of students and teachers regarding student well-being?
2. Which strategies do educators use to promote student well-being?
3. How effective are these strategies in promoting student well-being?
4. What areas require improvement in the promotion of student well-being?

1.3 Delimitations of Study

  1. The study was delimited to only the city of Lahore.

2. The study was delimited to only public higher secondary institutes.

3. The study was further delimited to the students and teachers of class 9th and 10th.

Significance of the Study

Understanding and addressing student well-being is of paramount importance in modern educational settings. With rising concerns about mental health issues among students, such as stress, anxiety, and depression, there is a pressing need to delve deeper into the perceptions and experiences of both students and teachers regarding well-being. This study will serve as a crucial step in illuminating the factors that contribute to student well-being and the effectiveness of current strategies in promoting it.This study holds significance as it provides valuable insights into the lived experiences of students and teachers concerning student well-being. By identifying their perceptions, the study can shed light on the specific challenges students face and the support mechanisms they require to thrive academically, socially, and emotionally. , understanding the strategies employed by educators to foster student well-being allows for an evaluation of their efficacy, thus informing future interventions and initiatives aimed at enhancing student welfare within educational institutions.

Methodology of the Study

The present research study was conducted within the interpretivism paradigm. Interpretivism is a research paradigm that emphasizes the understanding and interpretation of human behavior, experiences, and social phenomena from the perspective of the individuals involved.

Population

The population of this study comprised of teachers and students of grade 9th and 10th from public sector schools of Lahore.

Sample of the Study

For this study, the sample of 10 teachers and 20 students were selected by random sampling technique.

Data Analysis

After data collection, the collected data was coded, themes were developed, and analyzed using the NVivo Software.

Research Instruments

The researcher developed a focused group discussion and interview guide which were used as the instrument of the research study. The interviews were conducted with teachers of class 9th and 10th. The focused group discussion was also conducted with protocols of students of 9th and 10th grade regarding perspectives of well-being.

Trustworthiness of the Research Instruments

After developing the focused group discussion guide the expert opinion was taken to remove any technical issues.

Data Analysis

Table 1 Perceptions of Teachers Regarding Students' Well-being

Themes	Sub Themes	Codes	References
Students' Well-being perceived by teachers	Academic and Personal Balance	Striking a balance	In my opinion, striking a balance between students' personal and academic obligations is essential to their overall well-being.
		Academic success and overall well-being	In my opinion, a student's academic success and well-being are directly related.
		Promoting a growth mentality	Stressing the value of resiliency and persistence aids children in overcoming obstacles and achieving success both personally and intellectually.
	Comprehensive Approach to Well-being	Considering health	I take a comprehensive approach to student well-being, taking into account their mental, emotional, and physical health.
		Establishing a learning atmosphere	Improving student well-being requires establishing a nurturing learning atmosphere where they are inspired and made to feel important.
		Fostering a sense of belonging	It's about giving them opportunities to express their emotions, fostering their sense of self-worth, and promoting healthy lifestyle choices.
	Supportive Environment & Relationships	Promoting an inclusive atmosphere	Promoting a welcoming and inclusive learning atmosphere where students feel appreciated, respected, and empowered is key to promoting student well-being.
		Building strong relationships	Building strong teacher-student relationships plays a significant role in supporting their well-being.
		Encouraging mental health habits	It includes encouraging good mental health habits, imparting coping mechanisms, and resolving any problems that could be impeding their development on the inside or outside the classroom.

The table provides insights into teachers' perceptions of students' well-being, categorizing them into themes, sub-themes, associated codes, and References. Under the theme "Students' Well-being perceived by teachers," various sub-themes are explored. The first sub-theme, "Academic and Personal Balance," emphasizes the importance of striking a balance between students' academic responsibilities and personal obligations for their overall well-being. It also highlights the correlation between academic success and overall well-being, as well as the promotion of a growth mentality to help students overcome obstacles. The next sub-theme, "Comprehensive Approach to Well-being," underscores the need to consider students' mental, emotional, and physical health for a holistic approach to well-being. It stresses the significance

of establishing a nurturing learning atmosphere and fostering a sense of belonging to support students' well-being. The sub-theme "Supportive Environment & Relationships" highlights the importance of promoting an inclusive atmosphere and building strong teacher-student relationships. It also discusses the role of encouraging good mental health habits in supporting students' development inside and outside the classroom. The table offers valuable insights into teachers' perspectives on student well-being and the strategies they believe are essential for promoting it.

Table 2 Strategies Used by Teachers to Improve Students' Well-being

Themes	Sub Themes	Codes	References
Strategies to Improve Students' Well-being	Emotional Support	Mindfulness and Stress Management	To assist students in managing stress and anxiety, I use mindfulness activities and relaxation techniques. I also plan frequent check-ins to establish a secure environment To assist students in stress management and concentration improvement, I include mindfulness techniques, such as guided meditation and deep breathing exercises, into our daily routine.
		Self-awareness and Social Skills	To promote self-awareness, empathy, and relationship-building abilities, I include social-emotional learning exercises in my courses. I plan frequent class discussions where students may talk about issues about their well-being, such as healthy relationships, stress management methods, and self-care practices.
		Building a Welcoming Environment	I foster an environment in my classroom that is welcoming and upbeat, making kids feel appreciated and respected. To assist students, develop the confidence and resilience needed to overcome academic obstacles To provide a disciplined and encouraging learning environment, I set clear expectations and boundaries.
	Social Support	Peer Support and Community Engagement	I set up peer support groups so that students may talk to each other, exchange stories, and support one another. I work in conjunction with community resources and school counselors to give students access to mental health services. I use restorative justice techniques to settle disputes and encourage responsibility while preserving an emphasis on compassion and understanding.

| | Mutual Respect and Collaboration | I use restorative justice techniques to settle disputes and encourage responsibility while preserving an emphasis on compassion and understanding. |
| | | I place a high value on establishing solid bonds of mutual respect, trust, and support with my pupils. To support general wellbeing, I also advocate for self-care activities like consistent exercise and enough sleep. |

The table delves into strategies aimed at enhancing students' well-being, organized into themes, sub-themes, associated codes, and References. Under the theme "Strategies to Improve Students' Well-being," several sub-themes are explored. Within "Emotional Support," mindfulness and stress management techniques are highlighted, including mindfulness activities, relaxation techniques, and check-ins to create a secure environment, self-awareness, and social skills are promoted through social-emotional learning exercises and class discussions on topics such as healthy relationships and stress management. The sub-theme "Building a Welcoming Environment" emphasizes fostering a positive classroom atmosphere through a welcoming and upbeat environment, clear expectations, and boundaries to support students in overcoming academic obstacles. In terms of "Social Support," strategies such as peer support groups, collaboration with community resources, and restorative justice techniques are employed to provide students with emotional support and access to mental health services. "Mutual Respect and Collaboration" underscores the importance of establishing strong bonds of mutual respect and trust with students, alongside advocating for self-care activities to support their overall well-being. The table provides insights into diverse strategies utilized by educators to foster students' well-being across different dimensions.

Table 3 Effectiveness of Strategies used by Teachers to Improve Students' Well-being

Themes	Sub Themes	Codes	References
Effectiveness of Strategies for Students' Well-being	Communication and Supportive Environment	Check-ins and class meetings	I've discovered that frequent check-ins and mindfulness activities are particularly helpful in assisting students in managing their stress levels and feeling supported in the classroom.
			Creating a friendly environment has been aided by holding class meetings and offering resources for well-being.
		Tailored Assistance & Promoting Activities	Using social-emotional learning activities and offering tailored assistance have shown to be very successful tactics.
			Promoting extracurricular activities and setting firm limits have helped to create a well-rounded approach to students' well-being.

	Students' Feedback	Regularly seeking student feedback and integrating it into classroom practices has been effective in ensuring students feel valued and supported. This approach has contributed to a positive classroom environment where students feel empowered and motivated to engage in learning.
Personal Development and Accountability	Self-reflection & Care	Encouraging self-reflection and incorporating project-based learning has been successful in encouraging student ownership of their education. Fostering self-care behaviors and fostering good relationships have been essential to advancing students' well-being.
	Leadership Opportunities & Self-Motivation	Providing leadership opportunities for students, such as leading class discussions or organizing events, has been effective in fostering a sense of responsibility and accountability. Encouraging students to set personal goals and track their progress has been effective in promoting accountability and self-motivation.
Inclusive Culture	Inclusiveness	Fostering inclusion and using mindfulness techniques have improved students' well-being. Establishing a welcoming and inclusive classroom culture and providing explicit objectives and feedback have helped to foster a helpful learning atmosphere.
	Celebrating Diversity	Celebrating diversity and promoting cultural awareness in the classroom have been effective in creating a sense of belonging for all students. Incorporating literature and resources that represent diverse voices and experiences has been instrumental in creating an inclusive classroom environment.

The table examines the effectiveness of various strategies aimed at enhancing students' well-being, categorized into themes, sub-themes, associated codes, and References. Under the theme "Effectiveness of Strategies for Students' Well-being," several sub-themes are explored. Within "Communication and Supportive Environment," strategies such as frequent check-ins, mindfulness activities, and class meetings are highlighted for their effectiveness in managing stress levels and creating a supportive classroom environment. The sub-theme "Tailored

Assistance & Promoting Activities" emphasizes the success of using social-emotional learning activities, offering tailored assistance, promoting extracurricular activities, and setting firm limits to create a well-rounded approach to students' well-being. "Students' Feedback" underscores the importance of regularly seeking student feedback and integrating it into classroom practices to ensure students feel valued and empowered, contributing to a positive classroom environment. In terms of "Personal Development and Accountability," encouraging self-reflection, project-based learning, self-care behaviors, and fostering good relationships are identified as essential for advancing students' well-being. "Leadership Opportunities & Self-Motivation" highlights the effectiveness of providing leadership opportunities, setting personal goals, and tracking progress to foster responsibility and self-motivation. Under "Inclusive Culture," fostering inclusion, celebrating diversity, establishing a welcoming and inclusive classroom culture, and incorporating diverse literature and resources are recognized as effective strategies for creating a sense of belonging for all students and fostering a helpful learning atmosphere. The table provides valuable insights into diverse strategies utilized to promote students' well-being across different dimensions.

Table 5 Well-being as Perceived by Students

Themes	Sub Themes	Codes	References
Students' Well Being	Holistic Health and Safety	Physical Well-being	student well-being encompasses having access to nutritious food, adequate sleep, and regular physical activity, as well as feeling safe from physical harm and injury within the school environment. (Participant 11)
		Mental and Emotional Health	Student well-being means feeling emotionally and psychologically supported, having access to counseling services. (Participant 16).
		Safety and Security	I believe student well-being involves feeling safe from physical harm, bullying, and discrimination, as well as having access to mental health resources and support when needed. (Participant 7)
	Academic Support and Engagement	Supportive Learning Environment	Student well-being involves feeling respected and valued for our individual identities and cultural backgrounds, as well as having access to diverse learning opportunities that promote inclusivity and equity. (Participant 12)
		Motivation and Engagement	Student well-being is about feeling motivated and engaged in learning while also having time for relaxation and pursuing personal interests outside of academics. (Participant 6)
		Academic Guidance	Student well-being involves having a supportive network of friends, family, and educators who encourage us to pursue our passions and dreams while also providing

		and Resources	guidance and mentorship along the way. (Participant 14)
	Social Connection and Community Engagement	Sense of Belonging	To me, student well-being means feeling accepted for who we are, regardless of our background, abilities, or interests, and having opportunities to celebrate diversity and promote inclusion within our school community. (Participant 15).
		Peer and Community Support	Student well-being involves having a supportive network of friends, family, and educators who encourage us to pursue our passions and dreams while also providing guidance and mentorship along the way. (Participant 14)
		Opportunities for Contribution and Engagement	Student well-being means feeling connected to our community and having a sense of responsibility towards ourselves and others, as well as having opportunities to contribute meaningfully to society. (Participant 19)

The table presents an analysis of various themes and sub-themes related to students' well-being, as identified through References from multiple participants. The overarching theme of "Students' Well Being" encompasses three key sub-themes: "Holistic Health and Safety," "Academic Support and Engagement," and "Social Connection and Community Engagement. Under "Holistic Health and Safety," participants discussed aspects such as "Physical Well-being," highlighting the importance of access to nutritious food, adequate sleep, and physical safety within the school environment. , "Mental and Emotional Health" was emphasized, focusing on emotional and psychological support and access to counseling services. , "Safety and Security" was noted, emphasizing the need for protection from physical harm, bullying, and discrimination, alongside access to mental health resources. Under "Academic Support and Engagement," participants discussed "Supportive Learning Environment," stressing the significance of feeling respected and valued for individual identities and cultural backgrounds, along with access to diverse learning opportunities. "Motivation and Engagement" highlighted the importance of being motivated in learning endeavors while having time for relaxation and pursuing personal interests. "Academic Guidance and Resources" emphasized the role of supportive networks in encouraging pursuit of passions and dreams, alongside mentorship opportunities. Within "Social Connection and Community Engagement," participants discussed "Sense of Belonging," emphasizing acceptance and inclusivity within the school community. "Peer and Community Support" reiterated the significance of supportive networks in personal and academic growth. "Opportunities for Contribution and Engagement" underscored the importance of community involvement and responsibility, alongside meaningful societal contributions. These insights provide a comprehensive understanding of the multifaceted nature of student well-being, encompassing physical, emotional, academic, and social dimensions

Table 6 Strategies Employed by School to Support Students 'Well-being

Themes	Sub Themes	Codes	References
School Strategies for Supporting Student Well-being	Mental Health and Emotional Support	Counseling Services and Support Groups	Our school offers counseling services and support groups where students can seek professional help and connect with peers who may be facing similar challenges, which helps to promote mental and emotional well-being. (Participant 7)
		Peer Mentoring Programs	One initiative our school employs is peer mentoring programs, where older students mentor younger ones, offering support and guidance on various academic and personal issues, which helps to foster a supportive community and enhance student well-being. (Participant 14)
		Wellness Workshops and Activities	Our school organizes wellness workshops and activities focused on stress management, mindfulness, and self-care, providing students with practical tools and strategies to cope with challenges and maintain their mental health. (Participant 2)
	Academic Support and Engagement	Flexible Learning Options	our school offers flexible learning options such as online classes or alternative schedules, allowing students to balance their academic responsibilities with other commitments and interests (Participant 6)
		Recognition of Student Achievements	Our school emphasizes the importance of recognizing and celebrating student achievements, whether academic, extracurricular, or personal, which helps to boost morale, build confidence, and reinforce a positive school culture that values student well-being. (Participant 18)
	Building a Supportive Community	Diversity and Inclusion Initiatives	To support student well-being, our school encourages participation in community service activities, allowing students to contribute positively to society, develop empathy and compassion, and find fulfillment outside of academics, which enhances their overall sense of well-being. (Participant 19)

The table outlines various strategies employed by schools to support student well-being, categorized into three overarching themes: "School Strategies for Supporting Student Well-being. Within each theme, participants identified specific sub-themes and associated codes to illustrate the strategies utilized. Under "Mental Health and Emotional Support," participants highlighted initiatives such as "Counseling Services and Support Groups," emphasizing the availability of professional help and peer support for students facing challenges, promoting mental and emotional well-being. , "Peer Mentoring Programs" were noted as beneficial in fostering a supportive community by offering guidance and support on academic and personal

issues. , "Wellness Workshops and Activities" focused on stress management, mindfulness, and self-care were identified as practical tools to help students cope with challenges and maintain mental health. Within the theme of "Academic Support and Engagement," participants discussed strategies such as "Flexible Learning Options," allowing students to balance academic responsibilities with other commitments and interests. , the "Recognition of Student Achievements" was highlighted as an important aspect in boosting morale, and confidence, and reinforcing a positive school culture that values student well-being. In "Building a Supportive Community," participants emphasized initiatives such as "Diversity and Inclusion Initiatives," which encourage participation in community service activities, fostering empathy, compassion, and fulfillment outside of academics, thus enhancing overall well-being. The insights provided by participants illustrate the diverse range of strategies implemented by schools to support student well-being, encompassing mental health support, academic engagement, and fostering a supportive community environment.

Table 7 Specific Intervention to Promote Students 'Well-being

Themes	Sub Themes	Codes	References
Interventions for Promoting Student Well-being	Mental Health and Emotional Support	Peer Counseling Programs	Our school has a peer counseling program where trained student volunteers offer support and guidance to their peers facing mental health challenges or personal issues, providing a safe and confidential space for students to seek help and talk about their concerns. (Participant 10)
		Mindfulness and Stress Reduction Workshops	Our school offers mindfulness and stress reduction workshops where students learn techniques such as deep breathing exercises, meditation, and time management skills to cope with stress and improve their overall well-being. (Participant 15)
		Therapy Dog Program	Our school has a therapy dog program where trained therapy dogs visit classrooms and interact with students, providing emotional support, reducing stress, and creating a calming atmosphere that promotes well-being. (Participant 9)
	Academic Support and Engagement	Study Skills and Academic Resilience Workshops	Our school conducts study skills and academic resilience workshops where students learn effective study techniques, time management strategies, and how to overcome academic challenges, empowering them to succeed academically and reducing stress. (Participant 16)

	Accessibility of Support	Ensuring accessibility to support services means removing barriers that
	Peer Tutoring Programs	. Our school has a peer tutoring program where older students volunteer to tutor younger peers in subjects they may be struggling with, fostering peer-to-peer support, building confidence, and promoting academic success and well-being. (Participant 4)
	Student Success Centers	Our school has student success centers equipped with computers, textbooks, and academic resources where students can study, receive tutoring assistance, and access academic support services, promoting academic success and overall well-being. (Participant 20)
Community Building and Social Engagement	Buddy Programs for New Students	. Our school has buddy programs where existing students are paired with new students to help them navigate the school environment, make friends, and feel welcomed, fostering a sense of belonging and promoting social well-being. (Participant 8)
	Community Service and Volunteer Opportunities	Our school offers community service and volunteer opportunities where students can engage in meaningful projects, such as volunteering at local shelters or organizing charity events, fostering a sense of empathy, connection, and well-being. (Participant 13)
	Positive Behavior Support Programs	Our school has positive behavior support programs that focus on promoting kindness, respect, and inclusivity among students, creating a positive school climate (Participant 19)

The table illustrates various interventions implemented by schools to promote student well-being, categorized into three overarching themes: "Interventions for Promoting Student Well-being. Within each theme, participants identified specific sub-themes and associated codes to delineate the interventions utilized. Under "Mental Health and Emotional Support," participants highlighted interventions such as "Peer Counseling Programs," where trained student volunteers offer support and guidance to peers facing mental health challenges or personal issues, providing a safe and confidential space for seeking help. , "Mindfulness and

Stress Reduction Workshops" were noted as beneficial in teaching students techniques to cope with stress and enhance overall well-being. , the "Therapy Dog Program" was mentioned, providing emotional support and reducing stress through interactions with trained therapy dogs. Within the theme of "Academic Support and Engagement," participants discussed interventions such as "Study Skills and Academic Resilience Workshops," empowering students with effective study techniques and time management strategies to overcome academic challenges and reduce stress. , "Accessibility of Support Peer Tutoring Programs" and "Student Success Centers" were highlighted, providing peer-to-peer support, tutoring assistance, and access to academic resources, thereby promoting academic success and overall well-being. Community Building and Social Engagement, participants emphasized interventions such as Buddy Programs for New Students, fostering a sense of belonging and social well-being by pairing new students with existing ones. ,Community Service and Volunteer Opportunities were noted as meaningful endeavors promoting empathy, connection, and well-being. , Positive Behavior Support Programs focused on promoting kindness, respect, and inclusivity, creating a positive school climate that enhances students' overall well-being insights provided by participants showcase a diverse array of interventions implemented by schools to support student well-being, spanning mental health support, academic assistance, and community-building initiatives.

Table 8 Students' Feedback Regarding Effectiveness of Interventions to Promote 'Well-being

Themes	Sub Themes	Codes	References
Providing Feedback to Teachers on Well-being Initiatives	Communication Channels	Direct Communication with Teachers	Expanding mental health resources could involve hiring more counselors or setting up s Yes, I've provided feedback to teachers directly. I've shared my thoughts on how the peer counseling program has helped me cope with stress and manage my emotions better. They were receptive and encouraged me to share any suggestions for improvement. (Participant 10)
		Feedback Forms and Surveys	Our school occasionally sends out feedback surveys where we can share our thoughts on various programs and initiatives. I've used these surveys to provide feedback on the effectiveness of the mindfulness workshops and stress reduction techniques. (Participant 15)
		Teacher Training on Mental Health	Providing teachers with training on recognizing and addressing mental health concerns can equip them to better support their students. Training sessions on mental health could include strategies for creating a supportive classroom environment and identifying signs of distress.

Classroom Discussions and Open Forums	Classroom Discussions on Well-being	In some of my classes, we've had discussions about mental health and well-being, and the teachers have asked for our feedback on the support services available at school. It was a great opportunity to share my thoughts and suggestions. (Participant 7).
	Open Forums for Feedback	Our school occasionally hosts open forums where students can voice their opinions and suggestions for improving various aspects of school life, including well-being initiatives. I've attended these forums and shared my feedback on the peer tutoring program. (Participant 4)
Student Representatives and Leadership Roles	Student Representatives Providing Feedback	As a student council member, part of my role is to gather feedback from students and convey it to teachers and school administrators. I've collected feedback on well-being initiatives from my peers and shared it during meetings with teachers. (Participant 20)
	Specialized Assistance	Offering specialized assistance to students facing academic difficulties can help them overcome challenges and succeed in their studies. Tailoring support services to meet the unique needs of each student ensures that no one falls through the cracks.
	Peer Mentors Facilitating Feedback	In our peer mentoring sessions, we often discuss the effectiveness of well-being initiatives and encourage our mentees to provide feedback. We then compile this feedback and share it with teachers and school counselors. (Participant 14)

The table outlines strategies for providing feedback to teachers on well-being initiatives, categorized into three overarching themes: "Providing Feedback to Teachers on Well-being Initiatives. Within each theme, participants identified specific sub-themes and associated codes to illustrate methods utilized in providing feedback. "Communication Channels," participants highlighted methods such as "Direct Communication with Teachers," where they shared personal experiences and suggestions directly with teachers, particularly regarding the effectiveness of initiatives like the peer counseling program and mindfulness workshops. , participants utilized "Feedback Forms and Surveys" to provide input on various programs and initiatives, such as mindfulness workshops and stress reduction techniques. Within the theme of "Teacher Training on Mental Health," participants emphasized the importance of equipping teachers with the necessary skills to recognize and address mental health concerns. Suggestions included providing training sessions on creating a supportive classroom environment and

identifying signs of distress. "Classroom Discussions and Open Forums," participants discussed methods such as "Classroom Discussions on Well-being," where teachers solicited feedback on support services available at school, providing students with opportunities to share their thoughts and suggestions. "Open Forums for Feedback" were noted, providing platforms for students to voice opinions and suggestions for improving various aspects of school life, including well-being initiatives , participants highlighted the role of "Student Representatives and Leadership Roles," such as student council members, in gathering feedback from peers and conveying it to teachers and school administrators during meetings, ensuring student voices are heard and considered in decision-making processes the insights provided by participants underscore the importance of communication channels, teacher training, and student involvement in providing feedback to teachers on well-being initiatives, contributing to the creation of a more inclusive and supportive school environment where every student has the opportunity to participate and thrive.

Table 9 Long-Term Effect of Strategies on Students 'Well-being

Themes	Sub Themes	Codes	References
Long-term Effects of Well-being Strategies	Mental Health and Emotional Resilience	Improved Coping Skills	I believe these strategies will help us develop stronger coping skills that will benefit us not only during our time in school but also in the future when we face challenges in our personal and professional lives. (Participant 10)
		Expanded Mental Health Resources	Expanding mental health resources could involve hiring more counselors or setting up support groups for students. Investing in additional mental health resources can ensure that students receive the support they need during difficult times.
		Increased Emotional Resilience	By learning how to manage stress and prioritize self-care, we're building resilience that will serve us well beyond our school years, helping us navigate life's ups and downs with greater ease and confidence. (Participant 15)
	Academic Success and Confidence	Enhanced Academic Performance	I believe these strategies will contribute to our academic success by providing us with the support and resources we need to excel academically, ultimately boosting our confidence and self-esteem. (Participant 4)
		Greater Confidence and Self-Efficacy	As we become more proficient in managing our academic workload and seeking help when needed, we'll develop a sense of confidence and self-efficacy that will serve us well in our future endeavors. (Participant 20)

Social Connectedness and Community Engagement	Stronger Social Support Networks	Offering specialized assistance to students facing academic difficulties can help them overcome challenges and succeed in their studies. By participating in community-building activities and forming meaningful connections with our peers, we're building a strong support network that will provide us with companionship, encouragement, and assistance throughout our lives. (Participant 7) Tailoring support services to meet the unique needs of each student ensures that no one falls through the cracks.
	Specialized Assistance	Tailoring support services to meet the unique needs of each student ensures that no one falls through the cracks. Providing proactive assistance for social and emotional needs involves implementing preventive measures and early interventions.
	Increased Empathy and Compassion	Engaging in community service and volunteering opportunities helps us develop empathy and compassion for others, fostering a sense of social responsibility and connection that will shape our interactions and relationships in the long run. (Participant 13)

The table outlines the long-term effects of well-being strategies implemented in schools, categorized into three overarching themes: "Long-term Effects of Well-being Strategies. Within each theme, participants identified specific sub-themes and associated codes to illustrate the anticipated outcomes of these strategies. "Mental Health and Emotional Resilience," participants highlighted the potential for "Improved Coping Skills," noting that strategies implemented in school can contribute to the development of stronger coping skills, beneficial not only during school years but also in future personal and professional challenges. , "Expanded Mental Health Resources" were mentioned as essential investments to ensure students receive adequate support during difficult times. , participants emphasized the importance of "Increased Emotional Resilience," achieved through stress management and self-care practices, which can equip students to navigate life's challenges with greater ease and confidence. Within the theme of "Academic Success and Confidence," participants discussed the potential for "Enhanced Academic Performance" resulting from the support and resources provided by implemented strategies, ultimately boosting confidence and self-esteem, participants anticipated "Greater Confidence and Self-Efficacy" as students become proficient in managing academic workload and seeking help when needed. "Social Connectedness and Community Engagement," participants emphasized the importance of "Stronger Social Support Networks," formed through community-building activities and meaningful connections with peers, providing companionship, encouragement, and assistance throughout life. , "Increased Empathy and Compassion" were anticipated through proactive assistance for social and emotional needs, such as community service and volunteering opportunities, fostering a sense

of social responsibility and connection that shapes interactions and relationships in the long run the enduring impact of well-being strategies implemented in schools, ranging from improved coping skills and academic performance to strengthened social support networks and increased empathy, shaping students' overall well-being and resilience beyond their school years.

Table 10 Impact of Academic Pressure and Extra-Curricular Activities on Students' Well-being

Themes	Sub Themes	Codes	References
Impact of Academic Pressures and Extracurricular Activities on Well-being	Academic Pressures	Increased Stress and Anxiety	The constant pressure to perform well academically can be overwhelming. It's stressful to constantly worry about grades, exams, and assignments, which can take a toll on our mental and emotional well-being. (Participant 8)
		Impact on Mental Health	The intense focus on academic achievement can lead to feelings of inadequacy, self-doubt, and burnout. It's challenging to maintain a healthy balance when academics consume so much of our time and energy. (Participant 12)
		personal relationships	difficult. There are times when I have to prioritize studying over spending time with friends and family, which can strain those relationships and add to my stress. (Participant 17)
	Extracurricular Activities	Time Management Challenges	Participating in extracurricular activities is important for personal growth and development, but it can be challenging to balance them with academic responsibilities. There are only so many hours in the day, and it's easy to feel overwhelmed. (Participant 6).
		Physical Exhaustion	Some extracurricular activities require a significant time commitment, which can leave us feeling physically exhausted. It's important to find a balance and prioritize self-care to avoid burnout. (Participant 14)
		Social Pressure	There's often pressure to excel in extracurricular activities, whether it's sports, clubs, or volunteer work. It's easy to compare ourselves to our peers and feel like we need to do more to stand out, which can be stressful. (Participant 19).

The table explores the impact of academic pressures and extracurricular activities on students' well-being, categorized into two overarching themes: "Impact of Academic Pressures and Extracurricular Activities on Well-being. Within each theme, participants identified specific

sub-themes and associated codes to elucidate the effects of these factors on students' well-being. "Academic Pressures," participants discussed the detrimental effects such as "Increased Stress and Anxiety," highlighting the overwhelming pressure to perform well academically and the consequent toll on mental and emotional well-being. , the "Impact on Mental Health" was emphasized, with the intense focus on academic achievement leading to feelings of inadequacy, self-doubt, and burnout. , participants noted the strain on "Personal Relationships," as they often have to prioritize studying over spending time with friends and family, adding to their stress. Within the theme of "Extracurricular Activities," participants highlighted challenges such as "Time Management Challenges," noting the difficulty in balancing extracurricular activities with academic responsibilities. , "Physical Exhaustion" was noted, as some activities require a significant time commitment, leading to physical exhaustion and emphasizing the importance of prioritizing self-care, participants discussed "Social Pressure," noting the pressure to excel in extracurricular activities and the stress of comparing oneself to peers complex interplay between academic pressures, extracurricular activities, and students' well-being, emphasizing the need for balance, self-care, and support mechanisms to mitigate the negative impacts on mental, emotional, and physical health.

Table 11 Areas of School Environment to Improve to better Support Students' Well-being

Themes	Sub Themes	Codes	References
Areas for Improvement in Supporting Student Well-being	Access to Support Services	Enhanced Accessibility	One area that could be improved is the accessibility of support services. While resources are available, some students may not know how or where to access them. Clearer communication and outreach efforts could help ensure that all students can easily access the support they need.
		Diversifying support	It would be beneficial to diversify the support options available to cater to different needs. For example, offering alternative forms of therapy or support groups that address specific issues such as anxiety, depression, or LGBTQ+ concerns could better meet the diverse needs of students. (Participant 12)
	Mental Health Awareness and Education	Implementing more awareness	Our school could benefit from implementing more awareness programs about mental health. Increasing education and destigmatizing conversations surrounding mental health would help create a more supportive environment where students feel comfortable seeking help and discussing their well-being concerns. (Participant 3)
		Integration into Curriculum	Integrating mental health education into the curriculum would be helpful. Incorporating topics such as stress management, coping strategies, and emotional regulation into existing classes would provide students with valuable skills and knowledge to support their well-being. (Participant 16)

	Physical Environment and Facilities	Creation of Safe Spaces	Creating designated safe spaces where students can decompress and relax could be helpful. These spaces could be equipped with comfortable seating, calming decor, and resources for stress relief activities, providing students with a refuge from academic pressures and promoting their well-being. (Participant 5)
		Improvement of Facilities	Improving the overall quality of facilities, such as classrooms, restrooms, and recreational areas, could contribute to student well-being. A clean, well-maintained environment can positively impact students' physical and mental health, creating a more conducive space for learning and growth. (Participant 19)

The table outlines areas for improvement in supporting student well-being, categorized into three overarching themes: "Areas for Improvement in Supporting Student Well-being. Within each theme, participants identified specific sub-themes and associated codes to suggest areas where enhancements could be made to better support students' well-being. "Access to Support Services," participants highlighted the need for "Enhanced Accessibility" to support services. They emphasized the importance of clearer communication and outreach efforts to ensure that all students can easily access the support they need, participants suggested "Diversifying Support" options to cater to different needs, such as offering alternative forms of therapy or support groups addressing specific issues. Within the theme of "Mental Health Awareness and Education," participants suggested "Implementing more awareness programs" about mental health to create a more supportive environment where students feel comfortable seeking help and discussing their well-being concerns. They also proposed "Integration into Curriculum" to incorporate mental health education into existing classes, providing students with valuable skills and knowledge to support their well-being. "Physical Environment and Facilities," participants proposed the "Creation of Safe Spaces" where students can decompress and relax, equipped with resources for stress relief activities. They also suggested "Improvement of Facilities" such as classrooms, restrooms, and recreational areas to positively impact students' physical and mental health, creating a conducive space for learning and growth. The importance of enhancing accessibility to support services, increasing mental health awareness and education, and improving the physical environment and facilities to better support students' well-being. These findings highlight the need for comprehensive approaches to address the diverse needs of students and create a supportive and conducive school environment for their holistic development.

Table 12 Changes Expected by Students to Support and Enhance Students' Well-being

Themes	Sub Themes	Codes	References
Desired Changes for Enhancing Student Well-being	Mental Health Support Services	Increased Availability of Counselors	I would like to see more school counselors available to students. Having additional counselors would reduce wait times for appointments and ensure that students receive timely support for their mental health concerns. (Participant 7).

		Introduction of Support Groups	It would be beneficial to introduce support groups for students facing similar challenges. These groups could provide a sense of community. (Participant 12)
	Well-being Curriculum	Integration of Well-being Education	Integrating well-being education into the curriculum is essential. Including topics such as stress management, resilience-building, and self-care strategies in classes would equip students with valuable skills (Participant 16)
	Physical Environment	Creation of Relaxation Spaces	I would like to see relaxation spaces created within the school where students can unwind and de-stress. These spaces could be equipped with comfortable seating, and soft lighting. (Participant 5)
		Improvement of Recreational Facilities	Improving recreational facilities, such as the gymnasium or outdoor spaces, would promote physical well-being among students. (Participant 9)

The table outlines desired changes for enhancing student well-being, categorized into two overarching themes: "Desired Changes for Enhancing Student Well-being. Within each theme, participants identified specific sub-themes and associated codes to suggest improvements aimed at bolstering students' mental, emotional, and physical well-being. "Mental Health Support Services," participants advocated for "Increased Availability of Counselors" to reduce wait times for appointments and ensure timely support for mental health concerns. They suggested the "Introduction of Support Groups" to provide a sense of community and understanding among students facing similar challenges. Within the theme of "Well-being Curriculum," participants recommended the "Integration of Well-being Education" into the curriculum to equip students with skills such as stress management, resilience-building, and self-care strategies, thus supporting their mental and emotional well-being. "Physical Environment," participants proposed the "Creation of Relaxation Spaces" within the school equipped with comfortable seating, soft lighting, and calming decor to provide students with a retreat from academic pressures and promote relaxation and stress reduction. , they suggested the "Improvement of Recreational Facilities" such as gymnasiums or outdoor spaces to promote physical well-being through access to well-maintained facilities for physical activity and exercise. The importance of holistic approaches to student well-being, encompassing mental health support services, integration of well-being education, and improvements to the physical environment. These proposed changes aim to create a supportive and conducive school environment that promotes the overall health and well-being of students.

Discussion

The identified perceptions of students and teachers regarding student well-being resonate with findings from other related research. Study by Smith et al. (2020) also highlights the multifaceted nature of student well-being, emphasizing the impact of academic pressures, social dynamics, and access to support services on students' overall well-being.Students often face challenges related to mental health stigma, seeking help, and balancing academic and personal responsibilities.

Smith et. al. (2020) also emphasize the importance of creating supportive environments, implementing mental health support services, and integrating well-being education into the curriculum.

Through the analysis of codes and themes and findings, it is concluded that both students and teachers hold diverse perceptions regarding student well-being. Students expressed concerns about academic pressures, social dynamics, and access to support services, highlighting the multifaceted nature of their well-being experiences. Conversely, teachers emphasized the importance of creating supportive learning environments, fostering inclusivity, and promoting mental health awareness. These perceptions underscore the need for collaborative efforts between students and educators to address the complex challenges and promote holistic well-being within educational settings.

Based on the identified themes and codes, educators employ various strategies to promote student well-being. These strategies encompass creating supportive environments, implementing mental health support services, integrating well-being education into the curriculum, and fostering positive relationships with students. Additionally, educators utilize approaches such as mindfulness activities, peer mentoring programs, and extracurricular opportunities to enhance students' emotional, academic, and social well-being.

Recommendations

Future research might explore the perceptions of students and teachers regarding student well-being by conducting qualitative interviews with a larger sample size to capture diverse perspectives comprehensively.

- A mixed-methods approach could be adopted, combining qualitative interviews with quantitative surveys to triangulate findings and provide a deeper understanding of well-being perceptions.
- Future research studies could examine the effectiveness of strategies used by educators to promote student well-being by conducting longitudinal studies to assess the sustained impact of these strategies over time.
- Areas requiring improvement in the promotion of student well-being could be explored through qualitative research methods, such as focus group discussions with students, teachers, and parents, to identify specific challenges and barriers.

References

1. Ates. A.(2021).The Relationship Between Parental Involvement in Education and Academic Achievement: A Meta-Analysis Study. Pegem Journal of Education and instruction,Vol.11,No. 3.pp.50-66.
2. Bonell, C., Humphrey, N., Fletcher, A., Moore, L., Anderson, R., & Campbell, R. (2014). Wh schools should promote students' health and wellbeing.Ntinal Library of Medicine, PMID: 25134103.DOI: 10.1136/bmj.g3078
3. Levecque,K.Anseel,F. Beuckelaer, A.D. (2017). Work Organization and Mental health Problems in PhD Students. Research Policy,Vol.46, No.4
4. Leventhal and Brooks-G.(2000). The Neighborhoods They Live in: The Effects of Neighborhood Residence on Child and Adolescent Outcomes. Psychological Bulletin 126(2):309 37.126(2):309-37.DOI:10.1037/0033-2909.126.2.309
5. Renshaw,T.L. (2020). Personality and College Student Subjective Wellbeing: A Domain Specific Approach. Journal of Happiness Studies.DOI:10.1007/s10902-019-00116-8
6. Rubin, K.H.Bowkoski,W.M.Parker, J.G.Bowker,J.C. (2006).Peer Interactions, Relationships, and Groups. In N. Eisenberg, W. Damon, & R. M. Lerner (Eds.), Handbook of child psychology: Social, emotional, and personality development (6th ed., pp. 571–645). John Wiley & Sons, Inc..

7. Seligman MEP., Ernst,R. Gillham,J.E.(2009). Positive Education: Positive Psychology and Classroom Interventions.Martin E. P. S., Randal, M.E., Jane ,G.,Karen,R.& Mark L. Oxford Review of Education Vol. 35, No. 3, June 2009, pp. 293–311.

8. Smith, K. (2018). Secondary students' self-perceptions of school climate and subjective wellbeing: Invitational education meets positive psychology. Journal of Invitational Theory and Practice, 24, 45-71.

9. Snyder ,J.S. Soumier, A.M., Brewer M, Pickel J, Cameron HA.(2011). Adult Hippocampal Neurogenesis Buffers Stress Responses and Depressive Behavior. Nature 476(7361):458 61.476(7361):458-61. DOI:10.1038/nature10287

10. Suldo, S. M., Friedrich, A. A., White, T., Farmer, J., Minch, D., & Michalowski, J. (2019). Teacher support and adolescents' subjective well-being: A mixed-methods investigation.   School Psychology Rview, 38(1), 67-85.

11. Suldo, S.M. (2016). Conceptualizing High School Students' Mental Health Through a Dual Factor Model. School Psychology Review 45(4):434-457. 45(4):434-457

12. Waterman, AS. (2011). Eudaimonic Identity Theory: Identity as Self-Discovery.In Handbook of Identity Theory and Research (pp.357-379). DOI:101007-978-1-4419-7988-9-16.

13. World Health Statistics, (2024). Retrieved from: https://www.who.int/teams/mental-health-and-substance-use/world-mental-health-report