A Wave For Sustainability: Principals' And Executive District Officers' Narrations For Students' Well-Being

Farzana Yousaf[1], Irfana Rasul[2], Laila Khalid[3], Saima Malik[4], Kashif Lodhi[5]

Abstract

A person's wellbeing is what is best for him or her, both now and in the future. A complex idea, wellbeing encompasses much more than just physical health. Yet, wellbeing is associated with better academic performance, greater mental health, and prudent lifestyle decisions. This study's main goal was to learn the answers to the following questions: How do principals and executive district officers over time come to understand and practise students' wellbeing, how do they trace the idea of students' wellbeing, and how do they put students' wellbeing within their professional practise? The study's data were gathered through the use of a purposive sampling approach. One male and one female principal as well as one male and female executive district officer were taken as participants of the study. The research methodology chosen was narrative. There was recorded two conversations. They explained the idea of student well-being in the first conversation using their own words. Also, they conveyed their stated concept of pupils' wellbeing graphically. Participants in the second interaction were handed a piece of paper with a timeline, and the researchers asked them to think back on their experiences with the students' wellness in their daily lives. NVIVO 12 was used to thematically evaluate [1]the data. Participants' verbal and diagrammatical conceptualization revealed that learning difficulties, moral development, motivation, physical development, social development, pleasant environment, problem-solving teaching methodology, social relationships, physical activities, cognitive development, curriculum, examinations, extracurricular activities, ethical training, and students all affect students' well-being. Participants in the chat shared their experiences with the notion of students' wellbeing, including how they used it with examples, provided resources and success stories with examples, and defined it as having awareness of one's own health, happiness, and success. It entails being in good mental health, enjoying life to the fullest, feeling purpose-driven, and being able to handle stress. In a broader sense, being well in present simply means feeling well in future.

Keywords: *Students' Well-Being, Sustainability, Narrative research, Thematic analysis.*

Introduction

[1,2] Department of Education, University of Education, Lahore
[3] Department of Education, University of Management and Technology Lahore Pakistan
[4] Higher Education Department, Pakistan
[5] Department of Management, Economics and Quantitative Methods.
Università degli Studi di Bergamo via dei Caniana 2, 24127 Bergamo (BG), Italy. Department of Agricultural, Food and Environmental Sciences. Università Politécnica delle Marche Via Brecce Bianche 10, 60131 Ancona (AN) Italy.
Corresponding Author: farzana.yousaf@ue.edu.pk

The idea of happiness is thought to have been inspired by Aristotle's theory of eudemonia (happiness). It is based on the notion that both the development of cognitive and emotional skills and the fulfillment of moral and spiritual ideals are necessary for students' overall well-being. According to Clement (2010), "the establishment of stronger cognitive ability" is influenced by a person's "physical and emotional welfare," which is influenced by the "socio-cultural environment." Zulfiqar et al., (2019) associated both, the education of students and the well-being of societal structure, with institutional responsibility and accentuated to create an academic culture that promotes collective well-being. Maratos et al., (2019) complemented the conceptualization underscoring the integration of well-being as an ongoing education.

To ensure success in academic access, we not only need restructuring but also re-culturing at education institutes. The welfare of a student affects the holistic academic experience and strengthens the sense of belongingness to the institution which in turn strengthens the student-institution relationship and students show their loyalty to the academic activities and persistence in the system (Vianden & Barlow, 2015).To sustain this persistence it is pertinent to impart the knowledge, understanding, skills, capabilities, and attributes they need to be cognitively, emotionally, socially, and physically healthy today and in the future through learning about health and well-being (Ansari & Stock, 2010; Barkham & Miles, 2010; Geertshuis, 2019).

Student wellness is defined as the psychological, cognitive, social, and physical functioning and capacities that students need to have happy and fulfilling lives. Long-term benefits of enhancing wellbeing during the academic years may be significant. Modifications in children's and teens' brain architecture have long-term ramifications for cognitive ability, emotional management, motivation, and social interactions (Diener, 1993).Youngsters who are emotionally well are more likely to develop into joyful, self-assured adults who lead active lives. The school atmosphere, student involvement, teacher- student and student-student relationship are all crucial components in children's well-being, and they have a big impact on this balance (Michael, 2015).

Together with the academic achievement, schools are growing more and more concerned with the welfare of their students. Administrators speak of the need to develop a "whole kid" perspective in education, with a balanced focus on cognitive, social, and emotional skills. Adults who are in better health have more self-esteem, are happier with their lives and schools, and connect with others in a more positive way (Cotten, 2008).

There are a number of factors to take into account while building new facilities to support and enhance students' well-being (Riva et al., 2020). Adaptation to the learning environment as a skill is crucial for sustainable development; even a lack of adaptability can reduce one's intellectual talents (Turner, Holdsworth & Scott-Young, 2017; McIntosh & Shaw, 2017).

The relationship between emotional health and mental stability becomes important. Some people have positive views of their well-being despite only having personality disorders, whilst others have a poor view of their well-being despite not having any mental illness.

Stanton et al., (2016) called attention to the concept of wellbeing that encompasses "relational, bodily, as well as psychological elements" which necessitate "harmony" to generate a "feeling of satisfaction as well as fulfillment". They decided to look both for documented research as well as mindfulness representations about what other organizations will do to promote well-being in the education (Van Dam et al., 2018). According to this research, too little recent research has been done into students' personal perspectives and experiences about well-being in the classroom (Lombardi et al., 2019). Cathie Hammond adopted qualitative research in 2004 and investigates students' opinions of either the protracted effects of learning opportunities, and she discovered that well-being appeared as both a

significant long-term result of education. Furthermore, they observed that comparatively short effects on aspects including personality, a perception of a goal or ambition, and competencies, including integration, moderated protracted effects on well-being (Chernyshenko et al., 2018).

Our objective was to create a system that might help professors and students comprehend wellbeing, speak about it in comprehensible and realistic terms, and learn how to integrate it into academic abilities through conceptual and empirical study (Barkley & Major 2020).

The Sustainable Development Goals (SDGs) were unanimously accepted by Pakistan's National Assembly in 2016 as the country's own national development strategy, reiterating Pakistan's support for the 2030 Agenda for Sustainable Development. Since then, Pakistan has achieved tremendous success by combining these objectives into national policies and plans, such as the Five-Year Plan, province growth programmes, and Pakistan's long-term development strategy. The National Sustainable Development Goals Framework, which describes a national strategy for prioritising and implementing SDGs, was prepared and adopted in 2018 by the newly elected administration. SDGs 3 and 4 are working to ensure equal access to sustainable education and good health along with well-being for students (GoP, 2019).

According to the Local Government Law of 2001, the Executive District Officer (EDO), who oversees the department, is responsible for the following tasks at the elementary, secondary, and collegiate levels. Some of these duties include encouraging sports and extracurricular activities, producing educational and scientific films and their distribution, providing fair education for children with disabilities, especially those who are deaf, dumb, blind, or have low vision, and being committed to the services and general administration departments.

Executive District Officer is in charge of assembling and employing the proper resources to effectively promote the development of human qualities. Yet, in the context of the school, principals are in charge of organizing, coordinating, leading, planning, administering, making decisions, documenting, and evaluating educational activities.

Educational administration is concerned with issues related to education. It included a variety of reasoning operations as well as management of resources and interpersonal interactions. Its purpose was to instruct children and teenagers. Researchers also investigate about how well-being, happiness, and supervised learning are all linked (Stanton et al., 2016).

Objectives of the Study
The goal of this study was to investigate how head teachers (Principals) and executive district officers (EDOs) perceived and understood the idea of student well-being and how they implemented it in their regular school routines.
The objectives of the research were to:
1) Explore the perceptions of the Principals and Executive District Officers' awareness regarding student well-being
2) Find out the practices of the Principals and Executive District Officers to sustain student well-being at the secondary level

Research Methodology
The research study is qualitative in design, employing narration methodologies. According to narration investigators, when interpreting interview data as a dialectic activity, the communication between the investigator and the person being interviewed in a shared environment should be given special emphasis. Throughout this study, the resources developed during and after research encounters with individuals are referred to as field texts rather than data. According to certain story investigators, the purpose of storytelling analysis is to identify themes, scripts, and data patterns (Gubrium, 2010; Polkinghorne, 1988). The thematic

technique to narrative, which was employed in this study and therefore is focused on narrating a research story, integrates certain aspects with other qualitative research methods, such as grounded theory.

The researchers obtained permission to collect data from their institute. This permission letter was presented to the appropriate authorities by the researchers. The researchers then obtained permission from the interviewee and informed them that the information they provided would be used solely for research purposes.

By the provision of a history of actions, a repository for ideas, notes on performed interviews and materials, and links between them and ongoing study, the process keeps reflection going throughout the inquiry. Memos that were insightfully produced as a result of each interview would be examples of reflective thinking. Memos on interviews, typically among participants and their solutions to various issues, items to provide feedback after the interviews, perspectives on how we could contribute to the interviews and how that would relate to my knowledge and skills, understandings on connections with literature, and unanswered questions throughout the interaction with the participants.

In response to the three distinct methods of seeking them, researchers were interested in how Principals and Executive District Officers' perspectives on students' well-being may alter (or not). The exercises served as tools to empower participants in the study discourse, contribute significantly to the interpretation, and offer a variety of conceptual and temporal perspectives on their perception. Drawing and timelining exercises were created to offer participants some control over the rhythm and order of the dialogue, as researchers asked respondents to explain. This gave the opportunity to ask clarification questions rather than managing a question-and-answer session.

The first research conversation's purpose was to build rapport with the participant before asking them to share their perspective of student wellbeing and explain how a primary focus on student wellbeing fits into their current role. Drawings were used as a visual elicitation method in the first interview, and the same was done in the second with the use of timelines or narratives and in both processes researchers asked respondents to explain verbally.

Data Analysis and Results

The initial coding of data collected from the Principals and Executive District Officers as their perspectives were done by using NVIVO 12. Three major categories were emerged for the data. These were a concept of student wellbeing (Verbal Conceptualization and Diagrammatical Conceptualization of Principals and Executive District Officers) and students' well-being and practices. The themes were generated with NVIVO 12 to organize a group of data like repeated words, attributes, and ideas.
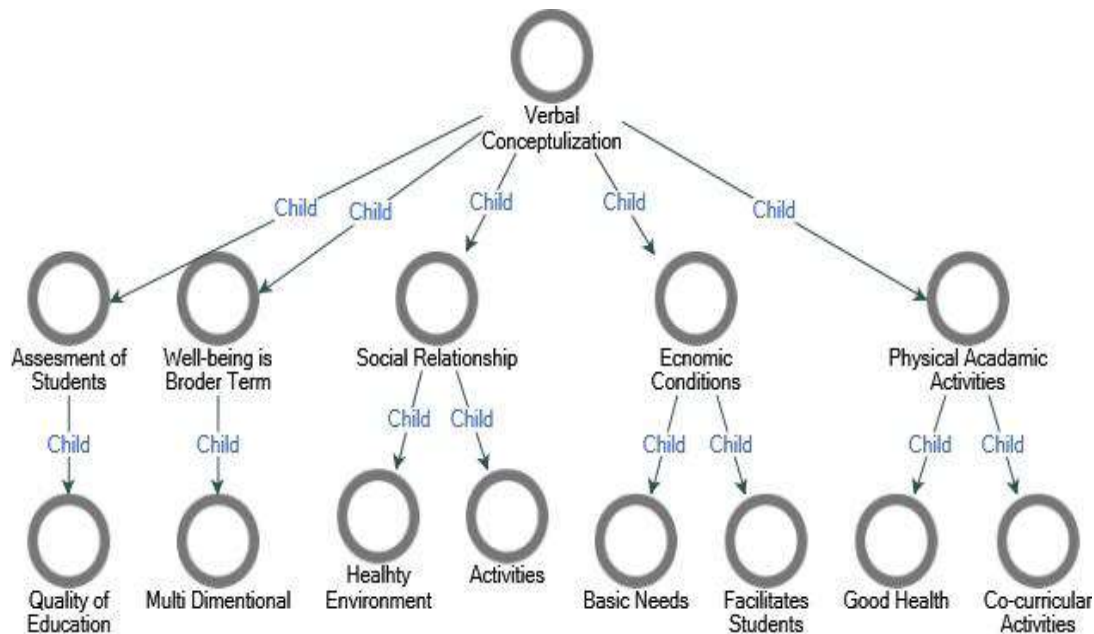
Verbal Conceptualization

Figure 1. Hierarchy of Verbal Conceptualization of Executive District Officers

Figure 1 represents the verbal conceptualization of Executive District Officers which has five themes that were generated with different codes. These themes were Assessment of students, Well-being is broader term, Social relationship, Economic condition, and Physical and academic activities.

Assessment of Students
The first theme that emerge from the data was Quality of education that can be assured through assessment of students. Progress of students also shared with students and parents time to time as stated by the interviewees.
Interviewee 1 (Male Executive District Officer):
    "Our priority is quality of education. When I visited schools, I take test for assessment of student to check student knowledge about their syllabus. I instruct teachers to organized weekly, monthly test for students' assessment and report this assessment to their parents".
Interviewee 2 (Female Executive District Officer):
     "Weekly and monthly test are conducted for assessment. It helps in improve the quality of education. We instructed to parents that report this assessment to their parents".

Well-being is Broader Term
Well-being is Broader Term was second theme that emerge from the data. Well-being of students covers mental, physical and emotional health of students.
Interviewee 1 (Male Executive District Officer):
    "Well-being is multi-dimensional term in which growth, mental health, Physical and academic activities are included".
Interviewee 2 (Female Executive District Officer):
    "Well-being is the broader term in which physical, mental and emotional health is included".

Social Relationship

The third theme that emerge from the data was Social relationship. It includes "Social Activities" that are most beneficial and important for students' well-being,
Interviewee 1 (Male Executive District Officer):

"Social activities also effects on student's social well-being. Relationship with our family and friends should be good and strong so students can feel comfortable with them and learn from them".
Interviewee 2 (Female Executive District Officer):

"Social health will be good when students have healthy relationship with peers and their family. So, activities are organized in schools for build the good relationship of students with other fellows. Parents-teaching meetings also arranged for student's wellbeing by School staff".

Economic Conditions
The forth theme emerged from the data of Executive District Officers is the Economic condition. They facilitate the students with basic needs which are helpful for their education.
Interviewee 1 (Male Executive District Officer):

"We also help the needy students financially after identify those students silently and fulfill their basic need which are helpful for them in their education".
Interviewee 2 (Female Executive District Officer):

"Educational support is provided to needy students and scholarship is given to them on good academic progress".

Physical Academic Activities
Co-curricular activities is the fifth theme that emerge from the data that encouraged students for participation in games at school level or district level.
Interviewee 1 (Male Executive District Officer):

"Our focus is on student well-being. For this we organized Co-curricular activities in schools including sports, etc. "As an EDO, I normally not practiced daily on well-being. When I visited different schools, where I saw deficiencies in student Well-Being, I immediately take those steps who are better in students' well-being".
Interviewee 2 (Female Executive District Officer):

"Co-curricular activities, are the part of student well-being. We organized speeches, competition among students on monthly bases. It improves student's mental and physical health. Social activities are part of Student's Well-being".
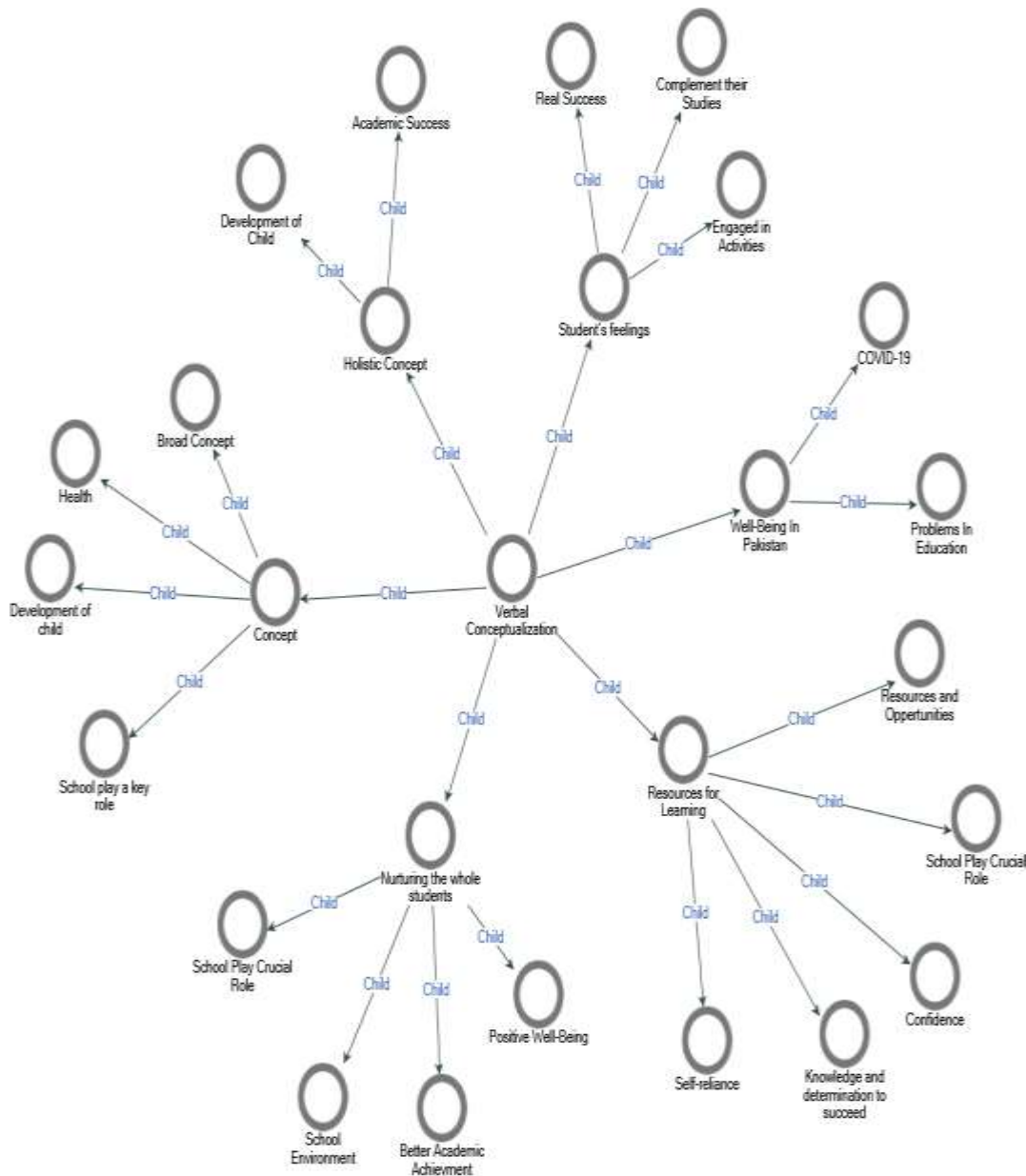
Figure 2: Hierarchy of Verbal Conceptualization of Principals

Figure 2 represents the verbal conceptualization which have five themes that were generated with different codes. These themes were Concept of Students' Well-Being, Holistic concept of Students' Well-Being, Nurturing the Whole Environment, Resources for Learning, Student's Feeling, and Well-Being in Pakistan.

Concept of Students' Well-Being
Interviewee 3 (Male Principal):
"Basically, it is overall it is the overall health of a student. It may include their physical, social, emotional, mental Aspects".
Interviewee 4 (Female Principal):
"Well-being is a very broad concept, for promoting the health; well-being and development of children school play a key role. There are different types of student wellbeing:

Social, emotional, psychological, societal, and physical. Overall, wellbeing depends on these factors".

Holistic concept of Students' Well-Being

Interviewee 3 (Male Principal):
He stated that "According to me, it is very important for academic success and development of children".
Interviewee 4 (Female Principal):
"In the whole process of wellbeing school play "crucial role". The school environment is very important and the teacher should create such an environment that would ensure the positive wellbeing of students, which in turn, would lead to better academic achievements of students".

Nurturing the Whole Environment

Interviewee 3 (Male Principal):
"Through extra-curricular activities, we can connect with students. I think schools are the best place to assist student's wellbeing because the schools provide resources and opportunities so that the children can gain confidence, self-reliance, knowledge, and determination to succeed".

Interviewee 4 (Female Principal):
"In the whole process of wellbeing school play crucial role".

Resources for Learning

Interviewee 3 (Male Principal):
"I believed that real success is achieved when students feel well supported and when they are engaged in activities that complement their studies".

Interviewee 4 (Female Principal):
"Children can gain confidence, self-reliance, knowledge, and determination to succeed".

Student's Feeling

This theme generated from codes; complement their studies, engage in activities and real success.

Well-Being in Pakistan

Well-Being in Pakistan generated from codes; COVID-19, and problems in education.
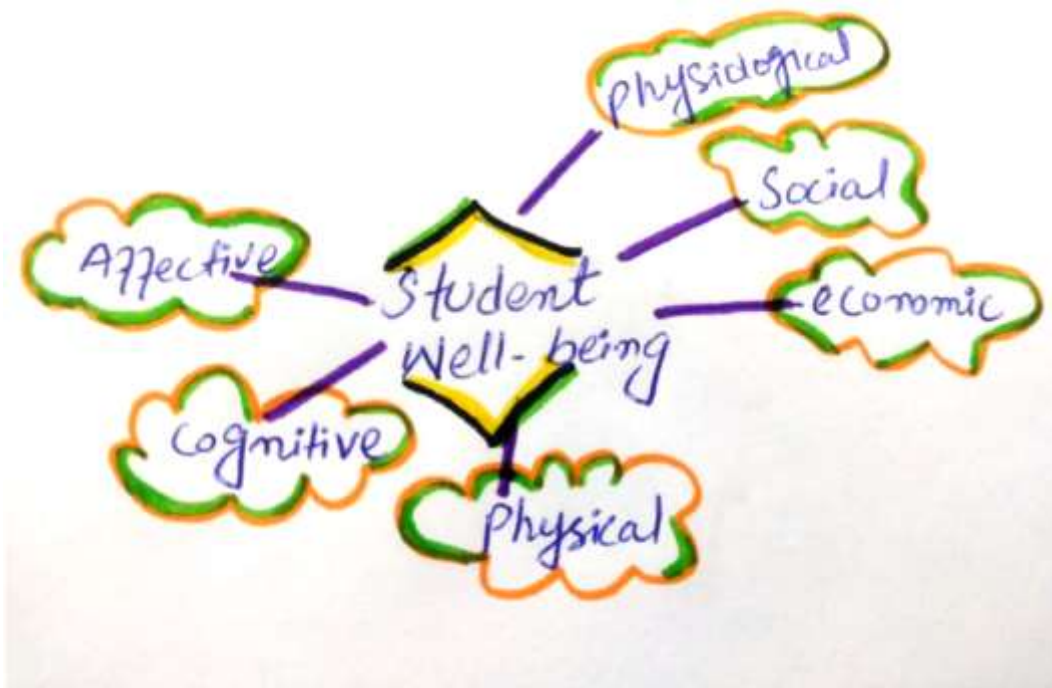
Diagrammatical Conceptualization

Figure 3. Diagrammatical Conceptualization of Executive District Officer 1
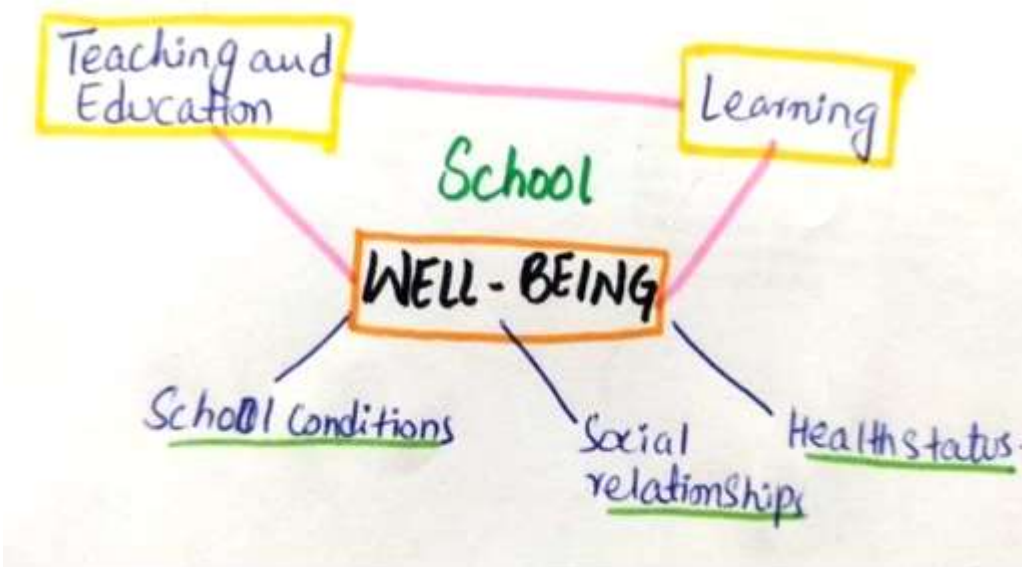

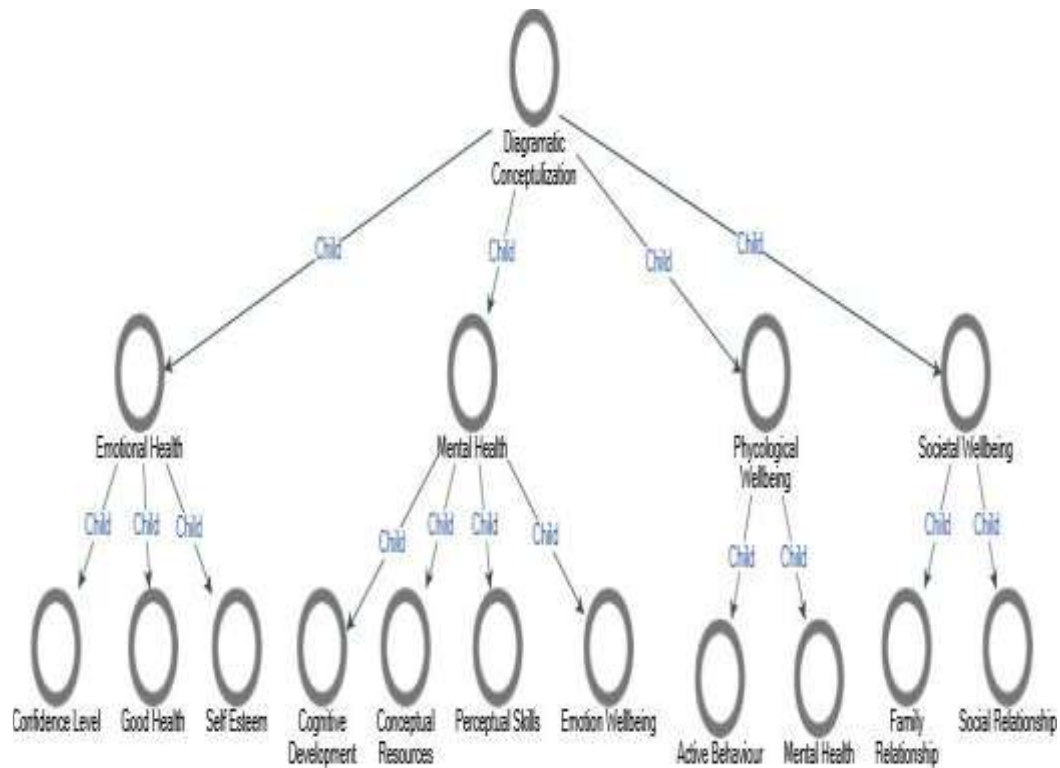Figure 4. Diagrammatical Conceptualization of Executive District Officer 2

Figure 5: Hierarchy of Diagrammatical Conceptualization of Executive District Officers

The above Figure 5 elaborates the diagrammatical conceptualization of Executive District Officers regarding students' well-being. It includes four major themes that were Emotional health, Mental health, Psychological well-being, and Societal well-being.

Emotional Health

Emotional Health involves student's reactions in any situation. It may include anxiety, depression and their frequent companion stress.
Interviewee 1 (Male Executive District Officer):
"Student's emotional health is very important for Student's Well-being. We always appreciate students for increasing their confidence level and self-esteem".
Interviewee 2 (Female Executive District Officer):
"Emotional health is part of good health of students. It enhances self-esteem as well confidence level of students. Emotional health includes good self-esteem of students and happy environment with our surroundings so they feel confident to interact with peers".

Mental Health

The second theme is Mental health. Students do not perform well without good mental health. Mental health is also important as well as physical and emotional health.
Interviewee 1 (Male Executive District Officer):
"If the student health is proper so his focus is proper on our studies. Like this, if student mental health is proper so he also perform well".
Interviewee 2 (Female Executive District Officer):
"Student's mental health is very important for their well-being. If they mentally

disturb, they do not perform well in their studies".

Physiological Well-Being
Physical health of student is very important as their mental health. They behave actively if their mental and physical health is good.
Interviewee 1 (Male Executive District Officer):
    "Mental health which include cognitive development, understanding, reasoning of different ideas and concepts, quality sleep, active behavior are important for student well-being".

Societal Wellbeing
Societal wellbeing is also important for students. It builds confidence in students for facing the society and their issues. It builds strong character and personality of students.
As stated by the interviewees.
Interviewee 1 (Male Executive District Officer):
    "Social activities also effects on student's social well-being. Relationship with our family and friends should be good and strong so students can feel comfortable with them and learn from them".
Interviewee 2 (Female Executive District Officer):
    "Social health will be good when students have healthy relationship with peers and their family. So, activities are organized in schools for build the good relationship of students with other fellows. Parents-teaching meetings also arranged for student's wellbeing by School staff".
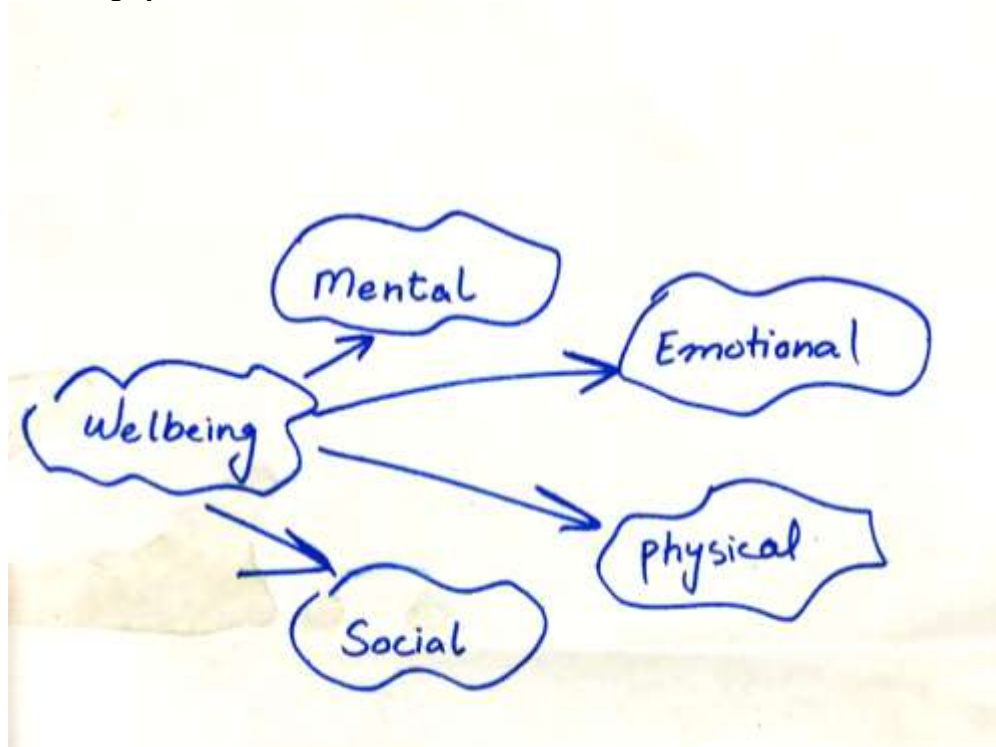

Figure 6. Diagrammatical Conceptualization of Principal 1
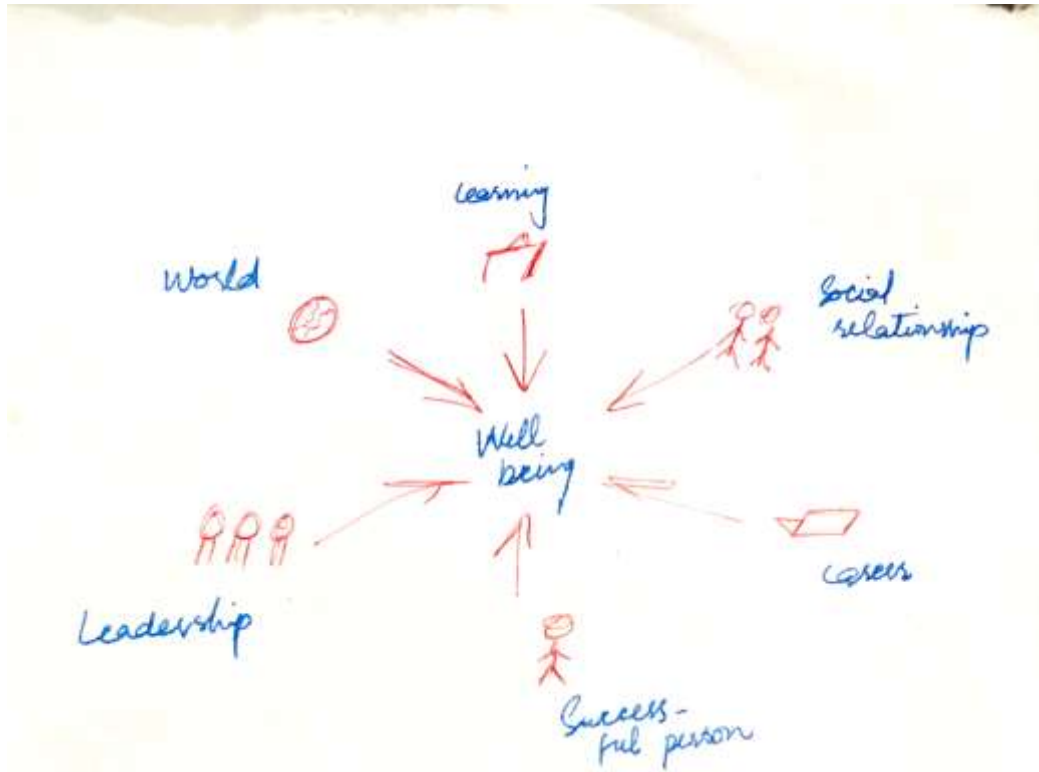
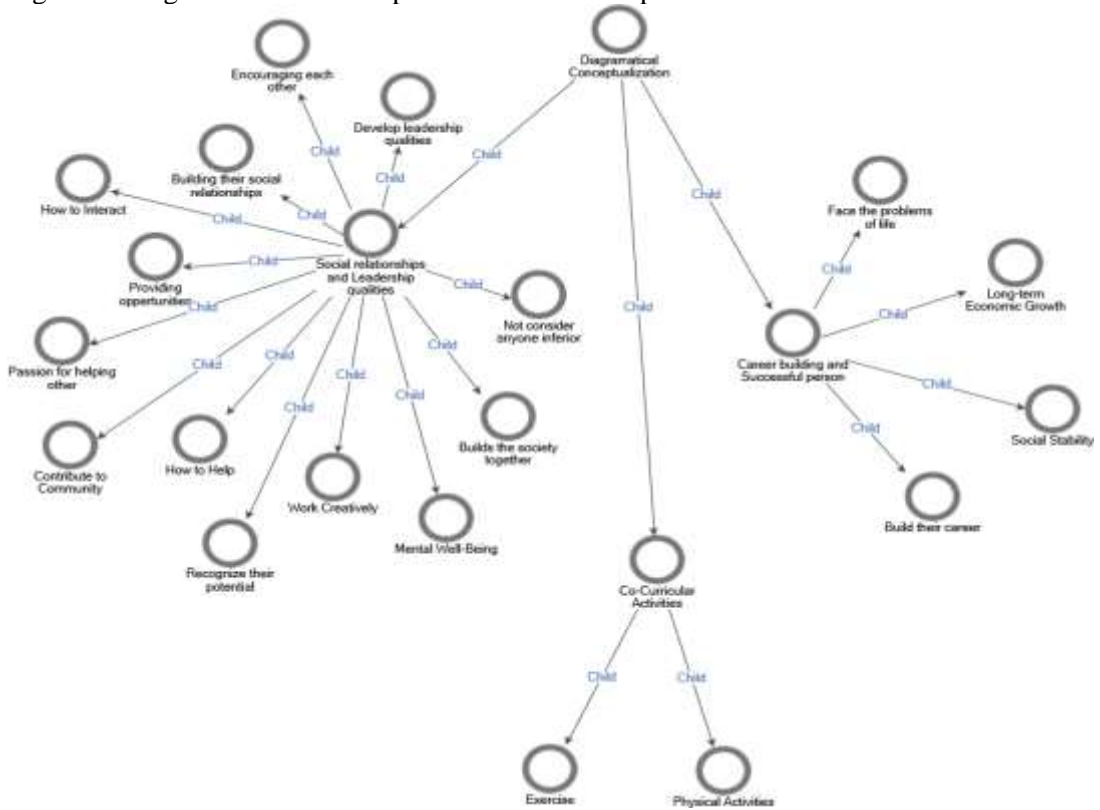Figure 7. Diagrammatical Conceptualization of Principal 2

Figure 8: Hierarchy of Diagrammatical Conceptualization of Principals

The above Figure 8 elaborates the diagrammatic conceptualization of Principals about students' well-being. It includes three major themes, that were Social Relationships and Leadership Qualities, Co-Curricular Activities, and Career Building and Successful Person.

Social Relationships and Leadership Qualities

Interviewee 4 (Female Principal):
"Students develop a passion for helping and encouraging each other and building their social relationships. The teacher makes the students realize that each individual builds the society together and we should not consider anyone inferior and develop leadership qualities and skills by providing opportunities".

Career Building and Successful Person

Career Building and Successful Person generated from four codes that were face the problems of life, long term economic growth, social stability, and build their career.

Interviewee 3 (Male Principal):
"Physical wellbeing included exercise and it may be promoted in school through physical activities".

Co-Curricular Activities

Co-Curricular Activities have two codes that were face the exercise, and physical activities.

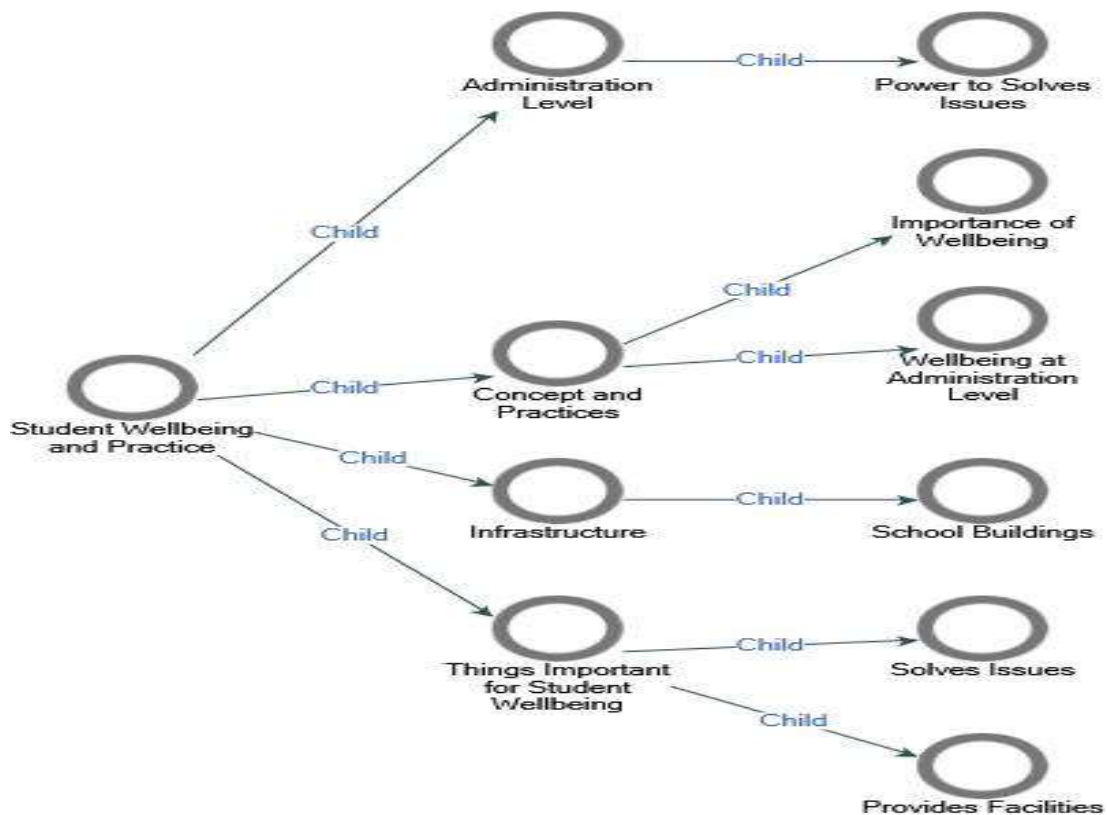**Student Well-Being and Practices**

Figure 9: Hierarchy of Student's Well-being and Practices of Executive District Officers

The Figure 9 elaborates the students' well-being and practices. It includes four themes that were the concept and practice, administrative level, Infrastructure of Schools, and which things are important for student well-being.

Administration Level
It was first theme that emerge from the data. It includes "Administrative Level"
which have a lot of power to solve the issues of students and but not practice student
well-being in daily life routine.
As stated by interviewees.
Interviewee 1 (Male Executive District Officer):
"I do a lot of things regarding students' well-being at administration level in which speeches debates, essay writing competition included".
Interviewee 2 (Female Executive District Officer):
"When I visited different where I saw deficiencies in student Well-Being I immediately take those steps which are better for students' well-being".

Concept and Practices
It was second theme that emerge from the data was Concept and Practices. Well-being of students covers mental, physical and emotional health of students.
Interviewee 1 (Male Executive District Officer):
"Well-being is multi-dimensional term in which growth, mental health, Physical and academic activities are included. As a EDO, I always work for student well-being".
Interviewee 2 (Female Executive District Officer):
"When I started my career, I properly understand the concept of Student's Wellbeing. I started work for student' well-being".

Infrastructure
It was third theme was the Infrastructure that includes Playgrounds, Library facilities, computer labs, and technology. These are important aspects of Student's Well-being.
Interviewee 1 (Male Executive District Officer):
"Good infrastructure is very important for Student's Well-being. Our priority is to provide good buildings, classrooms and furniture to students. Environment of school's effects on student's mental and physical health. So, it should be good".
Interviewee 2 (Female Executive District Officer):
"Infrastructure matters a lot for Student's Well-being. If we provide good environment to students, they give satisfactory results to us. When I visits schools, I always take steps for betterment of infrastructure. We facilitate the students with the advancement of knowledge like multimedia, computers, tabs, science labs etc".

Things important for student wellbeing
The forth theme was "Things are important for student well-being" in which solves issues and facilitate students are important.
As stated by the interviewee,
Interviewee 1 (Male Executive District Officer):
"When I visited schools, I always preferred firstly to solve issues of students and provide facilities to them which they need".
Interviewee 2 (Female Executive District Officer):
"Process of education is incomplete without facilities which students need for their learning process. So, our priority is to facilitate students with every basic need".
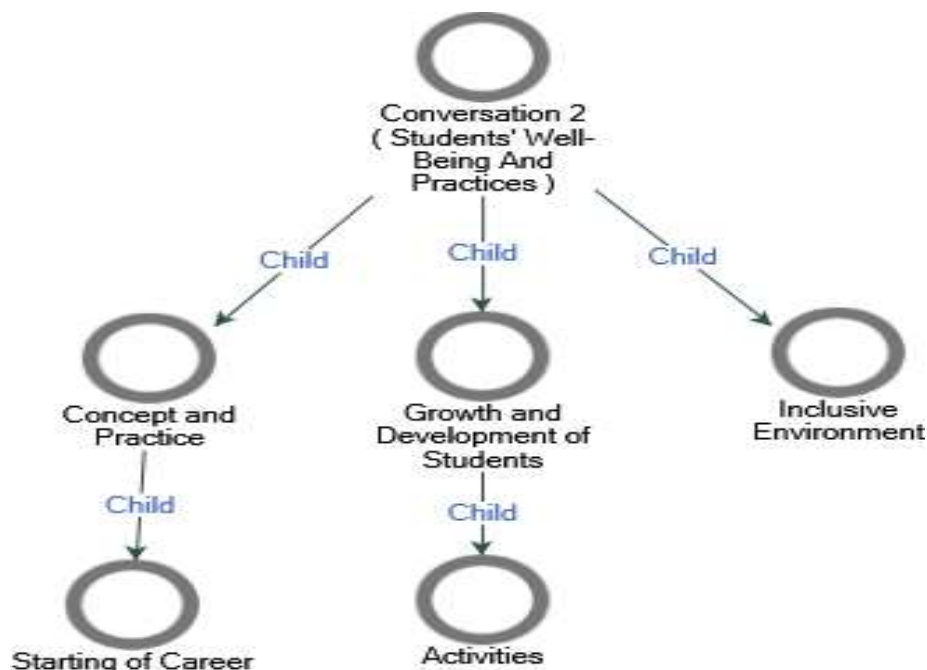
Figure 10: Hierarchy of Student's Well-being and Practices of Principals

The Figure 10 elaborates the students' well-being and practices. It includes concept and practice at the Principal's level, Growth, and Development of students, and Inclusive Environment.

Concept and Practice
The Concept and Practice has different ideas like daily practice on different themes, functions as well as the well-being of students which includes activities like academic and co-curricular, etc.

Interviewee 3 (Male Principal):
        "Started the job of teaching as a private teacher of Science. After then I became a Secondary School Teacher of Biology. At that time I understand the importance of students' well-being. I have focused on the student's activities that are significant to them".

Interviewee 4 (Female Principal):
        "Started my job as a Secondary School Teacher of Physical Education. I was awarded many awards because of my physical activities. And my major focus is also on physical activities".

Growth, and Development of students

Interviewee 3 (Male Principal):
        "I periodically organized different types of activities in school, For example, recitation of the Holy Quran, poster competitions, debates, and physical activities. So that the students learn in the interesting environment",

Interviewee 4 (Female Principal):
        "After then I organized physical activities in School. Increased physical activity during school is linked with better psychological, physical health".

Inclusive Environment

Interviewee 4 (Female Principal):

"I have also focused to provide an inclusive environment so that the child with different abilities can learn together".

Findings

According to this study, happiness and a positive attitude towards life are what make someone feel happy. Student well-being is described as the psychosocial, intellectual, social, and physiological functioning and capacities that students need to lead happy and fulfilling lives. Research suggests that the idea of happiness expands outside the absence of mental disorders that included the feeling when journey is going properly (Ruggeri et al., 2020). The concept of wellbeing that encompasses "relational, bodily, as well as psychological elements" which necessitate "harmony" can generate "feeling of satisfaction as well as fulfillment" (Stanton et al., 2016). Children and young people who learn about health and wellbeing will have the knowledge, understanding, skills, capabilities, and characteristics necessary to be mentally, emotionally, socially, and physically healthy both now and in the future (Barkham & Miles, 2010).

The wellbeing of a student affects all element of their education, including their capacity to learn in class and their capacity to develop deep relationships. Today, it is accepted that student wellbeing is an integral part of the instructional experience, just as vital as academic learning. Long-term advantages of enhancing wellbeing during the academic session may be significant. Variations in the neurodevelopment of children and adolescents have long-term impacts on thinking function, emotional development, motivation, and socializing (Diener, 1993).

According to Michael (2015), emotionally healthy kids are more likely to grow up to be satisfied personality who led productive lives.

In its whole, this research project aimed to investigate how EDO and principals understood and applied the concept of students' well-being. EDO stated that the quality of education is their top goal. When they visit schools, they administer exams to measure students' grasp of the curriculum. They give teachers instructions on how to organise weekly and monthly assessments of the pupils and inform the parents of these assessments.

They also added that they help the poor students monetarily after identifying those students secretly and satisfy their basic need which are important for them in their study. Also, it is crucial for their emotional health. Sports and other extracurricular activities were organised at schools. As an EDO, they take quick action to improve student well-being when they visit other schools and notice problems. It improves student's mental and physical wellness. Social interactions are essential to students' wellbeing.

According to Executive District Officers, excellent infrastructure appears to be crucial for students' wellbeing. Their top aim is giving kids access to quality facilities, classrooms, and furniture. Effects of the educational environment on students' physical and mental health. So, it should be expected that if we give kids a favourable environment, they will give us satisfactory outcomes. Executive District Officers always take action to improve the infrastructure when they visit schools. They assist the students in advancing their knowledge by providing resources like multimedia, computers, tablets, science labs, etc.

According to Executive District Officers, social activities appear to have an impact on students' social well-being. In order for kids to feel comfortable around them and learn from them, their relationships with their family and friends should be solid and positive. Schools organise social events to help kids develop positive relationships with their classmates. Staff at the school also organised parent-teacher conferences for the benefit of the students.

Executive District Officers also presented the perspectives about Student's emotional wellbeing. They claimed that a student's wellbeing is greatly impacted by their mental health. They always admire it when kids become more self-assured. Students who have high self-esteem and a happy setting in their environment are more likely to feel comfortable interacting

with their peers. They added that when they went to schools, they always prioritized helping children with their problems and giving them the facilities, they required. Without the amenities that students need for their learning process, the educational process is incomplete. Their top priority is to meet all of the students' basic needs.

Based on their responses to the interview conducted with them, principals are also aware of what well-being is. They discussed the development of the human body as a whole, including its physical, mental, physiological, social, economic, governmental, and cultural aspects. It is essential since there is a direct link between their health and academic accomplishment. Because of this, schools ought to be more than just a place for kids to learn. Also, while maintaining offering high-quality instruction and learning opportunities, principals should place a high priority on the wellbeing of their pupils. It entails taking good care of our bodies and realising how our routine behaviours have an impact on our general health, happiness, and quality of life. Academic discourses are now more frequently centered on student well-being rather than treating it as a separate issue from learning, teaching, and faculty development. The capacity of a student to recognise his or her potential, deal with everyday challenges, engage in creative and productive work, and give back to the community is referred to as mental health. For a student to have a healthy emotional life, it is crucial to know who they are and be able to deal with the challenges that life presents. Research suggests that emotional well-being and mental health of teen-agers and young people has often customized and clarified by within-child influences (Hanley et al., 2017). Within-child influences rise to the distinct characteristics, traits, or abilities of the child (Seaman, 2019). Emotional development is characterized as that of the formation of positive connections with students, through gathering of information, as well as the awareness and management of emotions (Zins et al., 2007).

Regular exercise, preventive care, good nutrition, and physical security and stability all contribute to physical well-being. Research suggests that the benefits of Physical Activity (PA) for the mental health and well-being of students are well-known. Among other things, regular PA can help to construct social skills and self-confidence. Unluckily several students exercise inadequately to benefit from positive factors like the ones (Smedegaard et.al, 2016).

Positive health outcomes are facilitated by physical well-being. Schools give people a chance to collaborate while also giving pupils influence. They can incorporate students' overall health into their learning processes. The intrinsic motivation of children, their academic success, and their school contentment may all increase as a result. Less disciplinary issues can also aid in people thriving on a personal, communal, and societal level. Studies show that contented students learn more efficiently. Academic success is enhanced by students' wellbeing. Students grow to want to help and support one another while also fortifying their social ties.

The teacher educates the students that everyone contributes to society's prosperity, that we should not view anyone as inferior, and that we should support young people in developing their leadership skills by providing them with chances. Along with promoting social harmony and long-term economic success, it also helps students advance their professions. The educational system in Pakistan has many challenges. There are tens of thousands of "ghost teachers" who drain public payrolls by failing to show up for work, as well as underqualified teaching staff, pervasive bribery, and poorly kept and filthy school facilities.

Discussion and **Conclusion**
Student wellbeing refers to a long-term state of contentment, resilience, and happiness with oneself, one's connections, and one's educational experiences. A student's overall health, which encompasses their social, mental, physical, and emotional well-being, is referred to as their "well-being" as a student. Student happiness and contentment with life are inextricably related.

Student wellness basically refers to how students view themselves and their lives. They should also be a place that prioritises the health of the children while still offering high-quality lessons and educational activities.

By the development of their cognitive, social, and emotional skills, education can enhance students' wellbeing. There are various aspects that affect students' well-being, such as loving relationships, a purposeful existence, a feeling of community, and emotional control. Together with their academic achievement, schools are growing more and more concerned with the welfare of their students. Administrators speak of the need to develop a "whole kid" perspective in education, with a balanced focus on cognitive, social, and emotional skills.

Pupils with higher levels of well-being have better interpersonal relationships, higher levels of self-esteem, and greater satisfaction with their lives and schooling.

The District Education Officer (DEO) and principals are crucial to kids' wellbeing. They put educational guidelines and regulations into effect. The lower echelons of local government have shared the procedures of educational planning, administration, implementation, and assessment with the district administration of the education department. They go to schools and take the necessary actions to ensure students' welfare.

Students' well-being is extremely important, and schools are the finest setting to foster it. Happiness and contentment with oneself, one's relationships, and one's academic experiences are long-term conditions of wellbeing. If strong, encouraging relationships are created in the classroom, students can be more involved in their studies and study in a more secure and welcoming environment. Schools all across the world are implementing programs aimed at improving students' well-being and assisting them in flourishing. These courses aim to help students develop satisfying relationships, find meaning in their work, and feel a sense of success while also preserving their physical and emotional well-being.

A Wave for Sustainability

It has been discovered that a person's feelings of well-being are crucial to their overall health, enabling them to get beyond challenges and fulfil their life goals. Academic accomplishment and student well-being are strongly and favourably correlated. Those who are more psychologically and emotionally adjusted perform better academically. In spite of this advancement, students' wellbeing drastically declines as they move through secondary school, all the way up to their final exams. Moreover, the decline in girls is more noticeable than in boys. Instead of watching as their children's wellbeing deteriorates as they move through secondary school, administrators and educators must take action. In the interest of promoting existence, soul, and reality of learning with regard to students' welfare, the responsibilities of states, academic institutions, and suppliers of teacher training and professional learning are not particularly well-aligned. At the institutional and educational levels, the principals and executive district officers did mention attempting to include the aspects of wellbeing into practice and guiding frameworks.

Conflicts still occur at the government level, though, and these conflicts are made worse by the fact that a sizable portion of funding for educational health and wellness initiatives, research, and facilities is provided by donors to the healthcare system and government health authorities, while the supervision and regulation of instructors' work is under the control of educational institutions, frameworks, and sectors. Although student wellbeing has become a key practise area and focus of initiatives in education, it is at best only broadly addressed by national professional standards that control teacher certification and accreditation.

A Framework for Sustainable Wellbeing of Students

The "changing stories to live" (Clandinin et al., 2006, p. 114) approach encourages educators, administrators, and policy makers to constantly transform their practices and identities via reflection and discussion, and it can help create a wave of sustainability.

Researchers draw the conclusion that government, academic institutions, and suppliers of teacher training and professional learning institutes can easily improve the wellbeing of students, not only in the present but also for the benefit of students in the future. Researchers developed a framework on the base of the interpretation of Principals and Executive District Officers for students' well-being.

- Implementing the Teachers' Professional Standards, these standards encourage teachers in their efforts to promote students' wellness.
- Teachers' certification and registration would develop a sustainable future of the children.
- Managing student behaviour in the classroom, ensuring everyone is safe.
- The use of qualified teachers and learners.
- Employing standards-based methods.
- The use of students' standardized tests.
- The application of accountability, standardization, and professional judgement.
- Applying evidence-based techniques.
- The control and regulation of the educational process.
- Implementation of policy.
- Stakeholder involvement and communication.
- Fostering certified learning in partnership with universities.
- Forging partnerships across schools with a shared commitment to the welfare of students.
- Encouraging unique linkages between centers and multidisciplinary systems.

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