Exploring the Role of Well-being for Improving Students’ Performance at Secondary Level in Pakistan.

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ABSTRACT

The present study was aimed to exploring the role of Well-being for improving students’ performance at secondary level in Pakistan. Well-being included students’ happiness, positive emotions, school satisfaction and personality development. A qualitative method was used to research. The purposive random sampling technique was used for data collection. Four students were selected as participants from two schools. The participants were studying in 10th grade. The purpose of the study was to explore the opinion of students about their schools. And to explore the role of well-being for students’ academic performance and school life satisfaction. The semi structured interviews were taken from the participants. The interviews were recorded and transcribed and thematic analysis was made. Main themes and sub themes were developed from the data. The result showed that well-being has a significant role in students’ performance in Pakistani students.

KEYWORDS
Well-being, students’ performance, happiness, positive emotions

INTRODUCTION

A school is a place where students spend 5 to 6 hours in a day. School is a second home of children where they come to school for learning and grooming School plays an important role in students learning and cognitive development. In 21st century it is needed to accomplish the students by all aspects of life. In last decades institutions focused on students cognitive development only. Now it is needed that schools become more effective and play their role according to the new paradigm shift. students well being and students’ performance is related to each other (Siddique et al., 2021).

In our schools less focus is given on students’ happiness and life satisfaction. They only focus memorization and grading. Less work has been done in Pakistan about students well-being and their performance at secondary level. I have selected this study to investigate the quality of life and different aspects of students’ well-being at secondary in Pakistan. Present study will explore the relationship between the students’ well-being and performance at secondary level (Jabeen et al., 2022).

Students’ well-being is latest and border term. It is related to students’ overall happiness, life satisfaction. It is included cognitive, emotional, social and spiritual wellbeing. we can say the effective schooling must focus on students’ well-being like health, happy, success and productivity. This study aims to explore the relationship between students’ well being and performance. Performance means not only results and CGPA also included personality, confidence, self-efficacy and grooming (Jabeen et al., 2022; Siddique et al., 2021).

Now a day’s researchers have focused their attention on the well-being of students. Well-being has a great importance to students. In previous years schools and teachers only, focused students’ cognitive development and academic achievement only. However, the amount is change in lives as well as the study habits of students are changed. It is the need of time to how schools and teachers can develop students’ well-being and effects of well-being on their academic results relatively new topic for researchers in Pakistan (Nasrin Akhter et al., 2021).

First of all, it is needed to understand what is well-being? According to the oxford English Dictionary as the state of being comfortable, healthy, or happy”. According to the Merriam-webster, “well-being defined as the state of being happy, healthy or successful is written with a hyphen. In psychology there are two general perspectives of well-being one is hedonistic and 2nd is eudemonic. Hedonistic is well-being as related to happiness and pleasure (Van Petegem et al., 2007). This approach focuses on mental condition of human being, how people are happy. This well-being approach comprises three parts: life satisfaction, the domination of positive emotion, and the absence/lack of negative emotion (Schmidt & Hansson, 2018). While, eudemonic perspective explains that psychological well-being will be achieved when an individual realizes his/her potential and functions optimally (Van Petegem et al., 2007). These different perspectives also cause differentiation in defining child wellbeing, especially in school context.
Firstly, Alt (2018) explained the concept of well-being in nineteenth century. According to him that men and women can be satisfied is different ways. It is important term for secondary school students. About the measurement, studies have revealed that student well-being is a multidimensional construct. However, several studies particularly about measurement of student well-being, only focus on the cognitive component which is school satisfaction, such as Student Life Satisfaction Scale (Huebner, 1991; Huebner, 1994; Moore et al., 2012) and Brief Multidimensional Student Life Satisfaction Scale (Seligson et al., 2003). School satisfaction is the student’s evaluation of their life at school. Other research measures several components of well-being (in addition to cognitive) i.e., dominant positive emotion, the lack/absence of negative emotion, and school satisfaction in Brief Adolescents’ Subjective Well-Being in School Scale (Tian et al., 2015) and for research in Indonesian context, Student Well-Being Scale (Kurniastuti & Azwar, 2014).

Subjective well-being involves satisfaction, hope, optimism, happiness, love, interpersonal skills, vocational capacity, future mindedness, wisdom, tolerance, civilization, responsibility and many relating factors which are empirically shown to be influenced and nourished by schooling of a child (Diener, 1984; Diener et al., 1999; Edwards et al., 2007). To differentiate the importance of subjective well-being and objective well-being because people have different meanings to their perspective: so, people discrimination of their life style may vary to others. Objective well-being is referred to quality of life and material well-being it includes family income, educational status and quality of life surroundings and protection (Alatartseva & Barysheva, 2015). Therefore, subjective well-being referred to how people consider their lives and their level of fulfilment. And the satisfaction level of overall life, or according to their aims of life (Hoffmann et al., 2014).

Students’ well-being is construct of different aspects such as psychological, cognitive, emotional, physical and social. The study revealed Anderson and Graham (2016) that students consider well-being as multifaceted and complicated idea. it is not related only to feeling sad or happy but the whole satisfaction of school life and other functions. Model of students’ well-being of positive psychology was presented by American psychologist Martin Seligman. He presented the PERMA model of well-being in 2011. It has five elements of happiness and well-being. PERMA stands for Positive Emotion, Engagement, Relationship, Meaning and Accomplishment.

The previous studies supported that well-being enhance students’ academic performance and it is forecaster of their future results and performance. However, few diligent investigational researches are available on this topic, but more exploratory, innovative studies are to be required (Adler, 2017). Quinn and Duckworth (2007) A longitudinally research study assessed fifth grade students and showed that higher well-being was most likely to have best academic achievement. Gutman and Vorhaus (2012) described a significance relationship between students’ well-being and academic achievement. In the study UK, Kaya and Erdem (2021) explored that well-being has positive relationship with students’ performance. Both studies will improve school happiness and engagement in future.

Lyons and Huebner (2016) defined a remarkable and positive relationship between school life satisfaction and academic performance GPA and school engagement. Bücker et al. (2018) reported that students’ subjective well-being effect on students’ performance in terms of moderator variables. Amholt et al. (2020) explained a review on relationship between well-being and students’ performance. It is also needed to explore the different domains of relationship with performance.

The present study explored a holistic approach of relationship between students’ well-being and academic performance. To this end, the PERMA model of well-being was measured. we examined the themes as positive emotion, Engagement, Relationship, and performance and sub themes are happiness, motivation, encouragement, physical growth, cognitive development, confidence, social connection, life skill, quality education student’s performance, personality development and grading. The present research aims to described their combined relationship with academic achievement and student’ happiness. life satisfaction.

On the basis of the literature objective of the study was:

- To explore the role of students’ well-being for improving the performance of the students.

**METHODOLOGY**

Qualitative research design has been used in this research study with interpretivism paradigm and qualitative research is an inquiry method to understand a phenomenon or problem (Nasrin Akhter et al., 2021; Nasrin Akhter et al., 2021; Azeem et al., 2021; Siddique et al., 2023). According to Creswell et al. (2007) qualitative research as an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting. In opposite to the quantitative of the qualitative research participant instead of sample of the study. All students of public high schools in Punjab were the population of the study. The total sample consisted of 4 participants of public high schools in Lahore city. The students were selected from two schools studying in 10th grade. They were selected by purposive sampling random technique. A semi structured interview was adopted to collect data for analysis. Aim of this study was to comprehend the subjective opinion of students about their schooling. To uncover the life of students’ well-being, which is most valuable to technical justifications. Different questions were formulated by reviewing the previous literature. The questions were constructed to find out the school life of students’
their views and opinions. To find out the role of students' well-being on their personality and performance. Data was collected from the four students. Students were selected from public schools of Lahore city. Semi-structured interviews were taken from the participants on objective well-being and subjective well-being of students. The key words used in study are well-being, happiness, life satisfaction, positive emotions, physical health and performance. A permission letter was given to the school head to take interviews from students. 4 students were agreed to give interviews and researcher briefly informed them about the purpose of the study and asked them for their willingness and assured them the confidentiality of their data and responses. The researcher took all interviews himself and all interviews were voice recorded.

DATA ANALYSIS
After completion the interviews the recordings were transcribed into written text. Then themes and sub-themes were construct from the data. Thematic analysis was used for data analysis. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). It is a method for describing data, it involves interpretation in the processes of selecting codes and constructing themes. To make them workable.

Theme: Positive emotions and students' wellbeing

Sub-theme 1: Happiness

Participant 1: "I think being happy is really important for students. When you're happy, you feel good about yourself and you have more energy to do things. It's easier to stay focused and motivated when you're in a good mood."

Participant 2: "For me, happiness is all about having a sense of purpose. When I know what I'm working towards and I feel like I'm making progress, that's when I feel happiest as a student."

Participant 3: "I feel like happiness comes from having a good balance between work and play. If I'm too focused on studying all the time, I start to feel burnt out and unhappy. But if I take breaks and do things that I enjoy, it helps me stay motivated and engaged."

Participant 4: "Happiness is contagious, I think. When you're around happy people, it just rubs off on you. So, I try to surround myself with positive people who lift me up and make me feel good."

Analysis: All four participants emphasized the importance of happiness for students' wellbeing, and identified different factors that contribute to happiness, including having a sense of purpose, balance between work and play, and social support.

Sub-theme 2: Motivation

Participant 1: "Motivation is something that comes and goes for me. Sometimes I feel really motivated and excited about what I'm learning, and other times I just don't care. I think it helps to have goals and a clear idea of what you want to achieve."

Participant 2: "External motivation is important too, like getting positive feedback from a teacher or doing well on a test. But I also think it's important to be self-motivated, to have that inner drive to learn and improve."

Participant 3: "I find that breaking down big tasks into smaller ones helps me stay motivated. It's easier to stay focused and keep going when I can see progress and achievement along the way."

Participant 4: "Motivation is something that I really struggle with. I think it's partly because I don't always feel like what I'm learning is relevant or interesting. But when I do find something that I'm passionate about, it's like a switch flips and I become really motivated to learn more."

Analysis: The participants shared different perspectives on motivation, including the importance of external and internal sources of motivation, setting goals, breaking down tasks, and finding personal relevance and interest in what they're learning.

Sub-theme 3: Encouragement

Participant 1: "Encouragement from teachers and mentors is so important. It can really make a difference when someone believes in you and tells you that you're doing a good job."

Participant 2: "I also think it's important to encourage yourself, to have a positive mindset and believe that you can do well. That self-talk can be really powerful."

Participant 3: "Peer support and encouragement is important too. When you have a group of people who are all working towards the same goal, it can be really motivating and encouraging to see them succeed."

Participant 4: "Sometimes, I need a little tough love to get me going. Like when a teacher challenges me to do better or pushes me to try harder. That can be really encouraging in its own way."

Analysis: The participants highlighted the role of encouragement from different sources, including teachers, peers, and oneself, and identified different types of encouragement that were effective for them, such as positive feedback, self-talk, group support, and challenging feedback.
Theme: Engagement in classroom and school activities

Sub-theme 1: Physical growth

Participant 1: "I think physical activity is really important for students. It helps keep us healthy and it can be a good way to release stress. I love when we get to do activities in class that get us moving and active."

Participant 2: "I think physical growth also includes things like fine motor skills, like learning to write neatly or using scissors. Those skills might seem small, but they're important for a lot of things we do in school and in life."

Participant 3: "I think it's important for schools to provide opportunities for physical growth outside of just gym class. Maybe having recess or outdoor activities during the day could help students stay active and engaged."

Participant 4: "I think physical growth can also include things like learning to take care of our bodies, like eating healthy and getting enough sleep. Those things can have a big impact on our ability to learn and participate in school."

Analysis: The participants identified different aspects of physical growth, including physical activity, fine motor skills, and self-care, and suggested various ways in which schools could promote physical growth beyond just gym class.

Sub-theme 2: Cognitive development

Participant 1: "Cognitive development is all about learning and understanding new things. I think it's important for teachers to challenge us with new material, but also to give us time to process and practice what we're learning."

Participant 2: "I think cognitive development also includes things like problem-solving and critical thinking. Those are skills that we use in all areas of our lives, not just in school."

Participant 3: "I think it's important for schools to provide a variety of learning opportunities, so that students with different learning styles and interests can all engage and learn in different ways."

Participant 4: "I think cognitive development also includes things like creativity and imagination. Sometimes the most interesting and engaging activities in school are the ones that let us explore and use our imaginations."

Analysis: The participants emphasized the importance of cognitive development for learning and growth, and identified different components of cognitive development, including learning new material, problem-solving, critical thinking, and creativity.

Sub-theme 3: Confidence

Participant 1: "I think confidence is really important for students to feel like they belong and are valued in school. When I feel confident in my abilities, it's easier for me to participate and engage in class."

Participant 2: "I think confidence also comes from feeling supported and encouraged by teachers and peers. When I know that other people believe in me, it helps me believe in myself too."

Participant 3: "I think it's important for schools to provide opportunities for students to build their confidence, like public speaking or performing. Those can be scary at first, but they also give us a chance to show what we can do and feel proud of ourselves."

Participant 4: "I think confidence also comes from feeling like you have control over your learning and your environment. When we're given choices and allowed to make decisions about our learning, it can help us feel more confident and invested in what we're doing."

Analysis: The participants highlighted the role of confidence in student engagement and identified different factors that contribute to confidence, including support and encouragement, opportunities for self-expression, and control over learning.

Overall Analysis: The data analysis revealed that all four participants believed that engagement in classroom and school activities was important for student growth and success, and identified different components of engagement, including physical growth, cognitive development, and confidence. They also suggested various ways in which schools could promote engagement, such as providing a variety of learning opportunities, building students' confidence.

Theme: Relationship with peers and teachers and well-being

Sub-theme 1: Social connection

Participant 1: "I think having positive relationships with peers and teachers is really important for our well-being. When we feel connected to others, we feel like we belong and have a support system."

Participant 2: "I agree. Social connection is also important for developing our social skills and learning how to interact with others in a positive way. It's a life skill that we'll use for the rest of our lives."

Participant 3: "I think schools can promote social connection by providing opportunities for group work and collaborative learning. When we work with others, we get to know them better and can build relationships."

Participant 4: "I also think schools can promote social connection by creating a welcoming and inclusive environment where everyone feels valued and respected."

Analysis: The participants identified social connection as a key factor in well-being and suggested various ways in which schools could promote social connection, including group work, collaborative learning, and creating a welcoming and inclusive environment.
Sub-theme 2: Life skill

Participant 1: "I think relationships with peers and teachers also teach us important life skills, like communication and conflict resolution. Those are skills we'll need for the rest of our lives."

Participant 2: "I agree. Relationships with others can also teach us about empathy and compassion, which are important qualities to have."

Participant 3: "I think schools can help us develop these life skills by providing opportunities for us to practice them in a safe and supportive environment. Maybe having workshops or activities that focus on communication or conflict resolution could be helpful."

Participant 4: "I also think it's important for schools to model positive relationships and behaviors. When we see our teachers and peers treating each other with respect and kindness, it sets a good example for us to follow."

Analysis: The participants identified various life skills that can be developed through relationships with peers and teachers, including communication, conflict resolution, empathy, and compassion. They suggested ways in which schools could help students develop these skills, such as through workshops or modeling positive behaviors.

Sub-theme 3: Quality Education

Participant 1: "I think having positive relationships with teachers is also important for getting a quality education. When we feel comfortable and supported in the classroom, we're more likely to participate and engage with the material."

Participant 2: "I agree. Teachers who have positive relationships with their students can also be more effective in their teaching. They know us better and can tailor their instruction to our needs and interests."

Participant 3: "I think schools can promote quality education by investing in teacher training and development. When teachers feel supported and equipped to teach effectively, it benefits everyone."

Participant 4: "I also think it's important for schools to provide resources and support for students who might be struggling. When we feel like we have the help we need to succeed, it can make a big difference in our learning."

Analysis: The participants identified the importance of positive relationships with teachers for quality education, and suggested ways in which schools could promote quality education, such as investing in teacher training and providing resources and support for struggling students.

Overall Analysis: The data analysis revealed that all four participants believed that relationships with peers and teachers were important for well-being and identified different components of these relationships, including social connection, life skills, and quality education. They suggested various ways in which schools could promote positive relationships, such as providing opportunities for collaboration and communication, modeling positive behaviors, investing in teacher training, and providing resources and support for struggling students.

Theme: Relationship between students, well-being, and performance.

Sub-theme 1: Personality development

Participant 1: "I think our well-being is closely tied to our personality development. When we're happy and motivated, we're more likely to develop positive traits like resilience and self-confidence."

Participant 2: "I agree. On the other hand, if we're struggling with mental health issues, it can be harder to develop those positive traits."

Participant 3: "I think schools can promote personality development by providing opportunities for us to explore our interests and passions. When we're engaged in activities we enjoy, it can help us develop a sense of purpose and identity."

Participant 4: "I also think it's important for schools to provide support for mental health and well-being. When we have access to resources and support, it can make a big difference in our ability to cope with stress and develop positive traits."

Analysis: The participants identified personality development as an important component of the relationship between students, well-being, and performance. They suggested ways in which schools could promote personality development, such as providing opportunities for exploration and supporting mental health and well-being.

Sub-theme 2: Grading

Participant 1: "I think grading can be stressful and affect our well-being. When we're constantly worried about our grades, it can be hard to focus on learning for the sake of learning."

Participant 2: "I agree. I think it's important for schools to balance the need for assessment with the need for student well-being. Maybe having more frequent, low-stakes assessments could help reduce stress."

Participant 3: "I think it's also important for grading to be fair and transparent. When we understand how we're being evaluated, it can be less stressful."

Participant 4: "I also think it's important for schools to focus on the process of learning, rather than just the end result. When we're encouraged to learn from our mistakes and focus on growth, it can be less stressful."

Analysis: The participants identified grading as a potential source of stress and suggested ways in which schools could reduce this stress, such as through more frequent, low-stakes assessments and a focus on growth and learning. They also emphasized the importance of fairness and transparency in grading.
Overall Analysis: The data analysis revealed that all four participants believed that there was a relationship between students' well-being and performance, and identified different components of this relationship, including personality development and grading. They suggested ways in which schools could promote well-being and performance, such as providing opportunities for exploration and growth, supporting mental health and well-being, and balancing the need for assessment with the need for student well-being.

DISCUSSION

The findings from the analysis of the four themes and sub-themes highlight the importance of promoting student well-being in schools. This is particularly important given the growing recognition that student well-being is a key factor in academic success, and that schools have an important role to play in supporting students' social, emotional, and mental health. One of the key findings is the importance of positive emotions such as happiness, motivation, and encouragement in promoting student well-being. Participants highlighted the need for schools to create a supportive environment that fosters positive emotions and provides opportunities for personal growth and development. This suggests that schools should focus not only on academic achievement, but also on creating a positive and supportive culture that values the well-being of all students (Adler, 2017).

The findings also suggest that engagement in classroom and school activities is important for physical growth, cognitive development, and confidence. Participants suggested that schools should offer diverse and interesting activities, provide a safe and inclusive learning environment, and encourage student participation and collaboration. This highlights the importance of a well-rounded education that goes beyond academic achievement and includes opportunities for physical activity, creativity, and social interaction (Quinn & Duckworth, 2007).

The importance of relationships with peers and teachers for student well-being was also highlighted in the findings. Participants stressed the need for schools to foster a sense of community, provide opportunities for collaboration and teamwork, and promote open communication and mutual respect. This suggests that schools should prioritize building positive relationships between students and teachers, as well as among students themselves (Gutman & Vorhaus, 2012; Kaya & Erdem, 2021).

Finally, the findings suggest that there is a relationship between students' well-being and performance, and that personality development and grading are important factors in this relationship. Participants suggested that schools should promote personality development by providing opportunities for exploration and growth, supporting mental health and well-being, and focusing on the process of learning rather than just the end result. They also highlighted the need for fair and transparent grading practices, as well as a growth mindset that encourages learning and reduces stress (Amholt et al., 2020; Bücker et al., 2018; Lyons & Huebner, 2016).

Overall, these findings suggest that promoting student well-being requires a comprehensive approach that addresses multiple factors, including positive emotions, engagement in school activities, relationships with peers and teachers, and personality development and grading. Schools have an important role to play in promoting student well-being, and should prioritize the creation of a supportive and inclusive environment that values the well-being of all students.

FINDINGS

Based on the analysis of the four themes and sub-themes, the following findings can be made:

Positive emotions and students’ wellbeing: All participants agree that positive emotions like happiness, motivation, and encouragement play an important role in students' wellbeing. Participants suggest that schools can promote positive emotions by creating a supportive environment, providing opportunities for personal growth and development, and focusing on student strengths.

1. Engagement in classroom and school activities:
All participants believe that engagement in school activities is important for physical growth, cognitive development, and confidence. Participants suggest that schools can promote engagement by offering diverse and interesting activities, providing a safe and inclusive learning environment, and encouraging student participation and collaboration.

2. Relationship with peers and teachers and well-being:
All participants agree that positive relationships with peers and teachers are important for social connection, life skills, and quality education. Participants suggest that schools can promote positive relationships by fostering a sense of community, providing opportunities for collaboration and teamwork, and promoting open communication and mutual respect.

3. Relationship between students, wellbeing, and performance:
All participants agree that there is a relationship between students' wellbeing and performance, and that personality development and grading are important factors in this relationship. Participants suggest that schools can promote
personality development by providing opportunities for exploration and growth, supporting mental health and well-being, and focusing on the process of learning rather than just the end result. Participants suggest that schools can promote fair and transparent grading practices, balance the need for assessment with the need for student well-being, and encourage a growth mindset to reduce stress and promote learning.

Overall, the findings suggest that promoting student well-being requires a holistic approach that addresses multiple factors, including positive emotions, engagement in school activities, relationships with peers and teachers, and personality development and grading. Schools can promote student well-being by creating a supportive and inclusive environment, providing opportunities for personal growth and development, and fostering positive relationships and a growth mindset.

CONCLUSIONS
The themes and sub-themes analyzed highlight the importance of student well-being in schools. Positive emotions, engagement in classroom and school activities, relationships with peers and teachers, and personality development and grading were all found to be important factors in promoting student well-being and academic success.

The findings suggest that schools should take a comprehensive approach to promoting student well-being that addresses multiple factors, including the creation of a positive and supportive learning environment, providing opportunities for personal growth and development, fostering positive relationships between students and teachers, and promoting fair and transparent grading practices.

The study also highlights the need for schools to prioritize the well-being of all students, including their social, emotional, and mental health. By doing so, schools can not only promote academic success but also prepare students for a fulfilling and meaningful life.

Overall, the study underscores the importance of student well-being as a key factor in academic success and highlights the critical role that schools play in supporting students’ social, emotional, and mental health.

FUTURE DIRECTIONS FOR RESEARCH
Based on the analysis of these themes and sub-themes, the following future directions can be suggested:

1. Future research can explore the impact of different strategies on promoting positive emotions such as mindfulness practices, gratitude journaling, or positive psychology interventions. Longitudinal studies can also investigate the long-term effects of positive emotions on student's academic and personal development.
2. Research can focus on developing interventions that promote engagement in classroom and school activities, such as project-based learning, inquiry-based learning, or peer teaching. The impact of extracurricular activities on physical growth, cognitive development, and confidence can also be investigated.
3. Future research can explore the role of social connection and life skills in promoting student well-being and academic success. Teachers’ well-being also can be measured. Interventions that foster positive relationships between peers and teachers can be developed and evaluated. Additionally, research can focus on the impact of quality education on student wellbeing, particularly in low-income and under-resourced communities.
4. Research can focus on developing interventions that promote personality development such as emotional regulation, resilience, and self-awareness. The impact of different grading systems on student well-being and academic performance can also be investigated.

Overall, these future directions can help in developing evidence-based strategies and interventions that promote student well-being and academic success. Additionally, these studies can provide insights into the complex relationships between different factors that influence student well-being, which can inform policies and practices aimed at improving educational outcomes.

CREDIT AUTHOR STATEMENT
Shazia Jabeen: Conceptualization, Methodology, Software Dr. Khawaja Hisham Ul Hassan: Data curation, Writing-Original draft preparation. Farhana Akmal: Writing- Reviewing and Editing.

COMPLIANCE WITH ETHICAL STANDARDS
It is declare that all authors don’t have any conflict of interest. It is also declare that this article does not contain any studies with human participants or animals performed by any of the authors. Furthermore, informed consent was obtained from all individual participants included in the study.
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