

Chapter One :Review of Literature

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Master

Didactics and Applied Languages

Students' Well-Being

**The Case of Students of English at Abdelhamid Ibn
Badis University of Mostaganem**

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Dedication

To family and peers.

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Acknowledgments

I sincerely thank and appreciate all my teachers, and especially my supervisor Mrs. Adnani for her contribution to the research.

Abstract

Students well being is an important aspect of learning outcomes and motivation, modern approaches of teaching tend to grow more understanding about this subject. The purpose of this research is to highlight the relationship between student well being and the increasing necessity of adopting more flexible methods of teaching in our educational system. The case study was held in Mostaganemat Abd al Hamid Ibn Badis University, Algeria. The participants were university students and teachers. Both qualitative and quantitative methods were used in this research. After analyzing the results of the questionnaire and the interview using a descriptive statistic method of analysis and content analysis, we concluded that students' well-being increases greatly in the presence of a safer environment, engaging school climate, sufficient student-teacher communication, and parental involvement. These aspects can be implemented by making radical changes to our teaching methods to what fits student's needs and interests. Such improvements reflect the awareness and responsibility of our educational system. Teaching methods adopted in Algerian schools are regarded as ineffective and do not correspond to students' needs.

Keywords: students, well being, motivation, modern approaches, parental involvement.

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List of Abbreviations

1. **PISA:** Program for International Student Assessment
2. **OECD:** Organization for Economic Cooperation and Development
3. **UNESCO:** United Nations Educational, Scientific and Cultural Organization
4. **NCLB:** No Child Left Behind Act
5. **LCA:** Learner-Centered Assessment

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General Introduction

In any given domain in our life, humans must always thrive. By researching any given domain properly, solutions can be found to any problem, and improvements can help us mature and develop an accurate sense of understanding of phenomena around us. From ancient times until now, humans' enthusiasm about learning never demolished. Over the past 50 years, the world has changed beyond recognition, yet our school systems remained static; surely some changes and improvements were implemented, however still remarkably homogenous to the same system humans developed and designed in the industrial age mid 18th century.

The aim of school then was to produce obedient factory workers, where elements such as creativity and individualism only stand in the way of profits. Factory owners and wealth masters needed obedient workers, therefore they invested their money into lobbying, to influence politicians to shape the school system according to their ideologies and goals. Putting order and discipline as a top priority and making sure that creativity and individualism are crushed; Nevertheless, this was to a certain degree okay, because factories are where most people ended up back then. Nowadays the nature of jobs changed, qualities such as creativity, individualism, entrepreneurialism are highly sorted out by employers. (Thoughty2.2017)

Modern Thinkers and teachers have simply said enough to the 100 years old educational system, and have tried and contributed to research about adopting a more understanding and flexible teaching system that tends to listen to students needs, understands their learning styles, empower teacher-students' relationship and base learning on sparking students' curiosity.

This research aims to highlight the effects of the educational system on student well- being and demonstrates how students well -being affects students learning outcomes and motivation. The research under discussion also tries to find solutions or inspire positive changes that could lead to improvements in the domain of teaching, by attempting to answer the following research question; To what extent does well-being promote students' learning process?

The researcher hypothesized the following: student's well being is not inclusive on one dominant aspect, rather on multiple ones, if there is a lack of knowledge concerning students' well-being; then the implications of modern approaches would be slowed down considerably because such changes tend to be radical.

This work is relevant to previous works such as, Program for International Student Assessment 2015 Results (Volume III), that made a measuring framework of well-being and demonstrated its connection with the school. The importance of this research lies in the enhancement of teaching methods, strategies, and approaches adopted in our schools, to achieve concrete progress in learning. Such changes and improvements tend to be radical, but highly influential and positive; the role of these changes is to establish a more effective learning process and reflects responsibility and fairness, so we can truly say no one was left behind.

This paper includes three main chapters, Review of Literature, Methodology, and Results. The first chapter introduces some relevant works that contributed to the field of well being, such as PISA 2015 Results (Volume III) and Rafael Echeverría (2003) *Grow and Before Models*. The second chapter is a practical part that describes the steps and research procedures in detail, it also mentions some limitations that faced the researcher. The third and final chapter presents the findings of the case study through data analysis methods.

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1.1 Introduction

The first chapter demonstrates the background knowledge concerning several aspects of students' well being. Researchers that contributed to this field show close relations between teachers' feedback, parental feedback, and school climate on student's well being. Moreover, strengthening student-teacher communication levels has great results when it comes to the mental health of both. Another major aspect is the approaches school adopts, and methods teachers use to teach; modern ways of teaching such as personalized learning and learner-centered assessment are proven to be highly effective on student's performance in school.

1.2 Definition of Students' Well -Being

Students' well-being is often related to the psychological, cognitive, material, social and physical functioning and capabilities that students require as having a happy and fulfilling life (Organization for Economic Cooperation and Development, 2017, para. 16). Well-being is a dynamic state without sufficient investments in developing capabilities in the present, students may be less likely to enjoy well-being as adults.

The five domains of students' well-being identified in the Framework for the Analysis of Student Well-Being in the PISA 2015 Study (Borgonovi and Pál, 2016, Para. 15) which are as follows:

- **cognitive well-being**, which refers to the knowledge, skills, and foundations students have to participate effectively in today's society, as lifelong learners, effective workers, and engaged citizens
- **psychological well-being**, which includes students' evaluations and views about their lives, their engagement with school, and the goals and ambitions they have for their future
- **physical well-being**, which refers to students' health status, engagement in physical exercise and the adoption of healthy eating habits (Statham and Chase, 2010)

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- **social well-being**, which refers to the quality of their social lives (Rath and Harter, 2010), including their relationships with their family, their peers and their teachers, and how they perceive their social life at school (Pollard and Lee, 2003)
- **material well-being**, which refers to the material resources that make it possible for families to provide for their children's needs and for schools to support students' learning and healthy development.

1.1.2 Pisa's Vision on Well- Being

When parents around the world are asked what do they desire for their children, some mention "achievement" or "success", but most reply "happiness", "confidence", "friends", "health", "satisfaction", "freedom from bullying" and the like (Seligman et al., 2009). This shows that parents overwhelmingly cite school safety, a good reputation and a pleasant environment as important criteria they consider when choosing a school for their child. In short, people value their well-being. Many of the countries participating in PISA not only want to know how their students fare academically, but also how they get on with their lives.

Differences in children's well-being outcomes occur early in their life (Rothbart et al., 2011), *"and continue to develop throughout their school years"* (Rothbart and Jones, 1998). *"What happens in school is key to understanding whether students enjoy good physical and mental health, how happy and satisfied they are with different aspects of their lives, how connected to others they feel, and the aspirations they hold for their future"* (Bradshaw, J. et al., 2007). *"For instance, a positive class atmosphere where effort is encouraged and rewarded, and in which children are accepted and supported by their teachers, regardless of their intellect and temperament, can have a positive effect on students' well-being"* (Huebner et al., 2004).

Measuring the well-being of 15-year-old students, the target PISA population, is particularly important, as students at this age are in a key transition phase of physical and emotional development. Asking students about themselves allows adolescents the opportunity to express how they feel, what they think of their lives and what aspirations they have for their future.

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One advantage that PISA holds is that these well-being indicators can be examined across a large number of economies and in concerning cognitive as well as social and emotional outcomes, such as academic achievement and expectations of further education, and to key factors that shape students' learning. This report also focuses on the relationship between school climate and students' well-being. Even if the well-being indicators examined in this section do not refer specifically to the school context – for instance, students are asked how satisfied they feel about their lives in general – adolescents spend a large part of their lives at school and school friends play a pre-eminent role in their social lives. (OCED, 2017, P. 60)

1.1.2 Pisa Indicators of Well-Being Sources and Outcomes

In this report, students' well-being is not quantified by a single measure but is composed of various dimensions, and aspects within each dimension, that are more readily measurable. Students' well-being is the result of interactions among four distinct but closely related domains: psychological, social, cognitive and physical. Each dimension can be considered both as an outcome and as an enabling condition concerning the other dimensions, and ultimately with students' overall quality of life.

The **psychological dimension** of students' well-being includes students' sense of purpose in life, self-awareness, affective states and emotional strength. Psychological well-being is supported by self-esteem, motivation, resilience, self-efficacy, hope and optimism; it is hindered by anxiety, stress, depression and distorted views of the self and others.

The **social dimension** of students' well-being refers to the quality of their social lives. It includes students' relationships with their family, peers and teachers, and students' feelings about their social life in and outside of school (Pollard and Lee, 2003). In PISA 2015, the main measure of students' social well-being is how they reported their sense of belonging at school.

The **cognitive dimension** of students' well-being refers to the cognitive foundations needed to be implemented in today's society. It comprises students' proficiency in using academic knowledge to solve problems alone or in collaboration with others, and high-order reasoning skills, such as critical thinking and being able to confront ideas from various perspectives. In

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PISA 2015, cognitive well-being is primarily measured through performance across the PISA domains.

The **physical dimension** of students' well-being refers to students' health and the adoption of a healthy lifestyle (Statham and Chase, 2010). PISA 2015 does not measure students' health status as such. However, it provides self-reported information on how much physical activity students engage in and on whether they eat regularly. (OCED,2017, P. 62 - 63)

1.3 Teachers' Feedback

Feedback is an information a teacher or any speaker, gives to learners on how to perform in any given domain, *“either to help the learner improve specific points, or to help plan their learning”*. Feedback can occur immediately during a given activity or delayed by the end of the activity or part of a learning program and can take various forms. (British Council,2012, n. d. Para. 1)

3.1.1 Affecting Students through Positive Feedback

Positive feedback reinforces students mentally and boosts their morality. *“The idea is based on the fact that if we are focusing on positive things, we feeding them and starting to diminish the negative ones. We are boosting self-esteem and class spirit and decreasing anxiety and bullying”* (Haapamäki, 2018, para. 1). When the Program for International Student Assessment (Pisa) started collecting data on the well-being of students in 2017, it stumbled upon two major threats — anxiety and bullying. Pisa is a worldwide study conducted by the(OECD) to evaluate educational systems in both member and non-member countries by measuring the scholastic performance of 15-year-olds in mathematics, science and reading. The OECD had a suggestion for tackling these two issues: developing social and emotional skills. *“Basically, this means teaching children the knowledge, attitudes and skills they need to manage their emotions, establish and maintain relationships, make rational decisions and feel and show empathy for others.”*(Haapamäki, 2018, Para. 5)

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3.1.2 The Power of Positive Meaningful Feedback on Students' Success

Feedback is an essential part of learning. Constructive feedback helps students progress. Errors should be embraced, not feared. However, we should not forget the power of positive meaningful feedback. Students need to know where they stand in regards to their knowledge, whether there were improvements in their effort and where they stand in terms of the goals for that topic or assignment.

Generic comments such as "great work" or "keep up the hard work" are constructive. Positive feedback boosts students' confidence and improves their positive self-talk. Meaningful feedback provides building blocks to help students become self-regulated learners and build their confidence. Below, you will find some ideas for students of various ages. (Hovington,2018, para. 1).Cindy Hovington, PH.D. Founder Of Curious Neuron And Host Of The Curious Neuron Podcast, in her work; Elementary School– Positivity Journals; said that, In young children, *"I have seen firsthand how receiving positive feedback can improve their confidence. With younger students, feedback might not solely focus on academics"* (2018, para. 2). At such a young age, we want to build their academic confidence and motivation to learn. You can give them feedback on your observations of their effort, persistence, self-efficacy, helpfulness, independence, curiosity, intrigue, enthusiasm, positive attitude, etc.

He added *"I had the pleasure of working with a young girl who was struggling to pass grade 2. Her parents had been told that she needed to repeat her grade. She had received many hours of tutoring in all subjects but to no avail. After meeting her during a private Curious Neuron session, it was clear to me that she had not only lost all motivation with regards to school (her parents struggled greatly to get her to do her homework) but that her academic confidence had diminished. All she spoke of was the negative feedback she was getting throughout her day from both home and school... why didn't you do well on this exam, you know this material!"* or *"you need to focus and stop giving up"*.(2018, para. 2).

4.1 Teachers' Role in Promoting Well-being

The position of teachers in our world is integral. *"Teachers are powerful figures in the lives of most children"* (UNESCO, 2016). A positive class atmosphere where efforts are encouraged

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and rewarded and in which children are accepted and supported by their teachers, regardless of their intellect and temperament, is often associated with more positive reactions to the demands of schooling (Huebner et al.,2004), and to lower school-related stress (Torsheim et al., 2001). Even the most vulnerable child has capacities for positive experiences at school. "*Accentuating the positive*" in the child's experience of school can serve to increase autonomy, motivation and resilience, essential qualities for success both in and outside of school.

According to **Samira Susana Suro Barbosa** (sami.suro@tec.mx), who holds a degree in Psychology, specializing in Brief Systemic Therapy, a teacher in Higher Education and Administration of Educational Institutions and a diploma in Neurolinguistic Programming, "*The teacher is a role model who directly impacts the life of the student. Therefore, it is recommended that the teacher's discourse foments empowerment, well-being, and human flourishing in the students. The latter means understanding how to recognize the human being as a person with splendor, endowed with gifts and talents that are discovered in inspiring spaces such as classrooms*".(2019, para.3).

4.1.1 The Grow and before Models

Two models are suggested the grow model and before model.

a- The Grow Model: disseminated by the prestigious coach, Sir JohnWhitmore although developed by Graham Alexander(2003), proposes that each letter of the word 'GROW'is related to a definite word with a specific objective to achieve and each letter is defined as follow:

(G) Goal. Some suggested questions that can be helpful to achieve objectives like: Tell me, what challenges do you want to work on? What goals do you want to achieve? What's this about? What does it consist of?

(R) Reality. To recognize the reality you belong to through selected questions that help know more about yourself. Let you look at your strengths and resources, observing threats and opportunities. Some suggested questions similar to What situation are you in now? How are you feeling? What's your biggest worry?

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(O) Options/obstacles. These include the alternatives to achieve the objective, the strategic actions that can be considered possible, as well as the actions to be implemented to achieve the goal realistically. Some suggestions for questions: What obstacles can you encounter? What alternative actions do you have?

(W) Will/Way forward. In the end, it will be necessary to define an action plan to achieve the objective, as well as have the will and commitment to achieve it. Some suggestions for questions: What are you going to do? What specific actions are you going to take?

b- The Before Model: also known as The Six Steps to Effective Feedback, was developed by Jane Rodríguez del Tronco, Rosa Rodríguez del Tronco, and Noemí Vico García (2001), like the GROW model each letter is related to a word with a specific meaning BEFORE : (B) Behavior), (E) Enquiry, (F) Feelings, (O) Outcome, (R) Request, (E) Engagement.

(B) Behavior: this means to Leave aside judgments and opinions and to put objectivity ahead of subjectivity.

(E) Enquiry. (Inquiry) is to compare one's perception with that of the other after asking the other's point of view, the student evaluates the situation himself. It means being unbiased.

(F) Feelings: it is convenient to show the other person how we feel, insisting that the feedback perception is about the fact itself and not about the person.

(O) The outcome is the identification of the consequences of what happened and measuring, in some way, the impact of the student's conduct is also key.

(R) The request is asking the student about alternative actions for the next time, causing him to reflect and identify what he can do.

(E) Engagement. it is essential that the student accepts and integrates the feedback received and that he or she undertakes to modify and change their behaviors.

To sum up, Barbosa stated that As teachers we should be conscious of the discourses that we present to our students. Although sometimes it might seem that they are distracted or that they

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are attending to other matters besides being in class (*multitask mode*), they are attentive to our words and our nonverbal expressions. (2019, para. 10).

5.1 Students' Social Life

Concerning students' social life, it is considered a vital component to measure students' well-being. Students' social life is taken into consideration because it covers an essential part of students' life, which is his/her environment and financial status.

5.1.1 The OECD How's Life framework for measuring well-being

Most of the theoretical and measurement work on well-being, such as the OECD How's Life framework for measuring well-being and progress, is conceptually rooted in adult life. As such, it needs to be adapted to the PISA population of 15-year-old students and the PISA focus on education policy. Adolescents might have priorities for their well-being that do not necessarily coincide with those of adults. A recent survey illustrates this well: when a large sample of 14- and 15-year-olds were asked what having a good life means to them, the five most commonly used terms were "friends", "family", "bullying", "parents", and "school" (The Children's Society, 2015). Many adolescents also have limited financial autonomy and they are dependent on adults for their material well-being, which is the case of most children.

5.2 Role of Parental involvement in education

Extensive research has shown that students achieve more in school when their parents get involved in their education. This article discusses the important position parents hold in a child's education. It also analyses what the No Child Left Behind Act (NCLB) is estimated about parents and their collaboration with the child's education and offers a practical set of skills that parents can use to achieve involvement.

The critical role of parental involvement in a child's education has been examined in countless studies and reports. According to Grace Chen, the research shows the following conclusions:

a. Academic achievement increases when parents are involved in their children's education.

The more parents are involved, the better is their impact on academic achievement.

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b. Parental involvement leads to better classroom behavior.

Parental involvement enhances academic performance, it also has a positive influence on students' attitudes and behavior. A child's attitude towards can be greatly affected by simple things such as parents' interest and encouragement.

c. Parents should stay involved in their children's education from preschool through high school.

Parental involvement does not influence pupils only, but even university students. Studies have shown, however, that the involvement of parents of middle and high school students is equally important. In high school, for example, a parent's encouragement can influence whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of a college education.

d. Training helps parents of disadvantaged children get involved.

Parents of a minority or low-income children are less likely to be involved in their children's education than parents of non-disadvantaged children. If they receive adequate training and encouragement, however, parents of a minority or low-income children can be just as effective as other parents in contributing to their children's academic success. As discussed below, one of the purposes of NCLB is to get parents of under-achieving children involved in their education.

e. Reading together at home greatly improves reading skills.

Reading, in particular, improves greatly when parents and children read together at home. Reading aloud with a child contributes significantly to the child's reading abilities.

f. Schools can encourage parental involvement in many ways.

Significant parental involvement is most likely to develop when schools actively seek out ways to get parents involved and offer training programs to teach parents how to get involved in their children's education.

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g. Parental involvement lifts teacher morale.

Schools and teachers benefit from parental involvement because involved parents develop a greater appreciation for the challenges that teachers face in the classroom. Teacher morale is improved. Communication between home and school helps a teacher to know a student better, which in turn allows the teacher to teach the student more effectively. Communication also helps to dispel any mistrust or misperceptions that may exist between teachers and parents.

h. Parental involvement benefits children and parents.

becoming involved in their children's education, moms and dads get the satisfaction of contributing to their children's education and future. They have a better understanding of the school curriculum and activities and can be more comfortable with the quality of education their child is receiving. They spend more time with their children and become able to communicate better with them. Some studies show that a parent's participation in a child's education may inspire the parent to further his or her education.

I. Time constraints are the greatest barrier to parental involvement.

Lack of time is the top reason parents give for not participating more in their children's education. Lack of time is also cited by school personnel as a reason for not seeking parental support more actively. Thus, effective solutions to enhanced parent involvement require freeing up the time of parents and teachers or finding ways to work around their schedules. (2018, para. 2)

Patrick. P. Barnett member of Best Writing Service Online added in the comment section of the website, "*Public School Review*", in an article of Grace Chen titled, "*Parental Involvement is Key to Student Success*", "*Many people believe on this thing that parental involvement is a key to student's success but there are still many unfortunate students who cannot have this kind of thing especially if their both parents were too busy on their job*".(2013).

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5.3 School Climate

School climate has been described as the “*quality and character of school life*” (Cohen et al., 2009). School climate can be safe or unsafe, cohesive or divisive, collaborative or competitive. Above all, it is typically perceived as either positive or negative. In a positive school, climate students feel physically and emotionally safe; teachers are supportive, enthusiastic and responsive; parents participate in school activities voluntarily; the school community is built around healthy, respectful and co-operative relationships; and everyone looks after the school premises and works together to develop a constructive school spirit. Terms similar to school climate include school environment, learning environment and school culture. In this report, school climate, school environment and learning environment are used interchangeably; school culture is used only to refer to the social or community dimension of the school climate.

School climate is a multidimensional construct that represents “*virtually every aspect of the school experience*” (Wang and Degol, 2016). While researchers have not reached a consensus on the indicators that make up school climate, four spheres of school climate emerge from previous research (Cohen et al., 2009; Thapa et al., 2013; Wang and Degol, 2016):

- **Safety:** includes maladaptive behaviors, such as bullying, disciplinary problems in the classroom, substance abuse and truancy, and also the rules, attitudes and school strategies related to these maladaptive behaviors. This sphere is renamed as student disruptive behavior in this volume as only maladaptive behaviors are examined.
- **Teaching and learning:** includes aspects of teaching, such as academic support, feedback and enthusiasm, aspects of the curriculum, such as civic learning and socio-emotional skills, and indicators of teacher professional development and school leadership, such as teacher co-operation, teacher appraisal, administrative support and the school vision.
- **School community:** includes aspects of the school community, such as student-teacher relationships, student co-operation and teamwork, respect for diversity, parental involvement, community partnerships, and outcomes of these indicators, like school attachment, sense of belonging and engagement.

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- **Institutional environment:** includes the school resources, such as buildings, facilities, educational resources and technology, and indicators of the school organization, such as class size, school size and ability grouping.

6.1 Sparking Student's Curiosity

Sparking student's curiosity might be the best approach one can use to deliver content. Michelle Lucas – a Math and Science teacher at Imbabura School, in New South Wales – shares an approach she's developed to drive student agency and improve learning skills. She listed 5 dispositions that she claimed, "*provide students with a TASTE for learning*".(2019, para. 8).

She first suggested thinking, where Students need time within a classroom setting to link concepts together. To start students were asked to think about new topics and to generate a list of questions – a useful tool is think/puzzle/explore. The concepts that puzzle students or concepts they would like to explore will help directly the learning process. As new concepts are introduced, students evaluate how it fits with their thinking. To help students build the links they were provided by hexagons- a flat shape with six straight sides- with the key terms and the students arrange them and explain their thinking behind every adjoining hexagon.

After using this tool, Students were able to write much stronger responses to written questions and demonstrate a deeper understanding of the topic. Second, asking, asking questions allows students to develop deeper learning and often generates even more questions as they uncover new learning. In Science, students were asked a simple question, such as 'what causes day and night?' and asked to reframe it into a transformative question. Generally, these are 'what if...' style questions. Students might generate questions such as 'what if the Earth didn't rotate on its axis?' or 'what if the Earth spun around faster?'

These transformative questions address misconceptions and uncover a deeper understanding, often generating many more questions. Third, sharing, we know the power of learning alongside and from others. This includes working collaboratively to solve problems and listening to the viewpoints of others. A unique strategy involves a roundtable discussion where students write a summary of what each person at the table shared before they can write a collaborative summary. This also allows for assessment of how the students have been able to incorporate the views of others. Another strategy is to have students reflect on the group

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dynamics after a collaborative problem-solving task and whether they could have done things differently to ensure every group member was heard and valued.

Michelle Lucas also validates, telling, effective communication in the classroom allows misconceptions to be identified, teacher-student relationships to be enhanced and increased collaboration among students. All teachers no doubt use myriad tools to build the communication skills of their students and develop communication ability in a range of genres. It is sometimes appropriate to provide students the opportunity to choose the appropriate genre and media for a task. The important incorporation of reflective and evaluative processes where students articulate how they were effective in their communication can help students improve this critical learning disposition. Finally, extending, Great learners are always extending themselves and looking to extend the learning of others.

Research indicates that teaching others is a great way to extend our learning (Koh, Lee, & Lim, 2018). I encourage students to choose the appropriate level of challenge to extend themselves and not be afraid to take measured risks and learn from their mistakes. Learning from mistakes also includes responding to teacher feedback with a plan for better learning. In these approaches, mature students also experience leading learning by conducting additional research and preparing materials to enhance the learning of their group. They seem to enjoy this responsibility and it engages the rest of the group. (Lucas,2019, para. 8).

6.1.1 Learner-Centered Approaches

Student well-being, defined as students' overall development and quality of life, is increasingly integrated into education policy. Not surprisingly, interest is growing in comparing countries not only in terms of how well students fare academically but also in how well education systems promote students' skills and attitudes for well-being. (OECD, 2017, P. 59).

The approaches adopted in schools are not regarded as effective by Kirsi Haapamäki, head of communications and marketing at Mightifier. Haapamäki points out that the education market is a traditional market and has been slow to react to changing trends. "What can we teach at school that separates us from all that? Once again, it starts with emotional skills and our ability to have human relationships. And these huge changes are driving countries, cities and schools. All

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the education decision-makers are into finding some concrete tools to improve our students' well-being and their social and emotional skills.”(2018, Para. 6).

6.2 Learner-Centered Assessment

Learner-centered assessment or standard-based grading is an effective method to reflect on student's learning. Dr. Pickering Trace; an Associate Superintendent in Cedar Rapids Community District; declared that Mcinenly and Roosevelt high schools are adopting LCA. Changes will occur regarding how children will be assessed, rather than grades parents and students receives specific details about how learning is progressing, *”is it meeting, exceeding or still working to achieve the course” standards*”(2015).

In the 2009/2010 school year, the district implemented this approach from kindergarten to fifth grade; Dr. Trace raised the importance of the “why” this approach is used, he stated that, *“Each subject area has clear standards that students must demonstrate that they understand by the end of the school year”* (2015). The main objective of LCA is to have a fair assessment that reflects on student's learning, Dr. Pickering declared that establishing this new approach is merely saying that we had enough of this 100 years old school system. He then proceeded to show the difference between old school and modern school; he claimed that the old school's objective was to sort out those who are “college material” from those who are not. (Dr. Trace, P,2015, as cited in, Engage CR schools, 2015)

7. Conclusion

This chapter gives an overview of relevant previous works interested in students'well-being. The first part of it was concerned with researches and researchers that contributed to the domain of students' well-being. It also shows how PISA and LCA enriched the domain of well-being. The other part reveals that students' well-being does not involve just teachers or parents but it is a contribution of both. This humble research looked for different and main interesting reliable works related to well-being in general and focuses on student's well-being more specifically. The next chapter will prepare the ground for the practical part of this research to closely examine and investigate on exploring whether well-being is important or not to academic achievements.

Chapter Two

Research Methodology

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2.1. Introduction

After considering and reassessing the literature on well-being, this chapter presents the practical part of the present research work; initially, it introduces the research methodology followed by the collection of data including the approaches and methods that were selected to carry out this research. Besides, it supplies a description of the precise context and participants that contributed and made possible the present study. Then, it deals with the procedures of data collection that consists of a questionnaire and an interview. Data collected from both tools are examined and analysed.

2.2. Research Methodology

The challenge of a researcher is to opt for an appropriate and valuable research methodology that corresponds to the research objectives. This humble work was carried out with a teacher of the University and Master students from different fields at the department of English Language, Mostaganem. The aim of this choice is due to the availability of the internet.

In this work, the researcher has opted for a mixed-methods approach which involves a combination of quantitative and qualitative methods. The main difference between the two paradigms is said to be in numbers. The quantitative research aims at explaining phenomenon based on gathering numerical data. As explained by Kothari (2004) who states that “quantitative research is based on the measurement of quantity or amount” (p.03). While qualitative research is concerned with tools that look for an in-depth understanding of underlying reasons, motivations, opinions, and attitudes about a particular topic (Kothari, 2004). undeniably, using several research methods is extremely important to assemble evidence and to evaluate accurate findings to supply satisfactory data.

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2.3. Research method – Qualitative versus quantitative

This research was established via the use of both qualitative and quantitative methods in data collection. An interview was held up with a university teacher online, and a questionnaire was distributed online on various university students from different levels and specialties. The use of both qualitative and quantitative methods in data collection is very helpful to vary the sources of information gathered maintaining the quality and research validity.

The main characteristic of qualitative research is that it is most appropriate for small samples, while its outcomes are not measurable and quantifiable. Its basic advantage, which also constitutes its basic difference with quantitative research, is that it offers a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses (Collis & Hussey, 2003). However, the effectiveness of qualitative research is heavily based on the skills and abilities of researchers, while the outcomes may not be perceived as reliable because they mostly come from the researcher's judgments and interpretations. Because it is more appropriate for small samples, it is also risky for the results of qualitative research to be perceived as reflecting the opinions of a wider population (Bell, 2005). To enhance and ensure research validity and variety the quantitative method-questionnaire- is adopted in our investigation.

The quantitative method of data collection aims is to classify features, count them, and construct statistical models in an attempt to explain what is observed. (Miles & Huberman.1994). Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail; hence mixing both methods should lead to more concrete and reliable results.

2.4. Context of the Study

The research work was carried out with third-year license students and master students of Didactics of applied languages at the department of English, Abdelhamid Ibn Badis University, Mostaganem during the academic year 2019-2020. This study intends to investigate the situation

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of well-being in teaching EFL classes as well as to investigate the relationship between students' well-being and the implementation of modern approaches.

2.4. Data collection method and tools

Conducting this research, the mixed approach-also named the pragmatic approach to research- was regarded as the most suited one; therefore the researcher had more freedom in selecting data collection methods that were more accessible and at ease to a certain degree. To satisfy the objective of this work, the researcher has focused mainly on two scientific methods to gather data, a questionnaire and an interview conducted online to ensure the quality of information. The questionnaire with a set of effortless questions set to avoid confusion to ensure participants understanding.)

The researcher used both qualitative and quantitative methods thanks to the adoption of a mixed approach.”*In some studies, qualitative and quantitative methods are used simultaneously. In others, first one approach is used and then the next, with the second part of the study perhaps expanding on the results of the first. For example, a qualitative study involving in-depth interviews or focus group discussions might serve to obtain information which will then be used to contribute towards the development of an experimental measure or attitude scale, the results of which will be analyzed statistically.*”(Alzheimer Europe.2013, para 24)

2.4.1 Qualitative Method

A structured interview was used for this research. A structured interview is a personal one with preset questions, whose aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview (Fisher, 2005, Wilson, 2003).

2.4.2 Quantitative Method

The conduction of the research also involved a structured questionnaire with different types of questions posed to the participants. The respondents were asked open-ended, close-ended, rating, and multiple-choice questions. Using different types of questions target various types of

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answers which are efficient to extract more concrete and relevant information. Initiating open-ended questions grasp the attention of the participants and push them to be more engaged with the questions, and differentiating types of questions greatly increase the response rate.

2.5. Sample Participants

This passage describes the target participants, it includes their levels, age and their relevance to the topic under discussion. Concerning the questionnaire, purposive sampling was adopted. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which the researcher relies on his or her judgment when choosing the participants of the study. The study was conducted at Mostaganem, Abdelhamid Ibn Badis university. The work was initiated by distributing a questionnaire via Facebook during April and May of 2020 online .

The participants were current university students from both License and Master majoring in English language studies. (Didactics and applied languages, Didactics of Foreign Languages, Language and Communication). Fifteen (15) students belonging to L1, L2, and L3 and fifteen (15) other Master students. This choice is due to the conditions the world is living in because of (COVID 19). Therefore the selection depended on students' accessibility to make this research possible. The questions asked were set to facilitate the task for participants. The quantitative method was adopted to extract countable information, in order to study and investigate responses of participants, and to highlight similarities and differences between participants concerning their levels. The level and age were also taken into consideration.

2.6. Data collection instruments

In the present work and to have reliable data, a combination of research methods and instruments has been used. These instruments include: a questionnaire addressed to thirty (30) License and Master students and an online interview conducted with two teachers from Abdelhamis Ibn Badis University of Mostaganem the department of English. The two teachers teach both license and master degrees.

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2.7. Students ‘Questionnaire

The questionnaire is a technique recognized by various researchers as an effective means of data collection. Thanks to it researchers can gather information, opinions, beliefs and attitudes as Anderson&Arsenault (2005) state: “The questionnaire has become one of the used means of collecting information. If well constructed; a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner”(p.160)

2.7.1 Description of the questionnaire

The questionnaire planned for this study is composed of twenty (20) questions. These questions aim to get answers helpful to the achievement of this research. The questionnaire presents both close-ended and open-ended questions to attain both qualitative and quantitative data. Close-ended questions embody the type of questions in which the respondents are requested to select one answer from a specified number of choices, or by giving a yes or no answer. While open-ended questions are intended to ask respondents to formulate their answers and express freely their opinions and when necessary including additional explanations in the space given.

The following questions were asked to thirty (30) students. The questionnaire was divided into parts.

Part One: Background Information (Q1-Q4)

The first part of the questionnaire concerns background information as well as personal information about our thirty(30) participants. They were asked to give their gender, age, and level at university to dissociate license students from master ones. In the case of master’s students, they were asked to specify their field.

Part Two: Awareness about well-being (Q5-Q7)

The second part deals with well-being and to what extent students were familiar with the term and the way they consider it. These questions aim to know about students' awareness of well-being and is this latter important or not according to them.

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Part Three: Teachers and Parents Involvement (Q8-Q13)

This part concerns teachers in general and parents more specifically and to do these latter interfere with their children or not and do they discuss with them or not. To know about the kind of relationship students have with their parents is essential to validate this research.

Part Four: The Educational Environment, Evaluation and the Use of New Approaches (Q14-Q20)

This last part is related to the teaching surroundings. It helps the researcher to know about specific opinions concerning teaching, evaluation besides different new approaches from the students' side to complete this work and to bring new views.

2.7.2 The Interpretation of the questions

5- Are you familiar with the student's well being?

This question aims to know whether students are familiar with this term or not and to have and to see if the degree of familiarity is the same or not among both master and license students.

6- - Do you think it is important? Yes/no

if yes, to what extent?

It is to know about to know the importance students give to' well-being and the way do they evaluate it

7- As a student, what do you think promotes best for student's well being? You can tick more than one answer.

were given multiple choices, the aim was to know what is considered a good variable for well-being from the perspective of students and do they share similar opinions or not for the authenticity of the research.

8 - Do teachers allow space for communication and discussions? Yes/no

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This question aims to perceive the student's point of view first in communicating in class and also to identify if the teachers' class managements suit students or not.

9- Do you think it is important that parents get involved in their children's education
yes/no

First, this question was asked to see the number of parents involved and interested in the education of their children. Then to have an idea about students' opinions on that.

10- Do you communicate with your parents? yes/no

If yes, to what extent?

This question was asked to affirm the question before concerning parents' involvement and to know if they communicate or not.

11- How often do you discuss school and grades

Choices are given in this question and according to the answer chosen, we can have an opinion concerning the degree of parents' involvement in their children's education and this is important for the result of the research.

12- How do you find your parent's feedback?

This question intends to illustrate the kind of feedbacks parents provide to their children and how is it received, accepted or not.

13- Do you think it has an impact on your mental health? Yes/no

This question aims to check the influence of parental involvement on students' mental health, and the kind of impact it could have on their children to enhance the previous question

14- Does it affect your grades? Yes/no

This one permits to know and to confirm or disconfirm parents' involvement whether it has a positive or a negative influence on their children's education and grades

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15- What makes a positive school climate for you? (you can tick more than one suggestion)

A multiple-choice question where students are allowed to tick more than one choice to scrutinize students' approach to the best teaching atmosphere and the way they perceive it.

16 - According to you, what makes a negative school climate?

This opened question is asked to complete the previous one to clarify the students' views on variables that make a negative school climate to illustrate and to bring new evidence to this study.

17- Are you satisfied with the system of grading? Yes/no

There the researcher moves to another important point which is evaluation since the majority of the time students are apprehensive to teachers' grades more than anything else. The intend is to investigate on participants opinions whether they approve it or not.

18- Have you ever obtained a grade, which made you feel it did not reflect completely your education?

In this question, we continued with evaluation, the objective was to check is students feel a kind of malfunction in the system of evaluation.

19- Are you familiar with the learner-centered approach?

Students were asked if they were familiar with learner-centred-approach in order to examine their knowledge about the term and to introduce them to the next question.

20- Modern approaches to education tend to be more flexible and have more understanding of well being, do you agree with that?

The last question concerns modern teaching approaches whether they are concerned with students' well-being or not to see if students are enough curious to consider modern teaching methods and update their information or not.

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The respondents were willing to participate voluntarily in the research under discussion and answered questions given in the questionnaire. The researcher was able to be in contact with the respondents via messenger to clarify or facilitate when needed.

2.8 Teachers' Interview

In addition to the Students' questionnaire, a structured interview with teachers is added. The researcher opted for an interview to complete his research. A structured interview is simply defined as the use of pre-planned questions asked to all the respondents in the same order and formats (Corbetta, 2003). According to Kajornboon (2011), this kind of interview is measured to be easy to analyze since the researcher has power over the issue as well as the interview's design. Besides, using the structured interview is helpful in the sense that it enables the researcher to check the respondents' comprehension level about a definite topic.

2.8.1 Description of the interviewees

A structured interview was held with two university teachers of English during May and June 2020. The interview was held online via Gmail where the interviewer asked the interviewees a set of questions related to the field of students well-being to complete the research with constructive information from the teachers' perspective. Teachers opinion is vital to this research considering their experience in the field of teaching. Both teachers are master degree holders and English teachers in the university of Abd Alhamid Ibn Badis, Mostaganem, and experienced persons in the domain of teaching.

It is also fundamental to take into consideration the side of a teacher in student's well-being; because the qualitative method is most suitable to study behaviors and attitudes, a teacher meets the qualities of a person who can give valid points about many aspects on students' characters.

The questions asked to the teachers were:

Question 1:

Are you familiar with the students' well being?

This question aimed to check if they were familiar with the term.

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Question 2:

What do you think about the students' well being?

The teachers were asked about their opinion concerning the topic under discussion to seek any valuable information from experienced persons.

Question 3:

What promotes best for students' well being?

The objective of this question was to determine variables that can promote students' well-being.

Question 4:

What is the role of a teacher in promoting student well being?

This question aimed to investigate the important role that teachers play in promoting well-being.

Question 5:

What are the aspects that impact students' mental health mostly?

This question was to examine the aspects that impact mental health to see whether it co-relate with students' answers.

Question 6:

What do you think about the grading system of our university and how can it be improved?

This question is similar to the one asked to students since the teachers' answer in the most objective way.

Question 7:

What do you think about the educational system our universities are adopting? How can it be improved?

The teachers were asked about the improvements that can be implemented to the grading system, to determine the type of changes that could be improved.

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Question8:

Modern approaches in education tend to be more flexible and understand better well-being.

What is your opinion concerning that?

The aim of this question was to check to what extent this statement is reliable..

2.9. Data analysis

Data analysis is the method used to analyze qualitative or quantitative data previously gathered from the participants in the survey. Such a step is vital and shows that the process of interpreting reflections of the participants into information was conducted systematically.

2.10 Qualitative data analysis method

Concerning the qualitative method of data collection, the interview, the content analysis was used. Content analysis method According to Moore & McCabe (2005), this is the type of research whereby data gathered is categorized in themes and sub-themes, to be able to be comparable. The main advantage of content analysis is that it helps in data collected being reduced and simplified, while at the same time producing results that may then measured using quantitative techniques. Moreover, the content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives. However, human error is highly involved in content analysis, since there is the risk for researchers to misinterpret the data gathered, thereby generating false and unreliable conclusions (Krippendorff & Bock, 2008).

2.10.1. Quantitative data analysis Method

When it comes to analyzing quantitative data, we initiated by data preparation, this latter was achieved via steps, first data validation, The purpose of data validation is to find out, as far as possible, whether the data collection was done as per the pre-set standards and without any bias. Second, data editing in which the respondent may fill the paper with errors accidentally, where the researcher should conduct basic data checks, check for outliers, and edit the raw research data to identify and clear out any data points that may hamper the accuracy of the results. Third, data coding, one of the most important steps in data preparation. It refers to grouping and assigning

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values to responses from the survey. After these steps the data were ready to be analyzed, and the Descriptive Statistic method of analysis was used to help researchers summarize the data and find patterns.

According to Manu Bhatia, a few commonly used descriptive statistics are:

- **Mean** a numerical average of a set of values.
- **Median**: midpoint of a set of numerical values.
- **Mode**: most common value among a set of values.
- **Percentage**: used to express how value or group of respondents within the data relates to a larger group of respondents.
- **Frequency**: the number of times a value is found.
- **Range**: the highest and lowest value in a set of values.

(Bhatia, M. 2018, para. 14)

2.11. Ethical considerations

All the participants of the research under discussion volunteered to participate in their free will. All the participants in the surveys conducted-qualitative and quantitative- were relevant to the domain and the subject under discussion. The process of making the work was held under total responsibility and credibility, both author and supervisor worked collaboratively to produce the final product systematically and responsibly. all credits were given properly to their rightful owners using APA style citation, both in-text citation and full references were mentioned in this work. Participants were fully informed with the objectives of the study, while they were reassured that their answers were treated as confidential and used only for academic purposes and only for the particular research. Except from the above, participants were not harmed or abused, both physically and psychologically, during the conduction of the research. In contrast, the researcher attempted to create and maintain a climate of comfort.

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2.12. Conclusion

After the consideration of the literature review in the first chapter, this dissertation has presented an unrestrained sight on the practical side of this research. The researcher provided an overview of the research methodology followed in conducting this study, the context in which this study is carried out in addition to the participants sampling that took place in the fulfillment of the research work. Next, the chapter presented a description of the instruments in use. Finally, the final chapter will deal with the analysis of the data gathered by the researcher thanks to the sample participants, discussion of the findings and recommendations.

Chapter Three: Results

Chapter Three: Results

1. Introduction

This chapter includes reporting the results and findings of the case study conducted. In our case study, both qualitative and quantitative data collection methods were utilized, first, we used a questionnaire to display how our objectives were fulfilled numerically, and we also used an interview to examine the trustiness of the hypothesis and answer the research question. Using the content analysis method to demonstrate our aims and interviewee's responses, and the descriptive statistics method to interpret our participants' answers in the questionnaire. In the end, some suggestions, recommendations and will be submitted.

2. Instrument 1: students questionnaire

Our participants' age varied from 18 years old to 25 years old, because the questionnaire was distributed to cover most of our university levels. The majority of our respondents though, were master students, mainly their specialties were as follows, Didactics and applied languages, Didactics of Foreign Languages, Language and Communication.

Q1: Do you know the student well being?

Table 1. well-being knowledge

Options	Yes	No
Percentage%	70%	30%

The majority of answers that said "yes" were master students, here a difference in levels of our participants, since those who answered "no" were first, second and even third-year students. Regarding this question, the author had to intervene to illustrate more for students who answered

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“no” for the sake of completing the survey. Also, This reflects that our license students are not aware of such an important concept and this is very important. This point has to be taken into consideration.

Q2: Do you think It is important?

Table 2 well-being importance

Options	Yes	No
Percentage%	100%	0%

After the illustration made by the researcher, all of our respondents answered ”yes”.

If yes, to what extent?

Table 3 well-being importance’s extent

Options	Very essential	Essential
Percentage%	70%	30%

Again, master students valued much more the concept of student well being and Its importance.

Q3:As a student, what do you think promotes best for student’s well being?

Here we gave our participants the freedom to select more than one answer.

Table 4students’ perspective about student’s well-being

Options	Percentage%
Teachers ‘feedback and communication	6%
Parental feedback and involvement	5%
School climate (involving relationships with teachers and peers)	5%
Financial status	4%
Grades	4%
All of the above	76%
None of the above	0%

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Other	0%
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The most selected answer was “F, All of the above”, however, it is noticed that some answers correlated what promotes best for student well being to aspects such as grades, school climate, teachers’ feedback and communication, parental involvement and financial status as individuals, even though the question permitted more than one answer. And expectedly those answers were coming from license students.

Q4: teachers allow space for communication and discussions?

Table 5 space for communication inside the classroom

Options	Yes	No
Percentage%	55%	45%

If yes, to what extent?

Table 6 space for communication inside the classroom extent

Options	Percentage%
Regularly (always)	20%
From time to time	60%
Very time to time	30%

Judging from our results, we concluded that teachers tend to be more flexible with master students more than licensed students; because most of the “yes” answers were master students. Also, the level of teachers allowing space for communication and discussion is reported to be of low tendency.

Q5: Do you think it is important that parents get involved in their children’s education?

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Table 7 the importance of parental involvement

Options	Yes	No
Percentage%	70%	30%

If yes, to what extent?

Table 8 importance's extent of parental involvement

Options	Obligatory	Necessary
Percentage%	80%	20%

It is true the majority of our participants treasured the aspect of parental involvement, however, this answer was not sufficient to reflect the great importance of parental involvement in a child's education and its remarkable advantages.

Q6: Do you communicate with your parents? If yes, to what extent?

Table 9 students-parents communication

Options	Yes	No
Percentage%	80%	20%

If yes, to what extent?

Table 10 students-parents communication level

Options	Percentage%
Regularly	40%
From time to time	40%
Only when necessary	20%

The vast majority of answers valued communication with their parents, which is a positive indicator that paves the way to our next question.

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Q7: How often do you discuss school and grades?

Table 11 students-parents communication level about school grades

Options	Percentage%
Regularly	20%
From time to time	60%
Rarely	10%
Never	10%

This result reports somewhat a low tendency over the interaction between parents and their children about the topic of grades. This has many interpretations, it could be a lack of trust, smaller space of communication and a negative impact on student inhabitation which will be investigated in our upcoming questions.

Q8: How do you find your parent's feedback?

Table 12 parents' feedback

Options	Percentage%
Negative	30%
Positive	70%

This could be found in our previous question, and it has a remarkable impact on students' mental health as will be seen in the next question.

Q9: Do you think it has an impact on your mental health?

Table 13 parents' feedback impact on students' mental health

Options	Yes	No
Percentage%	90%	10%

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If yes, to what extent?

Table 14 the extent of the impact according to students

Options	Percentage%
Very high	20%
High	60%
Normal	10%
Low	10%

These answers say it all about the impact of parents' negative feedback on their child's grades. The possibility of enhancing students' grades when receiving positive feedback from both teachers and parents is considerably high, as will be demonstrated in the next question.

Q10: Does it affect your grades?

Table 15 parental feedback' affection on grades

Options	Yes	No
Percentage%	70%	30%

If yes, to what extent?

Table 16 .the extent of the affection according to students

Options	Percentage%
Very high	20%
High	50%
Normal	20%
Low	10%

This answer confirmed our claim about parental feedback and its influence.

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Q11: What makes a positive school climate for you?

Table 17 positive school climate for students

Options	Percentage%
Competition	5%
Collaboration	25%
Respect	40%
Safety (physical and emotional)	30%

In this question, we moved our concerns to our primary objective of the research. Many of our respondents have set values such as respect and collaboration as the number one aspect of positive school climates.

Q12: Do you think it has to do with culture?

Table 18 relationship between culture and school

Options	Yes	No
Percentage%	60%	40%

As viewed from the participants' answers, culture plays an essential role in our schools.

Q13: According to you, what makes a negative school climate?

Many answers were involving low teacher-student communication, low interaction and engagement with the lectures, disrespect from both teachers and students.

Q14: Are you satisfied with the system of grading?

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Table 19 students opinion about the grading system

Options	Yes	No
Percentage%	5%	95%

If yes, to what extent?

Table 20 yes answers the extent of satisfaction

Option	Percentage%
Pleased	0%
Accepting	100%

The system of grading is another element that has a considerable effect on student well being, any malfunction reflects a lack of responsibility. This was confirmed from the answers gathered in our questions.

Q15: Have you ever received a grade, which make you feel it did not reflect completely on your education?

Table 21 students reflection on grades

Options	Yes	No
Percentage%	100%	0%

Table 22 the tendency of students reflecting on their grades

Options	Percentage%
Always	80%
Sometimes	20%
Rarely	0%

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Since this question received a 100% of “yes” answers, there is a huge possibility our grading system adopted by our schools is malfunctioning.

16. Are you familiar with a learner-centered approach?

Table 23 students’ knowledge about LCA

Options	Yes	No
Percentage%	70%	30%

If yes, do you think we should apply it?

Table 24 students’ opinion about LCA application

Options	Yes	No
Percentage%	100%	0%

Since the majority of our participants were master students, they had some ideas about learner-centered approach, and they reacted positively towards such improvement.

17. Modern approaches to education tend to be more flexible and have more understanding of well being, do you agree?

Table 25 students’ opinion about modern approaches

Options	Percentage%
I strongly agree	60%
I agree	40%
I disagree	0%
I strongly disagree	0%

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Many justifications stated that modern approaches are positive change to the educational system, because it emphasizes on students needs, interests and let them voice their ideas, and make them feel more respected and engaging and willing to learn and communicate more.

3. Instrument 2: The interview

The answers of both teachers will be reported, analyzed and compared in this section.

Question 1:

Are you familiar with the students' well being?

Table 26 well-being knowledge

Teachers	Answers
Teacher 1	Somehow
Teacher 2	I heard about it thanks to a student

Both teachers had an idea about the topic under discussion, and one of the things we must reflect on is in the second answer. The teacher said: “*I heard about it thanks to a student*”, this shows how students’ research is contributing directly and indirectly to raise awareness.

Question 2:

What do you think about the students' well being?

Table 27 .teachers’ opinion about the well-being

Teachers	Answers
Teacher 1	Each student is different from another which is shown in their way of thinking, behaving and speaking
Teacher 2	It is important in making them improve their learning

The first teacher focused on the aspect of individualizing learning and being more flexible towards student differences and needs, whereas the second teacher went to highlight one of the

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major aspects of the importance of students' well being. Both answers, especially the first one, support our standing regarding the adoption of a learner-centered approach, which includes individualized learning.

Question 3:

What promotes best for students' well being?

Table 28 what can promote students' well-being?

Teachers	Answers
Teacher 1	Students' well being can be promoted through following specific skills and techniques and lots of help from the others
Teacher 2	Students' well being can be promoted thanks to specific skills and techniques but teachers need to know about it first

Both answers have shown our teacher's awareness about the requirements teachers need to accomplish students' well being. Not only research and researchers add or contribute to a given domain, Teachers greatly contribute to raising awareness of their students in classrooms.

Our respondents emphasized collaboration and certain qualities teachers must acquire to ensure students' well being.

Question 4:

What is the role of a teacher in promoting student well being?

Table 29 the role of teachers in promoting students' well-being

Teachers	Answers
Teacher 1	The teacher should provide students with positivity and optimism so that learners may feel well and pursue their studies in a good atmosphere
Teacher 2	The teacher should be optimistic and make the student feels confident to learn and to have exchanges that will influence the learning process positively

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This is an important question because it demonstrates the perspective of teachers regarding students' well being. Both teachers recommended positivity and optimism as the best ways to motivate the student and help him engage in his learning. Again, the answers provided includes characteristics of learner-centered approach that focuses on the same aspects.

Question 5:

What are the aspects that impact students' mental health mostly?

Table 30 aspects that impact students' mental health

Teachers	Answers
Teacher 1	Family problems, stress, teachers' bad behavior, lack of entertainment, being penniless
Teacher 2	A bad class atmosphere, teachers' behavior, lack of communication with the teacher

Each of the answers provided highlighted similar and different elements concerning what impacts student's mental health most. The first teacher included family problems, stress, teachers' negative feedback and lack of entertainment; such answers show how the student's well being is not inclusive on one dominant aspect, rather multiple ones. The second teacher focused only on classroom atmosphere, teachers' feedback and lack of communication; these answers prove that teachers indeed are role models and figures in student's life, and have a considerable influence on student's mental health and behaviors.

Question 6:

What do you think about the grading system of our university and how can it be improved?

Table 31 grading system and how can it be improved

Teachers	Answers
Teacher 1	I think with the LMD system things are getting worse and worse
Teacher 2	The reform lacks seriousness and is not helpful neither for the teachers nor to the students

Chapter Three: Results

Both teachers confirmed and validated our standing regarding the system adopted in our universities. The first answers claimed that the LMD system is not fully meeting the qualities and expectations hoped for, and the second answer indicates that the current system lacks responsibility and efficiency. Responsibility is a major condition, modern approaches are trying to achieve; to establish a fair system for both teachers and students.

Question 7:

What do you think about the educational system our universities are adopting? How can it be improved?

Table 32 educational system and how can it be improved

Teachers	Answers
Teacher 1	The same answer. it can be improved by changing completely the system
Teacher 2	Teachers try to follow the reform even if they do not completely agree with it. And hope to see a new reform that will really help ameliorate teaching conditions

Teachers are demanding radical and immediate changes to implement our system of education; which is exactly what we confirmed through our respondents' answers. Both teachers agreed with our claims and added that such reforms will ameliorate and improve teaching and learning conditions.

Question 8:

Modern approaches to education tend to be more flexible and understand more well being. What is your opinion concerning that?

Table 33 teachers' opinion about modern approaches

Teachers	Answers
Teacher 1	We try to do our best to understand students and help them learn in a good way and improve themselves
Teacher 2	I think that students well being is important because they all need that to improve better

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Not only our respondents evaluated the importance of students' well being, but both teachers also showed an understanding of this topic. Both answers lead to the same idea of helping students more results in improvements. What we can confirm from the given answer, is that students' well being is an essential element that must be considered and investigated more. The ideas embedded in modern approaches towards our topic greatly support the answers given by our respondents.

4.Recommendations

Nowadays, researchers have made a fair amount of contributions to teaching methods; the implementation of some of these methods accordingly to fit our conditions results in an increase of development in many aspects of our life. Moreover; the integration of technology in teaching is now a trend; if performed correctly through monetizing and controlling the process, the outcomes are inevitably prospering. Furthermore, we must raise the awareness of our teachers and students concerning the topic of students well being, to facilitate more the process of adopting more flexible methods and tools in our schools.

5. Limitations of this Study

This year, exceptional limitations have taken place because of Corona Virus(Covid 19) which made the researcher face some difficulties. The first trouble faced is that no meeting with the supervisor was possible. The use of Gmail was the only way to get in touch with her and as a novice in the field of research, I faced many difficulties that could be fixed thanks to her presence. I will not deny that an effort was made from both of us to use all possible opportunities to set some troubles thanks to phone calls but it was still not enough.

Another trouble that disturbed the researcher is that during the process of data collection of both tools; the questionnaire and the interview, not all participants collaborated. The majority of teachers and students to whom the questionnaire was sent accepted to fill or answer our request. From the side of students, this obliged us to work with different levels and limit the number of participants. From the teachers' side no more than two teachers accepted to answer the interviewer's questions. To end with, Some references found and cited in this research does not

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contain page number or paragraph number, due to the absence of this information in the websites cited in this work. To sum up, better work could have been achieved in other circumstances.

6. Conclusion

This research aims to highlight the relationship between students' well being and the necessity of adopting modern approaches. This case study's results in embedded acceptance and agreement towards our main point, most of the responses were found to be in terms of our positioning concerning the topic under discussion. The interpretations of our findings, contribution and recommendations will be demonstrated in the general conclusion.

General Conclusion

The main purpose of this study is to investigate the influence of methods of teaching on students well being, taking into consideration other major elements around students' life that contribute to well being in general. Aspects such as society, finance and culture took part in this research, but the main focus was on the educational system adopted, methods of teaching, grading system and parental involvement.

According to the results and findings of this research, student well being is an important and crucial element in our students' academic achievements. Judging from our analysis of data, student mental health is highly affected by aspects like family, environment, finance, health, school climate and academic achievements. Concerning school climate and academic achievements, the majority of our participants insisted on immediate improvements and changes correlated with the whole educational system our country is adopting. They suggested using more flexible methods in teaching and organizing schools, this means enrolling a program that includes focusing on learners and their interests and encourages collaboration and parental involvement.

The secondary parts of the research such as society, finance and culture were greatly valued by our participants, despite their differences in terms of age, levels and specialties. This result confirms to a high degree the findings of OECD (2017), "Students' well-being: What it is and how it can be measured", in PISA 2015 Results (Volume III), which showed a close relation to the mentioned aspects to student well being. Our results were also similar to a certain degree the conclusions drawn from PISA results (2015) and (2018). PISA results indicated how life satisfaction, culture, diversity, values, norms, economy, community, health and financial resources influence student well being, which is what we confirmed through our case study and respondents' answers.

When it comes to our primary objective and most emphasized parts of the research, our case study findings and analysis were in the same position as the previous works dedicated to this field of research. The works mentioned in the literature review section such as, Grow and Before Models of providing feedback and Michelle Lucas' article sparking students' curiosity (2019).

These previously mentioned works were valid contributions to the field; their works shed the light on the advantages and the positive outcomes of establishing modern teaching methods in our schools and how they affect student well being.

Learner-centered assessment, also referred to as standard-based grading was another major and essential work mentioned in our first chapter, it is enrolled within the system of learner-centered approaches. This approach emphasizes a more detailed grading system that is fair and more responsible, it also focuses on parental involvement by informing them regularly on their child's performance and results. These advantages and outcomes show relevance to our research, since most of our findings concerning this area, demonstrates that grading system and parental involvement are highly effective to student well being and motivation.

This study reflects the awareness of our generation about the importance of student well being, this makes the application of more modern approaches and methods in our school possible and acceptable. This research is an addition to the demands of universities, institutions and teachers who are trying to raise awareness about the topic under discussion and make their voice reach the authorities. Such contribution could inspire major positive changes in our system of education, which is responsible for making a better and more efficient learning experience and outcomes.

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Appendices

Appendix A

Students' Questionnaire

This questionnaire is a part of a master's project. It intends to provide complete data about students' well-being in EFL classes. You are nicely asked to answer the following questions. Besides, you are invited to contribute to this master research by freely providing your proposals and suggestions.

1- **Gender:** male/female

2- **Age:**

3- **Level:**

4- **Field(for master students):**

5- Are you familiar with the student's well being? Yes/no

If yes, could you define it?

6- Do you think it is important? Yes/no if yes, to what extent?

1. very essential

2. essential.

7- As a student, what do you think promotes best for student's well being? You can tick more than one answer.

A. Teachers' feedback and communication

B. Parental feedback and involvement

C. School climate (involving relationships with teachers and peers)

D. financial status

E. Grades

F. All of the above

D. Never

12- How do you find your parent's feedback: Negative/ positive

Other: mention it

13- Do you think it has an impact on your mental health? Yes/no

If yes, to what extent?

1. Very high

2. High

3. Normal

4. Low

14- Does it affect your grades? Yes/no

If yes, to what extent?

1. Very high

2. High

3. Normal

4. low

15- What makes a positive school climate for you? (you can tick more than one suggestion)

A. Competition

B. Collaboration

C. Respect

D. Safety (physical and emotional)

16- According to you, what makes a negative school climate?

17- Are you satisfied with the system of grading? Yes/no

If yes, to what extent?

1. Pleased
2. accepting

18- Have you ever obtained a grade, which made you feel it did not reflect completely your education? Yes/no

If yes how often?

- Always
- Sometimes
- rarely
- never

19- Are you familiar with the learner-centered approach? Yes/no

If yes, do you think we should apply it? Yes/no Why?

20- Modern approaches to education tend to be more flexible and have more understanding of well being, do you agree with that?

1. I strongly agree
2. I agree
3. I disagree
4. I strongly disagree

Please justify:

Appendix B

The interview

Question 1:

Are you familiar with the students' well being?

Question 2:

What do you think about the students' well being?

Question 3:

What promotes best for students' well being?

What is the role of a teacher in promoting student well being?

Question 5:

What are the aspects that impact students' mental health mostly?

Question 6:

What do you think about the grading system of our university and how can it be improved?

Question 7:

What do you think about the educational system our universities are adopting? How can it be improved?

Question8:

Modern approaches to education tend to be more flexible and understand more well being. What is your opinion concerning that?

