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**ADOLESCENT WELL-BEING AND
THE ACTUALISATION OF
POSITIVE PSYCHOLOGY IN EDUCATION:
A MIXED METHODS APPROACH**

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A DISSERTATION

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Abstract

This study examined the relationship between Seligman's PERMA model and positive psychology in education at BEPS International School, focusing on adolescent well-being. Through a combination of quantitative and qualitative research methods, the study aimed to provide a comprehensive understanding of the topic. The quantitative analysis revealed a positive correlation between all PERMA dimensions and school satisfaction. Regression analysis showed that all five dimensions predicted school satisfaction, with engagement being the strongest predictor. The study emphasised the importance of each PERMA dimension in shaping adolescent well-being and school satisfaction. Qualitative analysis explored the experiences of participants at BEPS International School. Positive emotions were manifested through self-empowerment and recognition of intrinsic values. Engagement was evident in utilising character strengths, integrating meaningful routines, and experiencing flow. Positive relationships included engaging and nurturing relationships, creating better connections, building trust, and embracing differences. Meaning was found through personal values, self-discovery, and future aspirations. Accomplishments were reflected in reflecting on achievements, well-being as a goal, perseverance, and cultivating accomplishments. Overall, the study demonstrated the successful implementation of positive psychology in education at BEPS International School. The focus on social connectivity and school satisfaction highlighted the effectiveness of these implementations. The commitment to high-quality education, integration of positive psychology principles, and enhanced learning opportunities contributed to students' satisfaction and well-being. These findings support the transformative impact of positive education and highlight the school's role in nurturing student well-being and fostering a positive environment.

Keywords: adolescent well-being, positive psychology, high school satisfaction, PERMA dimensions

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Chapter 1

Introduction

Over the past 30 years, a huge amount of effort has been done to improve social-emotional well-being across the lifespan by investigating interventional approaches from the psychological perspective (O'Toole, 2019). Waters (2017) defined well-being as the combination of feeling good and functioning well. He posited that according to two decades of research, a student who has high levels of well-being is also likely to have better physical health, better social relationships, more optimism for the future, and higher academic performance. Consequently, Seligman et al. (2005) reiterated that due to the broader conceptualizations emerging, positively-framed models are needed that integrate theoretical and empirical scholarship across disciplines, represent a more holistic view of student well-being, and that address well-being's relationships with enhancing educational experiences.

In 2013, The Learning Metrics Task Force, a joint initiative between UNESCO and the Center for Universal Education, proposed that children across the world should universally learn about well-being, social values, and community values (Waters, 2017). Furthermore, Fraillon (2004) mentioned that well-being's definition is given more emphasis on the psychological perspective which is seen as the prevalence of positive attributes rather than the clinical perspective which defines well-being as the absence of negative conditions.

Ryan and Deci (2001) characterise well-being as falling into hedonic and eudaimonic domains. The hedonic domain focuses on emotion, whereas the eudaimonic domain emphasises the good life, with a focus on meaning and related well-being constructs.

Roeser and Galloway (2002) expressed that there has been growing attention to the facilitative effects of emotions on well-being in the literature, thus sparking interest in curricula designed to enhance positive affective states such as contentment, joy, or gratitude. Henceforth, it is evident that schools globally as well as international organisations have been moving towards defining the construct of well-being as well as focusing on its psychological vantage point.

However, despite the efforts of various global organisations and institutions such as the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO) in focusing on the international education policy on student well-being, there seems to be a huge gap in creating and developing a world-wide approach to well-being (Fraillon, 2004). He further stated that despite the prevalence of well-being in academic and non-academic literature, the number of explicit definitions of well-being is relatively low. This is supported by the study of Tobia et al. (2019) whom they mentioned that despite the rapid expansion of the literature on this topic, several issues regarding the definition, operationalization, and assessment of children's well-being remain.

Ereaut and Whiting (2008) concurred in stating that despite significant attention to conceptualising and evaluating well-being in academic and in policy circles, well-being remains a narrowly defined, if not undefined, term in education. Konu et al. (2002) stated that a theoretically grounded model based on the sociological concept of well-being is needed for the planning and evaluation of school development

programs. Similarly, Waters (2017) emphasised that in the absence of focused pedagogical training on student well-being, teachers are left to learn through their trial and error where sometimes they get it right or at other times, they don't. Thus, he posited that instructional leadership can be used to help teachers systematically build a suite of evidence-based practices that allow them to more deliberately and intentionally build student well-being through the teaching process. O'Toole et al. (2019) determined in their study that school environment appeared to be a more significant variable for students liking school, which included having fun, finding the work interesting, and having the sense that their teacher liked them.

Consequently, Pollard and Lee (2003) commented that well-being is a complex, multi-faceted construct that has continued to elude researchers from attempting to define and measure it. This is further reinforced by Lent (2004) stating that there has been relatively little consensus on how best to measure well-being. Additionally, Ryff (2013) has argued in his theoretical framework on meaningful life and living, articulating innate knowledge about an abstract concept such as well-being, and acting upon it within existing structures and practices, may be more difficult. In other words, up until this moment, there is still a lack of specificity in measuring student well-being. This supports the statement of Fraillon (2004) where he indicated in his study that education has been presented with an ironic paradox such that there is unequivocal consent that it is essential to consider, monitor, and respond to student well-being; yet there is little sector-wide consensus on what student well-being is.

According to Boyd (2019), the New Zealand Council for Educational Research (NZCER) did a nationwide survey on well-being in New Zealand schools and they found that a vast range of well-being-promoting programs are available but not all of which meet the criteria for effectiveness. They further stated that a high proportion of schools use Positive Behaviour for Learning (PB4L) as a positive intervention; consequently, other well-being needs such as: reducing bullying behaviours, helping children recognize and manage their feelings, as well as managing strong emotions such as grief and anxiety are yet to be adequately addressed.

In the UK, a current initiative on emotional well-being called the SEAL program (The social and emotional aspects of learning) has been receiving criticism since the specialised program appears to limit the process and merely emphasises an individualistic approach (McLaughlin, 2008). Craig (2007) expressed his opposing view about the SEAL program stating that he is not concerned about promoting well-being in schools but rather about the formal teaching of social and emotional skills in the classroom. He argues that the revolution being proposed is based on 'inadequate supporting evidence' and lacks a 'credible intellectual rationale'. Furthermore, she is concerned that this program may encourage narcissism and self-obsession and that it may encourage children to be more anxious. Tobler and Stratton (1997) put an emphasis and affirmed in their study that it is not the construction of special programs that matter when it comes to students' well-being but rather the daily experiences of the children and young people in schools that should be given priority.

Unfortunately, in the US, many schools are under-resourced and underprepared to address the basic, mental health needs of the students as posited by Bono et al. (2020). In addition, in the US, high school students need better character development programs since loneliness, depression, and anxiety rates are rising; as a result, their sleep and social skills are compromised (Twenge, 2017).

In Australian States and Territories, extensive support services exist to support student well-being. Schools provide professional and paraprofessional services to support students in the form of personnel, resources, projects, and programs. While in South Australia and Victoria, the term well-being is referred to the organisational divisions of the support service organisations. Thus, this is indicative of the complexity and lack of consensus regarding the definitions of well-being in Australia (Fraillon, 2004).

Overall, school communities from various parts of the world have been pervasively and extensively researching the various models and constructs on student well-being. The changes and the diverseness of foci and structures on well-being demonstrate the development of finding a broader conceptualization about it. Thus, the subject of student well-being is noteworthy to intensely examine as well as to positively evaluate to find an approach that would explore the various student well-being constructs, which would respond and heed to the call of explicitly defining and measuring students' well-being.

Problem Statement

Positive education aims to empower students to develop a positive lens for experiencing the world around them by explicitly and implicitly shifting the school cultures (White et al., 2017) into sharing perspectives and experiences of well-being through envisioning, communicating, and creating school practices that would facilitate well-being for students (Soutter, 2013) not only in the local level but also globally. O'Toole (2019) underlined the importance of culture as a determinant in identifying the key assumptions, understanding, and theoretical perspectives of emotion, well-being, and related constructs.

Hence, it is essential to understand well-being comprehensively as well as to evaluate how specific cultures flourish in a school community with different cultural backgrounds by collecting accurate evidence. By this, specific information about domains in which students thrive or struggle (Kern et al., 2015) would be an authentic evaluation of well-being which would go beyond defining the construct. Additionally, absent from the literature is the substantial challenge to a school's well-being in a diverse community where the nature of students is from different cultural backgrounds. Whilst the literature indicates various research on well-being in local schools, it is not known to what extent is the impact of the latter in international schools.

It is known that a multidimensional approach to well-being is practically useful in schools yet global measures leave little guidance on how to increase the students' level of well-being. To date, there have been no empirical investigations of

Seligman's PERMA model with adolescents (Kern et al., 2015). In addition, some researchers have employed differing subscales drawn from existing questionnaires to measure well-being (Van Ryzin et al., 2009) thus far few studies are known from literature exhibiting well-being quantitatively.

O'Toole (2019) recommended that there is a place for more qualitative research, through which more could be revealed on both the content and processes of Social-Emotional Learning (SEL). Notably, research has underlined the importance of the daily experiences of children and young people in schools rather than the emphasis on the construction of well-being programs. Thus, it is important to acknowledge the extent to which adolescent perspectives can be integrated into the study to contribute to providing qualitative measures of well-being through reflecting on their worldviews and sharing their authentic lived experiences.

Purpose of the Study

The purpose of this study is to investigate the relationship between adolescent well-being and school satisfaction, particularly focusing on the PERMA dimensions of well-being as potential predictors of school satisfaction. Additionally, this study aims to evaluate the impact of positive education on the well-being of adolescents and explore how flourishing is manifested in specific cultural contexts. In order to achieve this, the study utilises a mixed-methods approach that combines quantitative computation with qualitative exploration. By employing this method, the researchers aim to gain a comprehensive understanding of well-being within the context of

positive education at BEPS International School, with a particular focus on five selected adolescents from different nationalities.

Ultimately, the primary purpose of this study is to contribute to the existing literature on adolescent well-being and school satisfaction by examining the significant relationship between the two and exploring the role of the PERMA dimensions as predictors of school satisfaction. Additionally, the study aims to shed light on the impact of positive education on well-being and understanding how cultural contexts influence flourishing. The findings of this study can potentially inform educational institutions and policymakers about the importance of positive education and its impact on the well-being of adolescents in different cultural settings, conclusively contributing to the overall goal of promoting well-being and satisfaction in school environments.

Research Questions

The present study aims to answer a series of questions.

1. Is there a significant relationship between Adolescent Well-Being and School Satisfaction?
2. Which variables among the PERMA Dimensions predict School Satisfaction?
3. How do the PERMA dimensions capture the aspects that contribute to adolescent well-being of students?

4. How is positive psychology in education actualised at BEPS International School?

The rationale for the study

This research seeks to respond to O'Toole's (2019) recommendation to provide qualitative research on the notions of well-being since there is little sector-wide consensus on what student well-being is (Fraillon, 2004). Furthermore, through sharing adolescents' perspectives and experiences on well-being, this study would not only amplify salient foundations for other schools in envisioning, communicating, and creating positive education that would facilitate well-being for all students but also be able to collect accurate evidence on adolescent well-being in a school community from various cultural backgrounds. Ellyatt (2022) reiterated that different cultures were calling for measures that reflected their worldviews where essential characteristics of well-being were integrated and shared through authentic lived experiences. Thus, this study would fill in the gap by providing qualitative data through lived-in experiences on the well-being of selected adolescents instead of defining the latter as a related construct.

Additionally, some researchers have employed differing subscales drawn from existing questionnaires to measure well-being within the school context but few studies showed measuring well-being qualitatively (Van Ryzin et al., 2009); to date, there have been no empirical investigations of Seligman's PERMA model with adolescents (Kern et al., 2015). Henceforth, the case study method is the best approach to answer the research questions as well as to address the research

problems since this study would provide the educational community adequate data that would comprehensively evaluate how positive education is employed at the school level. This study would capture the PERMA model dimensions that are unique as it focuses on the cultural relevance of well-being among adolescents.

Ultimately, since O'Toole (2019) acknowledged that culture is a determinant in identifying key assumptions, understandings, and theoretical perspectives of emotion and well-being, this study could provide a new perspective on the relevance of emotional and social learning as an integral part of well-being regardless of culture. Additionally, since developing the validity measures of psychological constructs is crucial (Oishi and Schimmack, 2010), this research extends the PERMA model dimensions to a diverse and multicultural school in Belgium to examine how culture impacts the concept of well-being among adolescents.

Significance of the study

This comprehensive mixed-methods research would answer the questions about adolescent well-being using the PERMA dimensions, as well as the impact of positive education. Specifically, global organisations and institutions will benefit from this study because it will fill in the gap in knowledge in the literature on the construct of well-being qualitatively. The extent to which adolescents share their lived experiences on well-being can be useful and valuable since this study was conducted in another setting or context; as such, a working definition of well-being could evolve from this study.

Secondly, the breadth and depth of this study are practically useful in similar schools since it would not only evaluate the challenges that impact positive education in a diverse environment but it would also collect accurate evidence of student well-being in a school community. Thus, this study draws upon a framework that reflects the well-being complexity in a multicultural school; as well as represents a more holistic conceptualization of student well-being.

Lastly, this study will make a practical and useful contribution to the school staff and the school counsellors to help students work on their positive school adjustment as well as their university and career plans. It will also be useful for the improvement of some areas of the school's present and future well-being approaches since the results of this research may reveal a host of competencies overshadowed by traditional measures of well-being.

Nature of the study

To answer the research questions in this study, the mixed method was the selected design used to approach the problem statements since this will provide an in-depth investigation of the adolescents' perception of the impact of well-being. Tobia et al. (2019) underlined the fact that students in middle school are entering puberty and they construct their identity and self-image; thus, during this period, school motivation may diminish, and concentration difficulties may emerge. Therefore, it is essential to understand well-being more comprehensively by collecting accurate evidence from adolescents' daily social and emotional experiences since they spend much time in the school environment.

Furthermore, through the lived experiences of the respondents, the underlying construct of well-being using PERMA theory as the empirical framework within the field of positive education will be addressed in this study. The diversity of the school community as a real-life context for student well-being will provide a detailed evaluation of how adolescents with specific cultures flourish in a multicultural environment.

Ultimately, the most significant benefit of utilising a case study as the specific design in this research is that it would provide a holistic view of well-being and explore its various multidimensional measures in greater detail. Additionally, since this involves face-to-face interviews with the respondents, it would capture a wide range of perspectives which would reduce the potential for biases.

Definition of Terms

Adolescent - refers to the students enrolled in the IB DP/CP program and MYP 1-5 at BEPS International School in the current school year (2022-2023), having studied at the same school for a minimum of six months.

Cultural relevance - encompasses two key aspects: the diversity of the student population and the context of the school situated in a cosmopolitan city. It involves recognizing and valuing the various cultural backgrounds, identities, languages, and experiences that students bring to the learning environment. Moreover, it involves creating an inclusive and responsive educational approach that acknowledges and respects the cultural contexts and perspectives of students in order to create meaningful and engaging learning experiences for all.

Dimensions of well-being - refers to the five elements of well-being measured quantitatively based on the PERMA model as defined by Dr. Seligman: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment.

Positive Emotion - pertains to the participants' inclination to actively explore and interact with their surroundings by incorporating positive emotions into their daily existence. These positive emotions encompass feelings of hope, joy, resilience, pride, and gratitude.

Engagement - refers to how the participants can live in the present moment and focus entirely on the task at hand; this occurs when one's highest skills/strengths are perfectly matching with the highest challenges that come their way. Hence, it refers to their ability to use their strengths in new ways.

Relationships - refers to the participants' feelings of being supported, loved, and valued by others; it refers to their social connections and various interactions within their school community such as their classmates, friends, peers, mentors, teachers, and staff.

Meaning - refers to how the participants search for deeper meaning in their lives by pursuing their passion and discovering their need to have a sense of value and worth through belonging and/or serving something greater than themselves.

Accomplishments/Achievements - these two words were used interchangeably and conceptually defined in a parallel manner in this study. This refers to how the participants perceive the sense of accomplishment as a result of working toward and reaching their goals, mastering an endeavour, and having self-motivation to finish what they set out to do.

Flourishing - it is the by-product of positive psychology by building and cultivating each of the aspects of the PERMA model where talents and strengths are cultivated; being able to develop a deep and meaningful relationship with the school community; feel pleasure and enjoyment; make a meaningful contribution to the world, and find fulfilment and success in their lives.

Positive psychology in education/Positive education- In this study, these two words were used interchangeably and conceptually defined in a parallel manner. This refers to the means and ways by which adolescents achieve a sense of healthy well-being through psychological and social approaches; it focuses on building the best qualities in their lives.

Well-being - refers to the overall state of the participants including their sense of happiness, satisfaction, and fulfilment in life. In the context of this study, it specifically pertains to the perceptions and experiences related to social and emotional learning among the participants. This includes their ability to understand and manage their emotions, establish and maintain positive relationships, make responsible decisions, and effectively cope with challenges and stressors.

Hypotheses, Limitations, and Delimitations

The following assumptions were present in the study:

1. It is assumed that the participants in this study have established a rapport with the researcher to minimise the affective factors which might cause the respondents to feel less comfortable in giving their honest opinions and perceptions about the topic of the study.
2. It is assumed that the researcher asks questions or reacts to the participants' responses objectively and does not interfere with any aspect of their identity, ethnicity, or social class.
3. It is assumed that the selected participants in this study are an accurate representation of the diverse population at BEPS International School to give a general perspective on the impact of well-being among adolescents from a multicultural perspective.

The following limitations were present in this study:

1. The primary limitation of the study is the subjects' responses as an indicator of adolescents' well-being since the authenticity of the student responses is assumed to be trustworthy. As indicated by Heatherton and Wyland (2003), students' perceptions of how they can best present themselves in the given context may affect the integrity of their responses.

2. This study will only cover selected participants based on their nationalities and they should have studied at BEPS International School for at least six months before the research is conducted.
3. For this study, the focus is on evidence and lessons learned from one school. Hence, the generalizability of the results primarily focuses on the challenges and successes based on the perspectives of the selected adolescent students.

The following delimitations were present in this study:

1. The economic status as a dimension of well-being in the school community identified by Pollard and Lee (2003) is not covered in this study. Although the economic domain could contribute to the substantive measurement of student well-being, this dimension is beyond the influence of the school community; specific measures of economic well-being do not contribute to the measurement of a student's actual functioning in the school community (Fraillon, 2004).
2. The review and evaluation of the current well-being program at BEPS International School are beyond the scope of the research. The focal point of this study is the lived experiences of adolescents using the five dimensions of the PERMA model.
3. The behavioural attributes nor other exceptional conditions of the participants were excluded from the study. The clinically operationalized definition of well-

being is the absence of negative conditions such as depression, distress, or anxiety (Keyes, 1998) which the researcher will not cover in this study.

4. The gender and age of the respondents were the factors excluded from the research. Although these two variables have an impact on the different components of well-being (Tobia et al., 2019), the study will only focus on the holistic multi-dimensional approach to well-being within the school context.

Chapter 2

Overview of relevant literature

The purpose of this chapter was to comprehensively review the existing research pertaining to the dimensions of PERMA and positive psychology in the context of education. The initial sections of the chapter focused on delving into an in-depth examination of the specific elements within the PERMA framework that contribute to enhancing student well-being within the school setting. This exploration aimed to identify and analyse the key factors that play a significant role in promoting a positive educational environment.

Furthermore, the chapter also explored the tangible outcomes that serve as a reflection of the implementation of positive education principles at BEPS International School. This investigation aimed to uncover and examine the concrete results and manifestations of incorporating positive education practices within the school's environment and educational approaches. By addressing these research inquiries, this chapter provided a robust foundation for further analysis and exploration of the topic, setting the stage for deeper understanding and potential future investigations.

Positive Psychology

Positive Psychology has a long history, dating back to William James's writings on what he termed "healthy mindedness" in 1902, to Allport's interest in positive human characteristics in 1958, to Maslow's advocacy for the study of healthy people instead of sick people in 1968 (Cowan, 2000). However, the past half-century has seen the study of the psychological aspects of what makes life worth living to recede to the background, whereas studies on disorder and damage have taken centre stage

(Gable and Haidt, 2005). Hence, there has been rapid growth in positive psychology over the past two decades as it strives to properly map the domain of human optimal functioning (Ryff, 2022).

Positive Psychology is a relatively new branch of psychology that conducts a scientific inquiry into the factors that help individuals, communities and organisations thrive by building on their strengths and virtues. It emphasised the importance of individual and institutional flourishing and well-being; as well as the understanding and enhancing of positive aspects of human behaviour including emotion and cognition (Gable and Haidt, 2005). According to Norrish and Vella-Brodrick (2009), Positive Psychology aims to contribute to a comprehensive approach to mental health by adding an investigation of positive emotions and human strengths to existing knowledge on mental illness and dysfunction. It primarily defined mental health as a construct that does not only go beyond the absence of disorder and malfunction to include well-being and positive adaptation but also expands the field from its focus on repairing the negatives in life the same way as we foster the positives in life (Seligman & Csikszentmihalyi, 2000). Similarly, examining the positives may provide us with fresh information on human flourishing that we would not obtain by focusing exclusively on the negatives (Froh & Kashdan, 2009). Therefore, studying the positive can give us new knowledge about human flourishing, the knowledge that would not be available to us if we simply studied the negative, no matter how comprehensively we did so (Gable & Haidt, 2005).

Additionally, the new Positive Psychology approach aims to complement rather than replace traditional psychological and psychotherapeutic approaches which, despite their accomplishments concerning the relief of mental illness symptoms and the development of various effective treatments, fail to provide the means for a more fulfilling life (Norrish & Vella-Brodrick, 2009). Positive Psychology's aim is not the denial of the distressing, unpleasant, or negative aspects of life, nor is it an effort to see them through rose-coloured glasses. The aim is not to erase or supplant work on pathology, distress, and dysfunction. Rather, the aim is to build up what we know about human resilience, strength, and growth to integrate and complement the existing knowledge base (Gable & Haidt, 2005).

Those who study topics in positive psychology fully acknowledge the existence of human suffering, selfishness, dysfunctional family systems, and ineffective institutions. But positive psychology aims to study the other side of the coin—the ways that people feel joy, show altruism, and create healthy families and institutions—thereby addressing the full spectrum of the human experience. Moreover, positive psychology makes the argument that these positive topics of inquiry are important to understand in their own right, not solely as buffers against the problems, stressors, and disorders of life. It strives toward an understanding of the complete human condition, an understanding that recognizes human strengths as clearly as it does human frailties and that specifies how the two are linked. Only a balanced, empirically grounded, and theoretically rich view of human experience can fulfil the mission of our field, as outlined in William James's description of psychology

as “the science of mental life, both of its phenomena and their conditions” (Gable & Haidt, 2005).

Seligman’s new form of psychology is to swing the pendulum back in a positive direction, to focus on building what is right, not just fixing what is wrong. Seligman proclaimed positive psychology as the study and development of characteristics such as well-being, satisfaction, joy, happiness, optimism, hope and faith, positive personal traits, perseverance, interpersonal skills, nurturing, and tolerance. The proponents of positive psychology were also instrumental in advocating for a preventative model, where individual strengths are supported and adaptive skills are taught to promote healthy and positive development (Seligman, 2002).

Ultimately, Positive Psychology is the scientific study of optimal functioning. It seeks to identify the strengths and skills that enable individuals and communities to thrive. Positive Psychology is viewed not so much as a distinct field, but rather as a distinct way of viewing the human condition. Positive psychologists do not see people as broken or as having something missing. Rather, they see all people as having the potential to thrive given the right skills, strengths, and social context (Kashdan & Ciarrochi, 2013). As a result, many saw the value in assisting individuals to develop the skills to deal with problems before they arise, instead of simply waiting for problems to occur. This led to a growing industry based on a set of preventative interventions (Owens & Patterson, 2013).

Positive Psychology in Education

The school setting, as one of the most important environments for children and adolescents in terms of socialisation, emotional and cognitive learning, can be seen as an excellent field where Positive Psychology's rationale and principles can be effectively applied by promoting young people's personal and social assets and resources (Seligman et al., 2009). Schools play an increasingly important role in assisting youth to develop cognitive, social, and emotional skills. Kallova (2021) posited that happiness is an aim of education and schooling. As such, calls have been made for schools to adopt a new paradigm of education for the 21st century. Twenty-first-century schooling has been conceptualised in many different ways and has multiple components to it including an emphasis on the role of technology in changing education, new pedagogies, interdisciplinary curriculum, open learning spaces, and reformed teacher training (Yates, 2007). However, a core proponent of all conceptualizations of twenty-first-century schooling is the need for education to develop the whole student through social, emotional, moral, and intellectual development (Cain & Carnellor, 2008). Ultimately, the inclusion of measures related to school climate and school satisfaction, as proposed by Zullig et al. (2011), can help provide a comprehensive assessment of students' experiences and aid in monitoring their well-being in educational settings.

White and Murray (2015) argued that positive education is an umbrella term that is used to describe empirically validated interventions and programs from positive psychology that have an impact on student well-being. White (2016) underlined that positive education, at its core, is built on the science of positive psychology, a

perspective, and approach that has existed across millennia, and represents philosophies, theories, research, and preventative applications and strengths based on nature, and aims to understand and cultivate optimal human function. Additionally, positive education aims to explicitly and implicitly shift school cultures in ways that empower students to develop a positive lens for experiencing the world. Seligman et al. (2009) define positive education as an approach to education that fosters traditional academic skills and skills for happiness and well-being. Researchers and practitioners in the positive education movement argue that schools can teach both the skills of well-being and the skills of achievement (Seligman, et al., 2009).

Similarly, White (2016) describes positive education as a scientifically validated program from positive psychology, taught in schools, that has an impact on student well-being; the growing body of evidence about the reach of positive psychology has formed a convincing case to consider well-being as an operational goal for educational systems. He further argued that the goal is pivotal and should be pursued in the same way in which schools develop strategies to harness academic growth, school retention rates, and student engagement. Positive education argues that well-being is of equal priority to academic learning in developing the whole student. As such, the school-based positive psychology interventions designed a well-being curriculum that explicitly taught students the skills to enhance their positive emotions and character strengths to promote well-being. However, in addition to the use of specific interventions that teach well-being skills, students can also be exposed to positive psychology through the inclusion of positive psychology topics

into the curriculum of traditional academic disciplines which seek to understand human flourishing (Waters, 2011).

As indicated above, positive education frameworks need to target curriculum, co-curriculum, pastoral care, the broader teaching and learning environment, the playground, as well as organisational structures, policies, and processes so that every aspect of school culture is supporting the conditions that allow students and staff to thrive. Principals need to ensure that all key stakeholders are engaged and supported in the school's positive education transformation. These key stakeholders are leadership (including school leadership teams and school boards/councils), staff, students, parents, communities, and educational governing systems. Creating buy-in across the key stakeholders allows for a common language and ideology to be developed (Waters, 2011).

At the turn of the twenty-first century, there was a notable shift in educational policies towards a more holistic approach to student development. This change was influenced by the rise of positive psychology and the recognition of the psychological aspects of learning. Educators and policymakers began to emphasise the importance of supporting the whole child, going beyond academic skills to focus on mental health and social-emotional well-being (Miller, 2010). This shift called for schools to transform their curriculum and teaching practices to prioritise student well-being and happiness, as well as to address the issue of youth mental health (Schonert-Reichl et al., 2015).

One aspect of student well-being that emerged as crucial during this shift is social connection. Social connectivity refers to a sense of belonging and feeling close to others (Macfarlane, 2020). It has been identified as a core psychological need for life satisfaction, with research suggesting that students who feel a sense of belonging in school are more likely to engage in academic and extracurricular activities, achieve higher academically, and have better mental health outcomes (Pavey et al., 2011; Korpershoek et al., 2020). Creating a positive school climate, promoting inclusivity, and providing opportunities for students to connect with each other and school staff are strategies that can foster a sense of belonging (Korpershoek et al., 2020).

Trust is another crucial element in the teacher-student relationship. Platz (2021) argues that trust is inherent to this relationship and cannot be treated as an add-on or reduced to isolated interactions. Trust between teachers and students is influenced by the personal relationship they develop, and it goes beyond a teacher's competence or commitment. Trusting relationships have been found to enhance students' engagement and achievement, highlighting their significance in academic education (Rimm-Kaufman & Leis, 2015).

Furthermore, the diversity of teachers also plays a role in fostering social connectedness among students. Having teachers from diverse backgrounds can contribute to creating a safe and nurturing educational environment, where students feel comfortable expressing themselves and forming meaningful connections. Such

classrooms encourage open and honest communication, promoting deep connections within the school community (Clark et al., 2023).

By and large, the shift in educational policies at the turn of the twenty-first century emphasised a more holistic approach to student development, focusing on mental health, social-emotional well-being, and the nurturing of the whole child. Strategies such as fostering a sense of belonging, building trusting relationships, and ensuring teacher diversity were recognized as crucial in supporting student well-being and promoting social connectedness within educational settings.

The shift towards human development in educational policies is closely tied to the flourishing and growth of individuals and their contexts, as well as their achievement of happiness. This shift emphasises the importance of personal development as a prerequisite for caring for others (Perez et al., 2016). The concept of subjective well-being intersects with sustainable well-being, highlighting the connections between competencies and character strengths. Critical thinking plays a crucial role in bridging these connections (Vazquez-Marin et al., 2023).

Positive psychology school-based interventions aim to improve the development trajectory of young people and prevent future difficulties by teaching skills that promote positive self-perceptions, emotions, and behaviours (Chodkiewicz & Boyle, 2017). This approach aligns with the concept of positive education, which seeks to

transform schools into environments that identify, appreciate, and cultivate assets such as empathy, optimism, creativity, self-efficacy, and resilience (Vella-Brodrick, 2011). To integrate student well-being as a focus of learning, Waters (2011) conducted a review of 12 school-based positive psychology interventions. The results indicated that these programs significantly impact student well-being and relationships. Waters suggests that a school-wide positive education framework is necessary to move beyond the use of specific programs in selected classrooms and adopt a whole-school approach to support student well-being as a way of life (Waters, 2011).

In short, the shift towards human development in education emphasises the importance of personal development and the interconnectedness between competencies and character strengths. Positive psychology interventions and positive education initiatives aim to improve student well-being and foster positive relationships. Moreso, implementing a school-wide positive education framework is recommended to ensure a comprehensive approach to student well-being in educational settings. This shift towards a holistic approach recognizes the importance of fostering the growth and happiness of students within their contexts.

The current paper of Alam (2022) revealed that based on his review of evidence from 12 school-based positive psychology interventions that have been systematically evaluated, in response to calls from the 21st-century education movement for schools to incorporate students' happiness and well-being as a focus of learning,

research showed that positive psychology programs are linked to students' health, relationships, happiness, and academic success. Furthermore, he reiterated that there is a strong argument to be made for positive education in schools. The four elements that may assist schools in the promotion of positive education include: (a) integrating positive psychology concepts into traditional academic disciplines, (b) using the school-wide approach, (c) using strategic frameworks to guide the implementation of positive psychology in schools, and (d) the role of larger educational institutions in promoting positive psychology. Schools, school systems, and universities must think strategically about how to integrate positive psychology into the culture of teacher training, school leadership training, and system-wide educational programs to create a pleasant and effective learning environment for students.

Shoshani and Steinmetz (2014) evaluated a positive psychology school-based intervention aimed at enhancing mental health and empowering the entire educational staff and students at a large middle school in the centre of Israel. The findings showed significant decreases in general distress, anxiety, and depression symptoms among the intervention participants, whereas symptoms in the control group increased significantly. In addition, the intervention strengthened self-esteem, self-efficacy, and optimism, and reduced interpersonal sensitivity symptoms. The results demonstrated the potential benefits of evidence-based positive-psychology interventions for promoting school children's mental health, and point to the crucial need to make education for well-being an integral part of the school curriculum.

Notably, the incorporation of positive psychology elements into school curricula can bring about a decisive change in the role of schools from an academic institution that focuses on imparting knowledge and skills to a holistic institution that meets a wide range of children's and adolescents' needs in various areas of life through coordinated socio-emotional and academic learning (Shoshani & Steinmetz, 2014).

According to White and Kern (2017), researchers in positive psychology have successfully developed a variety of interventions to help improve individual well-being, but applying simple interventions within the complexity of educational settings is a challenging task. They underlined the importance of considering the fit of the program to the needs of the school, making modifications when appropriate, while carefully documenting changes made and the impact of the program; as well as underpinning the robust measurement by incorporating both qualitative and quantitative data to support the program development and evaluation. White et al. (2017) suggested that a unified theoretical framework of positive psychology combined with knowledge and pedagogical practice while acknowledging the challenges of change within the educational environment and stressing the importance of evaluation can put forward positive education as the heart of a new approach to pedagogy.

Zhao et al. (2023) stated that positive education teaches the skills of well-being through direct practice and the curriculum, aiming to equip students with skills to build resilience, optimism, character strengths, formation of positive relationships, and

other significant factors that contribute to a flourishing life. Furthermore, they found in their study that high levels of growth mindsets in students predict higher psychological well-being and school engagement through the enhancement of resilience. Students with a growth mindset tend to think of their academic lives in terms of learning, growing, and developing. Growth mindset students interpret setbacks, challenges, and effort as effective approaches to improving their ability, intelligence, and experience (Zhao et al., 2016). Recent literature on positive psychology underlines the crucial role of schools to create a psychologically healthy environment and to set programs and strategies fostering adolescents' well-being.

Over the past decade, positive education emerged as a rapidly growing arm of positive psychology that has attracted both interest and critique. Through a case study, we show that positive education can positively impact students, teachers, and others within the educational community, but success is not immediate or imminent. We suggest that successful positive education programs blend evidence-based learning from the science of positive psychology, best practices in learning and teaching, whole school strategy, and evaluation, and consider pedagogy, philosophical assumptions, and the school's culture. Positive education must be studied, applied, and managed responsibly, as there is also potential that attempts are ineffective or do harm. Positive education has made progress, but future research and application will benefit from a unified theoretical framework that adequately incorporates educational knowledge and pedagogical practice (White and Kern, 2018).

Additionally, White and Kern (2018) argued that as teachers, schools, and educational systems, it is important to consider the ideas of positive education and recognize the essential role of pedagogical practice. Activity is not the same as impact; when positive education is done well, it has the potential to profoundly shape and impact the lives of future generations. But if pedagogy is ignored, then positive education will become yet another failed change initiative. They suggested six reasons for embedding positive education within educational systems: philosophical, psychological, social, cognitive, economic, and cultural. (1) Well-being is grounded primarily in the Aristotelian vision of eudemonia which is understood as an outcome of a pathway toward a flourishing life. The focus is not only on how individual students feel but also on their journey toward becoming contributing members of society. (2) Psychological refers to mental illness and suicide which is the greatest cause of disability for young people worldwide as indicated by the World Health Organization. Schools act as a first line of defence against mental illness, with the capacity to prevent or lessen the impact of mental illness. (3) Social refers to the deep-seated need to relate with others and feel a sense of belonging. They are influenced by the interrelationships of two or more individuals, including the qualities of each person, their commitment to the relationship, their communication styles, and each person's needs, goals, standards, and expectations. (4) Cognitive refers to the engagement of students in their learning. It includes feeling part of the school, being interested in learning, paying attention, and participating in school activities versus being bored, disinterested in learning, and uninvolved at school. (5) Economic refers to the significant figures and costs associated with the impact of youth mental health on national economies; beyond the direct costs, there is also the number of

productive life years lost due to disability or early mortality. (6) Cultural is defined as the specific practices of a group or a particular orientation for interpreting and making sense of experiences and situations. Allen and Kern (2017) emphasised that the design of the school, the classroom environment, how teachers treat students, and the language used on campus impact how students think about themselves and how they interpret and make sense of their world.

Positive education involves explicit teachings and lessons, such as taught curriculum, and implicitly through aspects of the school culture, such as caught curriculum. The taught curriculum involves the purposeful application of positive psychology within scheduled class time which entail a clear scope and sequence that is developmentally appropriate, culturally sensitive lessons, a dedicated team of teachers who can respond and adapt to student feedback, and a focus on long-term goals in the delivery of positive education lessons. On the other hand, the caught curriculum reflects the overall culture, feeling, or tone of a school. It appears in the language used, how staff and students interact with one another, and the implicit norms of the school. Thus, incorporating positive education into the culture without specific lessons offers the possibility of emphasising wellbeing without taking time away from learning (White & Kern, 2018).

Student Wellbeing

Well-being is largely conceptualised as a whole that is integrated by cognitive and emotional components. The cognitive component includes positive evaluations of

different areas of life, and the emotional component is characterised by a dominance of positive emotional experiences (Diener, 2000). The National Scientific Council on the Developing Child stated that “If we want to build a strong platform for healthy development and effective learning... then we must pay as much attention to children’s emotional wellbeing and social capacities as we do to their cognitive abilities and academic skills.”

Fielding (2001) argued that if the school wants to provide a firm basis for healthy development and successful learning, we must consider children’s emotional well-being along with cognitive aptitudes and academic competencies. Teaching for well-being is a critical component of 21st-century education. When students feel well, they perform well (Fredrickson, 2009). Thus, academic success may be predicted by one’s mental well-being as well (Tejada-Gallardo et al., 2020). This predominance of children having happy sentiments and a strong sense of overall well-being is a key predictor of schools’ success (Chagas, 2022). School is also the place where a student experiences many of the ups and downs of life. Having these interventions implemented within a school context allows an intervention to meet students where they are and to model the techniques in a setting where students can apply them and be supported (Miller, 2010). Also, schools are a place of learning; students are accustomed to learning new skills and techniques at school, making them potentially more open and ready to engage in interventions in a school setting (Cheney et al., 2014).

The time one spends in school is a crucial phase, shaping the adult that one eventually becomes and setting the foundations on which one's life is built. How young people learn and develop across this period is both fascinating and complex. A multitude of interrelated factors influences each child's developmental course and academic growth (Martin & Marsh, 2006). The schools that one attends, the teachers one has, the level of support one receives from parents, the wider community in which one grows and one's internal abilities, attitudes, and aspirations all play a part. Within this larger picture, the separate stages of development and learning bring with their unique sets of challenges. While there are distinct features that resonate across the span of an individual's schooling, this article focuses primarily on the characteristics of learning that are specific to pre-adolescence (Chodkiewicz & Boyle, 2017).

Soutter et al. (2014) affirmed that student well-being is not a static phenomenon but rather it is influenced by multiple contexts in which it is experienced in the present and will be in the future. They postulated that at different stages of life, particular domains may be more emphasised than others, or they may be identified by a different set of indicators appropriate to the conditions and circumstances of the time. Collectively, they play an important role in giving shape to the well-being of the young person who will learn throughout her lifetime. Fomina et al. (2020) revealed in their study that the dynamics of manifestations of psychological well-being (PWB) and the conscious self-regulation of schoolchildren are predictive of their maturation in the subsequent ages. According to Fraillon (2004), what mediates and determines an individual's responses to one's environment is emergently emphasised on his or her

predispositions following one's purpose and social-emotional well-being. Therefore, the way an individual interacts and forms experiences in various settings and conditions could influence his or her well-being.

McLaughlin (2008) claimed that it is the social process and it is the affective interactions between caregivers and children that frame and shape children's emotional experiences and ability to regulate their emotions. She built this concept based on the previous work on attachment and emotion by John Bowlby. She further stated that the child learns from the reactions of others and in relationship with others how to relate emotionally to self and to others which includes the capacity to self-soothe and which has a direct impact on children physically, physiologically, biochemically, emotionally, and socially. Schore (2003) specifically mentioned that the emotional transactions between the primary caregiver and infant act as a growth-facilitating environment for the postnatal maturation of brain systems that mediate regulatory functions. She posited that emotional regulatory systems are not innate but a product of the attachment experience maturation.

As children begin their formal education and move on to their formative years, the school becomes their primary caregiver. They spend much of their time in the school environment; thus, it is at this point when schools embark on the crucial role of establishing and maintaining positive values and attributes that would promote well-being. Chodkiewicz and Boyle (2017) asserted that it is not surprising that schools have been identified as important contexts for fostering and supporting the social and emotional well-being of children and youth. The school environment represents one

of the major life contexts of children (Conesa & Dunabeitia, 2021) which implies that the school is the primary setting of social and emotional experiences as well as exposure to adverse events such as struggles with learning, peer rejection, bullying, and poor relationships with teachers (Amerijckx & Humblet, 2014).

According to Baker et al. (2003), schools can influence students' positive adjustment, and they have to work on building a psychologically healthy environment to support people's development in this context. Fomina et al. (2020) stated that students' well-being is closely associated with a positive school environment, which involves the social and academic adaptation of students. McLaughlin (2008) remarked that emotional well-being permeates all aspects of a student's daily life in schools. It is the social setting of the classroom and the school as well as the pedagogic experiences of students that come to the fore in strengthening resilience and acting as a protective mechanism. In addition, she emphasised that schools, as social organisations, are responsible for the care, support, and well-being; the implications for pedagogy and student-teacher relationships would be profound since engagement in learning, students' achievements, and supportive relationships with teachers are the centre stage in developing emotional wellbeing. Hence, the amount of time that children and adolescents spend in school creates an impact on their identity and emotional state.

According to Fraillon (2004), the definition of well-being does not only explicitly include the physical school environment and school facilities but it also includes the understanding that people are ultimately responsible for any school's physical

environment. The school community as a context for student well-being can therefore be considered in some ways to be a fluid, dynamic system. McLaughlin (2008) argued for a “whole school approach” where he focused on the need to advance interventions that aimed to improve social relations between teachers and young people. Similarly, Greenberg et al. (2003) emphasised that the objectives of education should be both cognitive and socio-emotional; he asserted that separating these two goals can lead to the short-changing of students and ineffective practices in academic learning, social and emotional learning, and mental health promotion. White and Kern (2018) highlighted that it is essential to not only have a clear culture of well-being promoted within a school but also clear support for well-being within the classroom. Furthermore, they underlined that the greatest benefit will rise from the combination of caught and taught approaches. Scoffham and Barnes (2011) noted that the challenge for today’s educators is to provide a place as well as programs that are both secure and demanding, and based upon pedagogy that furthers the present and future well-being and happiness of the children and young people within positive social and environmental change contexts.

Huppert (2009) argues that the three key actions and skills that will enhance well-being are: developing good habits, particularly the habits of exercise and being kind to others; developing positive ways of thinking, such as savouring the moment; and being motivated such as having the energy to make things happen. Henceforth, it is noteworthy to consider that the social process, specifically the interaction of students with their teachers is a dimension that would explicitly define well-being in a school community. Consequently, Waters (2017) put forward an evidence-based organised

approach to positive teacher practice called 'Visible Wellbeing' (VWB) where its goal is to integrate student well-being into the learning process in any subject matter and at all year levels. VWB consists of three mutually reinforcing elements that give teachers a process for ensuring that they teach ways that foster well-being. Positive education brings in teacher knowledge of well-being, visible thinking brings in teacher practice and visible learning brings in teacher effectiveness. Additionally, she affirmed that student-centred teaching practices that place emphasis on a student's interest and provide autonomous and team-based learning opportunities can also be used by teachers across a range of disciplines to build student well-being.

On the other hand, Fraillon (2004) commented that the notion of effective functioning in the school community supports the description of wellbeing using overt student attitudes and behaviours that implicitly represent the underlying elements of wellbeing. This is further supported by Soutter (2013) stating that multiple domains of the indicators of well-being should be focused on the student's particular strengths and capabilities, which may reveal a host of competencies overshadowed by more traditional measures of student success. Konu et al. (2002) determined that well-being is connected with teaching and education, and with learning and achievements. In their conceptual model, the indicators of well-being were divided into four categories: 1) school conditions (having) which include the physical environment surrounding a school and the environment inside a school; 2) social relationships (loving) refers to the social learning environment, student-teacher relationships, relations with schoolmates, group dynamics, bullying, cooperation between school and homes, decision-making in school and the atmosphere of the whole school

organisation; 3) means for self-fulfilment (being) in the school context can be seen as how the school offers means for self-fulfilment. Each pupil is considered an equally important member of the school community; and 4) health status which is seen as the absence of disease and illness. This category was included since in the context of well-being, health is seen as a personal state although it is affected by external conditions.

Lodi et al (2019) mentioned that creating a positive academic adjustment based on scientific knowledge of weaknesses and strengths in satisfaction areas could also increase overall life satisfaction, happiness, and perceived well-being in adolescence. Conesa and Dunabeitia (2021) supported this claim by divulging in their study that the core premise of the Basic Psychological Needs Theory (BPNT) are competence, autonomy, and relatedness, which, when satisfied or frustrated, have a direct impact on well-being. In addition, the BPN is a powerful resource to identify different areas to improve the well-being of students. In their current study, they focused on three needs satisfaction that is relevant in school contexts; which includes: (1) the need for competence which is related to the experience of efficacy in a given duty or action; (2) the need for autonomy which refers to the experience of showing will and self-direction within an activity or action; and finally, (3) the need relatedness which is conceived as the necessity to establish a successful relationship with others, caring about them and building on close relationships.

In the study done by Pollard and Lee (2003), they articulated the dimensions of a measurement model of student well-being in the school context. The five domains of

well-being are: physical, economic, psychological, cognitive, and social. Psychological well-being is the most pervasive construct in the well-being literature and is consistently referred to as one of the primary outcome measures of well-being. It has been used as a dimension of broader well-being constructs such as in Quality of Life defined by the World Health Organisation (WHOQOL, 1998). In the context of the school environment, intrapersonal well-being consists of measurable aspects such as autonomy, purpose in life, self-acceptance, resilience, connectedness, self-efficacy, and optimism (Lent, 2004).

Social well-being is part of a social, or interpersonal well-being domain that includes aspects such as empathy, trust, peer relationships, and mutual obligation (Bornstein et al., 2003). Furthermore, Pollard and Lee (2003) stated that the students' interpersonal behaviours form an essential part of their capacity to function effectively in their school community. Konu et al. (2002) proposed the "school wellbeing model" which included four categories of variables related to school wellbeing: school conditions such as school organisations and punishments; social relationships such as teacher-student relationships, and peer relationships; means of self-fulfilment such as the value of student work and health status such as psychosomatic symptoms. Gutman et al. (2010) found that another factor that is associated with school well-being is children's behavioural problems. They argued that children with conduct, attentional, and/or emotional difficulties tend to have lower levels of well-being. Tobia et al. (2019) mentioned that it is plausible that children with a low level of school well-being who eventually experience associated learning difficulties and behavioural problems elicit feelings of despair and discomfort in their teachers. Consequently, the

rising rates of mental illness suggest that many teachers are now faced with not only being an educator but also must deal with the psychosocial issues that students bring to the classroom (White & Kern, 2018).

Soutter et al. (2014) presented in their study the Student Wellbeing Model (SWBM) which was refined through the application of the framework to a specific case study. The SWBM was used to illustrate the process of developing student wellbeing indicators to frame the data gathered from the critical analysis of New Zealand's national curriculum statement as well as from a qualitative case study of how wellbeing is understood and experienced by students and educators at a New Zealand secondary school. The foundational elements of the SWBM constituted seven domains namely: Having; Being; Relating; Feeling; Thinking; Functioning; and Striving. (1) The Having domain represents the dimension of well-being that relates to resources, tools, and opportunities, typically external to the individual. Having refers to a safe, pleasant, and well-maintained learning environment. It is also related to access to feasible and affordable services and programs such as pastoral care and counselling. (2) The focus of the Being domain is intrapersonal. Being well entails having one's 'reality' recognized and respected by valued members of the school community. Students feel 'known for who they are and believe that they are 'taken seriously by others. Teachers support students' well-being in this domain by providing regular and constructive feedback, clearly articulating the skills, competencies, and dispositions expected to be demonstrated by the student. Furthermore, students are encouraged to make informed decisions with confidence, while remaining mindful of how their independent actions impact those around them.

(3) The Relating domain represents research on relationships, and includes the interpersonal connections experienced, felt, and aspired to, which influence experiences, emotions, thoughts, and choice of actions. Well-being is also explored, as are experiences of transcendence: feeling connected to other people, places, ideologies, or beliefs. Relating well denotes experiencing a sense of place within the school's physical and socio-cultural context. Student-teacher relationships are defined as respectful and adult-like and hold characteristics associated with friendship. (4) The Feeling dimension focuses on the full spectrum of affect. Students that are well regularly experiencing positive emotions. They are also emotionally literate and capable of recognizing, expressing, and managing their feelings. Therefore, wellbeing-enhancing schools give consideration to how students feel and work to incorporate affective appraisals into all educational experiences. (5) The Thinking dimension focuses on the cognitive appraisals of one's life as evidenced by a plethora of metrics based on subjective appraisals of one's quality of or satisfaction with life. Additionally, it represents student well-being in terms of thinking constructively, creatively, mindfully, and contemplatively. Thinking well also involves the opportunity to make informed decisions from a wide range of choices available. (6) The Functioning dimension explores the activities, behaviours, and involvements the individuals experience and with which they are engaged. Students who are functioning well engage with educational experiences that transcend disciplinary, generational, cultural, or ideological boundaries; in other words, students extend themselves beyond immediate and comfortably familiar contexts. (7) The Striving dimension is represented by the empirical and theoretical scholarship of the influences, processes, content, and outcomes of one's future aims. Motivation, goal

theories, and achievement constitute considerable attention in this domain. Students who are striving well see challenges as desirable and inevitable parts of life rather than things to be avoided at all costs. The SBWM's seven domains represent specific aspects of student well-being and were used as indicator categories (Soutter, 2013). This was further organised into three overarching categories: Assets; Appraisals; and Actions. Specifically, Having, Being, and Relating were considered to be Assets of well-being. These were the external, interpersonal, and intrapersonal variables, conditions, and circumstances associated with well-being. Thinking and Feeling comprised the Appraisals category. These were the cognitive and affective interpretations of how and why Having, Being, and Relating were valuable to well-being. Actions included the Functioning and Striving domains. These were related to the actions and motivations that influence purposeful engagement with the pursuit of well-being Assets (Soutter et al., 2014).

In another research done by White and Kern (2018), they found out that many students at the school perceived positive education as a beneficial addition to their schooling experience. They asked several students several subjective questions about their experiences at school, including their knowledge and understanding of the significance of their friends' well-being and resilience. The majority of the junior school students had a good understanding of the significance of well-being and resilience for themselves and their friends; they perceived that positive education helped them to be better students and to have better relationships with family and friends. According to Durlak et al. (2011), research indicates that lessons delivered by teachers as part of social-emotional learning programs help to improve students'

well-being. This is further supported by Taylor et al. (2017) asserting that social and emotional learning programs that specifically target social skills can help young people understand and manage their emotions, develop positive relationships with others and make responsible decisions.

O'Toole et al. (2019) examined Social Emotional Learning (SEL) and Positive Youth Development (PYD) towards identifying how children's well-being might be promoted biculturally in New Zealand. They posited that SEL focuses on the intraindividual processes with emphasis on individual skill development such as self-management towards social and academic outcomes. The international findings of Taylor et al. (2017) supported this claim - better mental health and longer-term well-being outcomes can result from actively supporting children's SELF skill development in school-based interventions, through promoting the development of social-emotional knowledge, skills, and behaviours for coping with normal life stressors. Additionally, PYD includes the dynamics of person-environment interactions. PYD assumes that every child has potential or strengths or 'assets' that can be developed provided that their learning and development can proceed in nurturing and supportive developmentally-appropriate contexts.

The Collaborative for Academic, Social and Emotional Learning (CASEL: <https://casel.org/>), a North American Organisation, promotes evidence-based SEL as an integral part of education where they have identified and defined five core SEL skills or competencies: 1) self-awareness which, which includes the ability to identify one's own emotions, accurate self-perception, recognition of strengths, self-confidence and self-efficacy; 2) social awareness, consisting of perspective-taking,

empathy, appreciating diversity and respect for others; 3) self-management, of impulses, stress, self-discipline, self-motivation, goal setting, and organisational skills; 4) relationship skills, including communication, social engagement, relationship building, and teamwork, and 5) responsible decision-making, for which the skills are listed as identifying problems, analysing situations, solving problems, evaluating, reflecting and ethical responsibility (CASEL, 2017).

Wellbeing in Adolescents

Late childhood and early adolescence are seen as a time when young brains are sufficiently developed to be able to effectively engage in the cognitive demands of internal reflection and thought to restructure associated with many of the psychology-based programs (Schonert-Reichl et al., 2015). At the same time, these young students promise a level of malleability and willingness to change, not often seen in older populations, when thinking patterns become increasingly entrenched (Crosnoe, 2021). This is a crucial turning point in the period of their development where adolescence has been identified as a period of noticeable decline in some students' learning motivation and an escalated risk of serious difficulties and challenges (Bakadorova & Raufelder, 2014). This means that programs teaching adaptive skills can be instrumental in helping children and young people manoeuvre through their more treacherous adolescent years (Horn et al., 2011). As students get older external motivators typically begin to disappear and pre-adolescents are required to move towards becoming more intrinsically motivated. Unfortunately, many adolescents struggle with this motivational shift, as this period is typically marked by a sharp decline in many students' motivation and engagement in learning (Bakadorova &

Raufelder, 2014). Evidence also shows that school disengagement and mental health issues spike in adolescence (Horn et al., 2011).

In addition, research generally recognizes the transition to middle school as a complex period of dramatic shifts that have profound effects on mental health. The middle school years involve considerable changes in learning environments, social challenges, and academic demands, compared to elementary school. Additionally, they are marked by several challenging life changes, including puberty, greater independence, increased responsibilities, and early romantic relationships (Vanlede et al. 2006). Similar to Fredricks and Eccles's (2002) findings, converging data have demonstrated declines in adjustment during the middle school years including a drop in perceived self-efficacy and declines in competence and self-esteem.

Consequently, students in middle school are entering puberty during which they construct their identity and self-image is the period when school motivation may diminish, and concentration difficulties may emerge. Adolescents often need continuous feedback about themselves. From a relational perspective, the need for acceptance and approval from peers and the need for autonomy from adults become stronger (McLaughlin & Clarke, 2010). Tobia et al. (2019) supported this claim by stating that the critical period for developing targeted interventions is not only related to motivation or academic performance but also relationships within the school context and emotions towards school.

Browne et al. (2004) argued that programs that develop protective factors in older children are more effective than interventions aimed at reducing existing negative behaviours. Lodi et al. (2019) mentioned that research and studies on adolescents' health have often focused on negative behaviours related to adverse health outcomes, but the most recent literature is looking mainly at protective factors. Also, Olsson et al. (2013) demonstrated that adolescent social connectedness is a strong predictor of adult well-being, as assessed through the sense of coherence, positive coping, social participation, and prosocial behaviour. Lastly, Bono et al. (2020) mentioned that adolescents face unprecedented well-being challenges, compared to previous generations, and many schools are underprepared to meet these needs. Social Emotional Learning (SEL) programs help but could better support moral development.

In school settings, student-peer and adult relationships directly support well-being and achievement by creating a sense of community (Wentzel and Ramani, 2016). Increased happiness and lower stress, anxiety, and depression are particularly important for adolescents, who struggle to navigate today's physical, emotional, and social changes (Twenge et al., 2018). Antaramian (2017) emphasised that Psychological well-being (PWB) is a prerequisite for adolescents' mental and physical health which are positively associated with academic success, positive peer relationships, and lower manifestations of stress in the academic environment. Adolescents with high levels of well-being are more resilient (Gilman and Huebner, 2006) and present lower delinquency behaviours and aggression, lower depressive

and anxiety symptoms, and higher self-esteem, self-efficacy, and adaptation (Heffner and Antaramian, 2016).

Huebner and Gilman (2006) argued that most research studies on adolescent well-being are more concerned with the influences of family and individual characteristics and not considering the in-depth amount of time spent by adolescents in school and the influence of this context on adolescent identity, roles, and feelings. Additionally, Zullig et al. (2011) have examined environmental factors related to adolescents' satisfaction and school experience, revealing that the factors associated with school climate, such as social support and relationship with teachers, are crucial correlates of school satisfaction. Several authors theorise subjective wellbeing among adolescents is composed of three-components: overall life satisfaction, positive affect, and negative affect (McCullough et al., 2000). Life satisfaction is a component of subjective well-being and can be defined as a cognitive judgement of life concerning a series of criteria personally defined (Schalock & Felce, 2004). Life satisfaction has two main effects: 1) promotes positive resources for individuals since it is linked to many positive outcomes in various spheres of life; 2) it is a preventive factor in facing adversities and stressful events in one's own life (Suldo & Huebner, 2006).

Adolescence is the primary period when social connections beyond the family develop; thus, teachers have considerable influence on the academic, social, and emotional outcomes of students (Allen & Kern, 2017). Additionally, peers and friendships are pivotal to how the individual thinks and feels about him or herself

(Quinn & Oldmeadow, 2013). Consequently, in the research of Fomina et al. (2020), they focused on the individual characteristics of psychological well-being where conscious self-regulation was considered as the integrative cognitive-intrapersonal construct for adolescents. Self-regulation refers to their ability to effectively, reliably, and flexibly act in new conditions, retaining activity goals, building action programs, and evaluating results of the learning activities; as well as information processing that includes goal planning, the modelling of significant conditions, programming of actions and results evaluating. At the same time, it is represented by personality-regulatory properties such as flexibility, independence, reliability, and responsibility. Therefore, the importance of roles and identity in adolescents' well-being is supported by theories and research that underline specific variables crucial for positive development in this group age such as management of new social relations, support of significant people (parents, teachers), and positive family relations, proper expectations of effectiveness, good sense of belonging in friendship and school relations, participation in public life and to leisure activities, the possibility of developing one's abilities, challenges and related to the task of individuation and the separation from the family, good decision-making skills (Nota & Soresi, 2003).

PERMA model theory

According to the PERMA paradigm, five factors are necessary for people to be happy and content in their lives: positive emotions, engagement, relationships, meaning, and accomplishment. When one adopts the values of this paradigm, he or she is better able to focus on his or her well-being while simultaneously nurturing a sense of social duty and civic engagement (Bernardo & Sit, 2020). Seligman and

Csikszentmihalyi defined the five factors as positive institutions which are organisational systems focusing on learning traditional capabilities as well as aiming to move individuals toward better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic (White, 2016). Furthermore, researchers in the field of positive psychology have suggested that well-being is best characterised as a profile of indicators across multiple domains, rather than as a single factor (Forgeard et al., 2011); Seligman (2011) further supported this claim by reiterating that well-being cannot be defined by a single measure, but is rather comprised of various aspects that are more readily measured.

Literature offers several reasons for adopting a positive education approach using the five dimensions; positive education provides an antidote to youth depression, serves as a pathway to increased life satisfaction, promotes learning and creativity, enhances social cohesion, and promotes civic citizenship (Seligman et al., 2009). In the PERMA theory, Seligman argues that each element of wellbeing must have the following three properties: it contributes to wellbeing; people pursue it for its own sake, not merely to get any of the other elements; and it is defined and measured independently of the other elements of exclusivity (Khaw & Kern, 2014).

Lai et al. (2018) examined the association of PERMA-H measurements with school well-being, including general satisfaction of school life, and levels of depression and anxiety. The study found that the PERMA-H model informed positive measures would help to prepare the mediation model of the relationships between positive measures informed by the PERMA-H model and school satisfaction. Specifically, the elements

of Positive Engagement, Positive Relationships, Positive Purpose, and Positive Accomplishment were found to be associated with school satisfaction. Thus, this research provides valuable insights into the relationship between school satisfaction and student well-being within the framework of PERMA model.

Martin Seligman's PERMA model, a comprehensive framework for measuring well-being, has been widely validated in various educational contexts (Chaves et al., 2023). The adaptation and validation of the PERMA-Profiler in the Mexican educational context revealed strong psychometric properties and its correlation with general well-being, positive affect, and life satisfaction. Furthermore, research on measuring well-being in students using the PERMA framework has emphasised its multidimensional nature and alignment with positive education principles. Studies involving undergraduate students have consistently supported the five PERMA constructs of well-being and an overall well-being construct through confirmatory factor analysis (Kern et al., 2015). Hence, these findings demonstrate the application of the PERMA theory within the field of positive education, enabling educators to create a positive learning environment that fosters students' well-being and academic success.

Positive Emotion (P)

Positive emotions, as defined by Seligman's model, encompass feelings of happiness, joy, contentment, and cheerfulness (Seligman, 2011). These positive emotions have been shown to have a significant impact on thoughts and behaviours, promoting resilience and counteracting negative emotions (Fredrickson et al., 2003).

Encounters with positive emotions motivate individuals to actively engage in adaptive activities and interact with their environments (Fredrickson, 2001).

The close relationship between self-confidence and self-empowerment is intrinsically linked to positive emotion. Self-confidence, as a positive emotion, serves as a central motivator that influences goal-setting and performance (Learning, Remembering, 1994). When individuals feel confident in their abilities and believe in themselves, they experience a positive emotional state that fuels their motivation and determination to overcome challenges.

Furthermore, empowerment, when effectively processed, enhances self-confidence and fosters positive emotion. It provides individuals with a renewed sense of purpose and motivation, generating feelings of optimism, joy, and enthusiasm (Guttman, 2020). The process of empowering oneself involves recognizing one's strengths, taking control of one's life, and setting meaningful goals. As individuals embark on this journey of empowerment, they experience a shift in their emotional state, transitioning from self-doubt and hesitation to a positive emotional state filled with hope, belief in oneself, and the drive to achieve personal growth.

Thus, the connection between self-confidence, self-empowerment, and positive emotion is a reciprocal one. As individuals build their self-confidence through empowering experiences, they gain a more positive outlook on life and their own capabilities. In turn, experiencing positive emotions such as optimism, joy, and

motivation further enhances their self-confidence and empowers them to overcome obstacles with resilience and determination.

Ultimately, self-confidence and self-empowerment are closely linked to positive emotion. Self-confidence serves as a central motivator and regulator of behaviour, influencing goal-setting and performance. Empowerment, when effectively processed, enhances self-confidence and generates positive emotions such as optimism and joy. This reciprocal relationship between self-confidence, self-empowerment, and positive emotion creates a virtuous cycle that strengthens individuals' belief in themselves and their ability to overcome obstacles and achieve personal growth.

Self-discipline is another powerful tool that can lead to personal empowerment and a sense of control over one's life (Duckworth, 2009). By practising self-discipline, individuals are able to align their behaviours with their values and goals, ultimately leading to a greater sense of satisfaction and fulfilment (Gleeson, 2020).

In addition, self-discipline has been found to have a positive association with happiness and success. Research suggests that individuals with self-discipline are more likely to accomplish their desired goals and make choices that align with their values (Gleeson, 2020). This ability to stay disciplined and focused can pave the way for a more fulfilling and rewarding life.

Hence, engaging in self-reflection exercises can further contribute to positive emotions and personal development. By taking the time to reflect on oneself, individuals can gain a greater sense of confidence and purpose (Krass, 2019). This self-awareness can lead to increased self-esteem and a greater understanding of one's strengths and values.

Similarly, practising self-accountability is another way to foster positive emotion and personal growth. By taking ownership and responsibility for one's decisions and actions, individuals are able to grow and improve both personally and in their relationships (De Boer, n.d.; Myers, 2018). This sense of accountability allows for greater self-improvement, leading to a greater sense of success and joy.

Overall, self-discipline, self-reflection, and self-accountability contribute to positive emotion by empowering individuals to take control of their lives, align their behaviours with their values and goals, and foster personal growth and fulfilment. By integrating these practices into our lives, we can experience greater happiness, success, and overall well-being (Duckworth, 2009; Gleeson, 2020; Krass, 2019; De Boer, n.d.; Myers, 2018).

Moreover, positive emotions play a crucial role in enhancing well-being and empowering individuals to navigate life's challenges (Seligman, 2011). Happiness is often considered a primary positive emotion, along with gratitude, love, optimism, and contentment (Seligman, 2011). Research suggests that positive emotions have the power to improve reactions to negative stimuli and promote resilience (Tugade et al.,

2004). In addition, that students who experience more positive emotions in school tend to be more satisfied (Corradino & Fogarty, 2016)

Resilience is a valuable trait that equips individuals with coping strategies to effectively manage stress, anxiety, and setbacks (Raya, 2023). It fosters adaptability to change, emotional intelligence, and self-awareness, enabling individuals to bounce back from adversity and flourish (Raya, 2023). By embracing hope and maintaining an optimistic mindset, individuals are empowered to overcome obstacles and make meaningful contributions in their lives and the lives of others (Watkins, 2018).

Similarly, authentic pride is a self-conscious emotion associated with feelings of accomplishment and confidence. It promotes prosocial behaviours and inspires individuals to strive for excellence (Tracy et al., 2023). Expressing gratitude, on the other hand, has been linked to improved mental and physical health, self-acceptance, and overall well-being (Gurley, 2021; Smith, 2023). Both joy and gratitude synergistically contribute to a "cycle of goodness" where positive emotions reinforce and amplify each other, resulting in enhanced overall well-being (Watkins et al., 2018; Cohn et al., 2009).

These positive emotions and their interconnectedness create a strong foundation for personal and social change. Empowered by positive emotions, individuals are more resilient, adaptable, and motivated to overcome obstacles in their personal lives and make positive contributions to their communities (Seligman, 2011; Tugade et al., 2004). By cultivating positive emotions such as happiness, gratitude, love, optimism,

and contentment, individuals can experience greater joy, fulfilment, and a sense of purpose, ultimately leading to positive personal and social change.

Engagement (E)

Engagement, as a dimension of PERMA, refers to the psychological connection individuals feel towards activities or organisations. It involves being fully absorbed, interested, and engaged in life (Seligman, 2011). Engaging in activities that align with one's greatest skills or strengths can lead to a state of flow, where individuals experience a loss of self-consciousness and complete absorption in the activity (Madeson, 2017). Research has shown that using strengths in new ways each day leads to increased happiness and decreased depression (Seligman et al., 2005). Therefore, by actively engaging in activities that utilise our strengths, we can foster a sense of engagement and well-being. Adaptability refers to an individual's ability to adjust cognitively, behaviorally, and emotionally in the face of novel or changing situations. Recognizing and utilising one's character strengths has been found to contribute to engagement and overall well-being (Azañedo et al., 2021). Studies have also demonstrated a positive association between character strengths and subjective well-being, psychological well-being, and psychological distress. Adaptability, in particular, has been found to be positively related to various character strengths such as creativity, curiosity, and hope (Vylobkova & Heintz, 2023). By cultivating adaptability and leveraging our character strengths, we can navigate challenges with resilience and contribute to our well-being.

Mindfulness, the practice of intentionally paying attention to the present moment without judgement, encourages self-reflection and self-discovery. It enables individuals to become more aware of their habits, patterns, and automatic responses, empowering them to make conscious choices and break free from unhelpful behaviours (Mishra, 2023). Engaging in physical activities, such as daily walks or participating in sports, not only provides meaningful content to the day but also contributes to improved self-esteem, enhanced emotional state, and a sense of belonging (Sandy Todd, 2016). Research has shown that integrating physical activity into routines, particularly for adolescents, has benefits for physical health and emotional well-being (Sandy Todd, 2016). By incorporating exercise into daily life and making it enjoyable, individuals can establish healthy habits that contribute to overall fitness and well-being (Weiss, 2022).

Flow, a concept described by Csikszentmihalyi, refers to a state of deep engagement and satisfaction in which individuals experience their highest levels of happiness and personal growth (Csikszentmihalyi, 2013). In flow, individuals are fully immersed in the activity, losing track of time and experiencing a sense of enjoyment (Moore, 2023). Flow is characterised by a balance between perceived challenges that stretch but do not overwhelm existing skills, clear goals, and immediate feedback on progress (Antonini Philippe et al., 2022). By actively seeking out activities and challenges that allow us to experience flow, we can tap into our fullest potential and derive deep fulfilment and personal growth.

Incorporating engagement, adaptability, mindfulness, and flow into our lives enables us to cultivate positive emotions, enhance well-being, and experience personal and social change. By actively engaging in activities that align with our strengths, adapting to new situations with resilience and leveraging our character strengths, practising mindfulness to deepen self-awareness, and seeking out activities that lead to flow, we can empower ourselves to live a more fulfilling and meaningful life (Seligman, 2011; Madeson, 2017; Seligman et al., 2005; Azañedo et al., 2021; Vylobkova and Heintz, 2023; Mishra, 2023; Sandy Todd, 2016; Weiss, 2022; Csikszentmihalyi, 2013; Moore, 2023; Antonini Philippe et al., 2022).

Relationships (R)

Positive relationships are an important aspect of human well-being, as they contribute to feelings of social integration, care, support, and satisfaction with one's social connections (Seligman, 2012). It is widely recognized that humans are social creatures with a natural desire to improve and enhance their relationships (Seligman, 2012). Research has shown that sharing good news and celebrating success can strengthen bonds and lead to better relationships (Siedlecki et al., 2014). Relationships provide a source of care, love, laughter, and emotional support (Roffey, 2012). Being connected to others is increasingly considered a factor for resilience and well-being, and promoting inclusive belonging can help prevent negative behaviours like bullying (Roffey & McCarthy, 2013). These relationships have a significant impact on individuals' emotions, thoughts, and behaviours, all of which are crucial for their overall well-being (Roffey, 2012).

The importance of relationships is also aligned with Roffey's (2012) research, which highlights the central role of relationships in an individual's life. Maintaining positive relationships with peers outside of school requires regular communication, such as scheduled phone calls, video chats, or meetups (Roffey, 2011). Attending social events like parties, concerts, or movies with friends and classmates offers opportunities for students to have fun and strengthen their bonds (Allen et al., 2021). Sharing experiences with peers plays a vital role in building connections and creating a sense of shared history (Roffey, 2012; Evans, 2017). Additionally, respecting others' opinions, beliefs, and values is crucial in establishing positive relationships (Barile, 2022; Allen et al., 2021). Students can foster stronger relationships by maintaining an open mind, avoiding judgement, and treating others with consideration (Barile, 2022).

Embracing differences and respecting diverse perspectives are essential components of building positive relationships (Allen et al., 2021). Sharing experiences not only fosters connections but also creates a sense of shared history among individuals (Evans, 2017). By embracing diversity and respecting others' viewpoints, individuals can nurture positive relationships and enhance their overall well-being (Allen et al., 2021; Evans, 2017).

Considering all of the facts, the importance of positive relationships for human well-being cannot be overstated. They contribute to feelings of social integration, care, support, and satisfaction with our social connections. Research consistently demonstrates that sharing good news, celebrating success, and maintaining regular

communication are effective ways to strengthen bonds and foster better relationships. Relationships provide us with care, love, laughter, and emotional support, which are essential for our overall well-being.

Moreover, the significance of relationships in our lives is underscored by their impact on our emotions, thoughts, and behaviours. They shape our experiences, help build a sense of shared history, and play a crucial role in our personal growth and development. Embracing diversity, respecting others' opinions and values, and promoting inclusive belonging are critical in establishing positive relationships. By doing so, we not only enhance our own well-being but also contribute to a positive social environment.

With this in mind, fostering positive relationships is fundamental to leading a fulfilling and meaningful life. They provide us with essential social connections, support our resilience, and contribute to our overall well-being. By recognizing the central role of relationships and actively working on communication, shared experiences, and respect for others, we can cultivate and nurture these relationships, leading to greater happiness and fulfilment in our lives.

Meaning (M)

Having meaning or purpose in life may be different for everyone (Seligman, 2012). Meaning, according to Ryan and Deci (2018), is a complex construct that can be approached from multiple angles such as: cognitively, appraising situations for

meaning, and motivationally to pursue worthwhile goals. Substantially, though often used interchangeably, 'meaning' and 'purpose' are not the same. Meaning refers to how we "make sense of life and our roles in it," while purpose refers to the "aspirations that motivate our activities" (Ivtzan et al., 2016). Hence, one cannot co-exist without the other.

As humans, we need something to strive for and a sense of connectedness between the important moments that make up our existence (Steger, 2009). Having a sense of meaning in life is guided by personal values, and individuals who report having purpose in life tend to live longer and have greater life satisfaction (Kashdan et al., 2009). In the study conducted by Yuen et al. (2015), it was found that some students tend to interpret the concept of meaning in life in terms of its importance for their future career or immediate goals and for developing their personal interests. Ivtzan et al. (2016), as mentioned previously, defined purpose as aspirations and motivations, which coexist with meaning.

Similarly, a study conducted by Steinmayr et al. (2019) investigated the importance of students' motivation for their academic achievement. The study found that students' ability self-concepts and their hope for success were important factors that influenced their motivation and academic achievement. Furthermore, a study conducted by Chen et al. (2023) explored the influence of teachers on student motivation during mobile learning. The study found that students felt motivated when there were more people in a class, and they could unite to achieve common goals, discuss, and exchange ideas. After all, meaning is fundamental to motivation (Heintzelman, 2018).

Supporting others, as well as receiving others' support by joining clubs, strengthens bonds and builds relationships (Ivtzan et al., 2016). A study conducted by Feeney and Collins (2015) explored the theoretical perspective on thriving through relationships. The study found that social support is an essential component of well-being and can help individuals thrive through relationships. Points of view that broaden the mind may help an individual experience an increased sense of meaning in life (Hicks & King, 2007). Another perspective on how participants cultivate meaning in their lives is through utilising their passion to try creative activities that would improve not only themselves but also others. Getting involved in a cause or organisation that matters to you is a way to build meaning (Tang et al., 2022).

Taking everything into account, meaning plays a crucial role in the PERMA model of well-being, as proposed by Seligman. By believing that one's life is valuable and feeling connected to something greater than oneself, individuals can experience a sense of meaning. Meaning involves making sense of life and our roles in it, and it goes hand in hand with purpose, which refers to the aspirations and motivations that drive our activities.

Having a sense of meaning is not only essential for personal fulfilment, but it also contributes to various aspects of well-being. Research indicates that individuals who report having purpose in life tend to live longer and have greater life satisfaction. Moreover, meaning influences motivation and academic achievement, as students' ability self-concepts and hope for success play important roles in their educational journey.

Furthermore, nurturing positive relationships and social support is one of the ways individuals can cultivate meaning in their lives. By supporting others and receiving support, individuals strengthen their bonds and experience a sense of connectedness. Participating in activities that broaden perspectives and engaging in creative endeavours that benefit both oneself and others can also contribute to a greater sense of meaning.

Thus, meaning holds a significant place in the PERMA model, as it enhances well-being, provides direction, and offers a sense of purpose in life. Embracing and actively seeking meaning can lead individuals to a more fulfilling and meaningful existence, ultimately contributing to their overall well-being.

Accomplishment (A)

Accomplishment is a vital pillar of well-being, involving making progress toward goals, feeling capable of daily activities, and experiencing a sense of achievement (Seligman, 2012). It centres around the pursuit and attainment of goals, providing individuals with a sense of satisfaction and fulfilment. Quinn (2018) emphasises the importance of self-driven motivation in accomplishing goals, highlighting that achievement is not solely about external recognition or rewards but stems from the intrinsic desire to progress and improve.

Seligman (2012) underscores the significance of individuals setting goals that align with personal growth and meaningful connections with others to enhance overall well-

being. Research by Sheldon and Lyubomirsky (2006) demonstrates that engaging in activities aimed at personal growth and social connections leads to higher levels of positive emotions and lower levels of depression and anxiety. Additionally, Lyubomirsky and Layous (2013) find that actively cultivating positive relationships contributes to greater levels of happiness and well-being over time. Building positive relationships and a sense of belonging are associated with increased subjective well-being and overall life satisfaction (Diener & Seligman, 2002).

Moreover, the concept of "grit" emerges as a key factor in achieving long-term goals, as highlighted by Duckworth et al. (2007) research. This aligns with the experiences shared by Nick and Charlie, where inner strength and determination enable them to overcome academic challenges and achieve success. Goal setting is widely accepted as an effective strategy to focus attention, increase commitment, and energise individuals towards the right activities (Sheard, 2013). Ensuring well-formulated goals, appropriate strategies, and directed actions with purpose, relevance, direction, and accountability are integral to goal achievement (Ogbeiwi, 2017).

The research conducted by Sheldon and King (2001) supports the idea that aligning goals with core values significantly enhances motivation and commitment. Furthermore, Lyubomirsky et al. (2005) delve into the concept of sustainable happiness and its relationship with personal accomplishments. They find that setting and achieving goals aligned with one's values positively impact overall well-being,

highlighting the interconnectedness of these variables. As a final observation, accomplishment is a vital element in the PERMA model of well-being, contributing to individuals' fulfilment and satisfaction in life. Setting and pursuing meaningful goals, aligning them with personal values, and fostering positive relationships are key to experiencing a deeper sense of accomplishment and overall well-being.

Seligman advanced that these five pillars contribute to overall well-being; they are important areas that people pursue for their own sake and can be defined and measured independently of one another (Kern et al., 2014). Seligman contended that the five PERMA domains fall on the positive side of the mental health spectrum; well-being is not simply the lack of negative psychological states (Seligman & Csikszentmihalyi, 2000). Similarly, based on the research of Kern et al. (2014), well-being is not simply the lack of ill-being. Positive domains are generally related to greater life satisfaction, hope, gratitude, school engagement, growth mindset, spirituality, physical vitality, and physical activity.

White (2016) underlined the importance of an ideal learning environment which optimises well-being and would ultimately reflect a positive school ethos that makes the school an exciting, stimulating, and welcoming place. He further recognized that school culture is a key driver in promoting positive attitudes toward learning. Additionally, schools are adopting social and emotional learning programs that promote self-awareness, self-management, social awareness, and social management. Thus, educational policies around student well-being and school

culture are key points to creating safe, supportive, and inclusive school cultures that promote learning.

Alam (2022) highlighted that administrators may use the PERMA framework to guarantee that students at all levels and parts of the school have access to an environment that meets the five standards. The PERMA model argues that there are 5 enabling conditions for well-being which are positive emotions, engagement, relationships, meaning, and accomplishment. This model establishes a framework that embraces the promotion of one's own well-being and achievement whilst simultaneously fostering a concern for others and the capacity to participate in civic responsibilities. The use of the PERMA framework gives school leaders a way of ensuring that students across all levels and areas of the school are provided with an environment that meets the 5 elements. Principals can conduct a positive psychology audit of their schools to see whether school policies and programs as well as staff and student practices are providing all 5 elements of the PERMA model. A positive psychology audit provides evidence to school leaders as to the areas of the school that need redesigning. Following the audit, the five pillars of PERMA can be built into the school's strategic plan so that the required expenditure, training, and resources are systematically built up, over time, to create a positive education environment (Waters, 2011). Similarly, assessments of well-being need to go beyond global assessments to provide teachers and school counsellors with specific information about domains in which students thrive or struggle (Kern et al., 2014).

Khaw and Kern (2014) extended the PERMA-Profiler to a Malaysian sample, to examine how well the measure works in another culture. They believe that while the PERMA constructs were generally represented, other constructs went beyond the PERMA model, such as religion, health, and security; the purpose of which is to understand wellbeing more comprehensively in different cultures and evaluate how individuals in specific cultures flourish. They used five elements namely: 1) Positive emotions which encompass hedonic feelings such as happiness, pleasure, and comfort; it serves as a marking for flourishing; 2) Engagement refers to a deep psychological connection such as: being interested, engaged, and absorbed to a particular activity, organisation, or cause. Complete levels of engagement have been defined as a state of flow where awareness of time may fade, and positive thought and feeling may be absent during the flow state; 3) Relationships include feelings of integration with society and community, feelings of being cared for by loved ones, and being satisfied with one's social network; 4) Meaning refers to having a sense of purpose and direction in life, and feeling connected to something larger than the self; 5) Accomplishment defined objectively is the ability to make progress towards one's goals and achieving superior results that can lead to both external recognition and a personal sense of accomplishment. Also, it is subject to personal ambition, drive, and personality differences; it is often pursued for its own sake. Their study revealed that social relationships, connectedness to others, family, and helping others were the top categories in defining well-being and in defining what makes life meaningful. Furthermore, they hope that through their study, they would be able to inform and help people from various cultures to better understand themselves and to better develop their flourishing. This finding aligns with other literature that indicates the

importance of social relationships in various health outcomes, which in turn affects well-being (Tay et al., 2012).

As a result, there is a growing body of research, especially over the last two decades, which increasingly recognizes the complexities of learning and development across the years spent at school. Alongside this trend is the rise of positive psychology, which is changing our conceptions of youth, education, and development. Support for a new era of student-centric teaching practices dedicated to enhancing student well-being has come not only from researchers and psychologists but also from school and education authorities, who are showing an increased appetite for integrating positive psychology-based programs into the learning curriculum. While researchers are beginning to express cautious optimism about the effectiveness of such interventions, there is a large disparity between the initiatives being researched and what is being taught in classrooms (Chodkiewicz & Boyle, 2017).

On the contrary, there appears to be a disconnect between grassroots demand for well-being education in schools and evidence-based programs and framework on one hand, and on the other hand, the policy perspectives of various ministers for education. The disconnect between research on well-being, the relationship between well-being and public policy, and grassroots community support highlight this challenge. The gap between effective measures of the human dimension of work, health, well-being, and education is substantial (White, 2016). To date, there have

been no empirical investigations of Seligman's PERMA model with adolescents (Kern et al., 2014).

Chapter 3

Methodology

Positive psychology, as a field of study, has gained increasing recognition in the realm of education for its potential to enhance student well-being and promote positive educational environments (Seligman et al., 2009). Within the framework of positive psychology, PERMA, an acronym representing five key elements – Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment – has emerged as a valuable model for understanding and nurturing well-being in educational settings (Seligman, 2011).

This chapter aimed to provide a comprehensive review of the existing research related to the dimensions of PERMA and its application in the context of positive psychology in education. The first sections of this chapter delved into an in-depth examination of each specific element within the PERMA framework that played a role in enhancing student well-being within the school environment. By analysing the empirical evidence and theoretical perspectives surrounding Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment, insights were gained about their individual impact on student well-being.

Moreover, this chapter also explored the perceptible outcomes that reflect the actualization of positive education principles at BEPS International School. This examination focused on identifying and analysing tangible results and manifestations of positive education practices within BEPS' school environment and educational approaches. By investigating these measurable outcomes, a deeper understanding

of the effectiveness and practical application of positive psychology principles in education was achieved.

Through this comprehensive review, this chapter aimed to provide a solid foundation for further analysis and exploration of the topic and contribute to the understanding on the PERMA dimensions and student well-being in educational settings. Ultimately, this knowledge can inform the development of evidence-based strategies and interventions to foster positive educational environments that support the holistic well-being of students.

Epistemological Assumptions

All research has a philosophical foundation and inquirers should be aware of the assumptions they make about gaining knowledge during their study (Creswell & Clark, 2018). Philosophical assumptions in mixed methods research consist of a basic set of beliefs or assumptions that guide inquirers (Guba & Lincoln, 2005). However, as noted by Crotty (1998), these different paradigms are not “watertight compartments” but rather worldviews that would provide a general philosophical orientation to research.

The epistemological assumptions of mixed methods research refer to the underlying philosophical beliefs about the nature of knowledge and how it can be obtained through research. Mixed methods design reflect the compatibility of these two approaches. (Creswell, 2014). Similarly, most scholars agree that research involves a pragmatic worldview that emphasises the use of multiple methods to achieve a more

comprehensive understanding of a research problem. This means that mixed methods researchers acknowledge that different methods have different strengths and limitations, and that combining them can lead to more robust and valid research findings (Johnson & Onwuegbuzie, 2004).

Accordingly, one of the most important aspects of mixed methods research is the concept of complementarity, which refers to the idea that different methods can be used to provide different perspectives on a research problem, and that combining them can lead to a more complete understanding of the phenomenon being studied. As such, quantitative methods can provide numerical data that can be analysed statistically, while qualitative methods can provide rich descriptions and interpretations of the meaning behind the numbers (Creswell, 2014). Additionally, another important aspect of mixed methods research is the concept of triangulation, which involves using multiple sources of data to confirm or validate research findings. Triangulation can take different forms, such as using multiple methods to collect data, or comparing findings from different methods to identify patterns or discrepancies (Creswell & Clark, 2017).

Hence, it is worth noting that the epistemological assumptions of mixed methods research are not necessarily fixed or universal, and can vary depending on the research context, the research questions, and the researcher's own worldview. Therefore, it is important for mixed methods researchers to be reflective about their own assumptions and biases, and to be transparent about their research design and methods (Creswell & Tashakkori, 2007).

Thus, the focus of this study in terms of epistemology rests on the pragmatist worldview; taking into account that no one paradigm will allow us to arrive at one 'truth' alone, rather a combination of paradigms is most useful in allowing us to fully understand a phenomenon (Maresh, 2009). Moreover, Pragmatism is an overarching philosophy wherein the focus is on the consequences, on the primary importance of the question asked rather than the methods, and on the use of multiple methods of data collection to inform the problems under study. In other words, the Pragmatist paradigm is pluralistic and is oriented towards "what works" and the real-world practice, also known as ontology. Similarly, Pragmatist views reality as both singular and multiple (Creswell & Clark, 2018); Accordingly, the researcher posits that there might not only be a theory to explain the current phenomenon under study but also assumes the vital role of providing in-depth explanation to it. In the present study, the approach that the researcher used was a combination of deductive and inductive thinking since the latter finds it necessary to mix both qualitative and quantitative data to best address the research problem using diverse approaches.

Furthermore, the pragmatic approach places its emphasis on shared meaning and joint action where the values of the researcher are always part of the study. Integrated or mixed methods approach to research rejects the need to choose between a part of extremes where research results are either completely specific to a particular context or an instance of some generalised set of principles (Morgan, 2007).

Additionally, Johnson and Stefurak (2013) formulated an encompassing worldview or metaparadigm known as 'dialectical pluralism'. This process philosophy has three major characteristics (1) In conducting mixed methods, a need exists to listen carefully and thoughtfully to different paradigms/worldviews, disciplines, theories, stakeholders, and citizens; (2) the researchers' and stakeholders' values should guide the project; and (3) this collaboration should be conducted with fairness, justice, and equality. In this study, the researcher not only strives to embrace the flexibility and robustness in utilising the philosophy of using mixed methods design but also in underlining the importance of a guided project driven collaboratively by the researcher and the participants, a worldview shaped by one's research community; as well as focalising on the role of values in multiple stances where both biased and unbiased perspectives are included. (Creswell & Clark, 2018).

Research Design

The researcher made use of the mixed methods design as it focuses on "collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies' (Creswell & Plano Clark, 2007). In terms of typology, this study emphasised the Explanatory Sequential Mixed Methods Design approach. The primary intent of this design is to use a qualitative strand to explain initial quantitative results. The explanatory design is well suited when the researcher needs qualitative data to explain quantitative significant or nonsignificant results (Morgan, 2014). Similarly, the results of a study may sometimes provide an incomplete understanding of a research problem and there is a need for further explanation. In this case, a

mixed methods design is used, with the second database helping to explain the first (Creswell & Plano Clark, 2018).

In addition to the intent of implementing that the explanatory design best fits this particular study, there were also two salient factors that the researcher found useful in choosing this typology: (1) the researcher has the ability to return to participants for a second round of qualitative data collection; and (2) the researcher has limited resources since there is only one sole investigator for this study whereby the design needs only one type of data that will be collected and analysed at a time (Creswell & Plano Clark, 2018).

The initial research plan was to employ a qualitative approach since the researcher's focal point is on understanding the meaning of the phenomena through the participants' point of view on well-being and its association to positive psychology in education. However, in the discourse of writing the literature along with the extensive discussions with various scholars from the field, it led to the unanimous decision that the best method to use in the study is the mixed methods design since the quantitative component is essential to the study to address the general knowledge of the population in terms of narrowing and focusing on the selected variables of well-being and its relation to school satisfaction. This is central to the premise that the use of quantitative and qualitative data collection in combination provides a better understanding of the research problem than using either approach alone (Creswell & Clark, 2007).

Consequently, this design was chosen as there were no other similar studies that have used this approach and research methodology on the topic of adolescent well-being in association with positive education; thus, integration at the design level would provide a stronger and deeper understanding of the research. Specifically, the Emergent mixed methods design is implemented in this study due to the arising issues which were previously mentioned that developed during the process of conducting the study. Initially, the researcher would like to delve on the phenomenon of well-being and positive education singly. However, after thorough discussion with several researchers and gathering exhaustive examination on the research design for the study, the researcher came to a conclusive decision that a qualitative method alone will not be enough to obtain in-depth analysis of the study. To this point, the quantitative approach was considered so as to have a deeper breadth and full span of knowledge on the research study. Emergent mixed methods design generally occurs when a second approach (quantitative or qualitative) is added after the study is underway because one method has been found to be inadequate (Morse & Niehaus, 2009).

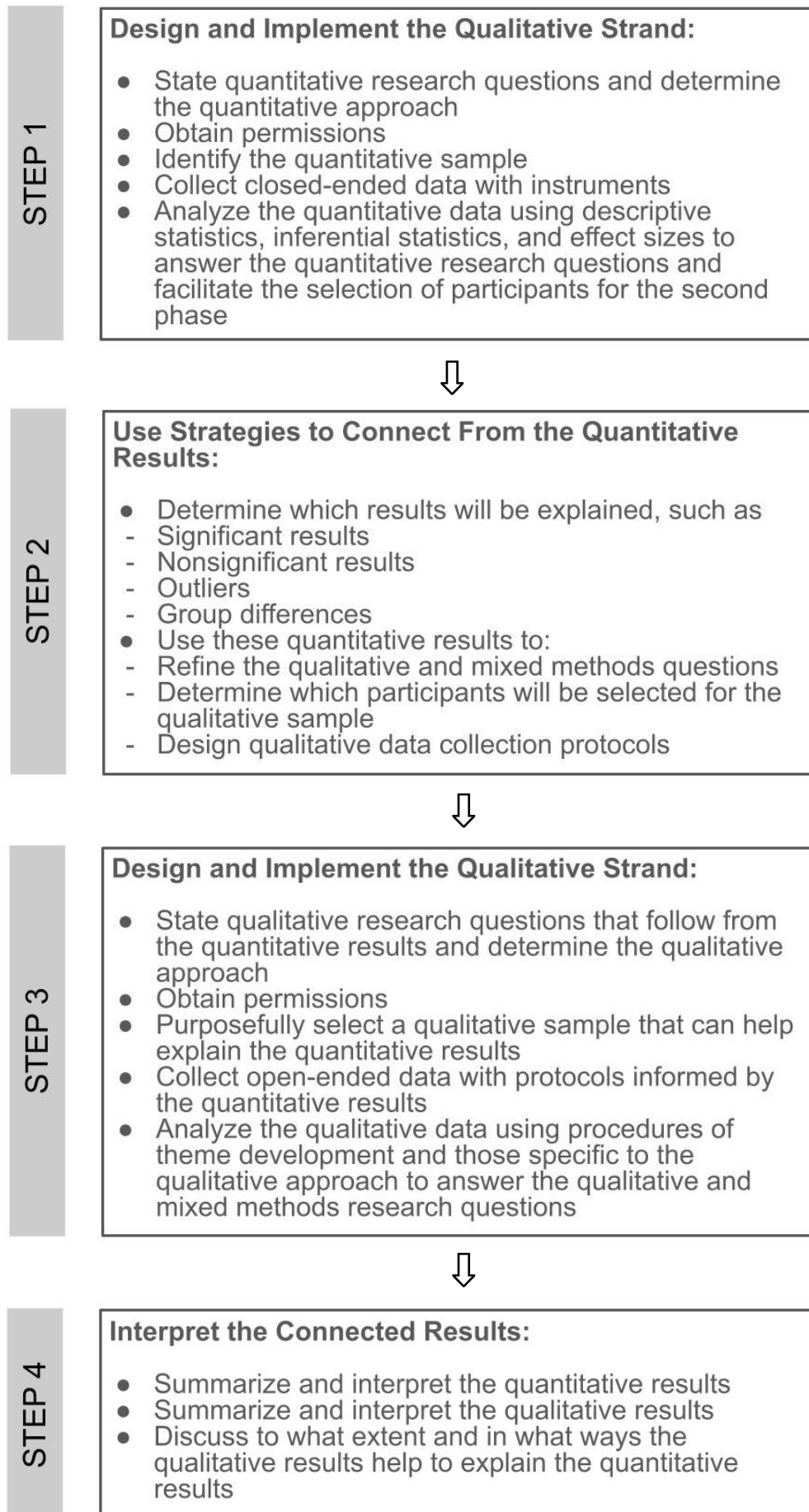
There are two points where integration occurs in an explanatory sequential design. First, integration occurs between the quantitative data analysis in the first phase of research followed by the qualitative data collection in the second phase. As the researcher analyses the quantitative data and comes up with results that need further explanation, the researcher then launches the qualitative phase to explore the results in more depth with a few individuals. The integration occurs by connecting the quantitative results to the qualitative data collection. Once the qualitative phase is

complete, the researcher then integrates the two sets of connected results and then draws integrated conclusions (Creswell & Plano Clark, 2018). Another integration that was achieved in this study was the fact that through the sampling procedure, the participants from the first phase continued to participate in phase 2 (Curry et al., 2013).

Since the study begins quantitatively, the researcher starts from the perspective of postpositivism to select instruments, measure variables, and assess statistical results (Creswell & Plano Clark, 2018). In the current study, the first phase was the quantitative strand whereby the researcher seeks to find out whether there is a significant and positive relationship between well-being and positive psychology in education through collecting data using the following questionnaires: (1) PERMA Profile and (2) High School Satisfaction Scale (H-SAT).

Afterwhich, the results were then analysed using descriptive statistics to be able to conduct the qualitative strand which is the second phase of the study. When the researcher moves to the qualitative phase that values multiple perspectives and in-depth description, there is a shift to using the assumptions of constructivism (Creswell & Plano Clark, 2018). On the second phase of the study, the purposive selection of the qualitative sample that would help in explaining the quantitative results were looked into; as well as in collecting open-ended data protocols based on the quantitative results to analyse the second phase of the study. Figure 1 provides the overview on the procedural steps used to implement a two-phase explanatory design.

Figure 1. Flowchart of the Basic Procedures in Implementing an Explanatory Sequential Mixed Methods Design (Creswell & Plano Clark, 2017).



If a study begins with a survey, the researcher may implicitly use a post-positivist worldview to inform the study. Then, if the researcher moves to qualitative focus groups in the second phase to follow up on and explain the survey results, it is possible that the worldview shifts to more of a constructivist perspective. In effect, the researcher has shifted from a post-positivist worldview in the first phase of the research into a constructivist worldview in the second phase. Thus, the researcher brings in a dialectical perspective when interpreting the two phases together (Creswell & Clark, 2018).

In connection with the Explanatory sequential design variants, the researcher made use of the case-selection variant (quan → QUAL). This variant is used when the researcher is focused on qualitatively examining a phenomenon but needs initial quantitative results to identify and purposefully select the best participants. Similarly, additional considerations were also taken into account as to the researcher's intent in choosing the core design that reflects the contexts of the study (Plano Clark & Ivankova, 2016). In doing so, the focal consideration for this study is the fact that it heavily emphasised the qualitative phase; which is also the researcher's expertise in the field. Thus, priority is given to the qualitative strand to address the study's purpose by delving into the perspectives of adolescents on well-being and its association to positive psychology in education in greater depth.

Ultimately, utmost priority was given to the qualitative method in the research design as it served as the primary approach for data collection and analysis in the study. It focused on providing in-depth explanations of quantitative results by exploring five

distinct cases with maximal variation. A smaller quantitative component occurred first in the sequence and was used to reveal whether PERMA dimensions are predictors of student satisfaction. The integration of quantitative and qualitative methods occurred at three levels: (1) the results of phase two were built on the findings and results of phase one to bridge the research gap; (2) participants for the case study in the second qualitative phase were selected from those who participated in the first phase. Thus, the participants came from the same cluster (school) where they share the same background; lastly (3) the two datasets were merged for analysis after analysing the outcomes of the two datasets separately.

Limitations in Mixed Methods

As in any mixed methods design, several challenges were posed in this study. One specific difficulty of the explanatory sequential design is that it required lengthy time to complete. Thus, careful planning and prioritisation was crucial. The researcher had to ensure that the research design was feasible enough within the available time frame. Furthermore, specific research questions were prioritised and focused on to obtain essential quantitative results first before proceeding to the qualitative phase. This way, the most critical aspects of the study were addressed even if time constraints emerged.

Another limitation that the researcher encountered is the need to consider how to integrate quantitative and qualitative data. It is difficult to predict how the first phase of the research will shape the second (Creswell & Plano Clark, 2007). Similarly, how to address potential conflicts or inconsistencies between methods was also a

concern since using a mixed methods approach could give rise to inconsistencies due to variations in measurement tools, procedures, or data collection techniques. Thus, the researcher addressed this issue by thoroughly describing the methods used; as well as providing justifications for the choices made.

Furthermore, since the study employed the sequential explanatory mixed method design, the sequential integration approach was adopted instead of integrating the data simultaneously. This involved analysing and interpreting the quantitative data first, followed by the qualitative data (Fetters et al., 2013). Through conducting sequential integration, a more iterative and dynamic integration process occurred in the study, whereby the qualitative data allowed the interpretation of the quantitative findings.

Ultimately, ensuring the validity and reliability of the findings was also a deep concern. This limitation was addressed through triangulation whereby different data sources, methods, or perspectives to corroborate the findings were combined. Since the researcher utilised multiple sources of data, such as interviews, surveys, and focus group discussion, the researcher was in a position to cross-validate and strengthen the results of the study. The specific data collection and analysis procedures that were conducted in the present study were detailed in the succeeding sections starting with the first, qualitative phase.

Phase One: Quantitative

The primary method used in the first phase is the post-positivist, quantitative tradition of research. The present study aimed to examine the significant relationship between adolescent well-being and school satisfaction in its initial phase. Additionally, the study sought to ascertain whether the PERMA dimensions of well-being could serve as predictive factors for school satisfaction. The stated approach conforms to the explanatory design framework articulated by Morgan (2014), in which a qualitative methodology is utilised to elucidate preliminary quantitative findings.

The explanatory research design proves to be particularly advantageous in instances where the researcher finds the need for qualitative data to elucidate notable or inconsiderable outcomes derived from quantitative data. By employing a combined approach entailing quantitative and qualitative data analysis, researchers can furnish a more comprehensive comprehension of the research subject (Creswell & Plano Clark, 2017).

In this study, the numerical outcomes derived from the analysis of the quantitative data, particularly the PERMA Profiler and the HSAT, were scrutinised with incisiveness in order to yield significant conclusions. The significant findings and valuable observations derived from the statistical analysis were subsequently utilised in the construction of the interview guide which was used as the instrument, as well as the identification of suitable candidates, for the subsequent phase of the study. The present approach assures that the research is founded on precise and dependable data and that the discernments gained from the scrutiny of the data are

proficiently executed in the ensuing phases of the investigation (Creswell & Plano Clark, 2018).

Participants

Upon receiving approval from the school director, the recruitment of participants for the first, quantitative, phase of the study began. The purposive sampling procedure was employed since the researcher relied on her own judgement upon selecting the members of the population that would participate in the survey. The latter chose to access a particular subset of respondents since they fit the particular profile that would best address the research questions. Furthermore, the decision to choose secondary students at BEPS International School was based on the prior knowledge obtained from previous literature. This suggests that the researcher conducted a comprehensive review of the existing literature on adolescent well-being and found that a more diverse population would be suitable for the study (Ellyatt, 2022). By purposely selecting the secondary students at BEPS International School, the researcher was able to access a population that met the specific criteria needed for the research.

In addition to the information provided, it is worth noting that purposive sampling is a non-probability sampling technique used in research when the population is rare or difficult to access. It involves selecting participants based on their characteristics or traits that are relevant to the research question (Palinkas et al., 2015). In the current study, the researcher relied on her own discernment to choose secondary students at BEPS International School due to the diverseness of the community. Additionally,

they fit the particular profile that best addresses the research questions on adolescent well-being and its association to positive education.

A total of 51 participants (Male = 31, Female = 20) were involved in this study with ages ranging from 11-18 years old (SD = 1.88). Specifically, the participants were selected based on ethnicity and the number of years that they have studied at BEPS International School (< or > than one year). Additionally, they should be officially enrolled for the present school year 2022-2023.

Overall, the use of purposive sampling, the selection of a diverse population based on prior knowledge obtained from previous literature, and the use of quantitative methods to collect data all suggest that the researcher conducted a rigorous study designed to provide valuable insights into the perception of adolescents on well-being and positive education.

Data Collection

Participants in the first phase of the study were asked to fill in an online questionnaire using their school's email account by logging in to the Google Forms for their responses. This method was an ethical means to collect data as it is designed to protect participants' confidentiality of responses; as well as to adhere to the General Data Protection Regulation (GDPR) set by the European Union to protect privacy and security law when collecting data. The purpose of the study was stated at the beginning of the form; as well as the information that their participation in the study is voluntary. They were also assured that any identifying information (such as: full

name, age and nationality) in the demographic questions will remain anonymous. Since the researcher was the sole investigator, she was the only person who had access to their responses.

Before the participants received the online survey, the researcher sent out a formal letter to the director of the school seeking permission to conduct the online questionnaire to the secondary students. The letter contained the objectives of the study as well as the copy of the questionnaire. After the director electronically signed the letter of consent, the online form was sent out to the participants and they were instructed to complete the research instrument in reference to their well-being and how satisfied they are at school. On the first stage of the questionnaire, the participants were asked to respond to scales assessing their well-being profile focusing on the five dimensions: Positive emotions, Engagement, Relationships, Meaning and Achievement (PERMA Profile). On the second stage, they were asked to evaluate the five dimensions of the High School Satisfaction Scale, specifically: Appropriateness of Choice (CH), Quality of School Services (SE), Relationships with Classmates (RE), Effectiveness of Study Habits (ST) and Usefulness for a Future Career (CA). Each of these research instruments and their corresponding scales were reviewed in detail in the following sections.

Instrument

A. PERMA Profiler

To measure the well-being of the participants, the PERMA Profiler, a brief multidimensional measure of flourishing, was utilised in this study. This instrument measures the 5 pillars of well-being: Positive Emotion (P), Engagement (E), Relationships (R), Meaning (M) and Accomplishment (A). PERMA consists of 23 items; 15 questions refer to PERMA with 3 items per domain. The remaining 8 questions focus on health, negative emotion, loneliness and overall happiness which act as filler questions.

The multidimensional approach utilised by the instrument to measure well-being is a notable strength due to its ability to provide researchers with a comprehensive understanding of participants' well-being levels across various domains. The PERMA Profiler assesses the five pillars of well-being, namely Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, which closely adhere to the tenets of positive psychology theory. According to Seligman (2011), these domains are pivotal for achieving optimal functioning and overall well-being.

For the purpose of this study, the full measure was used based on the recommendation of the authors of the instrument. The development of the 23-item measure, which assesses well-being across the five domains, went through an extensive theoretical and empirical process. The scale includes acceptable internal reliability for each of the five domains, as well as good overall model fit across over 30,000 participants worldwide (Butler & Kern, 2016). Similarly, since PERMA is a

relatively new theory, the PERMA Profiler to date, is the only measure that focuses primarily on the PERMA domains. Overall, the measure demonstrates trustworthiness, cross-time stability and evidence for convergent and divergent validity which provided confidence in the accuracy of the data collected using the instrument in this study.

B. High School Satisfaction Scale (H-SAT Scale)

The High School Satisfaction Scale (H-SAT Scale) evaluates five dimensions of school satisfaction, namely: appropriateness of choice (CH), quality of school services (SE), relationships with classmates (RE), effectiveness of study habits (ST) and usefulness for a future career (CA). These dimensions provide a comprehensive understanding of the various factors that contribute to students' satisfaction with their school experience. By assessing students' satisfaction with various dimensions of school life, the H-SAT Scale provides a more holistic understanding of the factors that contribute to students' well-being and development.

The questionnaire consists of 20 items which focus on the crucial role of school influence on adolescent's development and well-being. The students were asked to fill the questionnaire by indicating how satisfied they were with each sentence using a 5-point Likert scale: (1) 'not at all', (2) 'a little', (3) 'somewhat', (4) 'very', (5) 'completely'. One of the aims of the scale is to support students to explore more deeply the meaning of schools in their life trajectories. Additionally, it fosters relational factors which look into the community intervention in the classrooms to increase social well-being (Lodi et al., 2019). These two central principles fully

capture the core objectives of the current research; which is to determine to what extent positive education impacts adolescent well-being.

Furthermore, administration of the HSAT Scale not only assesses satisfaction but also provides information with other variables relating to (1) non-intellective factors such as motivation, self-esteem, self-regulation, effort and time-management; (2) positive variable such as resilience, hope, optimism, courage and career adaptability; (3) variables involved in the assessment of the school career intervention; (4) to act further study to corroborate socio-cognitive well-being (Lodi et al., 2019). With this in mind, the researcher found it best to utilise this instrument as it strongly meshed with the variables in the current research.

Data Analysis

In the first phase of the research, the focus was on exploring the relationship between Adolescent Well-Being and School Satisfaction among students at BEPS Secondary International School. The researcher used inferential statistics to analyse the sample data and test the hypotheses in the study. This involved applying the Pearson Product Moment Correlation to measure the degree of correlation between the two variables as part of the associative hypothesis.

In the second phase, the researcher aimed to predict School Satisfaction based on the variables among the PERMA Dimensions. Regression Analysis was employed for this purpose, which involved determining the criterion variable and identifying the predictor variables. The H-Sat Scale was used as a valid instrument to measure

school satisfaction, and the model selection process aimed to develop a model with a high coefficient of determination (R^2) for better prediction.

To conduct the statistical analysis, the researcher utilised the Statistical Package for Social Sciences (SPSS) software. This software provides the necessary tools for data analysis and helped in generating the results for this study. By utilising SPSS, the researcher was able to effectively analyse the quantitative results and draw conclusions based on the data.

Overall, the researcher employed inferential statistics in the first phase to test the relationship between Adolescent Well-Being and School Satisfaction, while Regression Analysis was utilised in the second phase to predict School Satisfaction based on the PERMA Dimensions. The statistical analysis was carried out using SPSS, enabling the researcher to derive meaningful insights from the data and contribute to the research objectives.

Phase Two: Qualitative

The primary method used in the second phase of this study is the qualitative approach since the researcher sought to understand the perspectives of adolescents on well-being and how this is associated with positive psychology in education. Additionally, this phase aims to describe and explain the significant relationships that occurred on the quantitative stage of the study. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions,

behaviours, and social contexts of particular populations. It helps to interpret and better understand the complex reality of a given situation and the implications of quantitative data. (Mack & Woodson, 2005). Also, it captures the points of view of other people without predetermining those points of view through prior selection of questionnaire categories; thus, the results include a wealth of detailed information about a small number of people which leads to an increase in depth understanding of these selected individuals (Bituna, 2018).

Specifically, the narrative approach to qualitative research was applied in this phase since the researcher intended to learn in greater depth about the adolescents' perceptions on well-being and positive psychology in the school setting through their own lived experiences. In essence, the researcher selected the narrative approach because it is often used to better understand the participants' identity and personality which would provide greater access in addressing the research questions of the study. These stories tell of individual experiences that often expose the researcher to the identities of that individual. It is possible to gather in-depth meaning as participants usually reveal themselves in their stories (Bituna, 2018). McAdams (2008) explained narrative identity as:

Stories we construct to make sense of our lives are fundamentally about our struggle to reconcile who we imagine we were, are, and might be in our heads and bodies with who we were, are, and might be in the social contexts of family and community..."

Thus, in order to address the current qualitative research questions, In-depth interviews were carried out and analysed using thematic analysis in order to elaborate the initial quantitative findings.

Participants

For the purpose of the second, qualitative phase of the study, the researcher utilised purposeful sample procedures to select individuals that can provide the necessary information to understand the central phenomenon or key concept being explored in the study (Creswell & Plano Clark, 2018). In this research, the students' perspectives on adolescent well-being in association with positive education was used. The aim was to deliberately choose respondents, who will best answer the research questions and who are "information- rich" persons (Palinkas et al., 2015). Thus, four participants from BEPS International School at the secondary level were selected for the case study analysis.

Due to the nature of the sequential design of this study, the selection of the participants for the second, qualitative phase depended on the results from the first, quantitative phase. Based on these results, maximal variation sampling, in which a researcher samples cases or individuals differing on some characteristics was utilised. This permitted the researcher to present multiple perspectives of students to "represent the complexity of our world" (Creswell, 2002). For this study, the participants were selected based on the demographic questions on the first phase: nationality, age and length of stay at BEPS International School.

Data Collection

Participants in the second phase of the study were recruited by sending a consent form to their parents where the purpose of the study was stated at the beginning of the form; also, the procedures in the interview were further elaborated. It was emphasised on the letter that the participation of their child in the study is voluntary and that their academic periods nor their academic standing will not be affected in any way. To avoid breach of ethics and maintain confidentiality, pseudonyms were used instead of the real names of the participants and that their child's identity will remain. The purpose of which is to ensure that the rights of the participants are protected; as well as to assess the risk and potential harm of the research to these individuals (Creswell & Plano Clark, 2018). They were also assured that any identifying information (such as: full name, age and nationality) in the demographic questions will remain anonymous. All the interviews were audio recorded, then transcribed verbatim for analysis purposes using Transkriptor. Additionally, they were conducted by the researcher in a private room at BEPS International School to ensure privacy; as well as to avoid extraneous variables that might pose potential risks to the participants.

The second, qualitative phase in the study focused on explaining the results of the statistical tests obtained in the first, quantitative phase. The multiple case studies design was used for collecting and analysing the qualitative data since it would allow a comprehensive understanding of the research questions. When the suggestions are more intensely grounded in different empirical evidence, this type of case study also creates a more convincing theory according to Eisenhardt and Graebner (2007).

A case study is a type of ethnographic design (Creswell, 2002) and is an exploration of a “bounded system” or a case over time, through detailed, in-depth data collection involving multiple sources of information and rich in context (Creswell & Maitta, 2011). In the current study, the instrumental multiple cases served as the purpose of “illuminating a particular issue” (Creswell, 2002); thus the lived experiences of the selected BEPS secondary students on adolescent well-being and its association to positive education were described and compared to provide insight and address the research topic.

The primary technique used was to conduct in-depth semi-structured interviews with four students as it encouraged two-way communication between the researcher and the participant; thereby allowing rich information to transpire through learning answers to questions and the reasons behind these responses. Longhurst (2003) underlined that in-depth, semi-structured interviews are verbal interchanges where one person, the interviewer, attempts to elicit information from another person by asking questions. Even though interviewers tend to prepare a list of predetermined questions, in-depth, semi-structured interviews usually unfold in a conversational manner offering participants the chance to pursue issues they feel are important. Additionally, in-depth, semi-structured interviews are useful for investigating complex behaviours, opinions, and emotions and for collecting information on a diverse range of experiences. Thus, through the in-depth semi-structured interview employed in this study, the researcher was able to probe and ask spontaneous questions to the participants to explore, deepen the understanding, and clarify answers to questions.

Similarly, the respondents were also given the opportunity to expound and be flexible with their responses.

The Interview Protocol contained open-ended questions for each PERMA dimension and a separate set of questions that focused on school perceptions to evaluate positive education, all of which were pilot tested. The content of the protocol questions were grounded on the results of the statistical tests of the relationships between the PERMA Profile and HSAT School Satisfaction Scale. In addition, the predictor variables using the PERMA dimensions were identified to account for the maximum variance in the criterion, in this case, the school satisfaction. The questions that were posed centred around gathering insights and understanding on students' perspectives regarding adolescent well-being in relation to positive education. This line of inquiry aimed to explore the various factors that contribute to the well-being of adolescents and how positive education can play a role in promoting their overall welfare.

To sum, the details of the cases selected employed maximal variation principle. The protocol was pilot tested to two students selected from the same target population, but were then excluded from the full study. A debriefing session was conducted with the pilot participants to obtain information on the clarity of the interview questions and their relevance to the study objectives. Prior to the scheduled interview schedule, the selected participants for the study were primed by orally informing them of the objectives of the research, as well as their rights as respondents. They were also informed that the interviews were audio recorded and transcribed verbatim. Lastly,

the respondents had the opportunity to review and, if necessary, correct the contents of the interview after it has been transcribed.

Instrument Development

To enable the researcher to have a crystal clear definition on the focus of the study, along with its trustworthiness; as well as to identify potential issues on the second phase of the research, a pilot test was executed during the development of the instrument. One of the goals in conducting a pilot study is to increase research quality by enhancing its reliability and validity (Gudmundsdottir & Brock-Une, 2010). Therefore, a pilot study should be viewed as a crucial part of a research design (Kim, 2011).

The initial step is to articulate the pilot study plan that incorporates all features of the adopted approach and methodology (Ismail et al., 2018). In this study, an evaluation of the tools ensued the predicated analysis of the interview questions that were derived from the PERMA Profile and HSAT Satisfaction Scale; both of which were survey questionnaires. Similarly, the research protocol underwent modifications, including adjustments to the tools and configurations, which were then subjected to a thorough evaluation. This phase involved an assessment stage where a set of inquiries was compiled and later scrutinised and assessed in the revisiting stage before the final data collection took place. Lastly, reflective analysis was undertaken to derive insights from the entirety of the pilot study (Ismail et al., 2018). As part of

the current investigation, an additional researcher who is an expert in the relevant field was enlisted to undertake a reassessment of the modifications that had been made in the revisiting stage; this posits that the researcher's experience and professional competence endeavours to prevent the repetition of comparable errors which abridges the reflective stage.

The pilot study in the current research had three aims:

(1) to ensure the clarity and validity of the research questions involving the perception of adolescents on well-being and its association to positive education. Piloting helps to ensure that research questions are clear and easy to understand. Pilot studies are used to identify any ambiguities and make necessary revisions; this can lead to improved data collection and more accurate results (Kolb, 2012);

(2) to critically interrogate how the researcher could improve the data collection procedures. Creswell (2013) underlined that Piloting can help refine data collection procedures and ensure that they are effective in generating the desired data. In order to decide how to best conduct the final research, piloting study is essential to discover what methods are best for pursuing the study, as well as to estimate how much time and what resources will be necessary to complete the larger final version of the research (Ismail et al., 2018). In this study, the researcher tested the interview questions and protocols and identified any issues with these procedures. One of the critical problems that were resolved after the piloting was with regard to question wording and well-defined qualitative statements;

(3) to enhance the credibility of the study through demonstrating thorough and careful planning and execution in order to address the current research questions. By conducting a pilot study, researchers can demonstrate that they have taken steps to ensure that their research questions, data collection procedures, and sampling strategy are effective in generating the desired data. This can enhance the credibility of the study and increase confidence in the validity of the results (Creswell, 2013).

Accordingly, the following findings came about upon piloting in this research:

(1) The results of the pilot investigation indicated that it was efficacious in securing the lucidity and soundness of the research inquiries concerning the elucidation of teenagers' perceptions on well-being and its interrelation with positive education. During the piloting phase, discrepancies within the research inquiries were brought to light, prompting essential alterations to enhance the lucidity and comprehensibility of said inquiries.

Consequently, the updated inquiries of the research study were notably clearer and presented in a more direct manner, rendering the task of adolescent respondents less daunting and enabling them to provide accurate responses with greater ease. The enhanced lucidity and comprehension of the research inquiries resulted in a refined approach to data gathering, thereby yielding heightened precision of outcomes. The preliminary results of this pilot study effectively illustrate the importance of incorporating a pilot phase in research to ensure the precision and reliability of the research inquiries. The significance of honing research inquiries prior

to their implementation is underscored in order to ensure the generation of intended and accurate data.

(2) The results of the preliminary investigation suggest that it was efficacious in rigorously scrutinising the manner in which the investigator could enhance the procedures for gathering data. During the pilot phase, the investigator evaluated the interview questions and protocols and recognized certain concerns that required attention in order to ensure the data collection procedures were efficacious in producing the intended results.

After piloting, a noteworthy issue that was addressed pertained to the wording of the questions as noted in the audio-recorded documentation. Furthermore, identical and comparable qualitative responses were managed with greater accuracy through the analysis of interviewees' feedback and critical discourse subsequent to the interview. The results of the pilot study unveiled that certain items in the questionnaire were ambiguous and perplexing for the selected subjects, thereby resulting in responses that were erroneous and inefficacious. Consequently, the researcher undertook a revision of the survey questions in order to enhance their clarity and concision. Furthermore, superfluous and repetitive queries were expunged from the survey instrument, leading to a more refined data collection process and the acquisition of more precise results. The present findings strongly underscore the significance of the piloting process in enhancing the precision and effectiveness of data collection methods, thereby enabling the acquisition of desired outcomes. This study emphasised the utmost importance of recognizing and remedying potential issues

associated with data collection procedures prior to their implementation in order to guarantee the precision and dependability of the resulting data.

(3) The results substantiate the importance of undertaking a preliminary investigation in bolstering the validity of the research by exemplifying comprehensive and meticulous preparatory measures and implementation methods aimed at resolving the current research queries. Following the completion of the pilot study, the researcher arrived at the determination that certain adjustments were necessary for the in-depth interview guide in order to optimise the effectiveness of the research questions, data collection procedures, and sampling strategy in producing the desired data.

Consequently, the enhancement of study credibility resulted in an elevation of confidence in the validity of the findings. In accordance with the given circumstances, the preliminary research conducted by the investigator has evinced a meticulous and systematic approach towards planning and executing the study, thereby imparting a level of trustworthiness and credibility to the findings that are likely to enhance their reception and acceptance by both the audience and stakeholders. Additionally, by means of conducting a pilot study, the researcher discerned prospective difficulties and impediments that could manifest in the course of the actual investigation. Following the resolution of the aforementioned concerns, it is highly probable that the efficacy and proficiency of the research shall be enhanced, consequently culminating in the production of results that are more precise and dependable.

Thus, the pilot study presented herein serves as tangible evidence of the researcher's steadfast dedication to the research endeavour and willingness to allocate substantial time and resources towards achieving superior research outcomes. Additionally, the enhanced credibility of the research serves to establish increased reliability of the academic inquiry, ultimately augmenting the researcher's standing among relevant stakeholders.

Planning the Pilot Study

The pilot study for this particular research lasted for two weeks. It was conducted through one-to-one semi-structured interviews which lasted from 45 to 130 minutes. All the interviews were audio-recorded and were held after obtaining the informed consent form. It is worth mentioning that the allotted time in conducting the interviews helped in attaining constructive feedback from the participants, who were asked to offer their opinions on the questions asked. As a result, these feedback were used in the Reflections section of the Pilot Study.

Since the researcher works in the same school where the respondents were currently studying, establishing a common ground and creating a friendly atmosphere as suggested by Hurn and Tomalin (2013) was smooth and easy. Furthermore, arranging the timings for the interview schedules were straightforward due to the fact that both the researcher and participants have access to the common weekly timetable of the school. Also, arranging the available quiet room for the interview at the requested times in the secondary building was settled accordingly with the

assistance from the head of the school. The purpose of the research was explained during the first meeting.

The purpose of which is twofold: (1) to ensure the detailed capture of data, including the participant's words, tone of voice, and other nuances that may not be captured through written notes, which would ultimately help to ensure the accuracy and completeness of the data collected; (2) to reduce the potential for interviewer bias. By recording the interview, the data were analysed without the risk of distorting or misinterpreting the information based on the researcher's own biases or preconceptions. Interviewer bias can occur when the interviewer unconsciously or consciously influences the participants' responses or the interpretation of the data collected. This can happen through leading questions, personal biases, and preconceptions (Rubin & Bellamy, 2012). Additionally, by listening to the audio recording multiple times, the researcher can check for any biases or assumptions that may have influenced the interview process (Seidman, 2013).

The interview schedule was examined by a second researcher who gave suggestions for changes. The interview instrument was discussed in two virtual meetings. After the first data collection phase, experiences and feedback of using the instrument were discussed in the third virtual meeting.

Participants

The pilot participants were excluded in the main study; hence, a completely different set of participants were recruited in the study. Similarly, the pilot and the main

participants in the study both came from the same cohort, which meant that they belong in the same school and have similar backgrounds in terms of the selection criteria. The pilot test involved two male European participants aged 16 and 18 years who were both enrolled in the secondary school for more than one year. The first participant had been studying in the school for almost six years, having joined in his first year of middle school. The second participant was a transfer student who joined the school in his fourth year of middle school and had been enrolled for nearly three years.

Despite the fact that the demographic information of the participants in the piloting may pose potential biases or limitations in the study since both participants were male and European, it is worthwhile to consider that the pilot test is a small sample size and may not be representative of the entire population. A more diverse range of participants will be carried out during the sampling procedure on the second phase of the study so as to increase the external validity of the study.

Data Collection

Two secondary students were selected to represent the students at BEPS International School. The first interviewee was given written information about the research study while a letter of consent form was sent to the parents of the second interviewee; both letters of request contained details about the aims of the pilot study and its relevance to the main research. The two participants were notified that they would be asked to provide the researcher with critical opinion and evaluation on the pilot instrument, as well as the interview techniques that were used. It was made

clear to them that this information would be used to assist in making improvements and clarifications to the research instrument. They were also informed that audio recording would take place.

The instruments used for collecting data were semi-structured interviews. The interview instrument was written in English; the same interview guide was used for both participants. The interview questions for each of the categories varied in length to obtain a comprehensive understanding of the research topic; as well as to ensure that important aspects corresponding thereupon are not overlooked nor inadvertently influenced by the interviewer. Furthermore, the researcher would like to ascertain that the participant’s thinking were stimulated to elicit richer and more detailed responses. Hence, in order for the researcher to gather more insightful, informative and accurate data, the interviewee’s reflection on their experiences and perspectives in various ways were also taken into account.

Summary of changes in questions after the pilot study

Table 1. Summary of changes in questions after the Pilot Study

<i>Question number</i>	<i>Change</i>
Positive emotion	
Question 6	Merged with question 9
Question 11	Deleted
Question 12	Reordered
Question 13	Reordered
Question 23	Merged with question 27

Question 24	Merged with question 25
Question 31	Changed
Question 33	Merged with question 35
Question 41	Merged with question 42
Question 43	Merged with question 45
Question 48	Merged with question 55
Question 53	Deleted
Question 61	Merged with question 62
Engagement	
Question 3	Merged with question 7
Question 8	Deleted
Question 11	Reordered
Social Relationships	
Question 5	Deleted
Question 10	Reordered
Question 15	Deleted
Meaning	
Question 1	Replaced
Question 2	Deleted
Question 8	Deleted
Question 9	Mered with question 13
Question 10	Deleted
Question 11	Deleted
Question 12	Deleted
Question 14	Deleted
Accomplishment	
Question 3	Merged with question 5

Question 7	Deleted
Question 11	Reordered
Question 12	Deleted
Question 13	Reordered
Perceptions of school conditions	
Question 1	Merged with question 2
Question 6	Deleted
Question 8	Merged with question 9
Question 19	Replaced by question 24

With reference to Table 4, the final interview questions were adjusted (changed/deleted/added/replaced) based on the findings in the pilot study.

Establishing Credibility

To ensure and maintain the credibility and trustworthiness of the qualitative data, several principles and strategies were applied. Thus, to establish the credibility of the research, data triangulation was performed. Triangulation of different data sources is important in case study analysis (Creswell, 2018). Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analysing a research question from multiple perspectives. Data triangulation involves using different sources of information in order to increase the validity of a study; these sources are likely to be stakeholders in a program. During the analysis stage, feedback from the stakeholder groups would be compared to determine areas of agreement, as well as areas of divergence (Guion et al., 2011).

Similarly, the focus group was deliberately chosen by the researcher as an effective tool for triangulation since it involved group interaction where the participants were given the opportunity to build on each others' ideas; as well as comment on each others' points of view. Barbour (2007) underlined that focus groups can significantly contribute to the study of social representations, as the method allows for answers with regard both to questions such as "what" a group thinks about? And "how" and "why" a group thinks this way. It would also allow the researcher to access the context of the research topic in a socially structured perspective. Focus groups permit us to study how meanings, interpretations and narratives are socially constructed during interactions. Thus, group processes which influence the discourse are not 'biases' which should be controlled in order to capture opinions or attitudes that do not constitute a threat to the validity of data (Markova et al., 2007).

In the current study, the data triangulation involved six selected secondary school teachers (1 male, 5 females) at BEPS who could provide the best information necessary for the study. Their ages range from 33 to 55 years. The participants' length of stay at BEPS Secondary was also considered, one teacher has been working for 3 years, two teachers were employed for 2 years, and three teachers have been teaching at BEPS Secondary for 1 year. The Focus Group Discussion (FGD) lasted between 60 to 90 minutes. They were invited to join the FGD to challenge themselves and debate on their perspectives on adolescent well-being and how positive education is achieved at BEPS International School. The FGD questions were derived from the in-depth interview containing 12 primary open-ended

questions, not including the probing or follow-up questions. Since the FGD, through triangulation, was conducted afterwards, the researcher believes that this group dynamic approach would provide not only as a supplement to the research design but it will also contribute in interpreting and analysing the results of the qualitative data gathered on the second phase of the study.

Thus, to maintain the rigour of the research, member checking was also adapted in the study to ensure the credibility of the information obtained during the interviews. Member checking, also known as participant or respondent validation, is a technique for exploring the credibility of results. Data or results are returned to participants to check for accuracy and resonance with their experiences. Member checking is often mentioned as one in a list of validation techniques (Birt et al., 2016). Thus, after the academic transcripts were employed, the participants were given the consent to access their interviews after a month of conducting the in-depth interviews to counter-check, as well as to confirm whether the information on the transcriptions were accurate and honest.

Furthermore, dependability and confirmability through utilising audit trail as a strategy was included in the qualitative data. In terms of confirmability, it is essential to prove that the qualitative research is neutral and not influenced by the assumptions or biases of the researchers. Trustworthy research should produce findings that objectively reflect information collected from participants. In other words, your data should speak for itself. Confirmability is often demonstrated by providing an audit trail

that details each step of data analysis and shows that the findings aren't coloured by conscious or unconscious bias but accurately portray the participants' responses (McElfresh, 2023).

In their work, Lincoln and Guba (1985) discussed various categories for reporting information while developing an audit trail. One important category they identified is the instrument development information, which encompasses pilot forms (Cohen, 2006). In the current research, a thorough description of all the steps and procedures undertaken during the pilot study was provided. This comprehensive account ensured transparency and facilitated the understanding of the instrument development process. By detailing the pilot study, the researcher aimed to enhance the credibility and trustworthiness of the research methodology.

The final rigour principle that was implicated in this research was the transferability. Transferability measures whether, or to what extent, the study's results are applicable within other contexts, circumstances and settings. It also can be thought of in terms of generalizability. To establish transferability in qualitative research, it is essential to employ a thick description approach, which entails providing sufficient and comprehensive details about the participants, as well as the methods and procedures utilised to collect data in the study (McElfresh, 2023). In this research, the focus was placed on offering an in-depth description of the data collection and analysis processes. Moreover, a clear and detailed depiction of participant characteristics, perspectives, and experiences was included in the study (Othman et al., 2020). By

incorporating these elements, the researcher intended to enhance the richness and deeper understanding of the research findings, which would assess the applicability and transferability of the results to other contexts or populations.

Data Analysis

In order for the research to be accepted as trustworthy, qualitative researchers must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner through recording, systematising, and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible (Nowell et al., 2017). Also, when conducting data analysis, the researcher becomes the instrument for analysis, making judgments about coding, theming, decontextualizing, and recontextualizing the data (Starks & Trinidad, 2007).

The following steps were performed for qualitative analysis: (1) preliminary exploration of the data by reading through the transcripts and writing memos; (2) coding the data by segmenting and labelling the text; (3) using codes to develop themes by aggregating similar codes together; (4) connecting and interrelating themes; and (5) constructing a narrative (Creswell, 2002). In the current study, the researcher employed qualitative thematic analysis since it provides a highly flexible approach providing a rich and detailed, yet complex account of data (Braun & Clarke, 2006).

Additionally, Braun and Clarke (2006) and King (2004) argued that thematic analysis is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights. Thus, in order for the data to yield meaningful results, the researcher analysed the data using a step-by-step process by following a thorough and systematic procedure that centred on the analysis of themes to address the qualitative research questions. Braun and Clarke (2006) highlighted that thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions. It is a method for identifying, analysing, organising, describing, and reporting themes found within a data set.

In order to effectively manage and analyse the data set, the researcher implemented a systematic approach. All raw data, representing the cases containing participants' code and creation date, were stored and archived in a central repository using the Transkriptor transcription service. This ensured a secure and organised system that allowed for easy reference and auditability of the research process (Koch, 2006; Akkerman et al., 2008).

The coding of the qualitative data was carried out manually by the researcher. The researcher carefully examined the data and selected words, phrases, or other significant data items related to the research questions and added labels to them. Various techniques such as underlining, highlighting, and circling groups of words were used to annotate the transcript. This coding process was repeated several

times to ensure comprehensive analysis. To effectively track and organise the coded data, MS Excel was utilised. The software provided a structured spreadsheet with columns and rows, allowing for categorization, identification of themes and patterns, and textual and visual analysis. Each participant had a separate spreadsheet containing multiple pages, enabling the researcher to separate and analyse data according to the research questions.

The decision to code the data manually was based on several factors. Firstly, using software coding could potentially lead to loss of contextual information. Additionally, given that there were only five participants in the study, it would be impractical and expensive to subscribe to a software package, with the added concern of subscription renewal. Furthermore, the researcher felt more confident in manual coding as it did not involve navigating complex commands and functions of a software package.

Once all the data were coded and collated, the researcher identified different codes across the data set and sorted the relevant coded data extracts into themes. The purpose of this process was to determine if these themes formed a coherent pattern that could provide an overall story about the entire data set in relation to the research questions. A theme, as defined by DeSantis and Ugarriza (2000), is an abstract entity that brings meaning and identity to a recurrent experience and its variations. While themes are not necessarily dependent on quantifiable measures, they capture significant aspects related to the overall research question (Braun & Clarke, 2006).

This thematic analysis ensures a meaningful synthesis of the data, allowing for a comprehensive understanding of the participants' experiences and perceptions.

At this point, the researcher had to ensure that the themes hold true across all the cases and that all aspects of the data were thoroughly analysed to best reflect the data. Once identified, themes appear to be significant concepts that link substantial portions of the data together (DeSantis & Ugarriza, 2000). In fact, the researcher determines what aspect of the data each theme captures and identifies what is of interest about them and why. For each individual theme, the researcher needs to conduct and write a detailed analysis, identifying the story that each theme tells (Braun & Clarke, 2006).

There were two approaches by which the themes could be generated: inductively from the raw data or generated deductively from theory and prior research. With an inductive approach, the themes identified are strongly linked to the data themselves and may bear little relation to the specific questions that were asked of the participants. Inductive analysis is a process of coding the data without trying to fit it into a preexisting coding frame or the researcher's analytic preconceptions. In this sense, this form of thematic analysis is data-driven (Braun & Clarke, 2006).

Mayring (2000) underlined that the main idea of the procedure of the inductive approach is to formulate a criterion of definition, derived from the theoretical

background and the research question, which determines the aspects of the textual material taken into account. Following this criterion the material is worked through and categories are deduced tentatively and step by step. Within a feedback loop the categories are revised, eventually reduced to main categories and checked in respect to their reliability (Mayring, 2000). The steps of inductive category development are displayed in Figure 2.

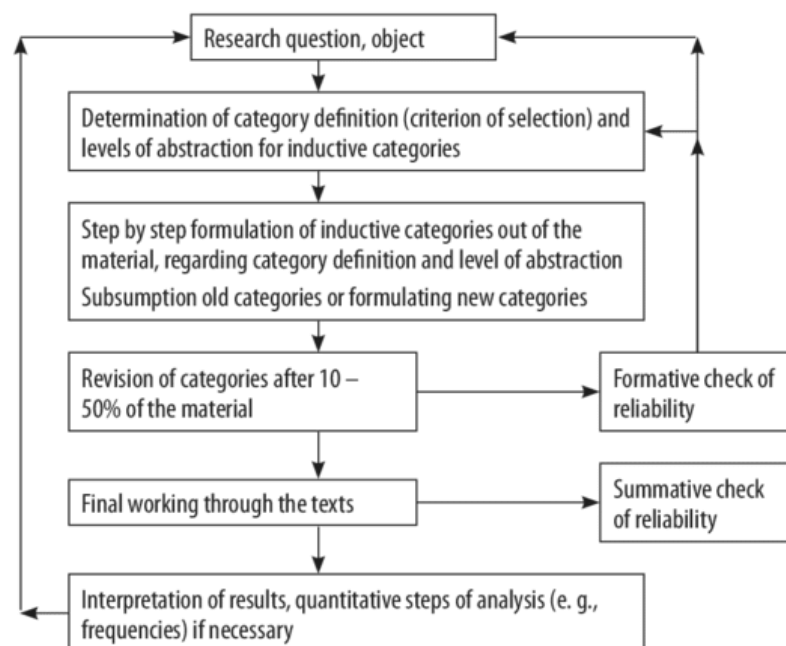


Figure 2. Step model of inductive category development (Source: Mayring, 2000)

In contrast, deductive analysis is driven by the researchers' theoretical or analytic interest and may provide a more detailed analysis of some aspect of the data but tends to produce a less rich description of the overall data (Braun & Clarke, 2006). According to Mayring (2000), the main idea of deductive analysis is to give explicit definitions, examples and coding rules for each deductive category, determining

exactly under what circumstances a text passage can be coded with category. Finally, those category definitions are put together within a coding agenda.

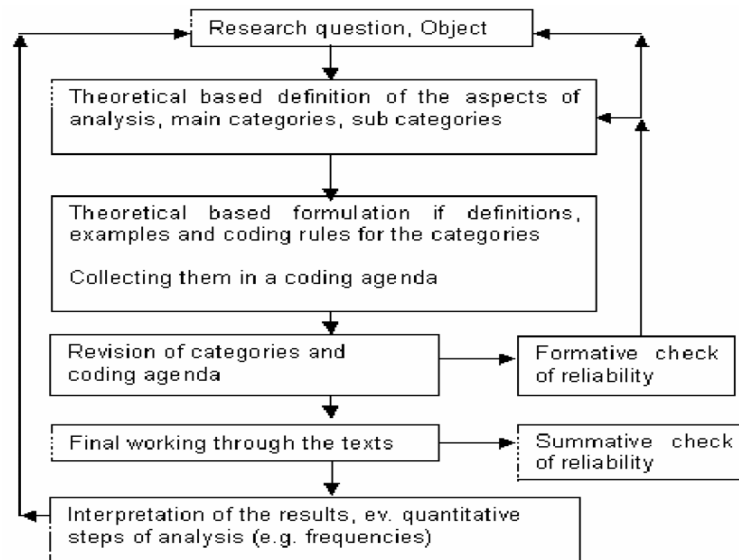


Figure 3. Step model of inductive category development (Source: Mayring, 2000)

At this point, the researcher has chosen to treat the main data using both inductive and deductive analysis. The primary treatment of data for the third research question was conducted via inductive analysis, a qualitative research method that allows for the emergence of themes and patterns from the collected data. This approach was chosen to explore how PERMA model captured the factors that contributed to the adolescent well-being of secondary students at BEPS International School. During the inductive analysis process, the researcher thoroughly examined the data collected from the in-depth interviews from the students themselves.

Upon the progress of the coding process, the researcher began to recognize patterns, connections, and recurring themes within the data that represented different aspects of adolescent well-being that were captured by the PERMA model. The PERMA model is a well-known framework in positive psychology, developed by Martin Seligman which offers a holistic perspective on well-being, highlighting the multidimensional nature of human flourishing. Each dimension strives for a balance among them so that individuals can cultivate a more comprehensive and sustainable sense of well-being. The PERMA model has been widely applied in research, education, counselling, and organisational settings to promote individual and collective well-being (Seligman, 2002). The researcher then compared and contrasted the emerging sub-themes and looked out for relationships and overlaps between them. Thus, the results of the inductive analysis provided valuable understanding into how the PERMA model captures the factors that influence the well-being of BEPS International School adolescents.

The secondary treatment of the data, which focused on the fourth research question, was conducted via deductive analysis. Deductive analysis is an approach where existing theories, frameworks, or pre-determined codes are used to guide the analysis process. The researcher applied deductive analysis by creating a coding structure based on established theories or concepts (Azungah, 2018). This involved developing a set of predetermined codes or categories that was aligned with the theoretical framework of Positive Psychology in education which was employed in the research. Positive education focuses on providing a school environment that

encompasses everyone's strengths and positive qualities (Lancia, 2021). Similarly, the wellbeing of students is a top priority in positive education, as wellbeing is believed to be pivotal in student engagement (Furlong et al., 2014). These codes, based on Positive Education theory, were then applied to the data to systematically categorise and organise the information based on the perceptible outcomes that reflect the achievement of positive education at BEPS International School. During the analysis, the researcher puts the case in context so that the description and theme of the case are relevant to the specific activities and situations associated with the case (Creswell & Maitta, 2002). Notably, to insure the credibility of the findings; as well as to determine whether the themes were explicit enough to call a halt to the modifications, an outside expert was consulted.

Once the final themes were established, the researcher produced the final report where direct quotes from the participants were lifted to demonstrate the prevalence of themes; as well as to explain the complex story of the data including the unexpected results or the themes that did not correspond to the main explanations of the phenomenon being studied (Côté & Turgeon, 2005).

The final phase begins once the researcher has fully established the themes and is ready to begin the final analysis and write-up of the report wherein the write-up of a thematic analysis should provide a concise, coherent, logical, nonrepetitive, and interesting account of the data within and across themes (Braun & Clarke, 2006). According to Mayring (2000) the main idea of the final report is to give explicit

definitions, examples and coding rules for each deductive category, determining exactly under what circumstances a text passage can be coded with a category. These category definitions are put together within a coding agenda.

Summary

In this chapter, the researcher provided a detailed description of the participants, the data collection procedures and the data analyses that were applied in both phases using the sequential explanatory mixed methods design. The criteria for the participation in the study; as well as the recruitment of the participants were also discussed in this chapter. A survey questionnaire and an in-depth interview guide were included in the instrumentation. The survey questionnaires were deliberately chosen to capture relevant information related to the research objectives. The interview guide was designed based on the analysis of the quantitative phase, which provided a structured framework for conducting the in-depth interviews. Similarly, the possible issues in conducting a mixed methods study were discussed; alongwith the steps that the researcher undertook to demonstrate the meticulous approach ; as well as to ensure the reliability, validity and credibility of this study. Overall, the researcher was confident to state that the findings of this study can be used to inform future interventions, programs, and policies aimed at promoting the well-being of secondary students, both at BEPS International School and in similar educational settings.

Chapter 4

Results and Discussion

This chapter presented the empirical findings of a study that aimed to explore Seligman's PERMA model and its relationship to positive education and the well-being of adolescents. By combining quantitative and qualitative data, the study provided a comprehensive understanding of how the PERMA elements - Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment - contribute to the well-being of adolescents. The structured presentation of results highlighted the presence and impact of these elements on the participants' well-being. The subsequent discussion critically analysed the findings and discussed their theoretical and practical implications for creating positive educational environments that enhance the holistic well-being of adolescents.

In this study, an explanatory sequential design variant, specifically the case-selection variant (quan → QUAL), was utilised. This variant allowed the researcher to qualitatively examine the phenomenon of interest while using initial quantitative results to purposefully select participants. The core design of the study was chosen to reflect the specific contexts of the research, with a focus on the qualitative phase as this study delved deeply into the perspectives of adolescents on well-being and its association with positive psychology in education.

Additionally, the study emphasised the significance of the qualitative method by prioritising it in the research design. The qualitative component served as the primary approach for data collection and analysis, providing in-depth explanations of the

quantitative results. The research explored four distinct cases with maximal variation, allowing for a richer understanding of how the PERMA dimensions can predict student satisfaction.

Thus, the discussion in this chapter contributes to the existing knowledge on positive education and the well-being of adolescents. The integration of quantitative and qualitative methods offers valuable insights into the role of the PERMA model in fostering positive educational environments for adolescents.

Phase 1: Quantitative

In the first, quantitative phase, the two prime focus research questions were: (1) Is there a significant relationship between Adolescent Well-Being and School Satisfaction among the students at BEPS Secondary International School? (2) Which variables among the PERMA Dimensions predict School Satisfaction? Inferential statistics was used to analyse the sample data, as well as to interpret the results in order to test the hypotheses in this study.

The researcher applied an associative hypothesis in the first statement of the problem where the statistics used was to test the relationship between adolescent well-being and school satisfaction. The Pearson Product Moment Correlation was employed to measure the degree of correlation between two variables.

Table 2 shows the correlation matrix between the PERMA Profile and the HSAT Satisfaction Scale.

Table 2. Correlation matrix between PERMA Profile and HSAT Satisfaction Scale

	Pos_em	Eng	Rel	Me	Acc	HSAT
Pos_em	—					
Eng	0.643 ***	—				
Rel	0.650 ***	0.449 ***	—			
Me	0.815 ***	0.563 ***	0.699 ***	—		
Acc	0.636 ***	0.621 ***	0.540 ***	0.775 ***	—	
HSAT	0.604 ***	0.550 ***	0.506 ***	0.612 ***	0.580 ***	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Pos_em = Positive emotion

Eng = Engagement

Rel = Relationships

Me = Meaning

Acc = Accomplishment

The results on table 2 revealed that: (1) Positive emotions is positively and moderately correlated with school satisfaction ($r = 0.604$, $p < 0.001$) (2) Engagement is positively and moderately correlated with school satisfaction ($r = 0.550$, $p < 0.001$) (3) Relationship is positively and moderately correlated with school satisfaction ($r = 0.506$, $p < 0.001$) (4) Meaning is positively and moderately correlated with school satisfaction ($r = 0.612$, $p < 0.001$) and (5) Accomplishment is positively and moderately correlated with school satisfaction ($r = 0.580$, $p < 0.001$).

The correlation coefficient (r) of 0.604 suggests a positive and moderate relationship between positive emotions and school satisfaction. This means that as positive emotions increase, school satisfaction tends to increase as well. The p-value ($p <$

0.001) indicates that this relationship is statistically significant, meaning it is unlikely to have occurred by chance.

Positive emotions, such as happiness and enjoyment, play a crucial role in students' school satisfaction. Research has consistently shown that there is a positive and moderate correlation between positive emotions and school satisfaction (Corradino & Fogarty, 2016). When students experience more positive emotions in the school setting, they are more likely to feel satisfied with their overall school experience.

Multiple studies have demonstrated the significance of positive emotions in academic achievement, cognitive investment, and satisfaction among elementary school students. Corradino and Fogarty (2016) posited that positive emotions have been found to facilitate recovery from stressful experiences, such as test anxiety, and predict higher grades and better maths performance. Additionally, cultivating happiness in the classroom has been suggested to help students sustain a sense of mindfulness and even physical health. In the same study, brain imaging studies have indicated that positive emotions are vital to effective learning, and instructional styles that support positive emotions have been correlated with more effective learning outcomes.

Indeed, it is evident that positive emotions are not only important indicators of students' well-being but also have a significant impact on their school satisfaction. Schools and educators should prioritise creating an environment that fosters positive emotions to promote students' overall satisfaction with their educational experience.

The correlation coefficient of 0.550 in column two suggests a positive and moderate relationship between engagement and school satisfaction. Higher levels of engagement are associated with higher levels of school satisfaction. The low p-value ($p < 0.001$) indicates that this relationship is statistically significant.

Thus, the study findings highlight the crucial link between engagement and school satisfaction. The positive and moderate correlation between engagement and school satisfaction indicates that students who are fully involved and enthusiastic about their school work and activities are more likely to experience higher levels of satisfaction. The model testing conducted by Vidic (2021) further supports this relationship, demonstrating that a positive classroom climate has significant positive effects on self-efficacy and engagement, which in turn contribute to overall school satisfaction. Conversely, a negative classroom climate is shown to have a positive influence on engagement, highlighting the importance of creating supportive and positive learning environments to enhance student engagement and ultimately improve school satisfaction (Vidic, 2021).

The correlation coefficient of 0.506 on the third column suggests a positive and moderate relationship between relationship and school satisfaction. Relationship refers to their feelings of support and love; as well as their feelings on how they are valued by others. A stronger relationship with others within the school environment is

associated with higher levels of school satisfaction. The low p-value ($p < 0.001$) indicates that this relationship is statistically significant.

Indeed, the findings of this study highlight the significant relationship between positive relationships and school satisfaction. The positive and moderate correlation coefficient of 0.506 indicates that students who have positive social connections with peers and teachers are more likely to experience higher levels of school satisfaction. This underlines the importance of strong relationships within the school environment, as they contribute to a sense of support, love, and value for students. The statistical significance of the relationship, indicated by the low p-value ($p < 0.001$), further strengthens this finding. The inclusion of measures related to school climate and school satisfaction, as proposed by Zullig et al. (2011), can help provide a comprehensive assessment of students' experiences and aid in monitoring their well-being in educational settings. These findings emphasise the critical role of positive relationships in promoting school satisfaction and highlight the need for fostering a supportive and inclusive school climate for students' overall well-being.

The correlation coefficient of 0.612 on the fourth column suggests a positive and moderate relationship between meaning and school satisfaction. When students feel that they have a sense of purpose and have a positive approach to challenges, they find meaning in their lives. Thus, as the students' educational experiences become

meaningful, it tends to positively impact their overall satisfaction with school. The low p-value ($p < 0.001$) indicates that this relationship is statistically significant.

Hence, study results highlight the importance of personal meaning in relation to school satisfaction. Students who find meaning in their school work and perceive that their efforts contribute to something meaningful are more likely to experience higher levels of satisfaction. Smith (2023) integrated the fields of learning environment research, existential meaning research, and positive psychology research, investigated the relationships between psychosocial learning environments and student satisfaction mediated by Agentic Personal Meaning. The results indicated that various learning environment variables, such as teacher support, task orientation, cooperation, student cohesiveness, involvement, and equity, were significantly correlated with both student satisfaction with education and Agentic Personal Meaning. Furthermore, the findings provided evidence that existential meaning and life purpose mediate the relationships between these psychosocial learning environment variables and student satisfaction with education. Therefore, the results of this study underscored the significance of cultivating personal meaning in the educational context to enhance students' overall satisfaction with their education.

Lastly, the correlation coefficient of 0.580 on the fifth column suggests a positive and moderate relationship between accomplishment and school satisfaction. Higher

levels of feeling accomplished, such as achieving goals or receiving recognition, are associated with higher levels of school satisfaction. The low p-value ($p < 0.001$) indicates that this relationship is statistically significant.

In other words, the outcome of the study highlights the strong connection between school satisfaction and achievement. Students who have a sense of accomplishment in their academic and extracurricular pursuits tend to experience higher levels of satisfaction. The study conducted by Sandal (1999) suggests that students' perception of their academic achievement is significantly influenced by their satisfaction with school. His findings further indicate that interventions aimed at enhancing students' satisfaction with school are likely to have a positive impact on their achievement as well. All in all, these findings underscore the importance of fostering a satisfying and supportive school environment to promote student achievement and overall academic success.

Positive emotions have been found to have a positive and moderate correlation with school satisfaction, suggesting that students who experience more positive emotions in school tend to be more satisfied (Corradino & Fogarty, 2016). Engagement, characterised by being fully involved and enthusiastic, is also positively correlated with school satisfaction, highlighting the importance of students' active involvement in their academic pursuits (Vidic, 2021). Positive relationships with peers and teachers have a positive correlation with school satisfaction, emphasising the importance of

creating a supportive and inclusive social environment (Zullig et al., 2011). Finding meaning in school activities is positively correlated with satisfaction, underlining the significance of purpose and relevance in students' educational experiences (Smith, 2013). Additionally, a sense of accomplishment is positively correlated with school satisfaction, emphasising the need for recognizing and celebrating students' achievements (Sandal, 1999).

Altogether, the comprehensive exploration of Seligman's PERMA model and its relationship to school satisfaction has provided valuable insights into the factors that contribute to students' overall well-being. A core component of the conceptualisation of the 21st century schooling is the need for education to develop the whole student through social, emotional, moral, and intellectual development (Cain & Carnellor, 2008). Thus, the findings from the cited studies, Corradino & Fogarty (2016), Vidic (2021), Zullig et al. (2011), Smith (2013), and Sandal (1999), collectively reinforce the significance of each element of PERMA - positive emotions, engagement, relationships, meaning, and accomplishment - in shaping students' school satisfaction.

Furthermore, these findings underscore the importance of promoting a positive and supportive school environment that fosters positive emotions, engagement, positive relationships, meaning, and accomplishment. In philosophy of education, happiness is an aim of education and schooling (Kallova, 2021). BEPS International School

strive to create learning environments that prioritise students' well-being, aiming to cultivate positive emotions, provide engaging and meaningful learning experiences, foster positive relationships, and recognize students' accomplishments. By integrating these elements of PERMA into the their educational system, they significantly enhance students' overall satisfaction, well-being, and academic success of their students.

In the second statement of the problem, the researcher applied Regression Analysis for prediction. Regression Analysis is a statistical technique for determining relationship between a single dependent (criterion) variable and one or more independent (predictor) variables where the analysis yields a predicted value for the criterion resulting from a linear combination of predictors (Palmer and O'Connell, 2009).

The first step in regression analysis is to determine the criterion variable using acceptable measurement qualities (Palmer and O'Connell, 2009). The HSAT showed good psychometric properties in terms of internal consistency and validity. Additionally, The H-Sat Scale is a valid instrument to help students to identify one or more potential areas of dissatisfaction during the school adjustment (Lodi et al., 2019). Hence, these facts support that the criterion selected was appropriate and met the requirements for reliability and validity.

After the criterion has been selected, the predictor variables should be identified (model selection). The goal of model selection is to develop a model that results in the highest estimated value for the coefficient of determination (R^2). The higher the value is for R^2 , the less error or unexplained variance there is; therefore, the better the prediction (Palmer and O'Connell, 2009).

Table 3 shows the model selection which accounts for the most of the variation in the outcome variable.

Table 3. Model selection accounting for the most of the variation in the variable outcome

Linear Regression (Model Fit Measures)

Model	R	R^2	Adjusted R^2	Overall Model Test			
				F	df 1	df 2	p
1	0.678	0.460	0.400	7.67	5	45	<.001

Table 3 reveals that the 5 PERMA Dimensions: Positive emotion (P), Engagement (E), Relationship (R), Meaning (M) and Achievement (A) all predict school satisfaction ($R = 0.678$, $p < 0.001$). Furthermore, looking at adjusted R^2 explains that about 40% of the variance in the outcome (school satisfaction) can be accounted for by the PERMA Profile.

The results indicate that the five PERMA dimensions: Positive emotion, Engagement, Relationship, Meaning, and Achievement, collectively predict school satisfaction. The correlation coefficient (R) of 0.678 suggests a strong positive relationship between

the PERMA dimensions and school satisfaction. This means that as the levels of Positive emotion, Engagement, Relationship, Meaning, and Achievement increase, school satisfaction tends to increase as well. The low p-value ($p < 0.001$) suggests that this relationship is statistically significant and not likely due to chance.

Moreover, the adjusted R-squared value of approximately 40% suggests that the PERMA Profile can account for about 40% of the variability in school satisfaction. This indicates that the combination of Positive emotion, Engagement, Relationship, Meaning, and Achievement explains a significant proportion of the differences observed in school satisfaction among the secondary students at BEPS International School.

Thus, having accounted for the most variation in the variable outcome, the coefficients in regression analysis were performed to describe the mathematical relationship between the PERMA dimensions and the highschool satisfaction; the next step also aimed to determine if the p values for the coefficients indicate whether these relationships were statistically significant. In addition, to assess the accuracy of the model, the standard error of estimate (SEE) was also analysed. The SEE represents the degree to which the predicted scores vary from the observed scores on the criterion measure (Palmer and O'Connell, 2009).

The five variables that were used in the prediction equation were the 5 dimensions of PERMA: Positive emotion, Engagement, Relationship, Meaning, and Achievement. The predictors selected for use in the model were reasonably based on theory since Butler and Kern (2016) underlined that the five domains of the PERMA Profiler went through an extensive theoretical and empirical process. Accordingly, the scale includes acceptable internal reliability for each of the five domains, as well as good overall model fit across over 30,000 participants worldwide. To date, the PERMA Profiler is the only measure that focuses primarily on the five PERMA domains. Table 4 shows the model coefficients for the HSAT using the five domains of PERMA.

Table 4. Model Coefficients for HSAT using the five PERMA domains

Model Coefficients - HSAT

Predictor	Estimate	SE	t	p	Stand. Estimate	95% Confidence Interval	
						Lower	Upper
Intercept	1.4598	0.3758	3.884	< .001			
Pos_em	0.0576	0.0689	0.835	0.408	0.176	-0.248	0.599
Eng	0.0857	0.0668	1.283	0.206	0.199	-0.114	0.512
Rel	0.0355	0.0536	0.663	0.511	0.104	-0.211	0.418
Me	0.0536	0.0866	0.619	0.539	0.153	-0.345	0.652
Acc	0.0684	0.0756	0.906	0.370	0.170	-0.208	0.547

Note.

Pos_em = Positive emotion

Eng = Engagement

Rel = Relationships

Me = Meaning

Acc = Accomplishment

Table 4 exhibited as to which among the PERMA dimensions best predicts school satisfaction. Thus, considering the standard estimates, the largest number

(Engagement = 0.199) is the best predictor of school satisfaction in relation to the others.

According to the standard estimates, the largest coefficient value is associated with Engagement (0.199), indicating that Engagement is the best predictor of school satisfaction compared to the other PERMA dimensions. Positive emotions have the second-largest coefficient (0.176), followed by Accomplishment (0.170), Meaning (0.153), and Relationships (0.104).

These coefficient values suggest that, among the PERMA dimensions, students' level of Engagement in their educational experience has the strongest association with school satisfaction. Higher levels of active participation, interest, and involvement in activities that they really love where they lose track of time when they do them are more strongly linked to increased levels of school satisfaction.

On the other hand, when examining the p-values, it is noted that none of the individual PERMA dimensions demonstrate a significant and unique contribution to school satisfaction. In other words, the p-values indicate that each PERMA dimension on its own does not have a statistically significant impact on school satisfaction. However, this does not diminish their overall importance. The

interpretation suggests that the PERMA dimensions are most effective in predicting school satisfaction when they work together synergistically.

The research findings underscore the significance of the five PERMA dimensions – Positive emotion, Engagement, Relationship, Meaning, and Achievement – in predicting school satisfaction (Butler & Kern, 2016). The strong positive relationship is evident with a correlation coefficient (R) of 0.678, indicating that as levels of Positive emotion, Engagement, Relationship, Meaning, and Achievement increase, school satisfaction also tends to increase. Importantly, the low p-value ($p < 0.001$) attests to the statistical significance of this relationship, ruling out the likelihood of it occurring by chance.

The selection of the five PERMA dimensions as variables in the prediction equation was grounded in theory, as highlighted by Butler and Kern (2016). Their emphasis on the extensive theoretical and empirical process the PERMA Profiler underwent lends credibility to the predictors used in the model. Additionally, the scale's acceptable internal reliability for each domain and good overall model fit across a diverse participant pool of over 30,000 worldwide further supports the rationale behind the variable selection.

To enrich the understanding of the results, the study incorporated both quantitative and qualitative approaches. The integration of quantitative data into themes of Adolescent Well-Being, utilising the PERMA dimensions and Positive Education through school conditions, provided a comprehensive context for interpreting the initial quantitative findings (Lai et al., 2018). This holistic approach allows for a deeper understanding of the intricate connections between students' well-being, the PERMA dimensions, and school satisfaction. In addition, Lai et al. (2018) study revealed that the PERMA-H model would help to prepare the mediation model of the relationships between positive measures informed by the PERMA-H model and school satisfaction. Specifically, the elements of Positive Engagement, Positive Relationships, Positive Purpose, and Positive Accomplishment were found to be associated with school satisfaction. This research provides valuable insights into the relationship between school satisfaction and student well-being within the framework of PERMA model.

Other related studies have further validated the importance of the PERMA dimensions in assessing well-being in educational settings. For instance, the adaptation and validation of the PERMA-Profiler in the Mexican educational context indicate its strong psychometric properties and its correlation with general well-being, positive affect, and life satisfaction (Chaves et al., 2023). Additionally, research on measuring well-being in students using the PERMA framework has highlighted its multidimensional nature and alignment with positive education principles (Kern et al., 2015). As Kallova (2021) underlined, the advocated outcome of education and

schooling is to produce individuals who not only behave and think in a certain manner, but also feel a certain way - positive and ethical. Thus, these research works collectively support the findings of the present study, highlighting that the PERMA dimensions are significant predictors of school satisfaction and have a substantial impact on student well-being within the educational setting.

Phase 2: Qualitative

In the second phase, the qualitative tradition using the assumptions of constructivism were applied to bridge the research gap in the study. Based on the systematic findings on phase one, the following research questions were developed to explore the quantitative results in more depth with five selected BEPS secondary students: (3) How does the PERMA dimensions capture the aspects that contribute to the adolescent well-being? (4) How is positive education actualised at BEPS International School?

The PERMA model suggests that well-being consists of five essential elements: positive emotions, engagement, relationships, meaning, and accomplishment. These elements collectively contribute to an individual's overall sense of well-being and life satisfaction. While the PERMA model has been widely researched and applied in various settings, there is a need for qualitative measurement to gain a deeper understanding of how these elements manifest in the lives of adolescents from different cultural backgrounds.

Hence, the second phase of this study will explore Seligman's PERMA model through qualitative measurement among five selected adolescents from different nationalities at BEPS International School. Specifically, it delves into well-being more comprehensively using the framework of PERMA theory. Additionally, this study aims to evaluate how PERMA dimension impacts adolescents' well-being and how adolescents in specific cultures flourish. By examining the experiences and perspectives of adolescents from diverse cultural backgrounds, this research will provide valuable insights into the universality and cultural specificity of the PERMA model. For a tabular representation of these research questions, themes and sub-themes, please refer to table 5.

Qualitative Research Questions, Themes and Sub-Themes

Table 5. Qualitative research questions, themes and sub-themes

Research Question	Theme	Sub-Theme
RQ ₃ : How does the PERMA dimensions capture the aspects that contribute to adolescent well-being?	Positive Emotions	<ul style="list-style-type: none"> ● Achieving a sense of self-empowerment ● Recognising inherent values
	Engagement	<ul style="list-style-type: none"> ● Applying character strengths ● Cultivating mindfulness ● Integrating meaningful routine ● Achieving the state of flow
	Positive Relationships	<ul style="list-style-type: none"> ● Engaging and relying on positive relationships ● Creating and maintaining better relationships ● Nurturing trust and sharing experiences ● Embracing and celebrating differences
	Meaning	<ul style="list-style-type: none"> ● Serving their higher calling
	Accomplishments /Achievements	<ul style="list-style-type: none"> ● Reflecting on their past successes ● Well-being as a goal

		<ul style="list-style-type: none"> ● Sustaining perseverance ● Cultivating ways to develop accomplishments / achievements
RQ4: How is positive education in psychology actualised at BEPS International School?	Social Connectivity	<ul style="list-style-type: none"> ● Welcoming and safe atmosphere ● Trusting relationship between teachers and students ● Promoting human development
	School Satisfaction	<ul style="list-style-type: none"> ● Emphasising the value of high-quality education ● Enhancing learning opportunities

Positive Emotions (P)

In this research, the term "positive emotions" pertains to the participants' inclination to actively explore and interact with their surroundings by incorporating positive emotions into their daily existence. These positive emotions encompass feelings of hope, joy, resilience, pride, and gratitude. It is noteworthy that positive emotions have the capacity to influence our thoughts and behaviours, foster resilience, and counteract negative emotions (Fredrickson et al., 2003). Moreover, individuals' encounters with positive emotions can motivate them to actively participate in adaptive activities and engage with their environments (Fredrickson, 2001).

During the in-depth interviews conducted, the participants' shared narratives offered valuable insights into the role of positive emotions in their lives. These narratives gave rise to two notable sub-themes, namely: (1) achieving a sense of self-empowerment; and (2) recognising inherent values. By exploring these sub-themes, a deeper understanding is gained on how positive emotions shape individuals'

perspectives and behaviour through illuminating the transformative power of positivity in their lived experiences.

Achieving a sense of self-empowerment

According to the narratives below, self-empowerment was depicted by the participants as their ability to assert control over their own lives and make positive choices aligned with their personal desires. They underlined the significance of self-confidence, self-discipline and self-reflection. The narratives provide insights into the multifaceted nature of self-empowerment, emphasising the importance of personal agency and the ability to overcome challenges to achieve one's aspirations; these stories serve as valuable resources that contribute to the understanding of empowerment and its impact on personal and social change (Rappaport, 1995). Furthermore, the concept of self-empowerment is also explored in narrative therapy, where storytelling is used to empower individuals and help them reject negative stories and stereotypes that hinder their personal growth (Phillips, 2017).

Based on the participant's accounts, self-empowerment was achieved when they feel comfortable with themselves. Ivy mentioned that she didn't like to compare herself to others because deep within her, she knows that she has her own strengths.

I don't really compare myself to others in the school. I say to myself, 'I get good grades; I have friends; I have good teachers; I'm good in classes.' I'm pretty confident... comfortable, I mean. I just follow my heart, I guess. I just keep saying to myself that, 'I'm good'.

Nick, on the other hand, felt empowered when he gave presentations. “I felt the most confident ever since that day [I presented]; whenever I try to do any presentation I try not to get anxious or nervous. And to be honest, I always feel confident nowadays when I give presentations.”

Samuel described his feelings of self-empowerment through sports and underlined the importance of doing this activity since this makes him feel positive.

I’m really good at [some sports] and I feel confident to play and teach other people. I get positive, like learning from other people that don’t know how to play these sports. I know I have the knowledge to play it so I tell the other people how to do it and that’s just positive.

Similarly, Charlie emphasised that he felt confident both in doing sports and engaging in class discussions about real world experiences. “I play football. This one, I feel more confident. Also in class, when I’m talking about something that relates to the outside world. That is how I feel the most comfortable.”

The narratives of the four participants revealed that achieving a sense of self-empowerment is intimately linked with self-confidence. Self-confidence, as described by the respondents, is their feelings of belief in their own abilities and worth. Additionally, by taking control of their lives, making positive choices and achieving their goals, they gained a sense of mastery and competence - which were the key elements of personal empowerment. Consequently, this substantially contributed to

their increased self-confidence. Research has shown that self-confidence and self-empowerment are closely intertwined, with self-confidence being a central motivator and regulator of behaviour in people's everyday lives . Moreover, a growing body of evidence suggested that one's perception of ability or self-confidence is the central mediating construct of achievement strivings; self-confidence can influence performance, and individuals with high self-confidence are more likely to set specific, difficult, and proximal goals for themselves (“Learning, Remembering”, 1994). Thus, as the participants experienced self-empowerment, they seemed to have developed a heightened self-confidence, which was evident in their narratives.

Conversely, self-confidence could also serve as a catalyst for self-empowerment. As the participants believed in their own abilities, they were more likely to take risks and face challenges, in order for them to pursue their aspirations. Empowerment can manifest more self-confidence and a renewed sense of purpose when processed effectively; as studies have shown that self-confidence can lead to a renewed sense of purpose and increased motivation to overcome obstacles and achieve personal growth (Guttman, 2020). Thus, the participant's self-belief propelled them to have the motivation to overcome obstacles and achieve personal growth.

Overall, self-empowerment and self-confidence convolute, with each concept reinforcing and enhancing the other. As individuals cultivate self-empowerment, through making positive choices and taking control of their lives, their self-confidence grows and increases, allowing them to embrace self-empowerment and continue their path to self-growth and integrate positive emotions into their daily lives.

Self-discipline was another concept that the participants demonstrated as a means to achieve self-empowerment. Self-discipline was a crucial concept that helped the participants achieve self-empowerment. Research has shown that self-discipline is the ability to marshal willpower to accomplish goals and uphold standards that one personally regards as desirable (Duckworth, 2009). Self-discipline can help individuals develop a sense of control over their lives, which is a key element of personal empowerment (Bryant, 2017). Studies have also shown that self-discipline is linked to happiness, success, and fulfilment. People with self-discipline are more likely to accomplish the goals they truly care about, and they spend less time debating whether to indulge in behaviours and activities that don't align with their values or goals (Gleeson, 2020).

The participant's statements showcased self-discipline as a key component in their journey towards self-empowerment. Furthermore, self-discipline played an active role in enabling them to achieve self-empowerment. Nick shared how he learned to positively control his emotions while growing up.

When I came here, it was a big transition for me and at the same time my age, because I think I was entering into teenage years. And during that time, I was quite emotional and I'm used to losing my temper a lot. When I saw people taking a position against me or arguing against me, I used to get angry. But now, I don't get angry at all, I'm able to control my negative emotions.

Charlie, on the other hand, revealed that he possesses a valuable strength - the ability to tackle tasks without complaining. Instead of voicing discontent, Charlie takes action and completes the tasks assigned to him.

The significance of my strength, I think, is when we have a lot of work. So, we, all MYP5 and MYP4, have a lot of work. My strength is kind of... they will be complaining to teachers. So I never complained to teachers. I just take the job and do it. There is nothing great to complain about, just do the work. I don't complain to teachers ever about where they will be saying we have this work. I'm used to not complaining about doing things.

On the other hand, Samuel shared his perspective on self-discipline, highlighting the importance of striking a balance between his academic responsibilities and personal pursuits. He achieves this by establishing consistent routines and schedules.

I have a routine every single day and I follow that routine. That routine has time to study and time to keep the body healthy. I play sports. I cover all the main areas of health and studying all in one day, like in every single day. And if you do it every single day, it builds up and it's simple and it's good.

The participant's accounts revealed that they held certain standards for themselves in order for them to achieve self-empowerment. They cultivated self-discipline by

utilising specific strategies by not only acknowledging their strengths but also accepting their emotional weaknesses. Thus, having a clear mindset of what they hope to accomplish, as well as prioritising their goals helped them achieve self-empowerment. Moreover, self-discipline enabled them to establish and maintain healthy habits, both mentally and physically.

The experiences shared by the participants highlighted the significant role of self-discipline in fostering self-empowerment and personal growth. Cultivating self-discipline empowers individuals to take control of their lives, achieve their goals, and ultimately experience greater levels of satisfaction and fulfilment (Duckworth, 2009). By integrating self-discipline into their lives, the participants effectively took charge of their decisions, actions and outcomes, which allowed them to become the best version of themselves. They were able to create a life where they feel personally empowered and live a life that they truly aspire to establish - a flourishing life built on positive emotions.

Ultimately, self-reflection was the last concept that the participant's expressed as a means to achieve self-empowerment. Self-reflection as described by the participants is the deliberate practice of examining their thoughts, emotions and actions. By doing so, they gained a deeper understanding of themselves and recognised their areas for improvement, as well as aligned their actions with their desired goals that would eventually help them achieve their sense of self-empowerment.

Charlie recounted a situation where he demonstrated his proficiency in self-reflection and described how it has become a driving force in his life, motivating him towards personal growth and self-empowerment.

I think in most subjects there is that one topic that you find that doesn't relate to anything you're going to do in life. So that makes you wonder or what is the purpose or what is the reason you're doing what you're doing? You could have been doing something else.

The most motivation is, I think, the thing of remembering. Where you're from and why you are here. So that is unlimited energy and motivation for me to do things and will push me to go the extra mile in that situation.

On the other hand, Nick shared his experience of engaging in introspection and emphasised the positive impact that self-reflection has had on his personal and academic growth. Through self-reflection, Nick has been able to make significant improvements in various aspects of his life.

Personally, I think I have seen evidence of myself changing and growing and learning as I graduate each year. In the first year when I came here, I wasn't too open to the teacher. I wasn't collaborating with students comfortably, I was always weirdly shy. Then I didn't host any events. So now if we compare that, I think it's a change. And then the growth at the same time and again learning at the same

time, because now I do take feedback from my teachers. I can reflect on them and take that into consideration. And then my grade improves. And I have seen this change a lot. It's not just saying it's real life. It's evident.

For Ivy, she practised self-reflection through her daily tasks, *“I write them down and think about them when I'm doing a task, I think of my goals. For example, I like to get more grades, then I think about that and I try to make my homework better.”*

The participants' recounts demonstrated how self-reflection fostered accountability and responsibility through taking an honest and objective look at themselves. Self-reflection exercises help individuals find a deeper level of confidence and sense of purpose in what they are doing (Krass, 2019). This allowed them to leverage themselves to improve by taking proactive steps to overcome their daily challenges. Self-accountability means taking ownership and responsibility for one's decisions, commitments, and actions, which leads to personal growth, self-confidence, more control, improved relationships, and ultimately, the power to achieve success (De Boer, n.d.). Thus, self-reflection empowered them to proactively take steps to overcome their daily challenges, make positive decisions and drive their personal growth.

Moreover, self-reflection, as has been demonstrated in the section of this research, was a powerful tool for self-empowerment as it promoted self-growth which facilitated in the strong sense of ownership and accountability of the participants. This enabled

them to navigate their lives with a greater sense of empowerment and control. It is through the combination of self-reflection and accountability that their journey toward self-empowerment was truly propelled forward (Myers, 2018).

Recognising inherent values

Another sub-theme that surfaced was the participants' reflection on the recognition of their inherent values. Through their experiences, they highlighted the presence of internal traits and characteristics that contributed to their overall positive emotions. The participants acknowledged and embraced the intrinsic values of resilience, hope, pride, gratitude and joy. Contextually, positive emotion encompasses a few core values and top of the list is happiness, followed by gratitude, love, optimism, and contentment (Seligman, 2011). Furthermore, research on positive emotion links its increment with the ability to improve reactions to negative stimuli, and promote resilience (Tugade et al., 2004).

The subsequent narratives provided a comprehensive exploration of these inherent values, shedding light on how they have positively impacted the participants' lives. Through detailed accounts, the role of resilience, hope, pride, gratitude and joy in fostering personal growth, enhancing relationships, and contributing to overall well-being were examined. In addition, by delving into specific examples and experiences, a deeper understanding of the significance of these values and how they have been instrumental in the participants' journeys toward self-empowerment were gained.

Nick shared his story of overcoming daily school challenges by adapting to changes. He saw this as an opportunity for personal growth which, ultimately, made him resilient.

I don't let it [problems] consume me fully. It's tough at this stage, especially in DP. I was stressed. And as I try to cheer up, it's tough. Especially I noticed this this year because of the expectations, high workload but if you constantly try to be positive and try not to let the stress consume you. I think you can do something about it.

You can get a surprising grade in certain subjects in exams. When I say surprising, I mean lower than you expected. But if you break down, that's a problem. You have to have resilience. So if you have the resilience you can take it to the next level. Maybe the way you are studying right now it's not working out. You have to change that. That's what resilience means, and you have to be resilient to succeed in life. It's not a memorization thing. In life, lots of different things will happen and I have to change and adapt.

Nick's experience served as a powerful testimonial to the transformative power of resilience in not only navigating challenges but also successfully adapting to change. Throughout his academic journey, Nick has faced obstacles and setbacks, yet he consistently demonstrated unwavering resilience in the face of adversity. His ability to bounce back from setbacks, learn from failures, and maintain a positive outlook has been truly inspiring. Research and practice has shown that resilience equips students

with coping strategies to manage stress, anxiety, and setbacks in healthy ways. Resilient students adapt to change with an open heart, seeing challenges as opportunities for growth rather than setbacks, approach challenges with creativity, and look for solutions rather than dwelling on problems. Thus, this fosters emotional intelligence and self-awareness, empowering students to take control of their lives and believe in their capacity to create change (Raya, 2023).

Moreover, Nick's unwavering determination and resilience showcased the significant role that inherent values and resilience play in his ability to overcome obstacles and thrive. As the "broaden-and-build" theory of positive emotions suggests, resilient individuals like Nick harness positive emotions to not only bounce back from challenging situations but also find positive meaning within them (Tugade & Fredrickson, 2004). By cultivating a positive outlook and utilising positive emotions, Nick was able to navigate difficult experiences with resilience, allowing him to effectively cope and problem-solve. This ability to find positive meaning and utilise positive emotions contributed to his personal growth and well-being, facilitating his capacity to adapt and flourish in the face of adversity. Nick's journey was a testament to the inherent connection between resilience, positive emotions, and the development of invaluable coping mechanisms and problem-solving skills that will undoubtedly support him in future endeavours.

Charlie's recount of hope was not only evident but inspiring. As he passionately shared about his vision for his future, it was clear that he believed in the power of positivity and the potential for change.

I expect good things to happen to me so that I can make good things happen to other people around me somehow. Like maybe if you have your business or you're a very successful entrepreneur and you have a lot of businesses in the network, then you can be able to take your family, like most of them, maybe all of them to other countries that they have now experienced before. Maybe some of them have never ever been in a plane. And so you can have them enjoy the same things that you enjoyed. So that would help them, I think.

The inherent values of hope and determination that Charlie embodied were deeply intertwined. His perspective on hope extended beyond personal aspirations, encompassing a shared journey towards progress and collaboration with those around him. Charlie firmly believed that by demonstrating unwavering determination in pursuing his own dreams, he can inspire and empower others to realise their own potential and make positive contributions to the world.

Hope plays a pivotal role in enhancing well-being, enabling individuals to maintain a positive outlook and find purpose even in challenging times. It is not merely an abstract concept but a tangible force that drives individuals to effect positive change. By embracing hope, one approaches life with optimism and a can-do attitude, fostering a mindset that propels him to overcome obstacles and make a meaningful difference in the lives of others (Watkins, 2018).

Charlie's unwavering commitment to helping others showcased the transformative power of hope in action. It is through his dedication to supporting and uplifting those around him that he truly exemplified the essence of hope and its potential to create a ripple effect of positive change. Charlie's vision for the future served as a testament to the profound impact that inherent values and hope can have in fostering personal growth and collective hope for the betterment of society.

Alternatively, Samuel and Zara revealed their feelings of pride on their successes. Both participants radiated a sense of accomplishment and fulfilment, showcasing the incredible journey they have embarked upon. Their pride was rooted in the contentment that came from knowing that they had achieved their goals and became a better version of themselves in the process.

Samuel took immense pride in his exceptional time management skills, which have empowered him to consistently meet and exceed all school deadlines.

There's a lot of things that I have improved in this school. My speaking skills, my self management skills, my communication skills. They have gone far from last year because my self management before was I'm missing a lot of deadlines. Now, I don't have any deadline missing.

On the contrary, Zara derived a great sense of pride from her ability to acquire new knowledge. She found deep meaning in this accomplishment as it enabled her to

share her experiences with others, fostering a sense of connection and growth. “I would [like] to learn many new things because I can collaborate with people because that helps. It motivates me because I can do many things. I can be a better person and learn new things that are interesting.”

The connection between pride and inherent values was evident in the experiences of Samuel and Zara. Samuel took pride in his exceptional time management skills, which have empowered him to consistently meet school deadlines. On the other hand, Zara derived a great sense of pride from her ability to acquire new knowledge, finding deep meaning in this accomplishment as it enabled her to share her experiences with others, fostering a sense of connection and growth.

Pride, as demonstrated in the participants’ lived experiences, was rooted in their contentment that emerged from knowing that they have achieved their goals and became a better version of themselves in the process. Their sense of pride and fulfilment were closely tied to one's inherent values and personal growth. Pride is a self-conscious emotion; specifically, authentic pride which involves feelings of accomplishment and confidence and promotes prosocial behaviours (Tracy et al., 2023). Samuel's pride in his time management skills reflected his commitment to discipline and responsibility, while Zara's pride in acquiring new knowledge reflected her value for continuous learning and personal development. These recounts illustrated how pride can be deeply connected to an individual's inherent values, as it reflected their personal growth and the fulfilment of their core beliefs and aspirations.

Throughout her school experiences, Ivy demonstrated a profound appreciation for gratitude, manifesting it in various meaningful ways. Among these, one of the most fulfilling and cherished experiences for her was being recognized and acknowledged by the school community for her hard work and dedication when she organised one of the school events. “During the Halloween Party, we did the Spooky Room and lots of parents and teachers said, ‘Wow! This is really good.’ I really appreciated it.” In addition, she consistently expressed gratitude towards her teachers by demonstrating utmost respect. “When a teacher gives new equipment, they say, 'be careful' and not to damage it, I say, ‘Thank you.’ to be grateful. I try to be careful with computers, I don’t break them. I respect my teachers and the property.”

Nick fondly recounted his heartfelt gratitude towards his teachers, who have been unwavering in their support, providing valuable feedback and consistently guiding him on his academic journey throughout his school life.

I think every student in this school feels appreciated, especially when I got a note from the teachers after I finished doing the International Mother Language Day event. That was very nice of the teachers. This is one small example of how a teacher shows appreciation towards the students.

[I am grateful for] the caring teacher[s] we have, because the main positive thing about this school is that the teachers are willing to give you feedback. I know that even if I get a bad score, it's not the end of

the world because of the way teachers give me feedback. The Personal Project presentation last year in MYP 5 was a very big presentation and I was very nervous. I've been here for a long time in BEPS and the teachers always gave me the feedback, 'If you're doing your best, you don't need to be worried...'. So I just applied that.

In Ivy's case, one of the most cherished experiences for her was the recognition and acknowledgement she received from the school community for her hard work and dedication in organising a school event. The feedback she received from parents and teachers during the Halloween Party, particularly about the Spooky Room she designed, filled her with a deep sense of gratitude. This positive recognition not only validated her efforts but also made her feel appreciated and valued within the school community.

Ivy also consistently expressed gratitude towards her teachers by demonstrating utmost respect and appreciation for the resources provided to her. She recognized the importance of taking care of equipment and being mindful of her actions, thereby showing gratitude for the trust placed in her by the teachers. Ivy's attitude of gratitude and respect towards her teachers and the school property is a testament to her understanding of the value and impact of their guidance and support on her academic journey.

Similarly, Nick shared his heartfelt gratitude towards his teachers for their unwavering support, valuable feedback, and consistent guidance throughout his school life. He expressed gratitude for the teachers' willingness to provide feedback, regardless of the outcome, which instilled in him the belief that even in moments of challenge or disappointment, there are opportunities for growth and improvement. He particularly recalled how teachers' feedback and reassurance during his Personal Project presentation helped him overcome nervousness and perform his best.

The narratives provided powerful examples of how gratitude can positively influence a student's experience in school. Gratitude not only enhances feelings of happiness and well-being but also fosters a sense of appreciation, respect, and resilience. Research supports that practising gratitude can lead to improved mental and physical health, self-acceptance, and overall well-being (Gurley, 2021; Smith, 2023). By embracing and expressing gratitude, Ivy and Nick cultivated a positive mindset, fostered strong relationships with their teachers, and created a supportive and appreciative school environment.

The narratives of Ivy and Nick illustrated how gratitude aligned with and amplified inherent values within individuals. Gratitude served as a tangible manifestation of appreciation, respect, and resilience, all of which are inherent values deeply embedded within the participants' character.

By embracing gratitude, Ivy and Nick actively cultivated a positive mindset that allowed them to focus on the positives in their school experiences. This positive

mindset not only enhanced their feelings of happiness and well-being but also strengthened their ability to navigate challenges and setbacks with resilience. It reflected their value of perseverance and determination in the face of obstacles, as they recognized and expressed gratitude for the lessons they learned, as well as growth opportunities that were presented.

Furthermore, gratitude enhanced their sense of appreciation for the individuals who have played an integral role in their education – their teachers. Their expressions of gratitude demonstrated a genuine respect and recognition of the guidance, support, and feedback provided by their teachers. They deeply valued the contributions of their teachers and the positive impact they have on their academic journey. Gratitude, in this sense, acted as a bridge connecting their inherent values of respect and appreciation with their actual experiences and interactions within the school environment. Through the practice of gratitude, Ivy and Nick actively nurtured strong relationships with their teachers, fostering a supportive and appreciative school environment.

Overall, gratitude enriched the lived experiences of participants like Ivy and Nick by aligning with and amplifying their inherent values. It positively influenced their mindset, resilience, appreciation, and relationships, which created a harmonious and thriving learning environment that benefited not only themselves but also their teachers and the entire school community.

This section also delved into the exploration of joy as a profoundly positive emotion. Participants shared their experiences, emphasising how specific school events and

situations brought them overwhelming pleasure, consequently enhancing their mindset and influencing their behaviour in a highly positive manner. Research has indicated that joy, while often coexisting with other positive emotions, is in fact a distinct positive emotion. Numerous studies have further suggested that joy is triggered by a unique thought pattern, and it has been found to be a significant predictor of long-term happiness. Moreover, it is important to note that joy and gratitude are separate emotions, yet they synergistically contribute to a "cycle of goodness" that amplifies overall well-being (Watkins et al., 2018). In the subsequent narratives, participants vividly shared their personal experiences of encountering joy within the school setting.

Nick passionately described the profound feelings of joy that enveloped him after successfully hosting a school event for the very first time. The exhilaration and pride he experienced in orchestrating the event left an indelible impact, further fueling his enthusiasm for future opportunities to make a positive impact on the school community.

[I'm] happiest when I host different events. For example, I hosted International Mother Language Day this year and I felt very happy. Happy because it was the first time I did it, that would make me happiest or usually make me happy.

In contrast, Charlie eloquently narrated how his feelings of joy were derived from the genuine appreciation of others, particularly when they acknowledged his strengths

and talents. It was in these moments of recognition that he experienced a profound sense of fulfilment, fueling his motivation to continue excelling in his areas of expertise. “In football I feel very appreciated and happy because I am a very accepted member of the team. Also, I feel happy when someone wants me to do something and then he or she says, ‘thank you’. I feel appreciated.”

The narratives shared by Nick and Charlie provided compelling insights into the profound impact of joy within the school environment. Nick's fervent description of the joy he experienced after successfully hosting a school event reflected the transformative power of taking initiative and making a positive impact. Charlie, on one hand, highlighted the significance of genuine appreciation and recognition in fostering feelings of joy. In moments where his strengths and talents were acknowledged, he experienced a deep sense of fulfilment and happiness. These instances of validation not only boosted his self-esteem but also motivated him to continue excelling in his areas of expertise.

Taking everything into account, the participants' narratives reinforced the concept that joy, as a distinct positive emotion, has a remarkable influence on students' well-being and mindset within the school context. The experience of joy was not only deeply personal but also held the potential to fuel enthusiasm, motivation, and a sense of belonging as demonstrated in Nick and Charlie's recounts.

BEPS International School has made conscious efforts to cultivate environments that prioritise and foster joy among its students. By recognizing the profound impact of positive emotions on overall well-being, the school has created a positive atmosphere

where students are not only encouraged to excel academically but also to cultivate their personal happiness.

Furthermore, through various initiatives such as school events, extracurricular activities, and a supportive social environment, BEPS International School has provided the participants with opportunities to experience and express joy. These experiences not only enhanced their overall well-being but also contributed to the collective happiness of the entire school community.

The participants' narratives were affirmed by May during the focus group discussion, "When they are being given responsibilities to organise workshops, lead a project - they feel positive. The general mindset of the school is also to reinforce positively what they're doing."

Alex confirmed May's experience as he focused on the various hands-on activities, particularly with plants, gardens, space, and maker spaces which provide an optimal environment for students to flourish,

When they get the chance to do some hands-on activities - the plants, the garden, the space, the maker space, all these sort of, again, getting their hands dirty, sometimes even quite literally, is the place where they thrive the most.

Thus, the school's commitment to nurturing joy is evident in its approach to creating a positive and supportive learning environment. By recognizing and celebrating students' achievements and unique talents, BEPS International School fostered an atmosphere where joy is nurtured and students feel valued and appreciated. Also, by promoting a sense of belonging and encouraging acts of kindness, BEPS created an environment where students experienced joy in their interactions with peers and teachers.

In the final analysis, the participants' lived experiences provided firsthand evidence of the pivotal role that intrinsic values play in cultivating positive emotions in the participant's daily life. Values such as resilience, hope, pride, gratitude, and joy emerged as influential forces that significantly contributed to the participants' overall well-being and steadfast nurturing of positive emotions.

Research has shown that positive emotions such as resilience, hope, pride, gratitude, and joy play a significant role in enhancing well-being and fostering positive psychological outcomes. According to the broaden-and-build theory, positive emotions help individuals build lasting resources, leading to increased life satisfaction and psychological resilience. In this study, it was found that positive emotions predicted increases in both resilience and life satisfaction (Watkins, 2018). Additionally, joy has been identified as a distinct and specific positive emotional response. Research suggests that joy is caused by a distinct pattern of thinking and predicts increased happiness over time. Furthermore, gratitude and joy are distinct, but they support each other in a "cycle of goodness" that enhances well-being (Cohn

et al., 2009). Overall, the cultivation of positive emotions such as resilience, hope, pride, gratitude, and joy has been linked to improved well-being and psychological resiliency, highlighting their importance in promoting positive psychological outcomes.

Engagement (E)

Engagement in this research referred to the participant's ability to live in the present moment and focus fully on the task at hand. Engagement occurs when a person's greatest skills or strengths are fully aligned with the highest challenges that come their way; people are more likely to experience flow when they use their top character strengths (Madeson, 2017). Research on engagement has found that individuals who try to use their strengths in new ways each day for a week were happier and less depressed after six months (Seligman et al., 2005). Similarly, Madeson (2017) argued that Engagement is consistent with Csikszentmihalyi's concept of "flow" which means "the loss of self-consciousness and complete absorption in an activity".

Based on the participants' accounts, four sub-themes emerged during the in-depth interviews, which were: (1) applying character strengths; (2) cultivating mindfulness; (3) integrating meaningful routine and; (4) achieving the state of flow.

Applying character strengths

Participants were capable of harnessing their character strengths, including adaptability, open-mindedness, creativity, and empathy, to actively and meaningfully engage in different domains of their lives. By utilising these character strengths, participants were able to attain their objectives, resolve challenges, establish

connections, and effectively navigate through life, ultimately resulting in personal growth and overall well-being. This empowered them to live a fulfilling and flourishing life.

Three participants highlighted their ability to adapt in various situations. Charlie expressed that his strength lies in his creativity to make others feel comfortable in his presence, "I'm a creative person, maybe not too smart, but I try my best. I'm quite funny around because I like people. I like to see people laughing, so I think I'm a pleasant person to be around". Similarly, Zara shared that her ability to empathise as a strength, "I think I'm good at listening to people, to their problems; also maybe sometimes solve their problems." Ivy's open-mindedness to express her emotions was exhibited in her statement, "I'm good at expressing my feelings. Sometimes when a teacher thinks I did something wrong and I didn't do it wrong or like when my friends think I did something wrong but I didn't do it, I know how to express my feelings and I know how to tell them that I actually didn't do it."

Adaptability refers to an individual's cognitive, behavioural, and emotional adjustment in the face of novel, changing, or uncertain situations (Sheriston et al., 2019). Three participants highlighted their ability to adapt in various situations through: creativity to make others feel comfortable, ability to empathise and aptness to express emotions by being open-minded. These strengths are elements of adaptability, which is an essential component in strengthening the participant's engagement.

Additionally, Nick highlighted the significance of open-mindedness when he faced a challenging situation.

I think it's important to handle the situation very carefully because it can be a sensitive issue as well. I mean, it's easy for people to react to certain things that are not expected. But again we have to look at the other things as well. Being open-minded is also a skill here because, well, let's say for example, something happened in school, instead of complaining, I think we also need to see it. So instead of complaining, I think we should look at the things that are good as well. That's how I deal with it.

Samuel shared how he dealt with his emotions to improve his engagement with the people around him, "When I came last year, I was a bit aggressive and I think the teachers didn't really like that. So, I changed a lot about that aggressiveness. Now, I basically don't ever try to argue with small things."

Conversely, Charlie recounted how he relied on his adaptability as a character strength to align his focus on his French, "In situations like French, maybe you don't want to be in the old version because you have an accent and everything. So you want this time around, you want to be new, you really want to change."

As the research has demonstrated, the participant's ability to harness character strengths such as adaptability, open-mindedness, creativity, and empathy can lead to

engagement and overall well-being. It is important to recognize and utilise character strengths and align these with the challenges that they are facing to enable them to fully focus on the task at hand.

Azañedo et al., (2021) provided further evidence that recognizing and utilising character strengths can lead to engagement and overall well-being. Studies have shown that character strengths are positively associated with subjective well-being, psychological well-being, and psychological distress. Furthermore, adaptability, one of the character strengths highlighted by the participants, has been found to be positively related to 17 of the 24 character strengths, including creativity, curiosity, and hope (Vylobkova & Heintz, 2023). Therefore, aligning character strengths with the challenges that individuals are facing can enable them to fully focus on the task at hand and lead to their overall engagement.

Cultivating mindfulness

Cultivating mindfulness was another sub-theme that emerged on the participants' accounts. Becoming self-aware allowed them to respond appropriately with what they are presently doing. Mindfulness is the practice of paying attention to the present moment with purpose and non-judgmental awareness; it involves intentionally bringing our attention to the sensations, thoughts, and emotions that arise in each moment, without getting caught up in them or reacting impulsively (Mishra, 2023). In addition, fostering mindfulness allows us to observe and describe our experience from a place of gentle detachment, to be aware of what is happening in the here-and-

now with curiosity, and to notice things as they are, without trying to force our experience to be different (Stinson, n.d.).

Nick described his experience on how he cultivated mindfulness in a school presentation that allowed him to focus on the current situation.

I think, it's sometimes kind of normal to feel bored, but whenever I feel bored, I think of the person that is presenting or doing something because I could be on the same stage and I don't want somebody to act or be bored, but at least show respect to the person who is presenting on doing something. I feel bored sometimes, but I try to snap the thought away and try to focus on the good things that's happening in the front or happening around the school because I think, yeah, it's important to show respect.

Samuel had a similar experience as Nick, "I do listen but I probably just fidget around with stuff in my bag. Then, I listen but I do not have that full concentration on that thing."

Charlie recounted a situation where he was physically and mentally present with his classmate's experience which allowed him to feel the same experience as the latter.

It makes me feel excited while I think someone else is excited for something. So, let's say for PHE I'll be having a lot on my mind,

having a lot of work to do, and another person would say 'I'm very excited for PHE' and I'll be OK. I'm also excited for PHE for that for the whole day. Also, I will be excited for that thing that the other person was excited for.

The participants' narratives shed light on the transformative power of cultivating mindfulness in navigating life's challenges. Through their vivid accounts, it became evident that they were deeply committed to practising mindfulness, particularly in moments where their focus and attention were challenged. By cultivating self-awareness and consciously acknowledging their emotions in the present moment, they were able to navigate their actions with a mindful approach. This commitment not only improved their overall well-being but also empowered them to fully engage in their daily lives.

The practice of mindfulness encourages deep self-reflection and self-discovery, which allows individuals to become more aware of their habits, patterns, and automatic responses; this heightened self-awareness empowers individuals to make conscious choices and break free from unhelpful behaviours (Mishra, 2023). By embracing mindfulness, individuals have the opportunity to create a more intentional and fulfilling life.

Overall, the narratives presented a compelling case for the transformative potential of mindfulness in enhancing personal well-being and empowering individuals to live an engaging life. These findings strongly reinforce the importance of self-discovery and

the value of being fully present and aware of one's experiences in the present moment, as discussed in the earlier research. The significance of cultivating self-awareness and embracing the present moment became evident in fostering deep engagement, which is an essential factor in overall well-being. These insights emphasised the profound impact that mindfulness practices can have on individuals' lives: as individuals persist in their mindfulness practice, they can notice positive changes in their lives, becoming more present, self-aware, and engaged in their daily lives.

Integrating meaningful routine

Next, meaningful routine integration was another sub-theme that emerged in the participants' accounts. The participants emphasised the importance of incorporating activities that they truly enjoy in their daily routine. Engaging in physical activities, such as a daily walk or participating in sporting activities, not only provides meaningful content to the day but also contributes to improved self-esteem, enhanced emotional state, and a sense of belonging (Sandy Todd, 2016). Thus, integrating meaningful routines can have a significant impact on their well-being.

Nick narrated how walking at the park helps in his well-being:

Daily activities apart from my academic studies, I would say, what I do is walk. For the park and having some leisure time with my family, both are very important. It keeps your mind healthy and of course, it gives you companionship so you don't feel lonely.

Correspondingly, Charlie recounted that going outside and exercising is paramount to his daily activities:

I think my most important daily activities are going outside and exercising. So that is the most important daily activity. Other activities, even though they are helping you for the future or something, they're really not good for you as a person because sometimes they have a heavy burden there. They're very heavy to carry, I think. So they weigh on your mental health.

Both Nick and Charlie provided valuable insights into the significance of integrating meaningful routines into their daily lives to promote overall health and well-being. Their experiences shed light on the positive impact of incorporating activities they love and enjoy.

Nick emphasised the importance of spending time in nature and enjoying walks in the park with family. This simple yet meaningful routine brought him immediate joy and helped him establish a stronger connection with his loved ones. These experiences not only contributed to his emotional well-being but also enhanced his sense of belonging and improved self-esteem.

Similarly, Charlie recognized the prioritisation of going outside as a crucial element for his mental health. Engaging in outdoor activities served as a form of self-care and allowed him to rejuvenate and recharge. By making the conscious effort to

incorporate these activities into his daily routine, Charlie was able to maintain and improve his mental well-being.

Research supported the benefits of integrating physical activity into one's routine, particularly for adolescents. Engaging in physical activity not only improves physical health but also contributes to a sense of belonging, self-esteem, and emotional well-being (Sandy Todd, 2016). By making exercise enjoyable and integrating it into daily routines, adolescents can establish healthy habits that have long-term implications for their overall fitness and well-being (Weiss, 2022).

Nick and Charlie's experiences collectively underscored the significance of integrating meaningful activities into their daily routines, emphasising the enhancement of well-being, strengthening of relationships, and prioritisation of mental health. Their narratives served as a poignant reminder of the positive influence that incorporating activities that are genuinely enjoyable can exert on overall quality of life. In doing so, these activities cultivate a greater ability to live in the present moment, dedicating full attention to the tasks at hand.

Achieving the state of flow

Finally, the state of achieving flow was the final sub-theme that appeared in participants' reports. Flow was first described by psychologist Mihály Csíkszentmihályi, who conducted extensive research on this phenomenon. He posited that flow is a state in which people can experience their highest levels of happiness and personal growth, making it a highly sought-after and desirable mental

state (Csikszentmihalyi, 2023). Arguably, Moore (2023) underscored that flow is characterised by a strong sense of enjoyment and satisfaction where individuals derive a deep sense of fulfilment from the activity itself. Consequently, achieving a state of flow is a crucial factor in intensifying engagement as described by the participants.

All participants shared a common experience of entering a flow state, in which they became fully immersed in the activity and lost track of time. Engulfed by a profound sense of enjoyment and satisfaction, they vividly described the phenomenon as a state in which their awareness of time seemed to vanish entirely.

According to Nick, he was in a complete flow zone when he was planning for an event.

Planning for a project, especially in events, I lost track of time. It's like I work for an hour but it feels like just 10 or 15 minutes. I get so consumed into the work because I enjoy it. I lost track of time.”

Likewise, Ivy recounted the instances when she lost track of time because she was enjoying the activity, “[I lost track of time when] I do fun projects that I'm interested in; cool events like discovery projects, presentations. I like presenting things that I worked on the whole year. These are the types of fun events that I like.”

On the contrary, Charlie described his flow zone experience when he was outside the school building doing an activity.

When we go outside sometimes; do anything outside that I don't really know the time. I think that is why the teacher that supervises us tells us that the time is ending. We only check the time. So I think if we stay outside for a while, say maybe an hour: if the sun is still the same and everything is still the same, without knowing that time has passed - that much time has passed. So that is how I think I was in a state of time on something I love.

Zara mentioned the same that she lost track of time during break times when she is outside spending time with her friends.

Samuel had a similar experience when he was playing sports and when he was doing an engaging event.

Like playing sports, I just lose track of time. In studying, like the event where there is really interesting happening, then I also lose track of time. In Science, we're learning about how we're burning food from the flame and we're doing experiments about diet; that I lose track of time because it's so cool and interesting.

The participants' collective experiences emphasised moments of deep enjoyment and satisfaction from engaging in various activities. These activities ranged from event organising and discovery projects to sports, everyday tasks, and hands-on class activities, such as experiments. In these instances, the participants operated at their highest level of focus and skill, achieving a state of flow.

Susan described how her students experience the state of flow in her classes, "When they need to finish the research and then the session ends, they sometimes lose track of time. They're involved, they get deep into something. They feel that the time is very limited."

When individuals achieve flow, they often describe being "in the zone" or "in the flow," particularly during challenging but enjoyable activities like sports and creative pursuits. Flow entails being fully immersed in the activity, to the point where the outside world fades away and one loses track of time (Nash, 2019). It is a subjective psychological state wherein individuals feel fully engaged and deep involvement in an activity, with a sense of time becoming irrelevant. Flow encompasses cognitive, physiological, and affective factors and is characterised by a balance between perceived challenges that stretch but do not overwhelm existing skills, along with clear goals and immediate feedback on progress (Antonini Philippe et al., 2022). As a result, achieving flow contributes to personal

well-being, as demonstrated by the participants' performance in various activities.

To sum, the benefits of experiencing flow extend to personal well-being, as evidenced by the participants' strong sense of enjoyment and satisfaction across different school activities. By attaining a state of flow, the respondents experienced heightened focus and personal growth, aligning with the concept of flow as described by prominent researchers mentioned in this discussion. In addition, by actively pursuing and experiencing flow in various activities, participants cultivated engagement as part of their well-being, as proposed by Seligman's PERMA theory.

Positive Relationships (R)

Relationships in this research referred to the participants' feelings of being supported, loved and valued by others. This was also attributed to their social connections and various interactions with the BEPS community including their classmates, friends, peers, mentors, teachers and staff. Relationships are included in the PERMA model based on the idea that humans are inherently social creatures (Seligman, 2012). It has been established that many people have a goal of improving relationships with those they are closest to. Furthermore, research has demonstrated that sharing good news or celebrating success fosters strong bonds and better relationships (Siedlecki et al., 2014).

Based on the participants' narratives, there were four sub-themes that emerged during the in depth interview, namely: (1) engaging and relying on positive relationships; (2) creating and maintaining better relationships; (3) nurturing trust and sharing experiences; and (4) embracing and celebrating differences.

Engaging and relying on positive relationships

The respondents' recount on how they build relationships in positive ways, as well as the actions that supported these positive relationships were described accordingly. Nick evaluated his relationship with his classmates as having good friendship and that he could rely on them.

Well, my classmates, friends, they're very nice. They're very kind, funny. And how they treat me, they're very nice to me. They're very kind to me. They respect me. Respect in terms of peer respect. As I said, it's good. I think we have a good friendship. Well, I don't really have any best friends, to be honest. I consider everybody my friend. It's not like I have enemies. So it's an average friendship that you always see in schools.

I think I can count on them because they're great people and honest with me. We are all honest with each other. So yes, I can count on my classmates for something.

Similarly, Ivy shared the same viewpoint on how she engaged in positive relationships with her classmates and friends.

I think our class, we support each other, we help each other and of course, I'm friends with different people in this class. I'm closer to my actual friends than the other people in my class but I like everyone in that class and our relationships are pretty good.

I think they treat me well, all of them. And they wouldn't say mean things to me because we're not like that. I think they all treat me well because I treat them well.

Parallel to Ivy's experience, Zara mentioned how she relied on her friends and classmates' strong affinity.

I think I have a pretty good relationship with my classmates. We're not best friends, but we're not enemies. They treat me pretty good, they're not mean. For example, they don't say mean things.

I can rely on my friends because they help me when I'm feeling bad. They say nice things to me to make me feel better.

Charlie, on the contrary, expressed that he has built a feeling of camaraderie with his male classmates since he could strongly relate with them despite the fact that he just joined BEPS for nearly three months.

Because I am sort of new here, I only know a few people. Mostly, I know the boys that play football. So, I think, for the relationship with the boys outside, we have made a sort of 'brotherhood'. I think that we have created for ourselves.

I can count on [my] classmates for help because, I think, they are more experienced than me in certain situations, and you'll find that in a class, someone is more knowledgeable in a certain class than other people. So I think you can count on them for help.

Furthermore, Charlie was enthusiastic about sharing how he was able to connect with his classmates through humour. In his perspective, relying on laughter is an effective way to hone positive relationships with the people around him.

Because my friends, all of them, know that we all love jokes, I think. They know we all love jokes, so they also have a sense of humour by themselves. Maybe one of them will like to make fun of my country for some reason and maybe I'll come back and make fun of that country or another. One makes fun of my country and a friend of

mine makes fun of his country. So, that is how you treat these jokes all the time.

Samuel's perspective encompasses his positive relationship with the whole BEPS community. He is able to maintain close connections due to the small population of the school.

I should say that having enemies in school is not really a good thing because we're not a 300 student [population] like big schools. We are only a small community, a very small community where you can keep your friendship.

All five respondents perceived that engaging and nurturing their positive relationships with their friends, classmates, teachers and the school community in general plays a pivotal role in their overall well-being and personal growth. Relationships are the heart of a person's life; for the most part, simply because we are surrounded and interact with other people each day. Additionally, we rely on others for care, for love, for laughter, for a shoulder and for confidence (Roffey, 2012).

The participants' narratives indicated how they understood the foundation of human relationships. These interactions were shaped by their daily and constant interactions with the BEPS community. Connectedness is increasingly acknowledged as a factor for resilience and well-being, and when inclusive belonging is promoted, this can inhibit negative behaviours such as bullying (Roffey & McCarthy, 2013). Sequentially,

these influences their emotions, thoughts and behaviours; all of which are pivotal to their positive well-being (Roffrey, 2012).

Moreover, the participants acknowledged the importance of relying on others for various forms of support. They recognised that concern, laughter and encouragement contributed to their feelings of belonging and security. Also, upon their recognition of the significance of positive relationships, the importance of investing time and effort was highlighted.

Susan, one of the participants in the focus group discussion confirmed the significance of positive relationships between students and the BEPS community. She emphasised that BEPS students' happiness is closely tied to their feelings of social integration and positive relationships; while others emphasise the importance of good relationships with teachers as essential for their overall well-being.

They are happy when they feel they are very well integrated with others. They have friends, they are socially happy. This gives them happiness. Other students feel happy when they have good relationships with teachers. They need this kind of relationship. In general, these are common needs.

Selena's sharing were parallel to Susan's view point,

Creating that kind of connection, getting to your students better during the school year, does bind you to them. I think we as a school do a really good job on that. We have a very caring relationship with our students, a mentor-like rapport, which is very different from what I see in other schools. It works both ways. You respect me, I'm respecting you too.

Remarkably, meaningful relationships require active engagement, communication and support from both sides. Thus, the participants' understanding of the importance of relationships were aligned with Roffey's (2012) research that underscored the central role of relationships in an individual's life. Overall, connections with others are fundamental to our social and emotional development.

Creating and maintaining better relationships

Another sub-theme that emerged in the dimension of positive relationships is the topic on creating and maintaining better relationships. This sub-theme highlighted the participants' efforts in nurturing and improving their connections with others in various ways.

Nick, Samuel, Zara and Charlie mentioned that they consistently connect with their classmates and friends even outside school which indicates that they actively work towards creating a healthy and dynamic within their social circle.

Nick's means of creating better relationships with his peers is through getting in touch with the others when he is not at school, "I can try to have more friends so I can keep a close contact with them even when I'm at home, not in school. Yeah, that's the only way I can improve the relationship at school."

Samuel specified that he goes out with his friends during the weekend where they do activities together, "We play games. We also go out [after school] on a Tuesday, Friday or weekends. Last week, that was Sunday, we watched the Spiderman film, the new one."

Zara highlighted a similar experience as Samuel's, "With my friends, we see each other outside of school. And so, at school, we talk about that and we're closer."

Conversely, Charlie communicated that being there for his friends is in itself a way to maintain his close relationship with them.

I don't really try to maintain [the relationship]. I just [let it] be. Maybe it keeps maintaining. I never do something just to maintain a relationship. I just [try to] be there and then I guess the relationship is maintained.

In school I think I have good relationships with everyone. We went somewhere around the city and we loved it. I think that increased the

bond. Maybe sleepovers here and there would increase the bond we have at school.

The participants' dedication to maintain these connections revealed that they did a proactive approach to build and sustain meaningful relationships. Regular communication is key to maintaining positive relationships with peers outside of school. Students can schedule regular phone calls, video chats, or meetups to stay connected with their friends and classmates (Roffey, 2011). Additionally, the participants' actions in actively connecting with their peers outside of school demonstrated their investment in deeper friendships and a desire for more meaningful interactions. Attending social events such as parties, concerts, or movies with their friends and classmates provide opportunities for students to have fun and bond with their peers outside of school (Allen et al., 2021). By participating and engaging in conversations with their classmates and friends beyond the school setting, it did not only foster a strong sense of personal connection but it also contributed to the development of a supportive and vibrant social community.

This sub-theme highlighted the participants' understanding that creating and maintaining better relationships required ongoing effort and investment. It did not only manifest their willingness to go beyond surface-level interactions but also to engage in activities that nurture and strengthen their connections. In essence, the participants' unwavering commitment to cultivating and nurturing stronger relationships emerged as a prominent sub-theme within the realm of positive relationships. Their consistent endeavours to connect with classmates and friends

beyond the boundaries of school exemplified their proactive approach to forge and cultivate stronger and solid relationships that extend beyond the classroom setting. These findings strongly align with the previous research mentioned, further reinforcing the significance of positive relationships in one's overall well-being and personal growth.

Nurturing trust and sharing experiences

The sub-theme on nurturing trust and sharing experiences is another concept that emerged from the participants' narratives. This idea emphasised the importance of trust and open communication in building and maintaining meaningful relationships.

Ivy shared her experience of how her friends demonstrated their concern when she was emotionally unwell and how she felt comfortable sharing her personal issues with them. Moreover, she highlighted the importance of trustworthiness as a core value in her pursuit of building positive relationships.

With my best friends, I can say anything to them. I trust them. With my classmates, I talk to them but I don't start talking about my whole life. There was one [time] when I was really sad about a personal thing. And so, my friends, when I'm sad, they know it. So, they asked me if I was OK and then they helped me in school.

With my friends, I don't talk behind that person's back, or I don't like being mean to them for no reason. I respect them. If I see that they're down, I ask them if they're OK. Also, when I say something to

someone, and then [I say], 'please don't tell anyone' and they actually don't tell anyone. Now I feel like we have an actual good relationship and I can trust that person.

Samuel expressed parallel experience in terms of building trust with his friends and being able to rely on them.

There's some people that I can trust the most in the world. I can ask for help like some piece of work or sometimes I can be in very difficult situations and they can help. From studying, probably, one week ago, we had a summative coming up and then one of my friends wrote notes and then we shared our ideas and then because of this, we got a good grade.

Charlie evaluated warm relationships by sharing a collective experience and celebrating it as a community.

I think warm relationships would be winning on your team and then you are happy and then you jump around or you run, you dab each other. And so, that is, when you feel happy and you feel the second group is happy also even if they're losing the team because you know them. You'll make fun of them and you'll laugh also. So it's very good. That is fine. You find warmth among the people.

Conversely, Nick disclosed that he felt secure expressing his concerns to his teachers. His personal conversations with the latter made him feel that he is in a safe and trusting environment.

I do have a personal conversation with my teachers. The personal conversations with my teacher tells me it's always positive and realistic at the same time. For example, if I go to a teacher and I am currently getting, let's say a 4 in that subject, and I express my concern. I am sure that teacher will be positive about improving my grade or that I can improve my grade, but at the same time realistic that you cannot just straight jump from 4 to 7. They might say, "OK, now if you try, you might get a five next time." But they're not necessarily going to say, "Okay, you're going to get 7 next time." So, I think, that's also very important.

I would say in academics, I do consult with my teachers a lot, even personal life. Sometimes I do share certain things that are necessary to share. I think it's good. I would say good because I have good connections with the teacher. I do keep connected with my teacher.

I think, with the teacher, it's very warm and trusting because, of course, I spent or shared more things with teachers than I do with students, but I think in general the community is warm and welcoming.

Thus, the narratives of the participants highlighted the importance they placed on honesty and vulnerability in their interactions with others. By connecting with people on a deeper level through sharing their personal experiences, they were able to cultivate a greater sense of intimacy that strengthened their confidence and trust in others. This ability to form deeper connections created a foundation of dependability and empathy, which played a pivotal role in nurturing trusting and sharing relationships within the BEPS community.

Roffrey (2012) supported the notion that sharing experiences with peers is instrumental in building connections and creating a shared sense of history. Students can foster stronger relationships by sharing stories, memories, and experiences with one another. Similarly, Barile (2022) emphasised the importance of respecting others' opinions, beliefs, and values in establishing positive relationships. Students can show respect by maintaining an open mind, refraining from passing judgement, and treating others with the same level of consideration they desire.

Thus, the participants' narratives underscored the significance of honesty, vulnerability, and empathy in building trusting and sharing relationships. Their experiences aligned with the research that emphasised the value of shared experiences and mutual respect in fostering positive connections with others. The firsthand experiences of the participants illustrated that positive relationships within the BEPS community were fostered by cultivating a supportive and inclusive atmosphere that encouraged trust and the sharing of experiences.

Embracing and celebrating differences

Finally, embracing and celebrating differences is the last sub-theme that emerged from the in-depth interviews. This sub-theme reflected the participants' appreciation for diversity and their willingness to embrace and learn from different perspectives. This suggested that the participants actively foster an inclusive and accepting environment within their relationships.

Nick narrated how he struggled because of a different school environment. At the same time, he expressed how he appreciated these differences which helped him grow.

It's been 3 1/2 years but I still struggled to fit in with some students; that's one of my weaknesses because of my cultural background. Since I was born, not born, after year three until I came here, I was separated from girls. So, when I try to have a conversation with girls, I struggle. In general, talking about in general, not any feelings or anything, just in general. I always feel nervous but I'm learning to adjust.

I think they (teachers) care a lot. It's just that it's not about academics that sometimes teachers ask you questions about your future, which is a lot because in my country, I was in public school. I don't blame the teachers there, of course, but they didn't ask too many questions about the future. But here, even if the teacher knows that he's not

going to study that subject in the university they still ask you the questions: How is it going? How is your process going on with what you're doing? What are you going to do in the future? It's sometimes some conversations about personal life, what the teacher did on the weekend or what happened to that teacher years ago or what happened to me. These are what makes the school warm and welcoming.

Charlie shows deep understanding to his classmates and friends as a sign of welcoming differences. To him, acknowledging individual strengths deepens his feelings of self acceptance, as well as others.

I never really tried specifically to show that I understand. When they tell me something, I hear them out and I give them a personal opinion. That is, I think how I show I understand.

I think I understand the significance of some of my classmates' strengths in different classes. I think there is one person that understands the most in a different class. So I think I understand the strengths and weaknesses in each and every one of the classes we share with them. The boys, I think, I fit in because we kind of have a similar story, all of us.

Ivy recognised her unique characteristics by helping her classmates as a sign of embracing differences. Additionally, she also emphasised the value of celebrating differences through acknowledging their accomplishments.

If I see someone that's down, I ask them if they're okay and then I think about their well-being. If they say, "We're actually not okay. I need to help." Then, I help them, support them, and if I see that they're not OK and they need help, I just go get a teacher.

When we had presentations, there was one presentation which someone presented that was really good and we could see that they were used to presenting and they knew what was going on. And so when we could give feedback, we would say, "your presentation was really good, you're really good at it." And we support their strengths, so like next time they do it better.

Henceforth, the narratives of the participants shed light on the sub-theme of embracing and celebrating differences. Despite Nick's feelings of nervousness when interacting with girls due to his cultural background, he acknowledged his ongoing efforts to adapt and interact with others, showing a willingness to embrace and learn from the diverse backgrounds of his peers.

Charlie, on the other hand, demonstrated a deep understanding and acceptance of his classmates and friends. He didn't actively try to show understanding but rather

listened to them and provided his personal opinion, which he believed showcased his understanding. Moreover, he highlighted the significance of recognizing individual strengths in different classes, suggesting a genuine appreciation for the diverse talents and abilities of his peers.

Ivy, in her own way, embraced differences by offering help and support to those in need. When she noticed someone feeling down, she would inquire about their well-being and provide assistance if needed. Additionally, in the context of presentations, she and her classmates acknowledged and celebrated their peers' accomplishments by providing positive feedback and supporting their strengths, encouraging them to improve further.

These experiences highlighted the participants' active efforts to embrace differences and celebrate the unique qualities of their peers. By fostering an inclusive and accepting environment, they contribute to the overall warmth and welcoming nature of the school community.

Research has underscored the significance of embracing differences and respecting others' opinions, beliefs, and values as essential components of building positive relationships (Allen et al., 2021). This aligns with the sub-theme of embracing and celebrating differences that emerged from the participants' narratives. Their experiences exemplified a genuine appreciation for diversity and a readiness to learn from different perspectives.

The findings of the research resonated with the existing research that highlighted the role of sharing experiences in fostering connections and creating a sense of shared history among individuals (Evans, 2017). By embracing and celebrating differences, the participants showcased their willingness to engage with others' unique backgrounds and perspectives, contributing to a stronger sense of connection and inclusivity within their relationships.

Nick's account of his adjustment to a different school environment and his eventual appreciation of the cultural differences exemplified the participants' efforts to embrace diversity. Charlie's understanding of his classmates' strengths and weaknesses further demonstrated his ability to recognize and accept individual differences. Moreover, Ivy's willingness to offer support and acknowledge the accomplishments of her peers reflected the participants' active celebration of others' successes and unique qualities.

By actively embracing and celebrating differences, the participants epitomised the importance of creating an inclusive and accepting environment within their relationships. Such an approach was aligned with previous research highlighting the significance of respecting diverse perspectives and fostering a sense of shared history among individuals (Allen et al., 2021; Evans, 2017). Overall, their experiences contributed to a greater understanding of the sub-theme of embracing and celebrating differences in building positive relationships.

Meaning (M)

In this research, Meaning refers to the participants' search for deeper meaning in their lives by pursuing their passion and discovering their need to have a sense of value and worth through belonging and/or serving something greater than themselves. Kashdan et al., (2009) posited that a sense of meaning is guided by personal values, and people who report having purpose in life live longer and have greater life satisfaction.

However, having meaning or purpose in life may be different for everyone (Seligman, 2012). Meaning, according to Ryan and Deci (2018), is a complex construct that can be approached from multiple angles such as: cognitively, appraising situations for meaning, and motivationally to pursue worthwhile goals. Substantially, though often used interchangeably, 'meaning' and 'purpose' are not the same. Meaning refers to how we "make sense of life and our roles in it," while purpose refers to the "aspirations that motivate our activities" (Ivtzan et al., 2016). Hence, one can not co-exist without the other. As humans, we need something to strive for and a sense of connectedness between the important moments that make up our existence (Steger, 2009). Thus, in order to experience a state of well-being and meaning in life, it is crucial to discover a sense of purpose in one's existence.

Serving their higher calling

In the following narratives, all the participants divulged a common theme on how they perceive Meaning. To them, meaning is guided by their personal values which could be attributed to their own future successes to serve their higher calling in life.

Nick perceived school as a source of hope. He believed that his life's meaning is shaped by his experiential learning which would propel him to succeed in the future. Additionally, he placed great importance on the life skills that he acquired at school as he believed that these are invaluable tools for navigating his life's journey.

The meaning of school for me is: It contains many meanings, but for me it's a meaning of hope. Well, I said that school is the meaning of hope because I think, [the] school does prepare you a lot for the future. Especially schools like BEPS, and any IB curriculum schools, because they do base their curriculum a lot on real-life experience. And what I'm trying to say is this, the way they prepare you is kind of... they're preparing [you] for real life. Future, which is kind of a hope to me. Hope that I will be able to succeed in life even after I finish my school.

I think most of the time what I do in school, [is] I consider them [as] valuable. Because I find them relevant in real life. For example, critical thinking. I think it's very relevant to real life nowadays. I mean, again, it's not about memorising things. We need to think critically and in real life you actually need to think critically. So yes, the small things like the skills, yes, that's I think, very valuable that I learned in school.

Zara's narrative is similar to Nick's perception. She found it meaningful at school when she is able to learn from the task as this would allow herself to be able to share this knowledge with others, "It's a way in which I get to learn, and then when I get older I have a good job. For example, if I do great homework, it's valuable because I can share it [with others]."

Ivy's account focused on new learning by challenging herself and establishing connections with the people around her.

[The meaning of school for me is] learning new things, meeting new people and having fun. Maybe, like, we have to write a poem in English. If the poem was about a specific topic, I would write the poem and then maybe write another personal poem for me to challenge myself and actually think about my life.

Similarly, Samuel's narratives delved into his significant experiences with others as well as school activities.

The different reason to come here is having a time to do the things that you like, like hanging out with friends and doing sports. The interesting things that you learn, the things that you like to do, that's the point of school.

On the contrary, Charlie's view on the meaning of school revolved around his future plans which are anchored on family values.

The meaning of school to me is the way I can... it's like a road to success because that is what my parents want for me. So, that is what they think would be good for me. To me, they will be happy if I have a certificate. So, I think, I will also be happy if I have certificates for them.

I also think that it's significant learning a language. I think that would make my school life very significant because I'll take the language and I'll be able to go wherever and communicate with other people, make network, make friends, meet other people, meet new people here, there, all around the world. If I learn multiple languages, I will be able to achieve that travelling dream. Also, the other thing that makes it meaningful is because I am able to have myself, at the end of the road, I will have my certificates and other achievements that I will give my parents with.

In essence, the narratives shared by the five participants have a common and powerful theme which emerges on how they perceive Meaning within the context of Seligman's PERMA dimensions. In their accounts, Meaning was intimately connected to their personal values, aspirations, and the belief that their education and experiences at school served as a critical catalyst for their future success and their higher calling in life.

Nick viewed school as a wellspring of hope, while Zara found Meaning in her ability to learn and share knowledge with others, reinforcing the idea that her education serves a broader purpose. Ivy and Samuel's experience centred on the value of school in terms of learning, self-challenge, and forging social connections, highlighting the importance of growth and relationships.

In contrast, Charlie's perspective on the Meaning of school underscored the importance of family values and future plans. His education is a path to success as defined by his parents, and learning languages was a means to achieve his dreams of global travel and connections.

In the study conducted by Yuen et al. (2015), it was found that some students tend to interpret the concept of meaning in life in terms of its importance for their future career or immediate goals and for developing their personal interests. One significant finding of the study is that a subset of students viewed meaning in life as closely tied to their future career ambitions. For them, the pursuit of a meaningful life involved aligning their actions and decisions with their long-term professional objectives. This interpretation underscored the influence of career goals on one's sense of purpose and fulfilment. Accordingly, the participants' accounts were aligned with the study of Yuen et al. (2015). Meaning as seen in the eyes of the respondents were motivated by their future view of themselves.

Ivtzan et al. (2016), as mentioned previously, defined purpose as aspirations and motivations, which co-exists with meaning. Similarly, a study conducted by Steinmayr et al. (2019) investigated the importance of students' motivation for their academic

achievement. The study found that students' ability self-concepts and their hope for success were important factors that influenced their motivation and academic achievement. The study also emphasised the important role of students' beliefs and their interpretations of actual events, as well as the role of the achievement context for motivational dynamics.

Furthermore, a study conducted by Chen et al. (2023) explored the influence of teachers on student motivation during mobile learning. The study found that students felt motivated when there were more people in a class, and they could unite to achieve common goals, discuss, and exchange ideas.

Overall, these studies suggest that students' motivation is closely tied to their aspirations and goals for the future which in turn gives meaning to their existence. Teachers and peers also play a crucial role in motivating students by providing support, positive attitude, and opportunities for interaction and exchange of ideas.

All participants found meaning in their endeavours at school, yet how they find their purpose and what motivated them to evaluate the value and significance of these experiences varies. Nonetheless, these narratives collectively emphasise that Meaning, in the context of well-being and Seligman's model, is deeply personal and rooted in one's values, aspirations, motivations and beliefs. Meaning is the driving force behind the participants' educational pursuits. Ultimately, it is the source of purpose and fulfilment that extends their vision into the future.

Accomplishments / Achievements (A)

In this study, Accomplishments / Achievements were used interchangeably and conceptually defined in a parallel manner; this refers to how the participants perceived the sense of success as a result of working toward and reaching their goals. This also included mastering an endeavour; as well as having the self-motivation to finish what they were set out to do. Kun and Gadanecz (2022) posited that Accomplishment is one of the pillars of well-being. This element centred around the pursuit and attainment of goals, the sense of achievement, and the satisfaction derived from successfully completing tasks and projects.

The sub-themes that emerged on the theme of Accomplishments / Achievements were divided into four: (1) reflecting on their past successes; (2) well-being as a goal; (3) sustaining perseverance; and (4) cultivating ways to develop accomplishments/ achievements.

Reflecting on their past successes

The first sub-theme on reflecting on their achievements was described by the participants through evaluating how a successful day at school looks like for them. It gave them satisfaction when they started reflecting on their attempts of doing something; this feeling eventually provided a positive sense of achievement when they recollected their thoughts on their past successes.

Nick described his perception of success by achieving the school's goals. He related his MYP experience where he successfully finished his Personal Project through doing comprehensive and exhaustive research.

Although I'm not in MYP anymore, I'm DP student, but if I could give an example of MYP, it would be when you develop certain skills, certain ATL skills. For example, let's say research skills last year; so of course, [our] being an IB school, our goal is to... the teacher's goal is to or the school's goal is to teach the students ATL skills other than academic curriculum. So, one of the ATL skills being research skills, if I am able to accomplish that skill then I'm meeting the school goal. So the way I did it was to finish my Personal Project. Yeah, and that is a big, big piece of research. Not big, but a medium piece of research. And I think I accomplished the research field very well to meet the school goal.

Conversely, Charlie described his progress through having clear direction in doing his school tasks as a sign of success.

I think there's a few things that make school successful for me. Today, that day was very enjoyable, or you know your direction, you know what to do. So that makes you successful. I [also] think I'm making progress to accomplishing my school goals because I do

extra time on school work. I am able to finish more assignment[s] in a small period of time.

Samuel recalled his past success in one of his subjects and how he felt after accomplishing the task.

It was actually in Science. We had to make a food diary. My goal was for the food diary [was] that has all [the information of] what I ate and the exact minimum calories. So, what I did every single time to achieve that goal is that in the house, before eating, all the things like all the spices, all the rice, I measured it and then my mom cooked it. So, I think I did a pretty good job there.

Furthermore, Nick shared his strong feelings of achievement through his internal motivation on improving his presentation skills.

I'm not sure if it is considered an achievement, but I'm proud of myself. Presenting things and talking in front of everybody. I think, two years back I couldn't do it but now I can do it. So, I considered that as an achievement.

Similarly, Charlie expressed his sense of achievement when he was able to independently navigate his school device; he considered this a significant personal accomplishment.

I think I've achieved something that I was proud of when I started. I'm now able to navigate the computer and I'm able to use it. I know where what is and where to find what I need. Also, I learned the skill of typing. I was very proud of how I've come, I've [be]come in that situation.

Susan affirmed the narratives of the participants from a teacher's perspective, "Some students feel happy when they feel that they accomplished something or when they understand the lesson; when they can solve something on the board; when they present something in a good way. They have this sense of accomplishment."

Similarly, Lara's insights were aligned with Susan. She specifically highlighted the satisfaction and happiness students experience from overcoming challenges, specifically citing instances of successful presentations and the personal project, attributing their sense of accomplishment to effective guidance, support, and ample practice.

A very specific example I can think of is these two presentations that we did. As far as happiness is concerned, I think when students feel that they've been challenged, and we've helped them to do their best and become successful. They go and do a presentation and then they're nervous and they're scared and they can't do it properly. But they feel that they've met the challenge because they've been well supported and guided and they have a chance to practise it. As we

saw with the personal project, they felt confident going into that very scary situation because they were well guided. And they practised it and they felt confident. So when they finish something like that, I think they feel extremely happy and accomplished.

Gina described how students felt fulfilled through encouraging students to curate positive pieces of work for their portfolios. This school initiative helped them feel good, boost their confidence, and allowed them to showcase their achievements,

I noticed that now, we ask them to work on their portfolios and they have to go and choose positive pieces of work that reflect their accomplishments throughout the year. I had a discussion with some students that academically they are not doing great, but now that they go through the process to focus only on the positives, I think that it helps them. It helps them feel good. And some of them are really looking forward to presenting their achievements to their parents. So when they focus on their achievements, it helps them be more confident about what they actually know.

Quinn (2018) underlined the importance of self-driven motivation as a fundamental aspect to accomplishment. She emphasised that achievement is not solely about external recognition or tangible rewards but is deeply rooted in the intrinsic desire to progress and improve. This internal motivation is what propels individuals to strive toward their goals, even when no external incentives are present.

Thus, Achievement, as evidenced by the narratives of the participants, is not perceived as a means to an end but rather as a continuous pursuit. This pursuit often revolves around the mastery of skills and the development of competence. The participants' stories revealed that the process of honing one's skills or knowledge is in itself inherently rewarding and satisfying; whereby this personal experience relishes the journey of self-improvement and growth of the participants.

In this context, achievement, as seen in the eyes of the participants, is a reflection of their dedication to self-improvement which is characterised by the intrinsic satisfaction derived from mastering new skills or advancing one's knowledge at school. This perspective underscores the idea that true accomplishment is indeed intrinsically tied to the satisfaction of becoming more proficient and capable in one's pursuits.

Well-being as a goal

The second sub-theme delves into the participants' well-being as an essential goal towards accomplishment. Seligman (2012) emphasised the importance of individuals setting goals that are aligned with personal growth and the cultivation of meaningful connections with others as a means to enhance their overall well-being. His research and work have shed light on the fact that when individuals consciously make well-being a goal and incorporate this into their life aspirations, they are more likely to experience a substantial boost in their overall sense of well-being. Hence, by striving for personal growth and fostering genuine connections with others, individuals create a positive feedback loop in their lives, reinforcing their happiness and life satisfaction.

The following narratives of the participants highlights the concept that well-being is not merely an outcome but a goal that young adolescents can actively pursue in order to nurture their personal growth, as well as to establish meaningful connections with the people around them.

In the narrative, Ivy shared her experience of setting personal goals within a school activity. As she navigated through this learning, her well-being significantly improved, driven by the positive emotions she felt from taking the lead and managing a challenging situation.

For the Spooky room, we finished decorating it but some people were not there when they were supposed to be there. So, I had to organise everything so when the kids would come in, who's going to put on the music? Who's going to scare what? And yeah, I felt very in charge in that situation.

In contrast, Charlie recognized his personal growth when he successfully engaged in communication with those around him. A pivotal moment in his journey was marked by significant progress and change at his new school, as he effectively conveyed his own concerns to others.

I think I have made improvements and changes because in my school life, back then I used to not ask questions in class very much. I didn't ask questions. I didn't really talk, make jokes around teachers or anything. So, I didn't learn. I mean I didn't make jokes and didn't

know adults and teachers to that extent. But I think I have improved by now. I am able to ask a question from anyone. I think from any teacher that is teaching me. So I'm able to ask and get clarification and get help if I need help.

Samuel, in the same manner, shared his experience on how he has improved his communication skills which he considered as a significant accomplishment at school.

Last year, when I came, I spoke very fast, like 100 kilometres per hour or something like that. So nobody can understand me. And now, I talk pretty slowly and actually I can pronounce words [properly]. I don't mumble.

Furthermore, Charlie emphasised the significance of cultivating connections within the school community, considering it an inherent objective in his pursuit of enhanced well-being.

I think situations like school life are satisfying to you because you meet new people. That is very satisfying to be able to have a close friendship with other people that you would have never maybe met in your life. Maybe then you appreciate the relationship we have with them. Then, also, school helps you to be able to learn skills that you will be able to use after your school life and I think after school career

ends, you learn skills that you [will] be able to apply in your everyday life.

Nick underscored the relevance of continuously improving his well-being through improving his connections with other people, “I think I haven't done everything. I mean, I didn't. Be open to others, probably that's what I haven't done.”

Overall, the participants' narratives revealed that aligning one's goals with personal growth and fostering meaningful connections creates a positive impact on well-being. Research in positive psychology has consistently shown that setting and working towards well-being goals can significantly enhance individuals' overall life satisfaction and psychological well-being. The study of Sheldon and Lyubomirsky (2006) demonstrated that individuals who actively engage in activities aimed at personal growth and social connections tend to experience higher levels of positive emotions and lower levels of depression and anxiety. Also, in the study conducted by Lyubomirsky and Layous (2013), they found out that individuals who actively work on building and maintaining positive relationships report higher levels of happiness and well-being over time.

Furthermore, cultivating positive relationships and fostering a sense of belonging have been associated with greater subjective well-being and overall life satisfaction (Diener & Seligman, 2002). This suggests that the participants' emphasis on personal growth and meaningful connections, as evident in their narratives,

resonates with the well-established principles of accomplishment within the PERMA model.

Sustaining perseverance

Another sub-theme that emerged was the ability of the participants to sustain perseverance that adds to their sense of achievement. This includes the concept of passion and grit to attain their goals.

The following narratives provide a compelling illustration of the challenges the participants faced within the context of school tasks. These challenges, at times, seemed overwhelming and demanding, creating a considerable burden on their shoulders. However, their story is not just one of adversity but also one of resilience and determination. In the face of these demanding school tasks, the respondents exhibited remarkable perseverance. They undertook a conscious effort to rise to the occasion and ensure that they met the expectations placed upon them. Their ability to navigate through these challenges showcased their unwavering commitment to personal growth towards achieving their goals.

Yes, it happened I think 3 weeks ago. Well, being in the DP, I had in that week... I think I had to finish [a] couple of science reports, write an essay in English, there was an exam in Maths, we had homework in French, we had to write 10 mark questions in Business Management, I think. I mean in every subject, I think, in that week we had one or two homeworks and we also had to prepare for T.O.K.

exhibition. Extended Essay is always there. So yeah, that week was overwhelming.

In general, yes, I think I'm managing. I'm not going to say I'm super good at handling my school responsibility. I will try my best. So by school responsibility, what I mean is daily homework assignments, [sorry] engaging with classes and doing other activities such as CAS.

Nick's narrative above was confirmed by Charlie. Both expressed their feelings of being overwhelmed by school tasks yet they persevere to achieve their goals.

The only time I feel overwhelmed is when I have homework at once. All of them are submitted on a similar day and they're all very heavy files and I have to work extra time and extra time at home, so that is why the situation is overwhelming.

I think during the class because there's always a time limit to what you're doing. I handle them by reminding myself that the time is not too much, that I'm given [limited time] to finish a certain assignment. So I have to push myself to be able to finish it by the time that I'm supposed to finish it. So that is what pushes me, I think.

The testimonies shared by Nick and Charlie serve as moving narratives that young adolescents may encounter in their academic journeys. Their experiences, as highlighted in their accounts, reflected the challenging nature of school tasks at

BEPS that made them feel overwhelmed. Yet, both participants demonstrated remarkable perseverance. Their narratives, which are real-world examples, underscored a shared theme of tenacity and determination. Similarly, they found their inner strength and determination to navigate through these struggles and emerge on this challenge. This clearly shows that they have not only endured but flourished in their own ways in pursuit of personal growth and achievement.

The research of Duckworth and Eskreis-Winkler (2007) highlighted the concept of "grit" as a key factor in achieving long-term goals, which was aligned with the experiences shared by Nick and Charlie. The role of inner strength and determination in overcoming academic challenges as shown in their narratives exhibited their sustained effort and perseverance to overcome obstacles and achieve success. Thus, these narratives demonstrate that research findings on sustaining perseverance to achieve academic goals are reflected in the lived experiences of young adolescents such as Nick and Charlie.

Cultivating ways to develop accomplishments / achievements

The final sub-theme that emerged was the various ways on how the participants cultivate accomplishments in their lives. Based on the lived experiences of the respondents, there were three ways that surfaced to enhance achievement: (1) setting goals; (2) linking goals to values, and (3) having the growth mindset approach.

Three participants shared that they handle their school responsibilities by making sure that they physically write down their daily tasks as a means to set their goals.

Zara mentioned that she has a notebook where she writes all the things that she needed to do for that day. Ivy, in the same way, has a 'To-Do-List' to keep herself organised. Nick shared that he handles his school responsibilities by writing on his timetable at the beginning of each day.

When I talk about the daily school responsibility, yeah, I try to make a timetable at the beginning of the day. So, I put the subjects of the task that have the top priority at the top and I finish them. Then, I move on to the next part. Then, that's how I handle my responsibilities.

Taken together with the narratives of the participants, it revealed that goal setting is one of the most effective and powerful tools to accomplish one's aspiration. Goal setting is widely accepted as the most effective way to focus attention on the right activities, to energise, and increase commitment (Sheard, 2013). Based on Nick's narrative, he begins his tasks based on priorities; while Ivy and Zara list down their daily tasks to make it more manageable for them. The participants' accounts affirmed Sheard's statement that goal setting, indeed, entails clear focus and energy. Thus, the goal must be well formulated, the strategy appropriate, and the actions directed, to ensure that there is purpose, relevance, direction, and accountability (Ogbeiwi, 2017).

Secondly, an additional significant aspect that emerged during the exploration of how accomplishments were nurtured pertained to the participants' alignment of goals with their personal values. The respondents' narratives shed light on the integral role of

values-aligned goals in their journey towards success. It became evident that they consciously set their goals in harmony with their deeply held values, thus forging a powerful connection between what they aim to achieve and what truly matters to them on a profound level.

Nick, Charlie and Samuel's accounts demonstrated how their deep-seated principles on leadership are in harmony with their goals. This, in turn, provided them purpose and sense of direction to infuse their pursuit for success into their lives. As per Charlie's perspective, he found out that his ability to achieve his goals was closely tied to his level of interest in the given subject or situation. He expressly emphasised that the stronger his connection and comprehension of the topic was, the more his focus and interest were heightened.

I think I am in charge of [the] situation in football; I'm always in charge of the situation, I would say, in class, when I've understood what the direction is. I have understood what I am supposed to do. I think I will be in charge of the situation, regardless of the subject, if I understand specifically what I need to do.

Conversely, Nick's values are intricately connected to his interest in event organisation, "I try [to be in charge of the situation], especially if there is an event. I think I'm in charge of the situation because that's what I [would] like to do."

Samuel joyfully and proudly shared his accomplishments of spearheading two clubs in the school, "First of all, I started two biggest clubs in the school: Sports Club and running club... The kids, the students, just get so overwhelmed because of studying. And when you have a Sports Club, [they] just relax and calm down."

The participants' experiences underscored that the interweaving of values-aligned goals with their personal journey is an effective strategy towards achievement. This alignment fosters a deep sense of fulfilment and satisfaction as they progress towards their goals, which ultimately contributes to their overall sense of accomplishment. Thus, Nick, Charlie and Samuel's accounts provided a profound illustration of how the conscious integration of values with goals can become a cornerstone for personal growth and achievement.

Furthermore, during the Focus Group Discussion (FGD) involving secondary teachers, one participant astutely noted that students tend to thrive when provided with hands-on learning opportunities.

In my opinion, when they [the students] have the chance to do some hands-on activities: the plants, the garden, the space, the maker space, all these sort, again, getting their hands dirty, sometimes even quite literally, is the place where they thrive the most. They struggle with theory most of the time. While on the other hand, they enjoy practical activities.

The teacher participant's observation emphasises the preference for hands-on and practical activities among students, which echoed the idea that values-aligned goals and practical, experiential learning opportunities contributed significantly to students' sense of accomplishment and overall growth. Nick, Charlie, and Samuel's accounts served as real-life illustrations of how aligning goals with values and embracing experiential learning can become foundational elements in achieving personal growth and accomplishment.

These findings were closely aligned with the principles of the PERMA dimensions, emphasising the profound impact of aligning personal goals with deeply held values on well-being and achievement. Research by Sheldon and King (2001) empirically supported this perspective by suggesting that when individuals align their goals with their core values, it significantly enhances their motivation and commitment to these goals. This alignment serves as a powerful source of purpose and a robust foundation for the pursuit of objectives, ultimately leading to a heightened sense of accomplishment.

Sheldon and King's study further underscored that when individuals act in alignment with their deeply held values, they are more likely to experience a greater sense of fulfilment and success in their pursuits. These research findings validated the participants' experiences, highlighting the substantial impact that values-aligned goals can have on personal growth, well-being, and the overall sense of accomplishment.

Lastly, the emergence of adopting a growth mindset approach was a prevalent topic in the narratives of the participants. They underscored the importance of maintaining a positive outlook when confronted with the various challenges presented in their school experiences. This positive perspective was seen as an integral part of their learning journey, eventually fostering an innate motivation that allowed them to persevere and courageously face new challenges.

Both Nick and Charlie expressed a sense of accomplishment in their school lives. Nevertheless, they also acknowledged that there remains room for further growth and improvement. This realisation stemmed out from their reflection on the positive changes that they have encountered.

According to Nick:

I think I have achieved a lot in my school life because I see changes in myself and that way I think. Well, I think, it's about the way that I don't worry too much about a low grade. [If I get it, unfortunately] Before, I used to worry a lot. I thought that a grade of 1 was very low.

That means, I will get that in my report card and it's the end of the world. But now I don't think about it like that. I think that it's indicating something that I need to improve, something to get to the next step. So that's the kind of change I have.

Charlie narrated that:

I think I'm doing all I need to do so far. [Not] maybe not 100%, maybe 80%, but I think I'm doing most of the things that I need to do to be able to have a healthy school environment and school life.

Nick and Charlie's reflections echoed Matthew's (2007) groundbreaking work on growth mindset which has been instrumental in understanding how individuals perceive challenges and setbacks. Her research suggested that individuals who adopt a growth mindset believed that their abilities and intelligence can be developed through effort and learning. This perspective led to greater resilience in the face of adversity and a willingness to embrace challenges as opportunities for growth. As Nick expressed a shift in his thinking towards seeing low grades as indicators for improvement rather than as insurmountable failures, he embraced the positive mindset and accepted this experience as part of his learning process.

Nick and Charlie's narratives exemplified the application of growth mindset in their school experiences at BEPS. Nick's willingness to adapt his perspectives from viewing low grades as final outcomes to seeing them as opportunities for growth demonstrated the real-life impact of embracing a growth mindset. Consistently,

Charlie's statement exhibited a perspective of self-evaluation and self-improvement, which is a central component of growth mindset. He manifested the belief that he is capable of continuously developing and growing. Thus, this shift in mindset fostered an inherent motivation for him to confront new challenges that would ultimately contribute to his sense of accomplishment and personal growth.

The participants' accounts conveyed the idea of embracing growth mindset by welcoming struggles and seeing this as signs of progress and being able to maintain a proactive and optimistic approach to personal development. Both respondents were receptive in believing that there is always room for improvement and that actively working toward a healthier school experience would ultimately result in success. These findings were aligned with the growth mindset's emphasis on learning from mistakes and striving for personal growth rather than perfection which was supported by Yeager and Dweck (2012); the authors delved into the educational implications of growth mindset. It revealed that students who embrace the positive mindset approach in academic tasks face challenges with greater resilience, ultimately leading to better performance and overall academic success.

Thus, the narratives of all the participants illustrated how setting goals, core values-aligned goals, and embracing a growth mindset approach have enhanced their sense of accomplishment. Additionally, this convergence of lived experiences of the participants with established principles from various researchers demonstrated the effectiveness of strategies in cultivating achievements and well-being.

The importance of setting specific and challenging goals was reflected in the participants' experiences, emphasising the role of goal-setting in motivating and guiding their pursuits. Additionally, aligning these goals with deeply held values provided them with a profound sense of purpose and a strong foundation for achieving their objectives. The research by Sheldon and King (2001) supports this approach, highlighting the positive impact of values-aligned goals on motivation and goal commitment.

Furthermore, the narratives emphasised the significance of embracing a growth mindset, which aligns with the research by Yeager and Dweck (2012). Participants who maintained a growth mindset viewed challenges and setbacks as opportunities for learning and personal development, fostering their resilience and motivation to tackle new challenges.

Ultimately, the participants' stories showcased the practical application of achievements in their lives through demonstrating the conscious integration of well-being in goal-setting, reflecting and celebrating on their past successes, as well as cultivating ways on how to develop accomplishments which involve: having a growth mindset, setting goals and ensuring that these are aligned to their values, can significantly contribute to their sense of accomplishment and overall well-being.

The research conducted by Lyubomirsky et al. (2005) delved into the concept of sustainable happiness and its relationship with personal accomplishments. Their findings highlight the significance of individuals setting and achieving goals aligned

with their values. Such concordance is shown to have a positive impact on overall well-being, emphasising the importance of the interconnection between these variables. Thus, all participants' experiences closely align with these findings, affirming the significance of this alignment in fostering a sense of accomplishment and well-being.

In summary, both the narratives of the participants and the scientific research emphasised the interdependence of personal growth, achievement, and well-being, underscoring the pivotal role of aligning goals with values, as supported by research presented above. These findings underscore the profound interconnection between personal growth, achievement, and well-being within the framework of the PERMA model in relation to the elements shared by the participants through their lived experiences.

The fourth research question's focal point was to adjudicate how positive psychology in education is actualised at BEPS International School, with two emerging themes: social connectivity and school satisfaction. The school's commitment to providing high-quality education and fostering passion for learning is evident in its personalised learning approach, student-focused teachers, and values-oriented environment. The emphasis on social connectedness is reflected in the school's international community, which provided enriching experiences and opportunities for students to develop deeper connections. Additionally, the school's focus on authentic learning experiences and skills development contributed to the overall satisfaction and well-being of the students. The concept of positive education is a global phenomenon,

and its implementation at BEPS International School was aligned with the principles of Positive Education, which aims to promote well-being and academic achievement (Seligman & Adler, 2018).

Positive education encompasses both explicit teachings and implicit aspects of the school culture. The taught curriculum involves the intentional application of positive psychology principles during scheduled class time. This includes developmentally appropriate and culturally sensitive lessons, a dedicated team of teachers who can adapt to student feedback, and a focus on long-term goals in delivering positive education lessons. On the other hand, the caught curriculum represents the overall culture of the school, including the language used, interactions between staff and students, and implicit norms. By integrating positive education into the school culture, it is possible to prioritise well-being without detracting from academic learning (White & Kern, 2018). Furthermore, The school environment represents one of the major life contexts of children (Conesa & Dunabeitia, 2021) which implies that the school is the primary setting of social and emotional experiences (Amerijckx & Humblet, 2014).

Similarly, studies have shown that positive psychology programs have numerous benefits for students. Alam (2022) found that these programs are associated with improved health, relationships, happiness, and academic success. A key factor in these outcomes is the cultivation of a growth mindset. Students with a growth mindset view their academic journeys as opportunities for learning, growth, and development. They interpret setbacks, challenges, and effort as effective means of

improving their abilities and intelligence (Zhao et al., 2023). This mindset not only enhances resilience but also contributes to higher levels of psychological well-being and school engagement.

In addition to explicit teachings and programs, the design of the school environment and the interactions between teachers and students play a vital role in shaping students' perceptions of themselves and their worldview. Allen and Kern (2017) stress the importance of creating a supportive and inclusive classroom environment and using language that fosters positive thinking and understanding. These factors influence how students interpret and make sense of their experiences, ultimately impacting their overall well-being and academic performance.

Also, positive education incorporates explicit teachings, such as curriculum-based lessons, as well as implicit factors within the school culture. By recognizing the link between positive psychology and students' well-being and academic success, schools can create an environment that promotes growth mindset, resilience, and positive thinking. This multifaceted approach, encompassing both taught and caught curriculum, enhances students' overall well-being and fosters a positive learning environment (White & Kern, 2018; Alam, 2022; Zhao et al., 2023; Allen & Kern, 2017).

Overall, positive education, rooted in the principles of positive psychology,

encompasses empirically validated interventions and programs that promote student well-being (White and Murray, 2015). This approach draws from the extensive history of positive psychology, incorporating philosophies, theories, research, and preventative applications to cultivate optimal human function (White, 2017). Similarly, a key aspect of positive education is its aim to transform school cultures, empowering students to view the world through a positive lens. Seligman et al. (2009) define positive education as an educational approach that not only fosters academic skills but also promotes happiness and well-being. Thus, by integrating positive psychology principles into the educational framework, schools can prioritise social connectivity, enhance school satisfaction, and ultimately nurture holistic student development.

Social Connectivity

In this research, social connectedness is defined as the participants' sense of belonging and their feelings of safety and a welcoming environment within the educational setting. It encompasses the extent of the student-teacher relationship. Social connection is a concept relating to belonging and feeling close to others (Macfarlane, 2020). Likewise, Pavey et al. (2011) suggested that social connectivity is a core psychological need that is necessary for life satisfaction. Thus, social connectivity plays a crucial role in understanding how positive psychology is actualized and its direct impact on students' well-being and overall development.

Based on the participants' accounts, three sub-themes emerged during the in-depth interviews which were: (1) welcoming and safe atmosphere; (2) trusting relationship between teachers and students; and (3) promoting human development.

Welcoming and safe atmosphere

The respondents' narratives on how they perceive welcoming and safe environment at school were described accordingly. Nick expressed that the learning environment, as well as the school's diversity made him feel connected to the community, "The learning atmosphere is different. There are at least over 20 different nationalities in our school, and from different nationalities, you learn different things." This was affirmed by Ivy, "The people here are from different countries so they have a different way of teaching, which is interesting. I like the school, for who it is, the people in it, the environment." Zara also formally supported this, "I'm pretty satisfied [at school]; like everything, the classes, the atmosphere. It's smaller than other schools, and you can be yourself and talk to people."

Charlie chronicled that positive psychology in education for him is a healthy and safe environment. Additionally, he perceived the school as a place where there is synergy between learning and positive emotion. He felt that he belonged in the school through his social connection with the community.

I think positive education is a healthy environment. The fair system is for everyone. I am satisfied at BEPS because I'm able to understand everything I'm taught. I'm able to meet [my classmates] and I know them all. I just talk to people and understand people and play on the football pitch, that makes it very interesting. I think the school is really small for violence; there's no violence in general. These meetings

[review the week], these rules, these supervisors, the cameras [CCTVs], I think that is how they try to keep a healthy environment.

Zara confirmed Charlie's statements by sharing her insight on how she felt safe and supported at school. She also highlighted the importance of happiness in a learning environment.

I think it's a pretty good school because it's not only about learning. It's also about being happy. It's really different from other schools. It makes me feel safe because there's not many things happening, like bad things. And also, [I feel] supported because everyone is asking like if you need help, they help us. So yeah, you're supported.

Lara, one of the participants in the focus group discussion, shared the impact to students when they feel safe, "They arrive at school and they want to be here. It's a safe place. The atmosphere is extremely important that they feel they're not being bullied, that their friends smile. The connection with other students matters a lot."

Alex affirmed Lara's observations by emphasising that establishing a positive relationship with students is crucial for creating a secure and conducive learning environment where positive communication, interactions, and feedback are encouraged from both the teacher and students' perspectives. He believed that responsibility lies with the teacher to ensure students feel safe and secure in their educational journey.

It's to build a relation with your students that you know it will create a positive and learning environment. It's to be positive in class - without frustrations from my side or from my student side. Positive communication, interaction in class, positive feedback that flows both ways. They need to feel secure. Students need to feel secure and we are part of that. This is on us. We have to provide a secure environment.

Gina, another FGD participant, on one hand, reiterated that while the school has successfully created a safe and secure environment for the students, there is a need to find a balance to ensure that students do not become excessively entitled and cross boundaries that should not be crossed.

I think we managed to provide the safe environment for the kids - the secure environment, the healthy environment. What we are struggling to do is manage to not exaggerate in that direction because they get too safe - too entitled sometimes to cross some boundaries that they shouldn't.

The sense of belonging in this study referred to the participants' perception of being included, accepted, and supported within the school community. The feelings of belongingness experienced by the participants encouraged them to engage in school activities in and out of the classroom. Also, seeking help or support when needed

allowed them to thrive, succeed and become deeply engaged due to the school's healthy and positive environment. Thus, the warm and safe school environment fostered a positive and psychological climate for students, enhancing their overall well-being.

The sense of belonging is an important aspect of students' academic and social success for the reason that engagement of students in their learning includes feeling part of the school, being interested in learning, paying attention and participating in school activities (White & Kern, 2018). Korpershoek et al. (2019) posited that students who feel a sense of belonging in school are more likely to engage in academic and extracurricular activities, have higher academic achievement, and experience better mental health outcomes. Additionally, a sense of belonging can be fostered through various strategies, such as creating a positive school climate, promoting inclusive practices, and providing opportunities for students to connect with each other and with school staff. Overall, creating a warm and supportive school environment can have a significant impact on students' well-being and academic success.

Over and above that, the feelings of safety and a welcoming environment attributable to teachers' diversity contributed to the social connectedness experienced by the participants. The participants felt a strong sense of safety in their educational environment, largely attributed to their teachers' actions that made them feel at ease to be themselves and establish meaningful connections with their peers and the

broader community. Therefore, the way students interact and forms experiences in various settings and conditions could influence their well-being.

Trusting relationship between teachers and students

Another sub-theme that emerged from the discussions is the significant and impactful topic of establishing a trusting relationship between teachers and students. Throughout the conversations, participants repeatedly emphasised the crucial role that trust played in their school life to foster a conducive learning environment. They expressed a strong desire to cultivate a sense of trust and affiliation with their teachers, as they believed that this enriched their overall educational experience and psychosocial well-being.

Nick's perception of positive education revolved around his teachers' positive personal qualities, which he believed were integral to creating a nurturing and supportive learning environment. He placed significant importance on qualities such as empathy and compassion as exhibited by his educators. He acknowledged these qualities as fundamental for fostering meaningful connections and effectively engaging students in their learning journey. Nick firmly believes that when teachers possess these positive characteristics, it not only enhanced their ability to impart knowledge but also created lasting impacts on his personal growth and development.

Positive education [is] when there is encouragement. There is, as I said, good understanding among the teacher and the student. I think this understanding between teacher and the student makes a good

and positive education. Teachers let us be independent and take control of our study which I think is very important. I'm very satisfied with my teachers. I think each the teachers are very keen for me to do well, not just me, but the whole class. They help if you need it and most importantly, they provide you encouragement. That's I think the most important thing. In general, they are caring, they're very good at encouraging students and they're very professional. They don't scream that much. I think that's very important. I think that's professional. That's kind of like one of the best traits that we have on our teachers. They care to know about what's going on in my life and what's going to be in the future for me or what I am planning for the future.

Charlie's recount served to validate Nick's statements as he emphasised the notable personality traits of his teachers, specifically their benevolence, which played a pivotal role in enabling him to maintain an open-minded approach towards learning and embrace new knowledge and experiences.

I think, if I was from another school in Europe, I would say the teachers are OK but I would say it's an upgrade to my previous school. These different characters of the teachers, in general, I think they are good teachers. Most of the time they know what you don't know. So it is good, it's always good to learn something new from

them. They will try to help you in a class and talk about what is happening. So then they try to hear you out.

Zara shared the similar experience with her teachers, “They help us learn. If you have a problem, you can talk to them and they will help you. When there’s something like a conflict, they also help us.”

Ivy passionately expressed her unwavering belief in placing trust in her teachers and treasuring their wisdom,

I can trust the people here. I can trust my teachers. They’re also older than me so it’s interesting to see their perspective. I had a homework in Science and I didn't have time to finish it, my Science teacher gave me an extension and I really appreciated it. They respect our point of view, but they still get to decide how much [time] you can negotiate. Then, we find a common ground and we respect each other. Teachers are kind and respectful; they explain things properly, they give you sometimes extensions and they help you with the work.

The sub-theme of trusting relationships between teachers and students unambiguously underscored the significance of promoting strong relationships and mutual trust within the educational sphere. It highlighted the participants' deep-rooted conviction that a trusting relationship between teachers and students is fundamental

to creating a cornerstone of an inclusive, motivating, and enriching learning environment in which students feel valued, empowered, and encouraged to excel.

In the focus group discussion, Selena described her strong connection with students by creating a comfortable and inclusive classroom environment where students can share jokes, stories, and ask questions, which fostered a sense of confidence and positivity among them. These moments of shared laughter and interaction allow the true confidence of the students to shine through,

This feeling of kind of like confidence, I think, is really is something that I see also when we share moments together as a classroom, even jokes or like offhand remarks or something that I can see that there's confidence and everyone's comfortable. This feeling of ease that we can all just laugh about a story and share the story together and ask questions about it. And those are moments where I see really the students positivity come out, their confidence.

Platz (2021) posited that trust is an inherent characteristic of the relationship between teacher and student. It cannot be treated as an add-on or reduced to isolated interactions. The reasons for trust are dependent on the relationship itself, making it distinct from reasons based solely on a teacher's competence or commitment. This claim is rooted in the understanding that being in a personal relationship significantly influences the reasons that guide interactions and trust between teachers and students. Thus, The significance of trusting relationships in academic education and

their impact on students' engagement and achievement is essential to support learning (Rimm-Kaufman & Leis, 2015). Furthermore, student-teacher relationship is a critical component of social connectedness as it cultivated an environment where the participants felt seen, valued, and cared for. The secondary teachers at BEPS established strong connections with their students that created a foundation of trust, enabled effective communication, and created a safe space for emotional support; ultimately, this impacted the participants' overall well-being and development.

In addition, the encouraging atmosphere created by their teachers fostered healthy communication, which in turn facilitated the formation of deep connections within the school community. Research suggested that teachers' diversity contributes to the social connectedness experienced by students, as it can make the educational environment feel safe and nurturing. Teachers who make students feel comfortable expressing themselves and taking risks to form meaningful connections can encourage open and honest communication, fostering a dynamic classroom and promoting deep connections within the school community (Clark et al., 2023). Henceforth, the interaction of students with their teachers is a dimension that would explicitly define well-being in a school community (Huppert, 2009).

As all the above points have demonstrated, this research consistently emphasised the crucial role of prioritising and cultivating trusting relationships to promote positive education and facilitate students' holistic learning experiences. This approach emphasised the importance of nurturing positive emotions, fostering meaningful connections, and facilitating personal growth, all of which contribute to creating a

conducive and fulfilling educational experience for students, as well as nurture students' well-being, resilience, and overall positive development - all of which are the central components of positive psychology in education.

Promoting human development

The final sub-theme that arose from the in-depth interviews focused on promoting human development. This sub-theme highlighted the participants' recognition of the competencies that were nurtured within the school environment, suggesting that they actively strive to enhance and develop their individual character strengths.

In reflecting on personal growth and development, Nick expressed a deep sense of satisfaction and gratitude. He attributed a significant portion of his current identity to the experiences and influence of BEPS. Recognizing the transformative impact of these encounters, he acknowledged the significant changes he has undergone and how he gained a valuable understanding of how life truly operates.

The person that I am right now is 80 to 90% made by BEPS. Really. Because me being me, I understand how much I have changed over the years. I am very grateful for that and I really understand how the real life works.

Charlie, on the other hand, described his personal development through improving his character strengths, revolving in his knowledge, attitude and values - as a means to achieve well-being. He expressed a strong sense of satisfaction, driven by the

belief that the knowledge and skills he acquired through his education at BEPS have practical applications in his future endeavours and careers. He also recognised the value of well-being in understanding the importance of balancing academic responsibilities with methods to alleviate stress and frustration. Moreover, he emphasised the significance of communication and dialogue in teaching respect. Charlie highlighted the transformative power of positive education in equipping himself with essential life skills that he needed.

I am very satisfied [at BEPS] because I think most of the things we learn, almost all of the things we learn, we can be able to apply later on in life, in your future, in your career lives; so we learn skills that we can be able to use to our advantage later on in life. I think mostly I think it's [respect] talked about so that other people know what the respect means and what what to do to show your respect to other people. So, I think, talking and communicating - that shows and teaches other people respect. Like they will say, 'What happened that week? That was very disrespectful.' So students have an idea of what's good to other people and what is not good. It also showed me that well-being understands that we have a lot of work to do. We have a lot of duties to do, schoolwork also. So, well-being helps me, makes me understand, that there are methods and ways to relieve your stress or your frustration or what to do when you feel frustrated.

Samuel echoed Charlie's statement, emphasising his ability to maintain composure even in high-pressure situations as he strives for personal growth and development,

“Sometimes, teachers get a bit annoyed. If it's my fault, then I feel bad about it but if it's not my fault - it's like she understand it wrong, I don't feel good. Then, I probably argue about it. I get [a] bit annoyed, but I try to calm down. I tell myself, ‘don’t go fight for it but just calm down.’ I just tell things like that to myself.

The final sub-theme that emerged from the in-depth interviews emphasised the importance of promoting human development, aligning closely with the principles of positive education. Soutter et al. (2014) postulated that at different stages of life, particular domains maybe emphasised than others. Hence, this sub-theme showcased three participants' recognition of the competencies fostered within the school environment and their active pursuit of enhancing their individual character strengths which indicated their need at this time. These narratives highlighted the transformative impact of positive education, as evidenced by the personal growth, gratitude, and understanding exhibited by Nick, Charlie, and Samuel. The time one spends in school is a crucial phase because it shapes adults on who they become; the school sets the foundation on which their life is built (Martin & Marsh, 2006). Thus, the focus on practical applications, well-being, communication, and managing stress further exemplified how positive education at BEPS was nurtured not only on the participant's academic success but also the holistic well-being and character development.

In summary, the final sub-theme that emerged from the interviews showcased the significance of positive education in creating an educational experience that

nurtured, empowered, and enriched the lives of the participants. This emphasis on human development and personal growth were aligned with the broader goal of fostering lifelong flourishing. The interconnectedness between personal development and care for others became apparent, that highlighted the importance of self-care as a prerequisite for effectively caring for others.

With this in mind, positive education served as a catalyst for equipping the participants with the necessary skills, mindset, and values to thrive in all aspects of life while promoting a sense of well-being and empathy for others. This sub-theme underscored the transformative power of positive education in shaping individuals and the BEPS community, paving the way for a future of personal and collective flourishing.

Multiple studies have highlighted the crucial role of schools in shaping students' well-being and positive adjustment (Baker et al., 2003; Wentzel and Ramani, 2016; Fomina et al., 2020). By creating a psychologically healthy environment and fostering strong student-peer and adult relationships, schools contribute to the overall development of a sense of community among students. This positive school environment, encompassing both social and academic aspects of students' lives, has been found to be closely linked to their well-being (Fomina et al., 2020). Moreover, the classroom and school serve as social settings that can promote resilience and act as a protective mechanism for students' emotional well-being. Therefore, it is the responsibility of schools to prioritise care, support, and well-being, which also have implications for student-teacher relationships (McLaughlin, 2008). Recognizing the

significant impact of school on students' identity and emotional state, Fraillon (2004) supports the implementation of a "whole school approach" focused on enhancing social relations between teachers and students. Overall, these findings emphasise the importance of schools in fostering a positive environment that supports students' well-being and promotes their overall development.

Through in-depth interviews, several sub-themes emerged that contribute to social connectivity which is aligned to positive school environment. Firstly, the creation of a welcoming and safe atmosphere sets the foundation for students' well-being. Trusting relationships between teachers and students also play a crucial role, as they provide a supportive and nurturing environment. Finally, promoting human development is essential for fostering students' overall well-being. In the final analysis, schools have the power to shape students' well-being through the establishment of a psychologically healthy environment and a positive school culture, which involves prioritising care, support, and fostering trusting relationships between teachers and students. By implementing a "whole school approach", schools can enhance students' overall well-being.

The theme of social connectivity emphasises the importance of creating a nurturing and empowering educational experience, equipping individuals with the necessary skills and mindset for lifelong flourishing. This shift towards human development recognizes the interdependence between individual growth and the well-being of their broader contexts, with personal development viewed as a foundation for caring for others (Perez et al., 2016). Indeed, there are connections between competencies,

character strengths, and subjective and sustainable well-being, with critical thinking serving as a vital link between the two (Vazquez-Marin et al., 2023). White (2016) highlights the significance of an ideal learning environment that optimises well-being and reflects a positive school ethos. This ethos promotes a welcoming and stimulating atmosphere, fostering positive attitudes towards learning. Schools are also implementing social and emotional learning programs that focus on self-awareness, self-management, social awareness, and social management. Thus, through educational policies centred on student well-being and school culture, schools can create safe, supportive, and inclusive environments that facilitate learning and social connectivity.

School Satisfaction

In this research, school satisfaction was referred to as the participants' perceived quality of life at school. School satisfaction was defined as a student's subjective cognitive appraisal of the quality of his or her school life (Baker & Maupin, 2009). In youth, global life satisfaction appraisals were believed to be primarily influenced by the child's level of satisfaction with school, which was considered as one of the five core domains (Suldo et al., 2014). Additionally, research indicated that school satisfaction was a particularly strong contributor to life satisfaction among some subgroups of youth (Park & Huebner, 2005).

Two emergent sub-themes were revealed based on the participants' narratives: (1) emphasising the value of high-quality education, and (2) enhancing learning opportunities.

Emphasising the value of high-quality education

The lived experiences of the participants in terms of the quality of the school's curriculum, facilities and services were underlined in their narratives. Nick described his experience in the IB curriculum as highly rewarding due to its exceptional educational framework. He also perceived that the school placed great importance on student well-being through dedicated well-being classes. He expressed his appreciation to the school's efficient handling of issues like Wi-Fi problems and its provision of well-equipped facilities, including a Science lab. Safety is also prioritised through regular fire drills.

I'm studying in the IB curriculum and yes, it is one of the best curriculum you can have in the school life. The field trips or the residential trips that we have, I think, in [my country] we didn't have that, but in international schools they do and that's what I find most interesting. One of the important thing that this school do is that they they take well-being classes to different year group and which I think goes to show the importance of well-being and how BEPS values well-being of students. There are certain topics they do teach in the well-being class in MYP, which looks at the personal and social side of a human being. It did inform us a lot about the well-being and the significance of resilience.

I am satisfied with the services offered by the school because, for example, today in the morning, I had the Wi-Fi problem. I went to

Mr. Suharto and he fixed it for me. I also think that there is sufficient equipment for my domain. For example, there are equipments in the Science lab. Also, I think it's very safe [here] because we have, for example, fire drill that we do in case unfortunately a fire goes on, we know what to do. So, it's kind of safe. It provides a safety to us.

Charlie supported Nick's remarks by emphasising the school's recurring activities, facilities, and services. He believed that the BEPS community was progressing positively, evident through the weekly meetings where student achievements were recognized. Furthermore, he noted the prioritisation of well-being, which involved allocating dedicated time to manage different life aspects. The personal project was highlighted as a means to foster individual character development. Charlie also appreciated the school's smaller size and diverse equipment, which offered a distinctive learning environment. He commended the cleanliness and maintenance of facilities, including the playgrounds, as they contributed to a healthy and conducive atmosphere.

I think you would see that the BEPS communities is going in the right direction, it is doing well. I think there are meetings [review the week] that we do as a school that we tell how good things have happened a week, the best things. Well-being is also kind of a subject because they have organised some time for it. So that is how the school shows that it cares for the students' well-being; I would say, by having that time for well-being and teaching how to manage things. Also, through the personal project, you would see

BEPS tries to build an individual character, I would say, because the topic, you choose. Whatever you want to learn more about and the teachers help you to achieve that goal.

So here, the thing that was interesting was that the school is relatively smaller from the one I was previously had. The equipment is also different from the equipment we have there. We had desks here, we have random chairs that some of the teachers use also. I like this school that it has clean facilities. I like the overall hygiene. Also, the school premises are very good. The equipment is good, is well taken cared of. Maybe not all of the equipment, but some or almost of them is taken cared of. The system, I mean, not the system but the service - they have healthy facilities; for instance, the playgrounds are nice. I think the facilities are very useful and healthy. I can study well with my classmates, for instance this room where we're in, there's times when everyone has a lot of work to do; no one is like standing or playing - everyone has something to submit that day and everyone needs to do things. So, by that time, everyone is quiet - headphones on, most of them. All of them are doing school work.

Susan emphasised the importance of learning something new at school. She believed that students find value and satisfaction in learning when they acquire new knowledge, relate it to real-life situations across various subjects, and develop both

knowledge and skills, highlighting the multifaceted nature of their happiness and satisfaction.

If they learn something new, this is an addition that gives value added to the to the successful day, also when they relate things to life. For example, they were able to relate what they are learning with what is really happening in life. So this could be in Biology and Business and Mathematics and many things. Are they happy? Are they satisfied? They learned how to develop their skills. Sometimes it's not only about knowledge. There are also skills. So it's a combination of many things.

I think when we play with the to the enthusiasm of the children, they want to know the answer to the questions. When they do these connections with the real world and they start asking and they start searching for answers, then I feel that this is a positive education. This is positive because they are not just receiving.

It's not about threatening, 'If you didn't do your homework, you will fail.' It's more about positive. 'If you do your homework, you will learn something new.'

Similarly, Samuel emphasised the significance of well-being classes were he learnt the values of respect and good manners. He also commended the school's strength

in orchestrating enriching activities and lessons through the organisation and preparedness among teachers.

Well-being is a subject in our school. Well-being is understanding how to respect, basically manners. Teachers teaches you good manners, how not to be aggressive, not hurting anybody, not bullying, things like that. This school has taught me a lot.

The school is organised. When it's some kind of project the school is doing, an example is the Summer Fair. When you go there, it's so organised. You know exactly where to go and what to do. Also, teachers are, in my opinion, they are very well prepared for classes.

Zara deeply connected with the aforementioned narratives on well-being. The inclusion of well-being in the curriculum has enriched Zara's understanding of the importance it holds for individuals. She also emphasised the significance of open dialogue and diverse learning approaches. She was consistently reminded that feeling good and maintaining happiness in school were paramount to her well-being.

It's interesting because we have different subjects than in other schools. For example, we have well-being. It helps me understand because that it's important for us. It's not really just copying and writing, it's also about talking and having different way to learn. They

tell us every time that we have to feel good and we have to be happy in school.

The narratives of the participants emphasised the school's profound dedication to delivering an exceptional education, as reflected in its comprehensive curriculum, adequate facilities, and outstanding services. Additionally, BEPS integrated positive psychology principles into its educational practices along with prioritising student well-being to foster a positive learning environment. Consequently, the school recognized the crucial role of overall well-being in students' success.

White and Kern (2018) posited that activity is not the same as impact; when positive education is done well, it has the potential to profoundly shape and impact the lives of future generations. Furthermore, a high-quality curriculum is essential to the success of all students, as it is built on high expectations for students with quality and relevant content, effectively incorporates materials and other learning resources like technology, and is delivered in a language the student understands (Grayson, 2008). As demonstrated above, the integration of positive psychology principles into educational practices, as observed in the case of BEPS, were aligned with the ongoing discussions on the development of a quality curriculum and the prioritisation of student well-being (Twining et al., 2021).

In this study, the significance of high-quality school services and facilities cannot be overstated, as they create an environment that greatly enhances the participants' learning experience. Consequently, this has a profound impact on their overall

perception of the education provided by the school. As demonstrated by Siming et al. (2015), it is crucial to acknowledge that student motivation and satisfaction can stem from various factors such as personal fulfilment, individualised tutoring, and the alignment of personal values and inner needs. Furthermore, the presence of well-equipped campuses and robust support facilities play a pivotal role in determining satisfaction levels. Hence, the provision of ample facilities and services correlates positively with higher levels of satisfaction and overall happiness among students. Furthermore, students' diverse experiences and characteristics contribute to their satisfaction levels, with academic experiences and faculty preparedness directly influencing their perception of campus services (Thomas & Galambos, 2004).

Positive psychology in education, also known as positive education, is an approach that focuses on nurturing students' strengths, growth, and learning, while promoting psychological and social well-being (Selva et al., 2020). Research has shown that when students achieve their goals, they may feel a sense of accomplishment and experience positive emotions, such as satisfaction (Robson & Mills, 2022). Therefore, it is essential for schools to provide high-quality services and facilities in order to contribute to the actualization of positive psychology principles and create a supportive and enriching educational experience. Meeting students' needs and ensuring their motivation and satisfaction with their surroundings positively impacts their overall well-being (Selva, 2018; Robson & Mills, 2022). Integrating positive psychology principles into educational practices not only focuses on the psychological aspects but also emphasises the importance of a physically and

emotionally conducive learning environment through the provision of quality services and facilities (Selva, 2018).

Enhancing learning opportunities

Finally, enhancing learning opportunities is the last sub-theme that emerged from the in-depth interviews. This sub-theme reflected the participants' experiences where they were able to gather and process knowledge to develop attitudes and skills that will help them expand their individual character. In this sub-theme, education was vividly portrayed not as a passive endeavour but as a dynamic and engaging process. Here, participants actively moulded their individual characters, fostering a proactive approach to personal development that, in turn, significantly heightened their overall satisfaction with their educational experience. Additionally, this exploration into enhancing learning opportunities underscored the transformative nature of BEPS education, positioning it as a cornerstone in the continual evolution of the participants' personal capabilities.

Nick and Ivy joyfully took the lead in spearheading various school activities, not only showcasing their deep satisfaction in contributing to a vibrant educational environment but also recognising the positive impact on their overall well-being. Their active involvement in diverse initiatives not only enriched the school community but also contributed to their personal growth and fulfilment. Nick highlighted, "I feel active and involve when I run the Model United Nations club (MUN club) and if I do any sports competition or sports event." Meanwhile, Ivy shared her perspective, stating,

“I feel active when we have opportunities to do our own service and actions, help in events like helping parties and fairs.”

The exploration of enhancing learning opportunities through the participants' narratives revealed a tapestry of experiences. Nick and Ivy's leadership in school activities not only contributed to a vibrant educational environment but also brought deep satisfaction and well-being. Their diverse engagements showcased how involvement in such initiatives enriched not only the school community but also fostered personal growth.

Recent research has highlighted the significant impact of leadership in educational settings on student learning and well-being. A review on leadership and leadership development in educational settings synthesised the literature on leadership theories in an education setting, highlighting the importance of effective leadership in creating supportive and balanced learning environments (Daniels et al., 2019). Thus, Nick and Ivy's lived experiences were aligned with the research on the importance of providing effective leadership in creating a supportive and balanced learning environment that promotes student success and well-being.

Charlie, on one hand, emphasised the significance of having the ability to express himself as a valuable learning opportunity, “I'm comfortable enough to ask questions and ask direction and able to meet meet all almost all the people.”

Furthermore, he underscored the significance of being able to study at his own pace during Guided Study, expressing:

I feel calm and relax while I am working on my by myself. In a quiet room or maybe in this room where other people are here and then everyone is working not talking. If I see students always typing [on their computer], it gives me motivation to also do my work and don't stop looking around, just focusing in on the one what I'm doing.

Samuel's narrative closely aligned with Charlie's account, that reflected a shared perspective on the matter. Both participants provided consistent and complementary insights, enhancing the coherence and credibility of the overall narrative. Their parallel experiences not only corroborated each other but also contributed to a more comprehensive understanding of the learning opportunities at BEPS,

Other schools have the freedom of Guided Study. Here you have the freedom of doing your work in school so you don't have to do it at home. Because after 8 hours of school, when you reach home, you're not in the mood of doing your homework. In my opinion, especially me, I'm not in the mood after 8 hours doing studying. But you can do that in school. It's good. It takes that burden off after school like you're not stressing about it. After school you can do other activities, like go to play sports.”

Charlie's emphasis on self-expression and the importance of studying at his own pace during Guided Study highlighted the interpersonal and individualised aspects of BEPS education. This, coupled with Samuel's perspective on the freedom of Guided Study, underscored the school's commitment to creating a supportive and balanced learning environment. One of the ways in which schools can improve their learning climate is by giving voice to students. Students can contribute perspectives on issues related to school climate and relationships that differ from those of principals or teachers (Levin, 2000; Mitra, 2003). Together, these narratives provided a comprehensive understanding of how BEPS uniquely nurtured academic growth, personal development, and overall well-being. Guided learning allows for tailored educational experiences that address each student's unique learning style and pace, leading to enhanced engagement and academic success (*What is Guided Learning?*, 2023).

This approach not only supported academic achievement but also encouraged personal growth and autonomy. The narratives of Charlie and Samuel underscored BEPS' commitment to creating a supportive and balanced learning environment, which is in line with the principles of guided learning. Therefore, the individualised aspects of education and the freedom of Guided Study at BEPS reflected the benefits of guided learning in enhancing student autonomy and academic success. Positive Education is linked to individualised learning in students as it aims to provide a school environment that encompasses everyone's strengths and promotes well-being, ultimately leading to enhanced engagement and academic success (Lancia, 2021).

The alignment of BEPS' educational philosophy with the principles of Positive Education, as advocated by Lancia (2021), emphasised the holistic approach to learning. Also, schools are a place of learning; students are accustomed to learning new skills and techniques at school, making them potentially more open and ready to engage in interventions in a school setting (Cheney et al., 2014). By encompassing individual strengths and promoting well-being, BEPS created an environment that went beyond conventional academic success, fostering enhanced engagement and overall student flourishing.

In essence, the narratives of Charlie and Samuel highlighted the importance of adopting learning opportunities that prioritise well-being and student autonomy. The fusion of guided learning principles and the Positive Education philosophy at BEPS has proven to be a comprehensive and effective approach in promoting both academic success and personal growth among its participants. Students who are thriving academically are those who are engaged in educational experiences that transcend boundaries, whether they be disciplinary, generational, cultural, or ideological (Soutter et al., 2014). It is crucial to recognize that every child possesses unique potential, strengths, or assets that can be nurtured and developed when they are provided with supportive, developmentally-appropriate contexts for learning and development (Taylor et al., 2017). Overall, by prioritising well-being and creating environments that foster growth and support, educational institutions such as BEPS can empower students to reach their full potential and become well-rounded individuals.

At BEPS International School, the implementation of positive psychology in education is clearly demonstrated through two main themes: social connectivity and school satisfaction. The school's strong dedication to offering high-quality education and nurturing a love for learning is evident in its personalised learning approach, student-focused teachers, and values-oriented atmosphere. These aspects greatly contribute to the students' overall satisfaction and well-being, aligning with the principles of Positive Education, which aims to enhance both academic attainment and well-being (Seligman & Adler, 2018). Additionally, BEPS places a significant emphasis on social connectedness. By being part of an international community, students have the opportunity to engage in enriching experiences and develop deeper connections, further enhancing their overall well-being and contentment (Fomina et al., 2020).

Research has shown that a positive school environment, which includes social and academic adaptation, is closely associated with students' well-being (Fomina et al., 2020). This aligns with the concept of positive education, which recognizes that student well-being is influenced by various factors, including the physical school environment, school facilities, and the overall school community (Fraillon, 2004). It is important to view the school community as a fluid, dynamic system, where the responsibility for creating a positive environment lies with everyone involved (Fraillon, 2004); this highlights the need for a holistic approach to education that considers both cognitive and socio-emotional goals, ensuring that students are not short-changed in their learning experiences (Greenberg et al., 2003).

For all intents and purposes, the implementation of positive psychology at BEPS International School through themes of social connectivity and school satisfaction played a crucial role in fostering students' overall well-being. The emphasis on social connectedness within an international community provided enriching experiences and deeper connections, further enhancing students' overall well-being and contentment. Also, by adopting a holistic approach that considers both cognitive and socio-emotional goals, the school ensured that students' learning experiences are well-rounded, contributing to their long-term success and happiness. Thus, positive psychology continued to have a significant impact on students' lives, promoting their well-being and academic achievement at BEPS International School.

To promote school satisfaction and well-being, it is essential for administrators to adopt a comprehensive approach that combines both explicit teaching and implicit modelling of positive principles (White & Kern, 2018). This approach entails creating a secure and challenging learning environment, employing pedagogies that prioritise students' present and future well-being (Scoffham & Barnes, 2011). In the school context, well-being encompasses various factors, including school conditions, social relationships, and opportunities for self-fulfilment. Thus, it is crucial for every student to feel valued and supported within the school community, ensuring equal opportunities for personal growth (Konu et al., 2002). In addition, administrators play a pivotal role in promoting these conditions by implementing the PERMA framework, which emphasises the enabling conditions for well-being: positive emotions, engagement, relationships, meaning, and accomplishment. This framework provides

a guide for schools to create an environment that fosters both personal well-being and academic achievement while cultivating empathy, responsibility, and civic engagement (Adam, 2022). Hence, administrators can contribute to enhancing school satisfaction and overall student well-being.

Furthermore, the satisfaction and well-being of students in school are closely related to three needs satisfaction: competence, autonomy, and relatedness (Conesa & Dunabeitia, 2021). Students need to experience a sense of competency in their tasks and actions, autonomy in decision-making, and positive relationships with others (Conesa & Dunabeitia, 2021). These needs should be considered within the school context in order to promote overall well-being and satisfaction.

Overall, the implementation of positive psychology in education at BEPS International School focused on social connectivity and school satisfaction. By creating a positive school environment, fostering social connections, and addressing students' needs for competence, autonomy, and relatedness, the school promotes the well-being and academic achievement of its students (Konu et al., 2002; Soutter et al., 2014).

As has been shown above, the research on social connectivity and school satisfaction at BEPS International School has highlighted the importance of positive psychology in education and its impact on student well-being. Social relationships,

connectedness to others and helping others are the top categories in defining well-being and in defining what makes life meaningful (Khaw & Kern, 2014). Likewise, the high level of school satisfaction among students at BEPS International School can be attributed to the school's implementation of a personalised learning approach, its focus on student-centred teaching, and its creation of a values-driven environment. These elements work cohesively to create a positive and fulfilling educational experience for students. Furthermore, placing importance on fostering social connectivity within an international community offers students valuable and enriching experiences, along with opportunities to form more meaningful relationships. The school's focus on authentic learning experiences and skills development further enhances student satisfaction and overall well-being. These findings have implications not only for BEPS but also for schools worldwide, emphasising the significance of creating a positive school environment, fostering social connections, and addressing students' needs for competence, autonomy, and relatedness. By implementing positive psychology in education, schools can promote the well-being and academic achievement of their students, ultimately creating a supportive and fulfilling learning environment.

Chapter 5

Conclusion

The objective of this study was to examine the relationship between Seligman's PERMA model and positive psychology in the context of education, and how it relates to the well-being of adolescents. By employing a combination of quantitative and qualitative research methods, this study aimed to provide a comprehensive and nuanced understanding of the topic. Moreover, the study followed an Explanatory Sequential Mixed Methods Design, which allowed for the integration of initial quantitative findings and subsequent in-depth exploration through qualitative data analysis with a selected group of participants. This approach ensured that the significance of the initial quantitative results informed and enriched the subsequent qualitative phase of the study.

The central questions for this research were as follows:

1. Is there a significant relationship between Adolescent Well-Being and School Satisfaction among the students at BEPS Secondary International School?
2. Which variables among the PERMA Dimensions predict School Satisfaction?
3. How does the PERMA dimensions capture the aspects that contribute to adolescent well-being?
4. How is positive education actualised at BEPS International School?

The first two questions in this research focused on the quantitative factors and were conducted at the beginning of the study. The initial problem statement aimed to measure the relationship between adolescent well-being and school satisfaction using the Pearson Product Moment Correlation. The findings showed that all the PERMA dimensions (Positive emotions, Engagement, Relationship, Meaning, and Accomplishment) were moderately and positively correlated with school satisfaction. This means that students who experienced positive emotions, were fully engaged in their academic pursuits, had strong relationships with peers and teachers, found purpose and relevance in their educational experiences, and saw the importance of their achievements being acknowledged were more likely to be satisfied with their school. These results highlight the significance of each element of PERMA in shaping adolescent well-being and school satisfaction. This led BEPS International School to prioritise students' well-being by integrating the PERMA elements into their educational system. As a result, they successfully enhanced overall student satisfaction levels.

In the second problem statement, Regression Analysis was used to identify which of the five PERMA dimensions predict school satisfaction. The findings revealed that positive emotion, engagement, relationship, meaning, and achievement collectively serve as predictors for school satisfaction. Moreover, the correlation coefficient (R) indicated a strong positive relationship between these variables. This means that as the levels of positive emotion, engagement, relationship, meaning, and achievement increase, school satisfaction tends to increase as well.

While all five dimensions contribute to predicting school satisfaction, it is important to note that engagement emerged as the strongest predictor. This is evident from its larger standard estimate compared to the other PERMA dimensions. This suggests that students' level of engagement in their educational experience is highly associated with school satisfaction. Therefore, higher levels of active participation, interest, and involvement in activities that truly captivate students, resulting in a loss of track of time, are strongly linked to increased levels of school satisfaction. Considering these findings, it is evident that the PERMA dimensions are most effective in predicting school satisfaction when they work together synergistically. This is supported by the p-values obtained from the analysis.

In the second phase, the qualitative component of the study was conducted to address the remaining research questions and bridge the existing gap. The first problem statement focused on the PERMA dimensions derived from the sub-themes identified during in-depth interviews, which significantly contributed to adolescent well-being.

The participants' inclination to actively explore and interact with their surroundings played a crucial role in promoting positive emotions (P) in their daily lives. This resulted in two notable sub-themes that emerged from their narratives.

The first sub-theme, self-empowerment, emphasised the importance of personal agency and overcoming challenges to achieve their aspirations. The participants highlighted the significance of asserting control over their own lives and making positive choices, which directly influenced their well-being. They also expressed that self-empowerment is closely linked with self-confidence, self-discipline, and self-reflection. Belief in their own abilities and worth allowed them to gain a sense of mastery and competence, while self-discipline helped them set standards and embrace their emotional weaknesses. Through self-reflection, they cultivated a deeper understanding of themselves and aligned their actions with their desired goals. Overall, self-confidence, self-discipline, and self-reflection intertwined, reinforcing and enhancing each other. As individuals embraced self-empowerment, they continued their journey of self-growth and integrated positive emotions into their daily lives.

The second sub-theme highlighted the recognition of inherent values contributing to their overall positive emotions. Traits such as resilience, hope, pride, gratitude, and joy were identified as intrinsic values fostering personal growth and enhancing relationships, ultimately contributing to overall well-being. Understanding the significance of these values and their instrumental role in the participants' journeys towards self-empowerment was achieved.

Recognizing the profound impact of positive emotions on overall well-being, BEPS International School has created a positive atmosphere where students are encouraged not only to excel academically but also to cultivate personal happiness through various initiatives. These include school events, extracurricular activities, and fostering a supportive social environment.

The second theme of Engagement (E) was manifested through the participant's ability to live in the present moment and fully focus on the task at hand. This theme encompassed four sub-themes that emerged from their accounts.

The first sub-theme highlighted the utilisation of character strengths by the participants to achieve their school objectives, overcome challenges, establish connections, and navigate through life effectively, ultimately leading to personal growth and overall well-being. It was evident from their vivid narratives that they were deeply committed to practising mindfulness, especially when their focus and attention were challenged. By cultivating self-awareness and acknowledging their emotions in the present moment, they were able to respond appropriately and navigate their actions with a mindful approach. This commitment not only improved their overall well-being but also empowered them to fully engage in their daily lives.

Another sub-theme that emerged was the integration of meaningful routines. The participants emphasised the importance of incorporating activities they genuinely enjoy into their daily routine. Their narratives highlighted the positive impact of engaging in enjoyable activities on overall quality of life. By integrating these activities, they cultivated a greater ability to live in the present moment, devoting full attention to the tasks at hand.

The third sub-theme revolved around the state of achieving flow. All participants shared a common experience of entering a flow state, where they became fully immersed in an activity and lost track of time. They described this state as a profound sense of enjoyment and satisfaction, where their awareness of time seemed to vanish entirely. Experiencing flow during various BEPS' school activities not only brought enjoyment and satisfaction but also contributed to their personal well-being. The state of flow led to heightened focus, personal growth, and alignment with the concept of flow.

Overall, these sub-themes highlighted the significance of engagement in living in the present moment, embracing meaningful routines, and experiencing flow. These elements played a vital role in the participants' overall well-being and their ability to fully engage in BEPS International School activities.

The third theme, positive relationships (R), focused on the participants' feelings of being supported, loved, and valued by others within the BEPS community. This theme encompassed four sub-themes that emerged from their experiences.

The first sub-theme centred around the participants' perceptions of engaging and nurturing positive relationships with their friends, classmates, teachers, and the school community. They recognized the pivotal role that these relationships played in their overall well-being and personal growth. The results indicated that their understanding of human relationships and interactions was shaped by their daily and constant interactions within the BEPS community. Additionally, they acknowledged the importance of relying on others for various forms of support. They recognized that concern, laughter, and encouragement contributed to their feelings of belonging and security. Consequently, they highlighted the significance of investing time and effort in fostering these positive relationships.

Another sub-theme that emerged within the dimension of positive relationships was the topic of creating and maintaining better relationships. The participants showcased their commitment to nurturing and improving their connections with others through various means. Their dedication to maintaining these connections revealed a proactive approach to building and sustaining meaningful relationships. By actively engaging in conversations with classmates and friends beyond the school setting,

they fostered personal connections and contributed to the development of a supportive and vibrant social community at BEPS.

The third sub-theme highlighted the importance of nurturing trust and sharing experiences. Trust and open communication were identified as fundamental elements in building and maintaining meaningful relationships. The participants found that connecting with others on a deeper level through sharing personal experiences cultivated a greater sense of intimacy, which in turn strengthened their confidence and trust in others. This ability to form deeper connections created a foundation of dependability and empathy, playing a pivotal role in nurturing trusting and sharing relationships within the BEPS community.

Finally, the sub-theme of embracing and celebrating differences emerged, reflecting the participants' appreciation for diversity and their willingness to embrace and learn from different perspectives. This highlighted their active efforts in fostering an inclusive and accepting environment within their relationships. They recognized that their individual differences contributed to the overall warmth and welcoming nature of the school community, which played a significant role in building positive relationships.

Overall, these sub-themes emphasised the significance of positive relationships in the participants' well-being and personal growth. The participants invested effort in nurturing these relationships, embraced diversity, and valued trust, open communication, and shared experiences within the BEPS community.

The fourth theme of this research revolves around the participants' search for deeper meaning in their lives. They expressed a desire to pursue their passions and find a sense of value and worth by belonging to or serving something greater than themselves. Meaning (M), as perceived by the participants, is guided by their personal values and is intrinsically linked to their future successes and higher calling in life.

While all participants found meaning in their endeavours at school, the ways in which they discovered their purpose and determined the value and significance of these experiences varied. Their narratives collectively highlight that meaning, in the context of well-being and Seligman's model, is deeply personal and rooted in their values, aspirations, motivations, and beliefs. It serves as the driving force behind their educational pursuits. Ultimately, it is the source of purpose and fulfilment that extends their vision into the future.

The findings underscore the importance of recognizing and supporting the individual journey to finding personal meaning. BEPS International School acknowledges the significance of empowering students to explore their passions, align their actions with their values, and discover their purpose in life. By providing opportunities for self-reflection, goal-setting, and fostering an environment that encourages personal growth and fulfilment, the school enables students to navigate their educational journey with a strong sense of meaning and purpose.

The final theme of this study focuses on Accomplishments (A), which encompasses the participants' sense of success and fulfilment derived from working towards and achieving their goals. This theme includes four sub-themes that emerged from the participants' experiences.

The first sub-theme revolves around reflecting on achievements. The participants described how they evaluated what a successful day at school looked like for them. They found satisfaction in reflecting on their efforts and felt a positive sense of accomplishment when recalling past successes. They acknowledged that achievement is not merely a means to an end, but rather an ongoing pursuit. The process of mastering skills and developing competence was inherently rewarding and satisfying for them. This perspective emphasises the notion that true accomplishment is intrinsically tied to the satisfaction of personal growth and improvement.

The second sub-theme delves into well-being as an essential goal in the pursuit of accomplishment. The participants' narratives highlighted the concept that well-being is not just an outcome but also a goal that young adolescents can actively pursue. Nurturing personal growth and establishing meaningful connections with others create a positive impact on well-being, aligning with the established principles of accomplishment within the PERMA theory.

The third sub-theme focuses on the participants' ability to sustain perseverance, which contributes to their sense of achievement. This includes the concepts of passion and grit in working towards their goals. Despite facing overwhelming and demanding school tasks, the participants exhibited resilience and determination. They rose to the occasion and met the expectations placed upon them, showcasing their unwavering commitment to personal growth.

The final sub-theme explores various ways in which the participants cultivate accomplishments in their lives. Based on their lived experiences, three key strategies emerged: setting goals, linking goals to values, and adopting a growth mindset approach. The participants' narratives illustrated how these strategies enhanced their sense of accomplishment. By setting goals, aligning them with their core values, and embracing a growth mindset, they significantly contributed to their sense of accomplishment and overall well-being. This convergence of personal experiences

with established principles demonstrates the effectiveness of these strategies in cultivating achievements and well-being.

Overall, the participants' stories showcase the practical application of accomplishments in their lives. They demonstrate the conscious integration of well-being in goal-setting, reflecting on and celebrating past successes, and cultivating strategies for developing accomplishments. By incorporating a growth mindset, setting aligned goals, and prioritising personal values, the participants experienced a heightened sense of accomplishment and overall well-being.

The final quantitative component of the data aimed to address the fourth and last problem statement: How is positive psychology in education actualized at BEPS International School? This research question focused on two emerging themes: social connectivity and school satisfaction, which shed light on the implementation of positive psychology and its direct impact on students' well-being and overall development.

The cornerstone of social connectedness in this study was the participants' sense of belonging and feelings of safety and a welcoming environment within the educational setting. This plays a crucial role in understanding how positive psychology is actualized. Three sub-themes emerged from the analysis.

The first sub-theme highlighted the feelings of safety and a welcoming environment created by the teachers' diversity, contributing to the social connectedness experienced by the participants. The participants felt a strong sense of safety in their educational surroundings, largely due to the actions of their teachers. These actions made them feel at ease, allowing them to be themselves and establish meaningful connections with their peers and the broader community. It became apparent that the way students interact and experience different settings and conditions can significantly influence their well-being.

The second sub-theme emphasised the significant and impactful role of establishing a trusting relationship between teachers and students. Participants repeatedly expressed the crucial role that trust played in their school life and its impact on creating a conducive learning environment. They unanimously acknowledged that a trusting relationship with teachers had a profound impact on their motivation, engagement, and willingness to explore and take risks in their learning. Feeling understood, respected, and supported by their teachers created a sense of psychological safety and comfort, enabling them to freely express their thoughts and ideas without fear of judgement or criticism. Participants appreciated teachers who actively built trust by being approachable, showing genuine interest in their well-being, and being transparent about expectations and intentions. They also valued teachers who demonstrated empathy, responsiveness to their needs and concerns, and a willingness to seek feedback to improve their teaching practices.

The final sub-theme that emerged from the in-depth interviews was the promotion of human development. Participants recognized the competencies nurtured within the school environment and actively strove to enhance and develop their individual character strengths. These narratives highlighted the transformative impact of positive education, as evidenced by personal growth, gratitude, and understanding. The focus on practical applications, well-being, effective communication, and stress management further exemplified how positive education at BEPS International School fostered not only academic success but also holistic well-being and character development.

Collectively, these findings demonstrate the practical implementation of positive psychology in education at BEPS International School. The emphasis on social connectedness, trust-building relationships between teachers and students, and the promotion of personal growth and character development reflect the successful integration of positive education principles within the school's environment.

The second theme related to the final research question focuses on the participants' perception of school satisfaction at BEPS International School. Two sub-themes emerged from the participants' narratives, shedding light on their experiences.

The first sub-theme emphasises the value of high-quality education in terms of the school's curriculum, facilities, and services. The participants highlighted the school's dedication to delivering exceptional education, which was reflected in its comprehensive curriculum, well-equipped facilities, and outstanding services. Furthermore, BEPS International School integrated positive psychology principles into its educational practices and prioritised student well-being to foster a positive learning environment. The school recognized the vital role of overall well-being in students' success, contributing to their satisfaction with their educational experience.

The second sub-theme explores the enhancement of learning opportunities. The participants shared their experiences of gathering and processing knowledge, developing attitudes, and acquiring skills that helped them expand their individual character. Education was portrayed as a dynamic and engaging process rather than a passive endeavour. The participants actively moulded their individual characters, demonstrating a proactive approach to personal development. This engagement with enhancing learning opportunities further highlighted the transformative nature of education at BEPS International School, serving as a foundation for the continual evolution of the participants' personal capabilities.

Together, these sub-themes underline the participants' perception of school satisfaction at BEPS International School. The emphasis on high-quality education, integration of positive psychology principles, and the provision of enhanced learning

opportunities reflects the school's commitment to fostering a positive and enriching educational environment. These factors contribute to the participants' overall satisfaction with their educational experience and highlight the transformative impact of education at BEPS International School.

In the final analysis, it is evident that BEPS International School has successfully implemented positive psychology principles in its educational practices. Two main themes, social connectivity and school satisfaction, have emerged to demonstrate the effectiveness of these implementations.

The school's commitment to offering high-quality education is evident through its personalised learning approach, student-focused teachers, and values-oriented atmosphere. By prioritising student well-being and providing a comprehensive curriculum, BEPS International School fosters a love for learning and supports the overall development of its students. This aligns with the concept of positive education, which recognizes that student well-being is influenced by various factors within the school environment.

Furthermore, BEPS International School places a strong emphasis on fostering social connectedness. The presence of an international community enriches students' experiences and facilitates deeper connections. The emphasis on social

connectedness within the school community contributes to students' overall well-being and contentment. These findings further reinforce the positive education approach and underscore the importance of creating a supportive and inclusive school environment.

In essence, the implementation of positive psychology in education at BEPS International School is evident through its focus on social connectivity and school satisfaction. By providing high-quality education, emphasising student well-being, and fostering social connectedness, BEPS International School successfully promotes a positive and nurturing educational environment. These efforts not only contribute to students' overall well-being and contentment but also align with the principles of positive education.

Practical Application

This study holds valuable insights that can provide critical and practical guidance for teachers and staff at BEPS International School to ensure the flourishing of their students. The research indicates that positive psychology in education has been partially implemented through well-being classes, school-initiated activities, and events integrated into the curriculum. However, for these positive outcomes to have a widespread and sustained impact, it is crucial for students to be exposed to positive psychology across multiple grade levels and various sections of the school.

One way to achieve this is by incorporating positive psychology topics into the curriculum of different academic disciplines offered at BEPS International School. By adopting and reinforcing the explicit well-being skills taught in well-being classes and providing practical tips on improving well-being, the school can actively promote positive psychology principles throughout the students' educational journey. This would involve a reflective approach and facilitating interactive group discussions and experiential activities, as students are more likely to learn and benefit from these engaging methodologies.

Seligman's PERMA model provides a useful framework for fostering and reinforcing positive education at BEPS International School. This model emphasises the promotion of well-being and achievement while also cultivating a deep concern for others. Integrating this framework with the findings of this study can enhance the current well-being curriculum at BEPS. By adopting a more reflective approach and incorporating interactive group discussions and experiential activities, the school can further empower students to embrace positive emotions and incorporate them into their daily lives.

Additionally, to provide consistent and targeted support to secondary students, a recommended approach is the implementation of a three-tiered system of support as a form of intervention. This evidence-based framework, as supported by the findings

of this study, ensures that students receive consistent and personalised support based on their individual needs.

In conclusion, this study offers valuable insights for BEPS International School in promoting student flourishing. By incorporating positive psychology principles across various grade levels, adapting the well-being curriculum, and implementing a three-tiered system of support, the school can further enhance the well-being and overall development of their students.

The support system at BEPS International School is structured into three tiers to cater to the diverse needs of students:

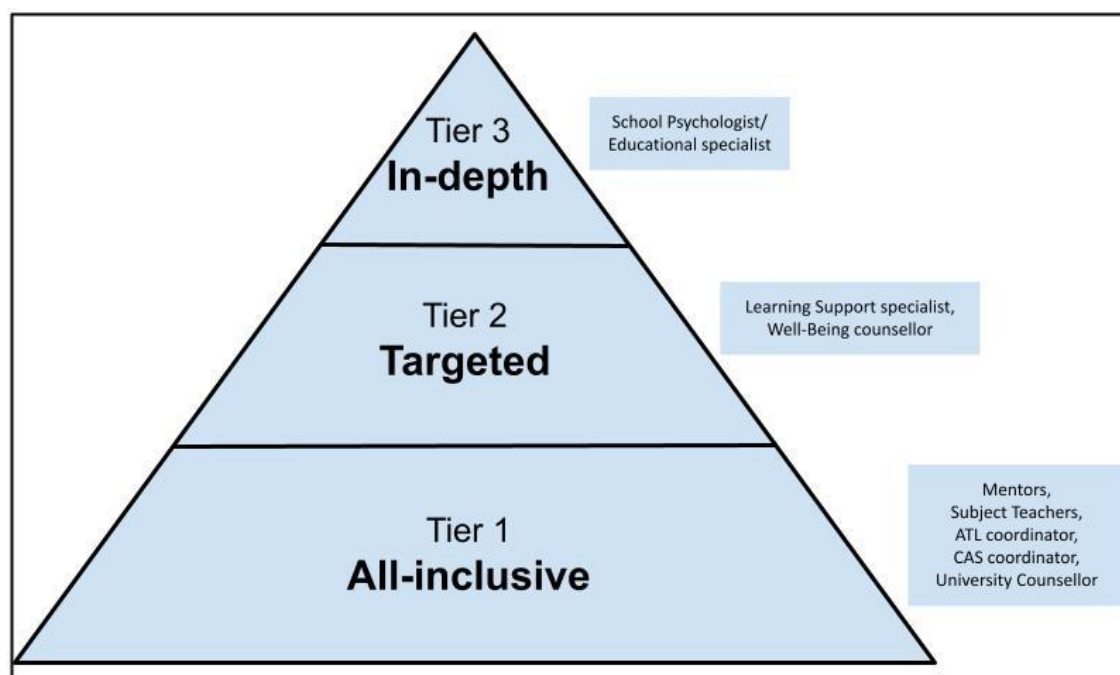
Tier 1 encompasses all-inclusive, school-wide support that is provided to all students across all levels. These interventions are designed to benefit all students and promote their well-being. Examples of Tier 1 support include well-being curriculum, mentor time, ATL (Approaches to Learning) lessons, and community sessions. The goal of Tier 1 interventions is to provide a strong foundation of support for all students.

Tier 2 involves additional support for struggling students through personalization options or classroom adaptations. This level of support is specifically targeted towards students who require extra assistance to succeed academically or emotionally. Tier 2 interventions may involve small group sessions or individualised support provided by learning support professionals. The aim is to ensure that only specific students who need additional support receive Tier 2 interventions.

Tier 3 comprises more intense interventions for students who are not responding to Tier 2 support. These interventions are tailored to meet the individual needs of students through a counselling intervention program. The focus at this level is to provide highly specialised assistance to a limited number of students. Educational specialists or school psychologists may be involved in delivering Tier 3 support. The ultimate goal is to minimise the number of students requiring Tier 3 interventions.

The three-tiered system of support framework is visually represented in Figure 4, ensuring a clear and structured approach to providing comprehensive support to students at all levels within the school community.

Figure 4. Simulacrum of the Three-tiered System of Support Framework (Adapted from Response-to-Intervention Model, Grosche & Volpe, 2013)



To enhance student well-being and foster prosocial behaviour, a proposed intervention plan called Dynamic Learning Experiences (DLE) is introduced, aligning with Seligman's PERMA model. The DLE aims to benefit all secondary students at BEPS International School, but it also allows for targeted strategies depending on specific group needs, promoting differentiation and extension. The involvement and commitment of the secondary staff and teachers are crucial to maximise the effectiveness of each strategy. The intervention plan progresses from simple and practical strategies to more intensive and complex ones as required for deeper student learning. Importantly, the DLE not only benefits students but also strengthens teacher-student relationships. Additionally, it is essential to highlight that the DLE is designed to complement the existing BEPS programs and curriculum, providing strategic support within the school's well-being framework. Table 5 provides a summary of the DLE intervention plan.

Table 5. Summary of Dynamic Learning Experiences (DLE) Intervention Plan

System of Support	Intervention linked to PERMA	Year Level	Topic/s addressed	Primary Implementer/s	Structure of Intervention
Tier 1 All-inclusive	Positive Emotions (P)	MYP 1 to DP/CP 2	<p>These positive emotions (P) modules focus on practical application on how to adopt positive psychology approach by letting the students actively explore their feelings of hope, gratitude and resilience by actively participating in adaptive activities.</p> <p><i>The activities can always be developed and modified focusing on different positive emotions such as: joy and pride.</i></p>	Well-being counsellor; Art teachers;	<p>Students participate according to their year level for 1 period, three times per month. Each week presents one full session of each of the three components (hope, gratitude, resilience) of the program.</p> <p><i>*Detailed lesson plan will be provided.</i></p>
		MYP 1 to MYP 3	School-based intervention that cultivates hope in students	Well-being counsellor; Art teachers	<p>Crafting positivity</p> <p>Students create their visions of positivity. (i.e. 'positivity shields', 'dream catchers', 'joyful</p>

					masks'). These crafts can be displayed in a wall to remind them of the power of positive thinking and imagination.
		MYP 4 to DP/CP 2		Well-being counsellor	<p>Hopes and Fears activity</p> <p>Students express their hopes and fears to a partner who then relays the information to the larger group, each participant has the opportunity to experience meaningful one-on-one time with another member and an understanding of the commonality of hopes and fears.</p> <p><i>*This worksheet comes from Group Exercises for Adolescents: A Manual for Therapists and School Counsellors.</i></p>
		MYP 1 to DP/CP 2	School-based intervention that cultivates gratitude in students	Well-Being counsellor	<p>Counting Blessings</p> <p>All students will participate in the Gratitude challenge. They will be given coloured poster papers where they will be asked to write their own original quotation focusing on the theme of gratitude.</p> <p>This can then be turned into a compilation of BEPS secondary book of gratitude quotations</p>

		MYP 1 to DP/CP 2	School-based intervention that cultivates resilience in students	Well-Being counsellor; English teachers	<p>Me at my Best (Building resilience through story telling/narrative)</p> <p>The activity aims to use narrative and storytelling where the students will be asked to identify their unique strengths by writing a story about a past experience where they were “at their best” or a challenge they have experienced and how they overcome it.</p> <p>The student’s story should be structured with a start, middle, and a powerful ending.</p>
	Engagement (E)	MYP 1 to DP/CP 2	This Engagement (E) module focuses on how students can develop their character strengths by cultivating serenity and mindfulness strategies in their daily lives.	Well-being counsellor; Mentors	<p>Mindfulness Meditation</p> <p>Students will undergo a 5-minute meditation every first Monday of the Month.</p> <p>This is a form of meditation in which distracting thoughts are not ignored but acknowledged and observed as they arise in order to detach from them and gain insight and awareness of their character strengths.</p> <p>Link to the audiofile:</p> <p>https://www.youtube.com/watch?v=eYm9FkWQc0Q</p>

	Positive Relationships (R)	MYP 1 to DP/CP 2	This Positive Relationships (R) event focuses on nurturing relationships where students feel a sense of value in themselves through modelling actions/deeds of others.	Well-being counsellor; Mentors; Subject teachers	<p>Student and Teacher Swap Spirit Day</p> <p>In celebration of the International Teacher’s Day on October 5, 2024 and to demonstrate school spirit, a day on the first week of October will be spent for Student and Teacher Swap Spirit Day.</p> <p>Students become teachers and mentors for one day. Students need to approach their teachers and mentors, at least one week before the event, to express their interest to teach a lesson or be the mentor on that day.</p>
	Meaning (M)	MYP 1 to DP/CP 1 & 2	These activities for Meaning (M) focus on discovering their feelings to have a sense of value and worth through serving something greater than themselves.	Well-being counsellor; Mentors; CAS Coordinator	<p>Students participate in one activity or event organisation (as a class/group) within or outside the school.</p> <p>(i.e. reading stories to younger BEPS students during library time, teach French or English Language to immigrants via an organisation) <i>Previous events can be linked to this module (i.e. Nativitas, Run For Life)</i></p>
		MYP 1 to DP/CP 1 & 2	Meaning (M) is guided by their personal values which is attributed to their future successes in order for them to serve	Well-being counsellor; University and Careers Counsellor	<p>Careers Exploration Day (for the students, by the students)</p> <p>1. In one of the Well-being sessions, students will fill in the Careers Cluster Student Inventory. Then,</p>

			<p>their higher calling in life. To heed this call, the Careers Exploration Day is an event tied to their future goals and aspirations. Through these series of activities, students are provided with opportunities for interaction and exchange of ideas which would motivate them in giving meaning to their educational pursuits.</p>		<p>based on the results, students will be grouped based on the 16 Career Clusters.</p> <p>2. In one of the Community Time sessions, students will be tasked to prepare and create a Career Day for the school.</p> <p>They can research on the career cluster they belong and brainstorm as a group on how they will present their cluster.</p> <p>The Primary students will be invited to have a walk around and get the chance to see what the Secondary students created to learn about the types of jobs and the world of work.</p>
	Achievement (A)	MYP 1 to DP/CP 1 & 2	<p>The Accomplishment (A) event focuses on celebrating the school's success as a result of students' hard work toward reaching their goals and endeavours for the school year through their strong determination and positive motivation.</p>	Well-being coordinator; Mentors	<p>Celebrating Students' Success</p> <p>1. During mentor time, students will fill-in a Google Form where they will be asked to vote for several awards focusing on the PERMA values/character traits.</p> <p>2. Students will be recognised for their achievements during Community Time in June.</p>

Tier 2 Targeted	Promoting positive psychology through providing additional support to specific targeted students	MYP 1 to DP/CP 2	Additional support for struggling students academically	Well-being counsellor; Learning support specialist	Through personalisation options or classroom adaptations, the Learning support specialist will spearhead specific objectives and activities for target students (i.e. Individualised Education Program)
			Additional psycho-emotional support for students	Well-being counsellor; Educational Specialist; Mentors; ATL coordinator	<p>The Positive Turn sessions</p> <p>During personalisation options, a small group intervention for building specific social skills will be provided (time management, social awareness, relationship skills, etc).</p> <p>Students who will participate in these sessions are recommended by mentors and subject teachers to undergo brief interventions in a safe space with on-going opportunities to interact with other peers who have similar concerns.</p>

Tier 3 In-depth	Promoting positive psychology through providing more intense interventions to specific targeted students who are not responding to Tier 2 support	MYP 1 to DP/CP 2	Tailored to meet individual needs of students through intensive counselling intervention program. <i>If student is receiving external support (i.e. therapist, psychologist), the educational specialist will work side-by-side for consistency.</i>	Educational Specialist	One-to-one counselling sessions are provided to students as per evaluation and recommendation of mentors, subject teachers, well-being counsellor and/or learning support specialist. (See Appendix E for the referral process) A referral form will be filled-in to identify the student's immediate concern/s. (See Appendix F)
*To assess the effectiveness of the DLE student support intervention plan, an evaluation form is provided after the event/activity using the Plus-Delta T-Chart. This will be done during mentor time. (See Appendix D)					

Recommendations for future research

To achieve a comprehensive and cohesive positive psychology framework at BEPS, conducting a research study within the BEPS Primary division is strongly recommended. This research study would aim to gather data and insights into the effectiveness of the current positive psychology programs and activities implemented in the school.

By conducting a research study, BEPS can obtain valuable information about the impact of their positive psychology initiatives on student well-being, academic performance, and overall school climate. This data can help identify areas of strength and areas that require improvement, allowing the school to tailor their programs and activities to better meet the needs and preferences of their students.

Additionally, a research study within the BEPS Primary division would contribute to the generalizability of the results. By involving a diverse sample of students from different grade levels, the findings can be applied to other divisions within the school, ensuring consistency in the implementation of positive psychology practices across all levels of education.

Furthermore, the research study can involve gathering qualitative feedback from students, teachers, and parents. This feedback can provide valuable insights into the effectiveness of specific positive psychology interventions, as well as identify any potential barriers or challenges that need to be addressed. By engaging various stakeholders in the research process, BEPS can foster a sense of ownership and

collaboration, further enhancing the positive psychology framework.

Secondly, it is crucial to prioritise the well-being of the staff and teachers at BEPS, as they play a pivotal role in cultivating a positive school culture. Their dedication, passion, and positive mindset significantly impact the students' learning experience and overall school environment. In order to develop a comprehensive positive psychology framework, it is essential to take into account the well-being needs and desires of the teachers.

One effective method of gathering insights into the personal well-being of teachers is through conducting Focus Group Discussions (FGDs). FGDs provide a platform for teachers to openly express their thoughts, concerns, and suggestions regarding their well-being. These discussions can shed light on specific areas where teachers may require support or resources to enhance their well-being.

By including the valuable insights shared by teachers during FGDs in the research study, BEPS can gain a better understanding of the specific challenges and needs faced by their staff. This understanding can guide the development of targeted interventions and support systems to address the identified issues.

Additionally, prioritising the well-being of teachers not only benefits them individually but also has a direct impact on the overall school culture. When teachers feel supported and valued, they can create a positive and nurturing classroom environment that fosters student well-being and academic success.

By integrating the insights gained from the FGDs into the research study, BEPS can ensure that the positive psychology framework encompasses and addresses the unique needs and desires of the teachers. This comprehensive approach will not only enhance the well-being of the staff but also contribute to a more inclusive and harmonious school community.

Thirdly, to maintain a sustainable emphasis on student empowerment, it is crucial to provide continuous exposure to well-being education for both the staff members and the wider BEPS community through ongoing education and training.

Continuous education and training for staff members play a significant role in ensuring that they have the necessary knowledge and skills to effectively implement the positive psychology framework. Through regular training sessions and workshops, staff members can stay updated with the latest research and best practices in promoting well-being. This ongoing professional development empowers them with the tools and strategies to incorporate well-being education into their teaching practices and interactions with students.

Furthermore, extending this ongoing well-being education to the wider BEPS community is equally important. This can be achieved through parent education sessions, community events, and partnerships with external organisations specialising in well-being. By involving parents and guardians in well-being education, they can reinforce the principles taught at school and create a consistent approach to fostering student empowerment across all environments.

Continuous exposure to well-being education not only optimises the curriculum but also enhances the various programs and services offered by the school. It ensures that these initiatives are aligned with current research and best practices in promoting student well-being. Regular education and training sessions also provide an opportunity for staff members and the wider community to share their experiences and ideas, fostering a collaborative approach to student empowerment.

In the final analysis, the ongoing education and training would foster a culture of continuous improvement at BEPS. It allows the school to constantly evaluate the effectiveness of their well-being initiatives and make any necessary adjustments. By regularly reviewing the impact of these programs, BEPS can ensure their efficiency and effectiveness and make informed decisions about their future direction.

Lastly, promoting parental involvement through workshops and seminars focused on positive psychology and its impact on adolescent well-being can significantly enhance parenting skills while fostering active discussion among parents.

Parental involvement is a crucial component of a comprehensive positive psychology framework. Research has consistently shown that when parents are actively involved in their child's education and well-being, students experience higher academic achievement, increased motivation, and improved social-emotional development. By providing workshops and seminars specifically tailored to parents, BEPS can equip them with the knowledge and tools necessary to support their children's well-being journey.

These workshops and seminars can cover a range of topics, including the importance of positive parenting strategies, the role of positive reinforcement, effective communication skills, stress management techniques, and fostering resilience in adolescents. By focusing on these areas, parents can gain valuable insights and practical strategies to support their children's well-being and academic success.

Moreover, these workshops and seminars provide an opportunity for parents to come together in an open and supportive environment, fostering active discussion and the exchange of ideas. By creating a community that encourages parental involvement and collaboration, BEPS can strengthen the relationships between families and the school. This partnership can create a shared understanding and commitment to supporting the well-being of students, as well as facilitate ongoing communication between parents and teachers.

Engaging parents in this endeavour is crucial because the home environment plays a significant role in shaping a child's well-being. By empowering parents with the knowledge and skills to promote positive psychology principles within their family dynamics, BEPS can extend the positive impact of their initiatives beyond the school walls.

To sum, by engaging all stakeholders, including students, staff, and families, in the promotion of positive psychology and well-being, BEPS can create a thriving environment that nurtures the overall well-being of its entire community. This comprehensive approach ensures that student empowerment and well-being are

consistently supported and reinforced both at school and at home.

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Appendix A: Request for Permission to Conduct Research

Selinus University of Sciences and Literature
Via Roma, 200
97100 Ragusa, Italy

The School Director
BEPS International School
Av. Franklin Roosevelt 23,
1050 Bruxelles

February 6, 2023

Dear Ms. Pascale Hertay

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Doctorate student in the Department of Clinical Psychology at Selinus University of Sciences and Literature. My supervisor is Dr. Salvatore Fava.

The proposed topic of my research is: "The Perceived Factors Impacting Adolescent Well-Being: The Actualisation of Positive Psychology in Education". The objectives of the study are:

- (a) How does the PERMA model capture the factors that contribute to the well-being of international students?
- (b) How is well-being described at BEPS International School?
- (c) To what extent does positive education impact adolescent well-being?
- (d) What are the perceptible outcomes that determine the evidence for incorporating positive education at BEPS International School?

I am hereby seeking your consent to allow me to conduct the research on seven selected students at BEPS Secondary. Additionally, since I adopted a Sequential Explanatory Mixed Method Design, I will also be sending out a survey questionnaire to all the students. To assist you in reaching a decision, I have attached to this letter a copy of the research instruments which I intend to use in my research:

- (a) Interview Guide
- (b) Survey Questionnaire (with Spanish version, this will be sent out to the students via Google Form)

Should you require any further information, please do not hesitate to contact me. My contact details are as follows:

mejjealcaraz@yahoo.com
+32478252274

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation. Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Mejianer Alcaraz Bekaert

Appendix B: Permit Permission Letter to Parents

Dear Parents,

I am a registered Doctorate student in the Department of Clinical Psychology at Selinus University of Sciences and Literature. My supervisor is Dr. Salvatore Fava.

The proposed topic of my research is: "The Perceived Factors Impacting Adolescent Well-Being: The Actualisation of Positive Psychology in Education". The objectives of the study are:

- (a) How does the PERMA model capture the factors that contribute to the well-being of international students?
- (b) How is well-being described at BEPS International School?
- (c) To what extent does positive education impact adolescent well-being?
- (d) What are the perceptible outcomes that determine the evidence for incorporating positive education at BEPS International School?
- (e) What are the implications for training, teaching, and professional practice to incorporate positive psychology in education?

In this regard, I would like to invite your child to take part in this research project. If you decide to let your child participate, I will collect information about your child's perspective on adolescent well-being through one-to-one interview. Please note that participation in this study is voluntary and no data will be collected for use within this study unless permission is granted.

If you agree to allow me to interview your child, please acknowledge this email by stating that you are permitting your child to participate in the research. Kindly reply to this email on or before 10 February (Friday). Please note that your child's real name will remain anonymous for this study.

Thank you for all of your support.

Sincerely,

Mejianer Alcaraz Bekaert

Appendix C: Semi-Structured Interview Guide

Positive Emotion

Positive Emotion

1. How do you feel about your future?
2. Do you believe that this school will have a positive impact on your future professional career? How?
3. To what extent do you feel that your studies will be useful for your educational and/or professional future?
4. What motivates you to study?
5. When are you most at your happiest at school? Describe the moment/s or situation/s when you feel joyful.
6. Describe the moments in your school life when you feel positive.
7. In what instances/moments at school do you feel that you are loved?
8. In what circumstances do you feel confident at school?
9. In what school situations do you feel positive about yourself ?
10. What aspects of your personality do you like the most ?
11. To what extent do you agree with this statement: I like myself as a person. Elaborate your answer.
12. How do you face new situations at school that require you to change your old familiar way of doing things ?
13. To what extent do you look forward in doing things at school as much as you used to? Elaborate your answer.
14. How do you think your friends and classmates at school would describe you in terms of sharing your time with others ?
15. Do you enjoy making plans for the future and working at school to make them a reality ? Why or why not ?
16. Evaluate how your life at school has been a continuous process of learning, changing and growth.
17. Do you see yourself as someone who wanders aimlessly through school life? Why or why not?
18. How do you evaluate your attitude compared to other people at school? 19. How do you show that you trust your friends at school and how do they know that they can trust you?
20. In what ways do you feel that people at school see you as loving and affectionate?
21. In what ways / school situations do you think you have improved as a person over the years?
22. Taking all the things together, describe how happy you would say you are at school.

Negative Emotion

1. In what situations at school, of any, do you feel anxious? Explain.
2. In what situations at school, if any, do you feel lonely in your daily life? Explain.
3. In what situations at school, if any, do you feel angry? Explain.
4. In what situations at school, if any, do you feel sad? Explain.
5. How does the school demands affect your everyday life?
6. Do you think that many of the people you know at school have gotten more out of life than you do? Why?
7. Overall, do you expect good things to happen to you than bad? Why?

Resilience

1. How do you bounce back after hard times at school?
2. How are you able to make it through to stressful events at school?
3. What do you do to recover from a stressful situation at school?
4. Is it hard for you to snap back when something bad happens at school? Why or why not?
5. How do you come through difficult times with little trouble at school?
6. How are you able to get over set-backs at school (in a short time)?
7. To what extent do you understand the significance of wellbeing and resilience at school?
8. In what way/s or school situation/s do you understand the significance of your strengths?
9. What do you do to stick to your aims to accomplish your school goals?

Self-Efficacy

1. How do you manage to solve difficult situations/problems at school?
2. If someone opposes you at school, how do you find the means and ways to get what you want?
3. How do you show your confidence that you could deal efficiently with unexpected situations/events at school?
4. How do you use your resourcefulness to handle unforeseen situations at school?
5. Do you think you can solve most problems at school if you invest the necessary effort? How?
6. How do you remain calm when facing difficulties at school? How do you rely on your coping skills/abilities?
7. When you are faced/confronted with a problem, how are you able to find solutions?
8. If you are in trouble at school, how do you deal with it?
9. At school, do you think you can handle whatever comes your way? How? Provide specific examples.
10. At school, how do you voice your opinions even when they are in opposition of most people?
11. How do you feel with how things have turned out when you look at the story of your life at

- school? How so?
12. How do you make sure that your decisions at school are not influenced by what everyone else is doing?
 13. Do you worry about what other people think of you at school? Why or why not?
 14. In what ways do you tend to be influenced by people at school with strong opinions?
 15. How have you developed as a person over time?
 16. How confident are you at school in your opinions, even if they are contrary to the general consensus? Explain.
 17. Describe how you voice your own opinions in controversial matters at school.
 18. At school, do you judge yourself by what you think is important or by the values of what others think is important? Why?
 19. Do you think you've built a home and a lifestyle at school for yourself that is much to your liking? Why or why not?
 20. How do you feel about who you are compared to how others feel about themselves at school?

Gratitude

1. How do you incorporate an emphasis on expressing thanks to the school community?
2. How would you describe the school world around you?
3. What are you thankful for in your life?
4. If you had a list of everything that you felt grateful for, what would they be?
5. How do you show you're grateful to a wide variety of people at school?
6. At school, how do you show your appreciation to people, events and situations that have been part of your life history as you get older?
7. Does it take you long amounts of time before you feel grateful to something or someone at school? Elaborate your answer.

Engagement

1. What are you good at?
2. What comes easily to you?
3. What makes you feel excited and interested in things at school?
4. How do you face new situations at school that require you to change your old familiar way of doing things?
5. How do you feel about your daily school activities? Do you consider them trivial or important to you? Why or how so?
6. How do you deal with a situation when something bores you at school?
7. How do you live your daily school life with things that interest you?
8. Describe a time at school when you become absorbed in what you are doing.
9. When are the times or situations at school when you lost track of time while doing something you enjoy?
10. Describe the school situation/s where you feel you can study well with your classmates.
11. To what extent are you satisfied with your way of studying? Describe the times/moments that you feel you were in a "state of flow" at school (i.e. forgetting the time when doing

something, not feeling tired when doing something that interests you).

Social relationships

1. How would you describe your relationships with your classmates?
2. Do you feel you can count on for help with your classmates? Why or why not?
3. How satisfied are you about your friendship with your classmates?
4. Describe how your friends at school treat you. In what ways would you say that your friends treat you well?
5. Evaluate how good your at school friends are.
6. How do you show that you understand the significance of your friend's well being and resilience at school?
7. In what way/s or situation/s do you understand the significance of your friend's strengths?
8. Evaluate how to have better relationships with your friends at school.
9. How do you fit in with the people and the school community around you?
10. How do you maintain close relationships?
11. At school, with whom do you share your concerns?
12. Describe the moment/s at school when you receive help and support from others when you needed it.
13. Describe your personal and mutual conversations with family members and friends at school.
14. In what ways have you experienced warm and trusting relationships with others at school?
15. Evaluate your personal relationships at school.

Meaning

1. Describe a meaningful life to you.
2. Evaluate how you lead a purposeful and meaningful life.
3. What school activities make you feel excited and interested in things?
4. In which school situation are you interested in to expand your horizons ?
5. What do you do to have/gain new experiences at school that challenge how you think about yourself and the world ?
6. When do you feel that what you do in your life is valuable and worthwhile, in general?
7. Describe the situation/s when you feel you have a sense of direction in your school life.
8. How do you understand your school life's meaning?
9. How do you find means/ways that make your school life feel meaningful?
10. Describe how clear your sense of purpose in life is.
11. What makes your life meaningful at school?
12. Describe a satisfying life purpose.
13. How do you find means/ways that make your life feel significant?
14. What is your mission in life?

Accomplishment

1. What makes a school day successful for you?
2. Describe the situation/s where you feel you are able to achieve the school's goals.
3. Describe a time in your life at school when you achieved something you were really proud of.

4. Describe a time when you feel you are making progress towards accomplishing your school goals.
5. Describe the situation/s where you feel you have achieved the important school goals you have set for yourself.
6. In what situations at school do you feel that you are in charge of the situation in which you live in ?
7. Describe what you're trying to accomplish in life.
8. How do you arrange your school life in such a way that it is satisfying to you ?
9. Do you think you've made big improvements or changes in your school life a long time ago? How so?
10. Do you feel that you've done all there is to do in your life? How so?
11. Evaluate how you handle your responsibilities at school.
12. Evaluate how you manage the many responsibilities of your daily school life.
13. In what instances do you feel overwhelmed by your responsibilities ?
14. In general, do you feel you have achieved a lot in your school life in your life? Why or why not?

Perceptions of school conditions

1. What subjects do you most enjoy studying?
2. What subjects do you find easiest to learn? Why?
3. How do you express your feelings of cheerfulness when you are in good spirits?
Describe the time when you felt this at school.
4. In what ways do you feel calm and relaxed at school?
5. Describe the time when you felt active and vigorous at school.
6. Describe the moment/s when you woke up feeling fresh and rested before going to school.
7. How do you fill your daily school life with things that interests you?
8. What do you like most about school?
9. In what ways is the school interesting for you?
10. How satisfied are you with what you are learning/studying at BEPS?
11. How satisfied are you with the school?
12. How satisfied are you of the school's equipments?
13. How satisfied are you with the services offered by the school for students?
14. How satisfied are you that you have undertaken this school?
15. How satisfied are you with your teachers?
16. Do you find your teachers interesting people? Why?
17. Do you find it interesting to talk to your teacher/s? Why or why not?

18. What is it like listening to your teachers?
19. In what occasions/instances do you turn to your teacher/s for help?
20. Evaluate how to become a better student.
21. How does BEPS teach, build and embed personal and social competencies for well-being across the school community?
22. How does the school make you feel safe and supported? Can you provide specific examples/instances?
23. How does the school provide/create a respectful learning and working environment for all the members of the school community?
24. How does the school (including staff and teachers) show their availability towards students?
25. To what extent does the school teach, build, and embed personal competencies for wellbeing across the school?
26. How does the school embrace student wellbeing as essential to their role and responsibilities?
27. How does positive education look like to you?
28. How has positive education helped you understand the significance of well being and resilience?
29. How does the BEPS community create a broad experience of gratitude that is personally and socially valued within school contexts?

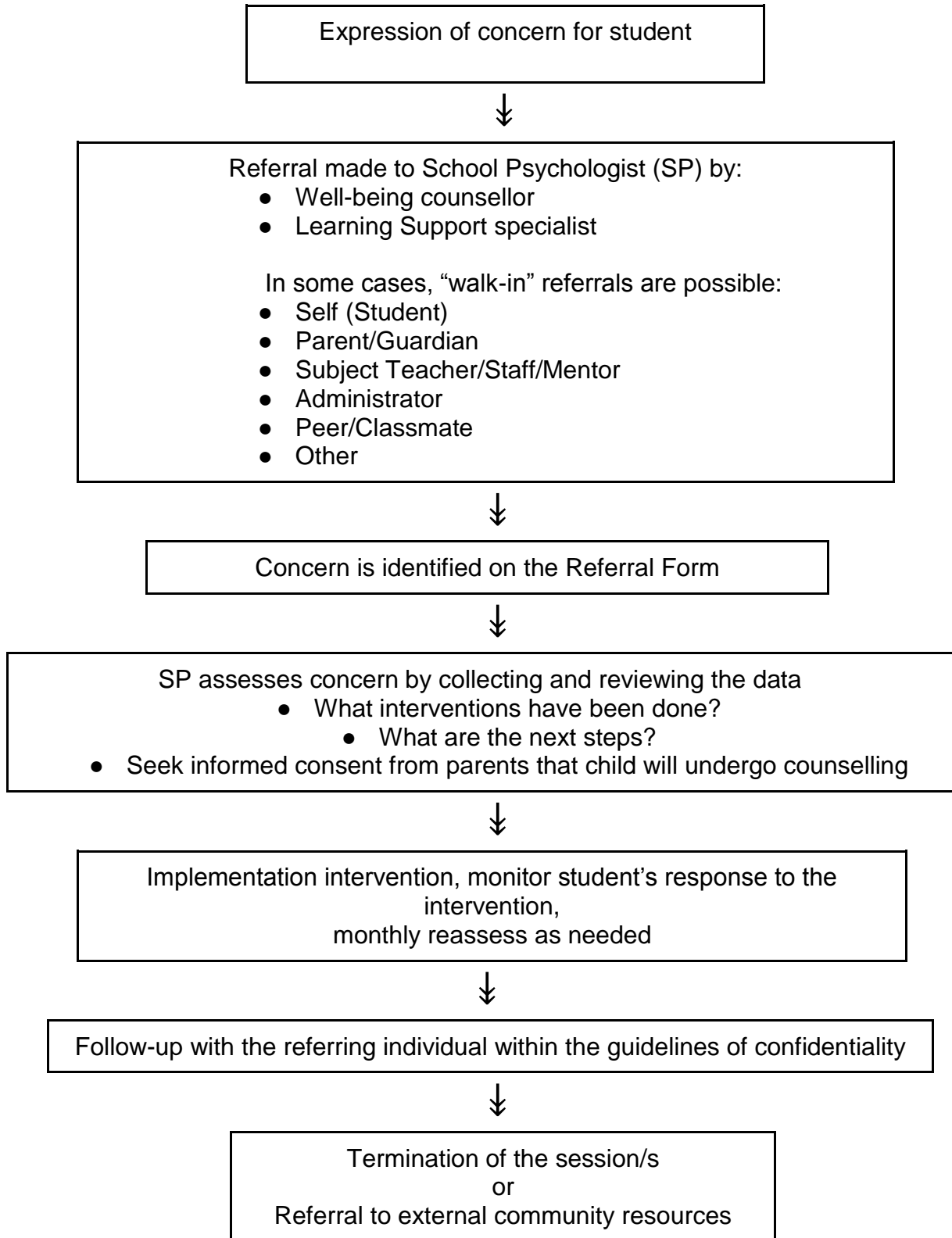
Appendix D: Plus-Delta T-Chart to assess the DLE student support intervention plan

Plus/Delta

Plus + (What is working that we want to continue?)	Delta Δ (Opportunities for improvement)

Next steps:

Appendix E: Referral Process Flow Chart



Appendix F: Student Services Referral Form BEPS STUDENT SERVICES REFERRAL FORM

Student Name: _____

Date: _____

Year Level: _____

Mentor: _____

Referred by: _____ Relationship to the student: _____

Areas of Concern(s)

Personal/Social Development	Academic Development	Career Development
<ul style="list-style-type: none"> Peer relationships 	<ul style="list-style-type: none"> Grades 	<ul style="list-style-type: none"> Decision-making
<ul style="list-style-type: none"> Family relationships 	<ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> Exploration/Planning
<ul style="list-style-type: none"> Emotional issues 	<ul style="list-style-type: none"> Educational planning 	<ul style="list-style-type: none"> Post-Secondary options
<ul style="list-style-type: none"> Other _____ 	<ul style="list-style-type: none"> Academic skills 	<ul style="list-style-type: none"> Post-Secondary applications
	<ul style="list-style-type: none"> Other _____ 	<ul style="list-style-type: none"> Other _____

Pre-referral Intervention Strategies and Response to Intervention

Reason for referral

Student's strengths and interests

Specific observable behaviours

Parent/Guardian contacted

Outcome of contact

- Yes

- No

For School Psychologist Use Only:

Informed Consent

- Yes
- No

Date _____

Action Plan Date _____

Follow-up with referring person

Date _____

Notes